

From: [Peggy James](#) on behalf of [Peggy James <pjames@hinsdale86.org>](#)
To: [Debbie Levinthal](#)
Subject: Fwd: Public Records Request :: R000952-110221
Date: Thursday, November 11, 2021 1:33:34 PM

FYI

----- Forwarded message -----

From: **Debra Kedrowski** <dkedrows@hinsdale86.org>
Date: Thu, Nov 11, 2021 at 1:31 PM
Subject: Re: Public Records Request :: R000952-110221
To: [Peggy James <pjames@hinsdale86.org>](#)
Cc: [Terri Walker <twalker@hinsdale86.org>](#), [Tammy Prentiss <tprentis@hinsdale86.org>](#)

Thank you for following up Peggy. A time extension was supposed to go out last night. I will take a look in the portal.

On Thu, Nov 11, 2021 at 1:22 PM [Peggy James <pjames@hinsdale86.org>](#) wrote:

Hi Deb,

I'm following up on the following FOIA request - by my calculation, I should have seen a response 5 business days after submitting the request which would have been Tuesday, November 9. It is now November 11. Please provide an update on this FOIA request.

Thanks,
Peggy

(resending to include appropriate cc's)

----- Forwarded message -----

From: **HINSDALE86 Support** <hinsdale86@mycusthelp.net>
Date: Tue, Nov 2, 2021 at 6:39 PM
Subject: Public Records Request :: R000952-110221
To: [pjames@hinsdale86.org](#) <pjames@hinsdale86.org>



Dear Peggy James:

Thank you for your interest in public records of Hinsdale Township High School District 86. Your request has been received and is being processed. Your request was submitted on 11/2/2021 and given the

reference number R000952-110221 for tracking purposes.

Records Requested: We, Peggy James and Debbie Levinthal, jointly file this FOIA in the interest of transparency to the D86 Community and seek production of the following documents in PDF form. Please produce emails (and attachments) to/from/between any of the following individuals/groups: Peggy James, Debbie Levinthal, Terri Walker, Tammy Prentiss, Deb Kedrowski, and boe@hinsdale86.org dated on or after August 10, 2021 through the date of this FOIA request that reference the D86 contract that was entered into with Saxman and Anew (Nunez) in September 2020. The responsive documents should include, but not be limited to, the email from Peggy James to the BOE dated October 1, 2021 and the attachment titled Timeline. To the extent that any responsive documents were written by either of us, we, Peggy James and Debbie Levinthal, give permission for them to be produced in their entirety without any redactions.

Your request will be forwarded to the relevant department(s) to locate the information you seek. You can monitor the progress of your request at the link below and you'll receive an email when your request has been completed. Again, thank you for using the Public Records Center.

Hinsdale Township High School District 86

To monitor the progress or update this request please log into the [Public Records Center](#)



From: [Peggy James](#) on behalf of [Peggy James <pjames@hinsdale86.org>](#)
To: [Debbie Levinthal](#)
Subject: Fwd: Public Records Request :: R000952-110221
Date: Tuesday, November 2, 2021 6:46:55 PM

FYI

----- Forwarded message -----

From: **HINSDALE86 Support** <hinsdale86@mycusthelp.net>
Date: Tue, Nov 2, 2021 at 6:39 PM
Subject: Public Records Request :: R000952-110221
To: pjames@hinsdale86.org <pjames@hinsdale86.org>



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Hinsdale Township High School District 86

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From: [Peggy James](#) on behalf of [Peggy James <pjames@hinsdale86.org>](mailto:pjames@hinsdale86.org)
To: [Jeff Waters](#)
Subject: May 26 math presentation - interventionists
Date: Wednesday, June 9, 2021 7:15:39 PM

See page 17

[https://go.boarddocs.com/il/hinsdale86/Board.nsf/files/C3DS6Z708970/\\$file/Math%20Program%20Update%20for%20BOE%20-%20May%2026%202021.pdf](https://go.boarddocs.com/il/hinsdale86/Board.nsf/files/C3DS6Z708970/$file/Math%20Program%20Update%20for%20BOE%20-%20May%2026%202021.pdf)

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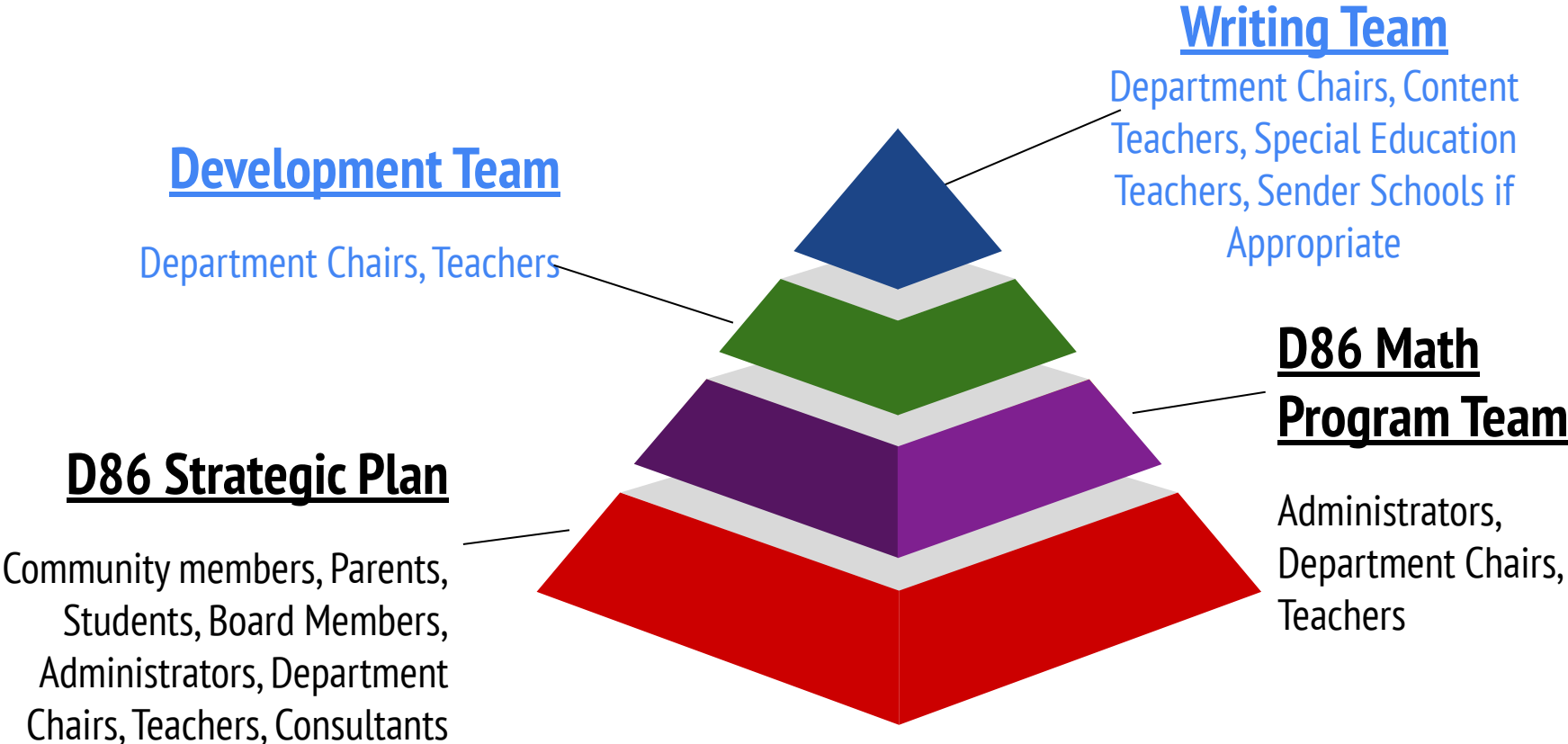
Peggy James
Board Secretary
Hinsdale Township High School District 86

Math Program Updates and Plans

Board of Education Meeting

May 26, 2021

Structure of the Curriculum-Alignment Process



A Collaborative Juncture

The D86 Math Department strives to meet the needs of our students and our community, and much of our work has emerged from the communication and direction we have received from our school board leadership over the years.

As times change, the needs and interests of our students and community also change, and therefore so do the needs and interests of our school board. Our department members understand that to do our best work, we must engage in ongoing dialogue and adapt as well.

Math Pathways Program Goals- Linked to SP Goal 1

GOAL 1, STRATEGY 1 Alignment and Measures of Success	- Align course fees, texts, grading practices, objectives, semester exams
	- Develop a common D86 Program of Studies for implementation 2024-2025
	- Courses cohesively link to each other in terms of knowledge and skills
	- Courses are logically sequenced to enhance connections
	- Assessments increase opportunities to demonstrate knowledge in authentic ways
GOAL 1, STRATEGY 2 Increase exposure to real-world connections in the study of mathematics	- Courses support student development of Common Core Math Standards and Practices
	- Course content reflects the exploration and applications of mathematics
	- Instruction provides opportunities to demonstrate knowledge in authentic ways
	- Maximize connections between new concepts and previously learned ideas
GOAL 1, STRATEGY 3 Align courses with college and career opportunities.	- Maintain/increase AP enrollment and exam pass rate in all 5 Math/Computer Science AP courses
	- Provide 4th-year courses that match student interest/career paths
	- Develop transition math and/or dual credit options
	- Students have course options that further their math knowledge beyond typical Algebra 2 content

Math Pathways Program Goals- Linked to SP Goal 2

<u>GOAL 2, STRATEGY 4</u> Optimize the school day to meet student needs	<ul style="list-style-type: none">- Ensure intervention opportunities are provided before, during, and after the school day- Opportunities are available outside of the 50-minute class period to support student goals
<u>GOAL 2, STRATEGY 5</u> Provide informed student choice of math courses	<ul style="list-style-type: none">- Provide choices and options for pathways of study beyond essential concepts- Maximize support for academic risk-taking, including appropriate acceleration of student coursework
<u>GOAL 2, STRATEGY 6</u> Employ best practices to improve students' SEL skills	<ul style="list-style-type: none">- Support student course changes to reflect adjustments of long-term goals- Social-Emotional Learning standards are embedded into the curriculum

Math Pathways Program Goals- Linked to SP Goal 3

<u>GOAL 3, STRATEGY 9</u> Support curricular collaboration	<ul style="list-style-type: none">- Opportunities are provided to ensure students are mathematically prepared to enter the high school curriculum
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Fulfilling These Goals Ensures

1. Maintaining and expanding a program of excellence for our most advanced students in math - those entering D86 having successfully completed Algebra and Geometry in middle school.
2. *Moving the Middle* to higher levels of success through
 - Increased, personalized choices
 - Expanded advancement/enrichment pathways
 - Targeted application and connection of mathematical concepts
3. Equitable opportunities for students who struggle with math when they enter high school. Charting a path that challenges students with grade-level curriculum and supports them through traditional and innovative support systems.

Separate Components of the Curriculum Work in Mathematics

1. Align curricular outcomes in all AP courses to ensure academic readiness for College Board exams (1.1a, 1.3a): *More teacher collaboration between campuses*
2. Increase opportunities for students to take 4th year math courses designed to meet their future goals (1.3b, 1.3c, 1.3d): *More students extending and focusing their math experience during high school*
3. Provide equitable opportunities for all students to master college preparatory math skills (1.2a, 1.3d): *More students ready for college math*
4. Integrate math concepts in core math courses (1.1c, 1.1d, 1.2a, 1.2b, 1.2d): *More holistic, applicable and real-world approach to mathematics*

Future Direction by BoE

- 1.) Should we continue developing additional 4th year options for implementation between 2022-2024?
- 2.) Should we continue our work aligning AP courses as previously directed by the Board adopted District Strategic Plan?
- 3.) Should we continue developing the Quantitative Reasoning and Functional Relationships Course as an option for students previously enrolled in the G track courses?
- 4.) Should we continue developing the Integrated Math core sequence as recommended by the D86 Math Pathways Team or should we start the alignment process with the traditional core sequence and create integrated units as part of that process?

Equitable Opportunities in the D86 Math Program Plan

Illinois Math Graduation Requirements

Three credits of math courses are required for graduation, with geometry content being present in at least one course.

- For the Classes of 2017-2020, 94% of Hinsdale Central students took four years of math.
- For the Classes of 2017-2020, 89% of Hinsdale South students took four years of math.

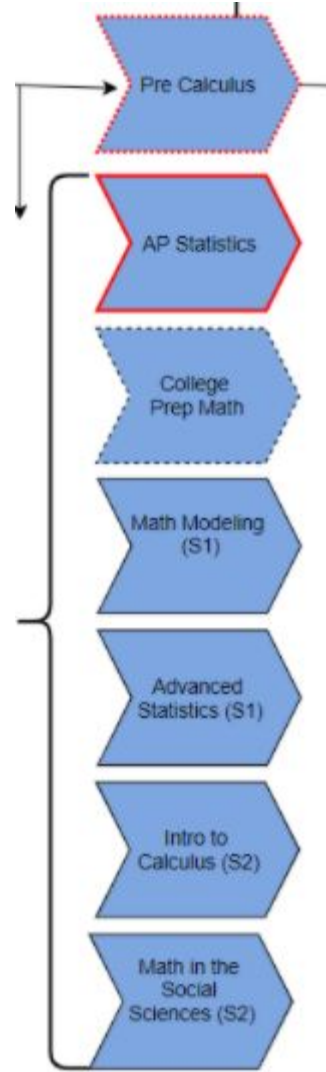
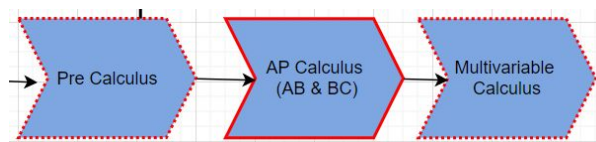
Expansion of 4th year Options

- Additional elective courses are being developed to encourage more students to enroll in four years of high school mathematics.
- Expanding options beyond the core sequence will appeal to students of all backgrounds and future career paths
- Additional courses are being developed with a focus on real-world applications of mathematics
- All 5 AP Math and Computer Science classes will continue to run and be a thriving part of our district curriculum
- These options are available sooner if students enter high school in a course higher than Algebra 1 / Math 1

59% HC begin Geo or higher

34% of HS begin Geo or higher

(Class of 17-20 data)



Current Work

Next steps we are taking over Summer 2021:

- Continue aligning AP Computer Science Principles, AP Computer Science A, AP Statistics, AP Calculus BC, AP Calculus AB for implementation Fall 2021

Future steps we will take in 2021-2022:

- Review common final exams and policies and curriculum.

District Equity Statement

Our District 86 Equity Statement reads:

The mission of Hinsdale Township High School District 86 is to empower students to pursue their ideal future by acquiring critical skills and knowledge to collaborate, create and connect with an ever-changing world.

We will accomplish this through coherent, deliberate, and intentional equity work that prioritizes the equality of opportunity and equality of outcome for every student. We define equity work as the act and art of providing each student with what they need to meet their learning and well-being requirements. We recognize that equity is not always providing all students with the same experience, rather all students receive what they need for their success.

By embracing our diversity, District 86 recognizes the importance of making and supporting significant shifts in mindset and practice to provide and sustain equitable outcomes for all students so that they may pursue their ideal future. By listening to our students, staff and community we acknowledge the importance of seeing, hearing and celebrating their identities in our curriculum, programs, pathways and school experiences.

Students who are currently tracked in tier 2 classes (G level) are not being exposed to higher instructional expectations and thus not offered the equality of opportunity. As noted in the (17-18) CEC Social Studies audit , “The disparity between the student makeup in some classes, within the same course and different leveled courses, is pronounced....Students in these classes are not receiving the same educational opportunities as others and, consequently, will never be able to close the learning gap and show academic gains until equitable classroom environments are standard.”

G-level classes in D86

Definition of a G-level: An education track between Essential and College Prep. The G-level curriculum is designed to cover the major content topics of the course but at a modified pace. G-level curriculum and assessments are aligned to reduced standards when compared to their CP counterparts.

What this means in practical terms: G-level courses are a track in math and science at HC only. If a student starts high school in a G-level course, the vast majority of students remain in this track. The opportunity to move up to on grade level college-prep course work is rare.

Important to note:

- There are no G-level courses offered in Elective areas
- There have not been G-level courses in English or Social Studies in D86 since 1998.
- There have not been G-level courses offered in Science or Math at Hinsdale South since 2018
- Hinsdale Central currently offers five General Level Courses: Biology, Earth Science, Algebra, Geometry, Algebra 2.
These are the only 5 G-level courses remaining in the District (n=215 students).
- **Over the course of the next four years, these 5 courses will be phased out and students will be enrolled in**
 - **College Prep courses with individualized support systems (like they have in all other departments)**
 - **OR an Essential course (only for students with IEPs)**

Clarification of D86 Academic Tracks

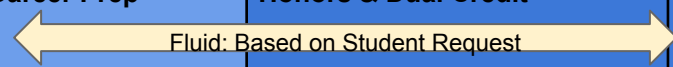
To ensure that all students graduate with college preparatory math skills, we are phasing out the G level track.

But knowing that the research indicates that tracking can have positive benefits for higher achieving students, D86 continues to offer three different ‘tracks’ or academic levels for students in all four core content areas. All three levels are fluid depending on the student’s post secondary plans:

- Essential (requires an IEP - often called Applied, Self-Contained, Foundational)
 - Curriculum alignment work is building or fortifying pathways from Essential to CP
- College / Career Prep (CP)
 - Specific sections are designated for co-teachers in all core subjects
 - The standards are high; the support increases for those in need of support
- Honors / Dual Credit / AP

Continuum of Course Level Options

	Educational Services (Self-Contained or Applied)	College / Career Prep	Honors & Dual Credit	A.P. Advanced Placement
Description and Academic Support	<p>This program is designed for some students with an IEP. The curriculum focuses on essential skills and is tailored to the individual needs of the students in the class.</p> <p>The classes are capped at 13 and depending on the diagnosed disabilities of the students involve student aides, a personalized curriculum and support services</p>	<p>All general education courses have a college / career preparatory curriculum. Courses follow <u>on grade level Illinois learning standards</u>.</p> <p>Students who struggle in these courses are supported by the following:</p> <ul style="list-style-type: none"> - Differentiated Instruction - Coteachers (IEPs) - Resource (IEPs) - Interventionists - Paired Support Classes - Excel - GESST / SESST 	<p>Many core and elective courses have honors levels. These courses differentiate and accentuate the core curriculum by pace, content, product and inter/intra curricular application**</p> <p>Dual Credit opportunities are available for students in 13 courses. The curriculum for these courses is constructed in concert with partner colleges and universities. Successful completion of a dual credit course earns credit in D86 as well as our partner college/university</p>	<p>D86 is proud to offer 28 Advanced Placement courses. The curriculum is approved by the College Board and aligned to content specific exams.**</p> <p>Students who pass AP exams earn post secondary credit determined by colleges and universities across the country.</p> <p>**Students who struggle are supported by</p> <ul style="list-style-type: none"> - Differentiated Instruction - Interventionists - GESST / SESST - Resource (IEPs)



This *leveled* model encourages students to challenge themselves in content areas while knowing that they will receive academic support when they struggle.

Research on Tracking- Homogeneous Grouping

“Achievement follows from opportunity.” (Burriss & Wellner, 2005)

Rui (2009) synthesized 4 decades of research on tracking/detracking in a meta-analysis: “The findings suggest that the detracking reform has appreciable effects on low-ability student achievement and no effects on average and high-ability student achievement. Therefore, detracking should be encouraged, especially in schools where lower-track classes have been traditionally assigned fewer resources.”

Four decades of research on the effects of detracking reform: Where do we stand?—A systematic review of the evidence

Ning Rui

Implications for practice and future research

The main finding from this review is that detracking, or heterogeneous-ability grouping, was beneficial to low ability students in terms of enhancing their academic achievement without being detrimental to the high- and average-ability students. Therefore, a major implication is that heterogeneous grouping should be encouraged and promoted, especially in schools where the lower-track classes have been traditionally assigned fewer resources and less qualified teachers. This review does not support the competing claims that the performance of higher achieving students would decrease as a result of detracking. At a time when all students are expected to meet high standards, this review of evidence on the effectiveness of detracking provides valuable information for educators and scholars. Al-

Ability Grouping Research Continued...

Other researchers argue that tracking affects all students negatively, regardless of track. Boaler, William, and Brown (2000) concluded that students in *setted* (tracked) math classes in the United Kingdom experienced a *curriculum polarization* where high-tracked students were forced to move too rapidly through course material and low-tracked students experienced restrictions in their opportunities to learn. This was disadvantageous to both groups, and students in both tracks reported dissatisfaction with their placement.

Beth C. Rubin

Tracking and Detracking:
Debates, Evidence, and Best
Practices for a Heterogeneous
World

Because track location is correlated with traditional bases of socioeconomic disadvantage, tracking not only widens achievement gaps but also reinforces social inequality (Oakes et al., 1992; Lucas & Berends, 2002). In contrast to socioeconomic status, which has direct effects on track assignment, race and ethnicity affect track assignment indirectly. Minority students whose test scores and socioeconomic backgrounds match those of Whites are no less likely to be placed in high tracks (Gamoran & Mare, 1989; Lucas & Gamoran, 2002; Tach & Farkas, 2006). However, because minority students tend to reach high school with lower test scores and less advantaged socioeconomic circumstances, tracking works to the disadvantage of minority students and contributes to achievement gaps.

WCER Working Paper No. 2009-6

August 2009

Tracking and Inequality:
New Directions for Research and Practice

Adam Gamoran

Position from NCSM- Math Leadership Organization

Tracking: Policies and Practices Widening the Opportunity Gap

“Tracking is the practice of dividing students into separate classes for high-, average-, and low-achievers.”¹ In practice, these might be considered low or high tracks, or some other, similar categorization, and students might be placed into these tracks based on questionable methods using grades and placement exams, perceived ability through teacher recommendation, or non-academic expectations adults have for the students. Much of the research on tracking policies demonstrates the negative effects on certain subgroups of students by denying them access to rigorous coursework.²

More generally, a number of studies point to the influence course-taking patterns have on academic outcomes.³ This influence is true for student subgroups like emergent bilingual students⁴ and students from low income backgrounds, different racial and ethnic groups, and different genders.⁵ It may disable students from pursuing whatever course of study interests them when they get to high school, college, career or beyond. Tracking becomes worse for students year-over-year, as each consecutive year in a track makes it more difficult to move out of that track.

¹ Oakes, 2005

² Lee & Bryk, 1988; Gamoran, et al, 1997; Cogan, et al. 2001

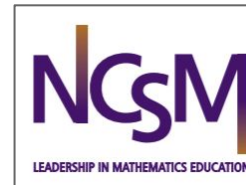
³ Lee, et al, 1997; Gamoran, 1997; Wang & Goldschmidt, 2003; Riegle-Crumb, 2006; Riegle-Crumb & Grodsky, 2010; Gottfried et al., 2014

⁴ Umansky, 2016; Thompson, 2017

⁵ Oakes et al., 1990; Riegle-Crumb, 2006; Long, et al., 2012; Palarady, et al., 2015

Policies and Practices Reducing the Opportunity Gap: Detracking

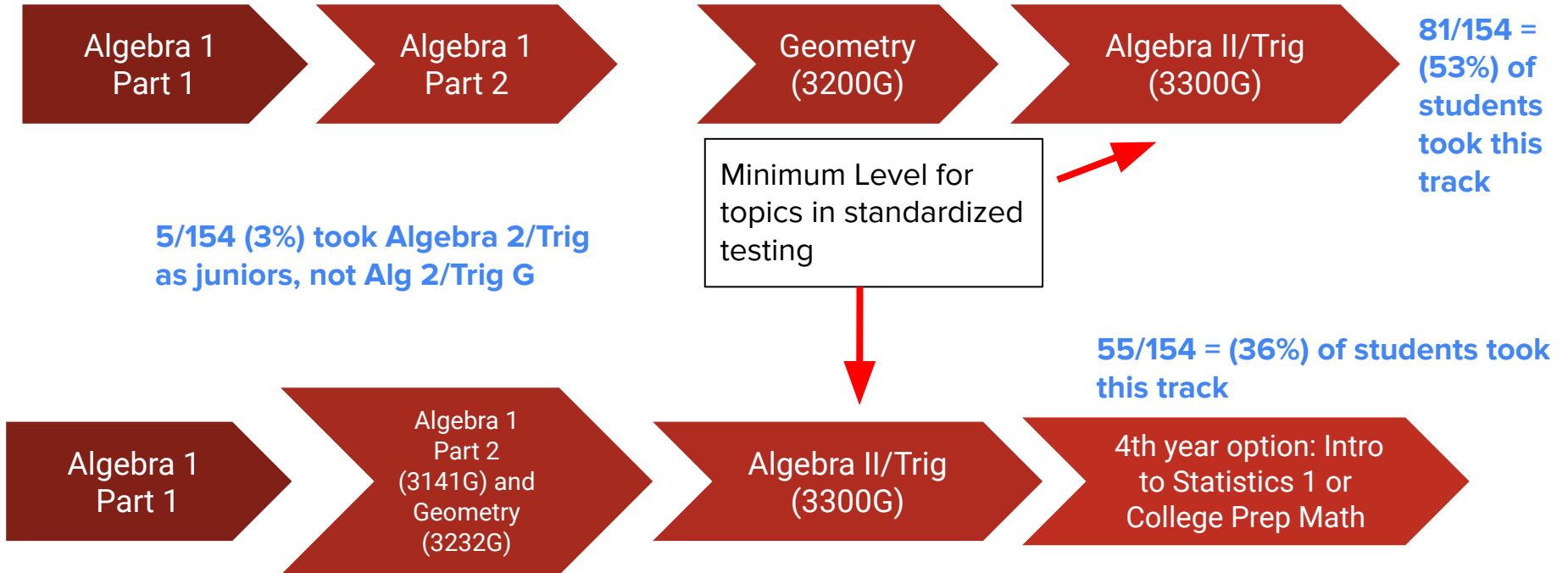
Detracking is the intentional practice of placing students into heterogeneous classrooms usually in an effort to reduce the opportunity gap and allow all students to learn mathematics at high levels. Detracking requires the interruption of policies that have led to the inequitable sorting of students into mathematics courses. If detracking is to happen, school districts and states must go through the difficult process of establishing a new vision for mathematics teaching and learning that dispels the culture of “low” and “high” students as well as “faster means smarter.”



Historical Approach- Hinsdale Central (Classes '17-'20)

Successful completion of Algebra and Geometry in any sequence and enrollment in Algebra 2 Trigonometry (3300G, 3310, or 3320) during or before junior year is ideal preparation for college standardized testing. (current HC Program of Studies)

For the classes of 2017-2020, 154 students started in Algebra 1 Part 1 and were enrolled in a junior year gen ed math class.
12/154 (8%) never made it to Algebra II/Trig G



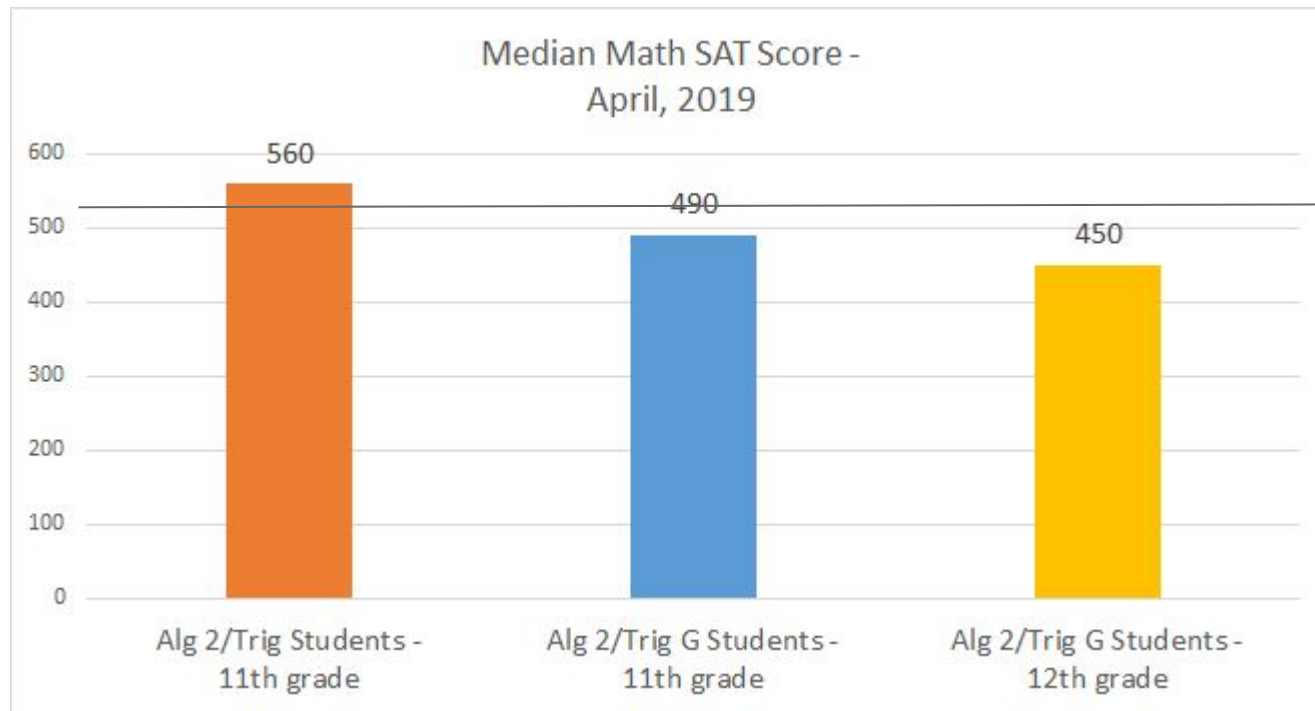
Historical Approach- Hinsdale Central (Classes '17-'20)

	Grade 9 Students taking Algebra 1 (Regular Level)	Grade 9 Students taking Algebra 1 Part 1 (G level)	Average Demographic Enrollment
White	78%	72%	71%
Black	4%	9%	2%
Asian	11%	6%	17%
Native Hawaiian or Other Pacific Islander	0%	2%	0.11%
Hispanic	7%	11%	6%
Special Education	10%	51%	8%
Fee Waiver	5%	20%	5%
EL	1%	3%	1%

Historical Approach- Hinsdale Central (Classes '17-'20)

	Grade 11 Students taking Algebra 2/Trig G who started in Alg 1 Part 1 (Class of 2017-2020) (55 students)		Grade 12 Students taking Algebra 2/Trig G who started in Alg 1 Part 1 (Class of 2017-2020) (81 students)		Average Demographic Enrollment
White	42	76%	67	83%	73%
Black	2	4%	6	7%	2%
Asian	5	9%	4	5%	18%
Native Hawaiian or Other Pacific Islander	2	4%	0	0%	0
Hispanic	4	7%	5	6%	7%
Special Education	20	36%	47	58%	9%
Fee Waiver	7	13%	19	23%	6%

SAT Performance Data - Hinsdale Central Class of 2020

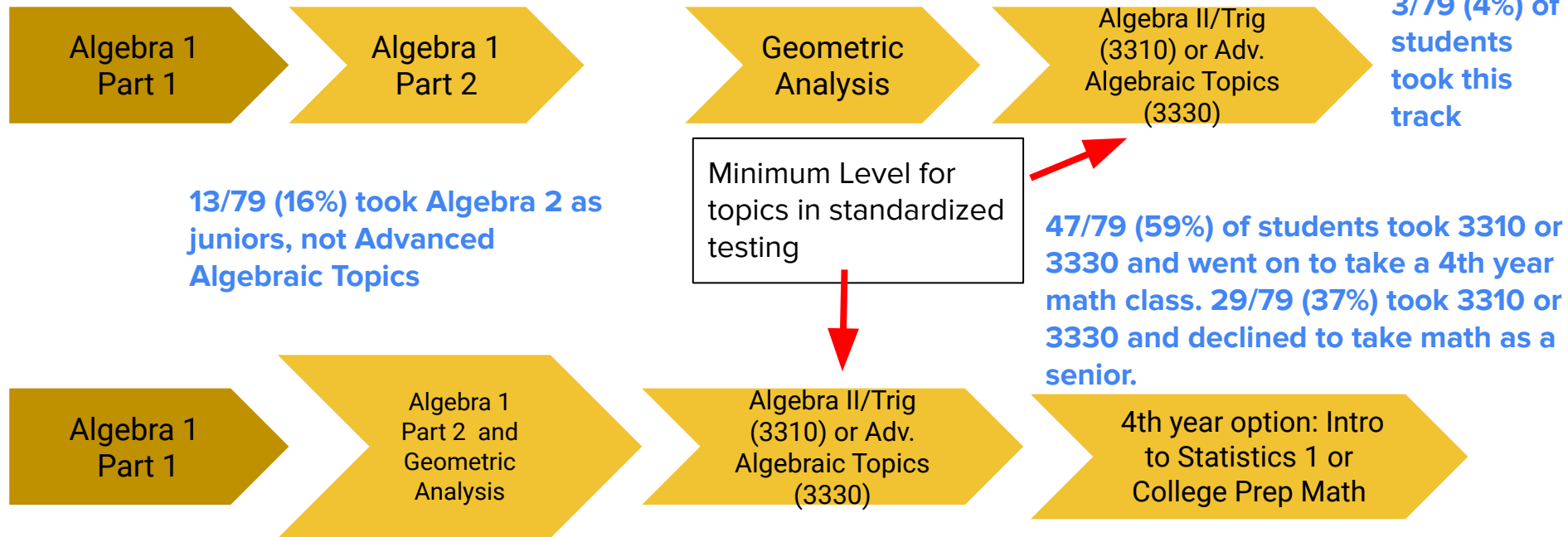


Benchmark:
530 - SAT

Historical Approach- Hinsdale South (Classes '17-'20)

Successful completion of Algebra and Geometry in any sequence and enrollment in Algebra 2 Trigonometry (3310) or Advanced Algebraic Topics (3330) during or before junior year is ideal preparation for college standardized testing. (Current HS Program of Studies)

For the classes of 2017-2020, 79 students started in Algebra 1 Part 1 and were enrolled in a junior year gen ed math class. All students that were enrolled at HSHS for 4 years made it to Algebra 2 Trig or Adv. Algebraic Topics by senior year.



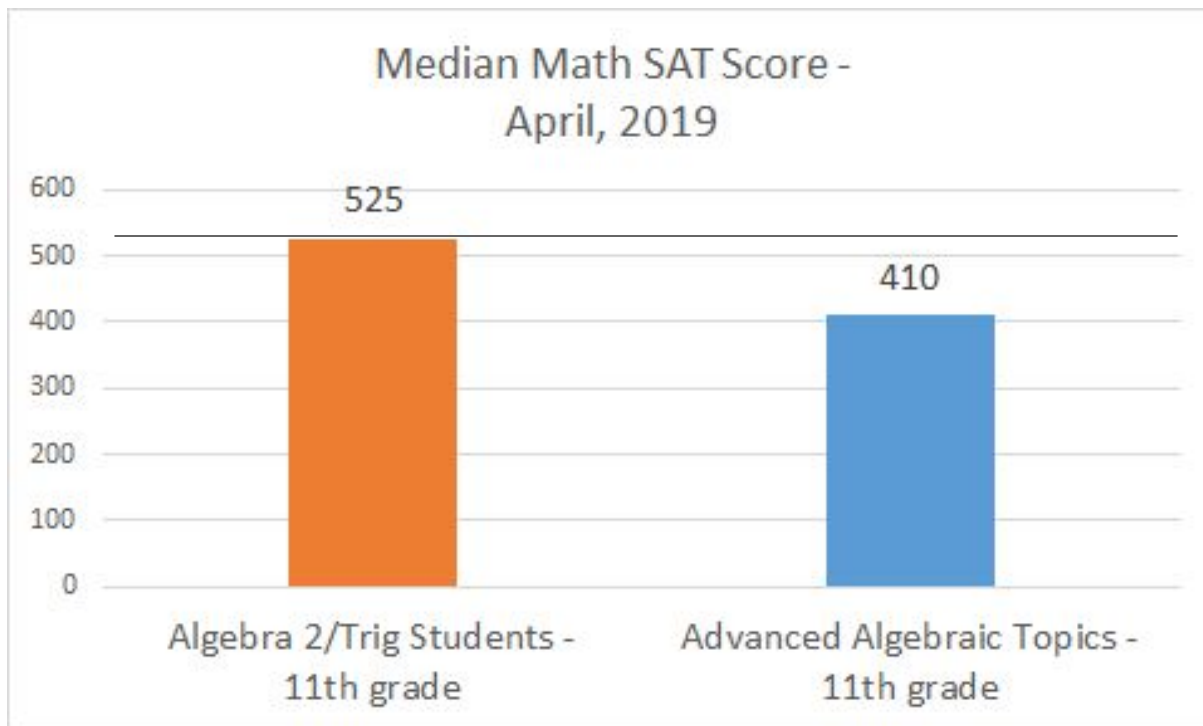
Historical Approach- Hinsdale South (Classes '17-'20)

	Grade 9 Students taking Algebra 1 (Regular Level)	Grade 9 Students taking Algebra 1 Part 1 (G level)	Average Demographic Enrollment
White	57%	26%	56%
Black	22%	44%	20%
Asian	7%	6%	10%
Native Hawaiian or Other Pacific Islander	0.1%	0.8%	0.2%
Hispanic	13%	11%	11%
American Indian or Alaska Native	0.30%	0.80%	0.07%
Special Education	6.00%	31.00%	12.5%
Fee Waiver	16%	36%	28.3%
EL	Program is at HC	Program is at HC	Program is at HC

Historical Approach- Hinsdale South (Classes '17-'20)

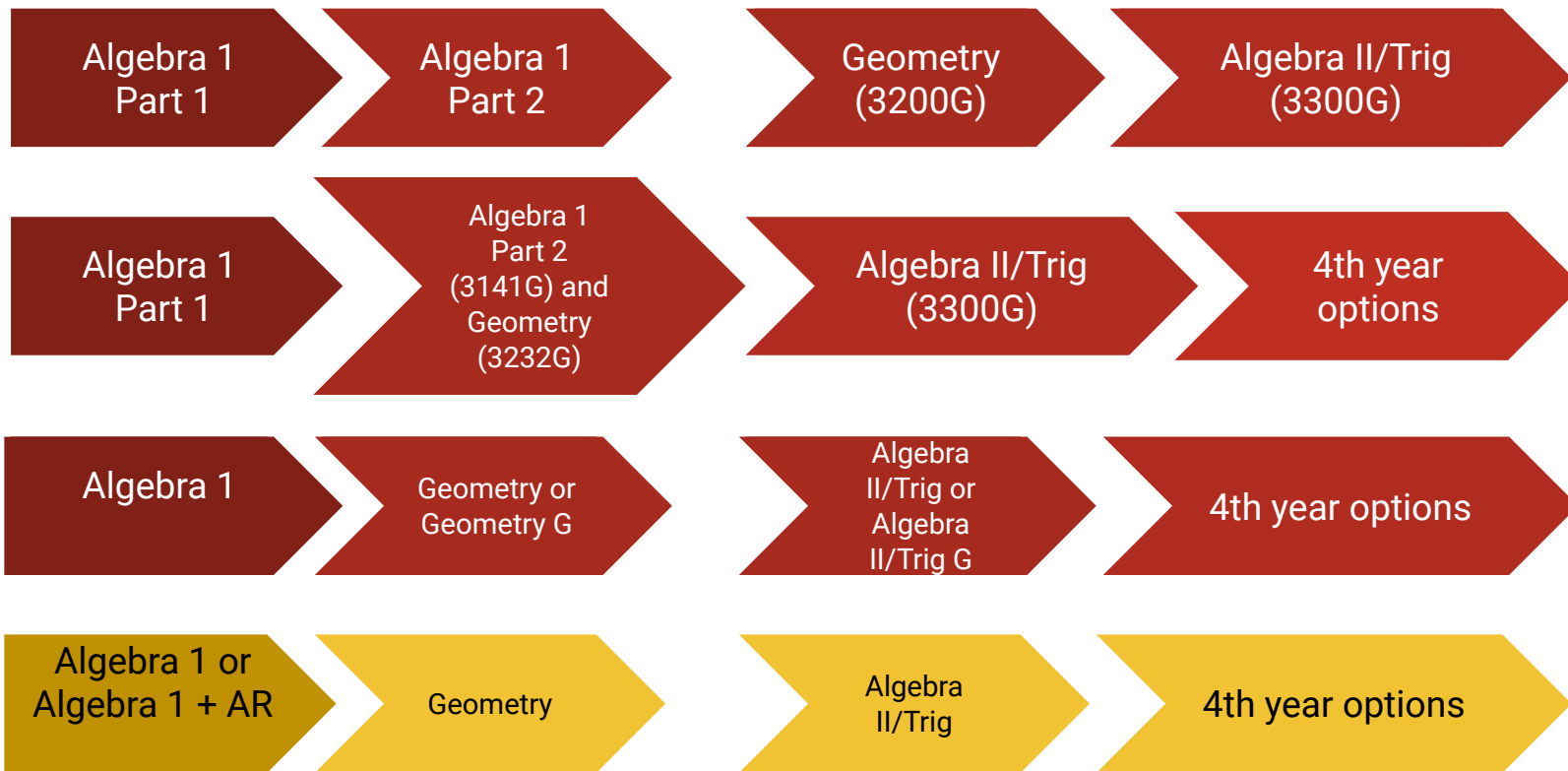
	Grade 11 Students taking Adv. Algebraic Topics or Algebra 2 who started in Alg 1 Part 1 (Class of 2017-2020) (76 students)		Grade 12 Students taking Adv. Algebraic Topics or Algebra 2 who started in Alg 1 Part 1 (Class of 2017-2020) (3 students)		Average Demographic Enrollment
White	33	43%	1	33%	56%
Black	35	46%	2	67%	19%
Hispanic	3	4%	0	0%	12%
Asian	4	5%	0	0%	10%
American Indian or Alaska Native	1	1%	0	0%	0.2%
Special Education	37	49%	2	67%	13%
Fee Waiver	26	34%	1	33%	28%

SAT Performance Data - Hinsdale South Class of 2020



Benchmark:
530 - SAT

Current Program of Studies

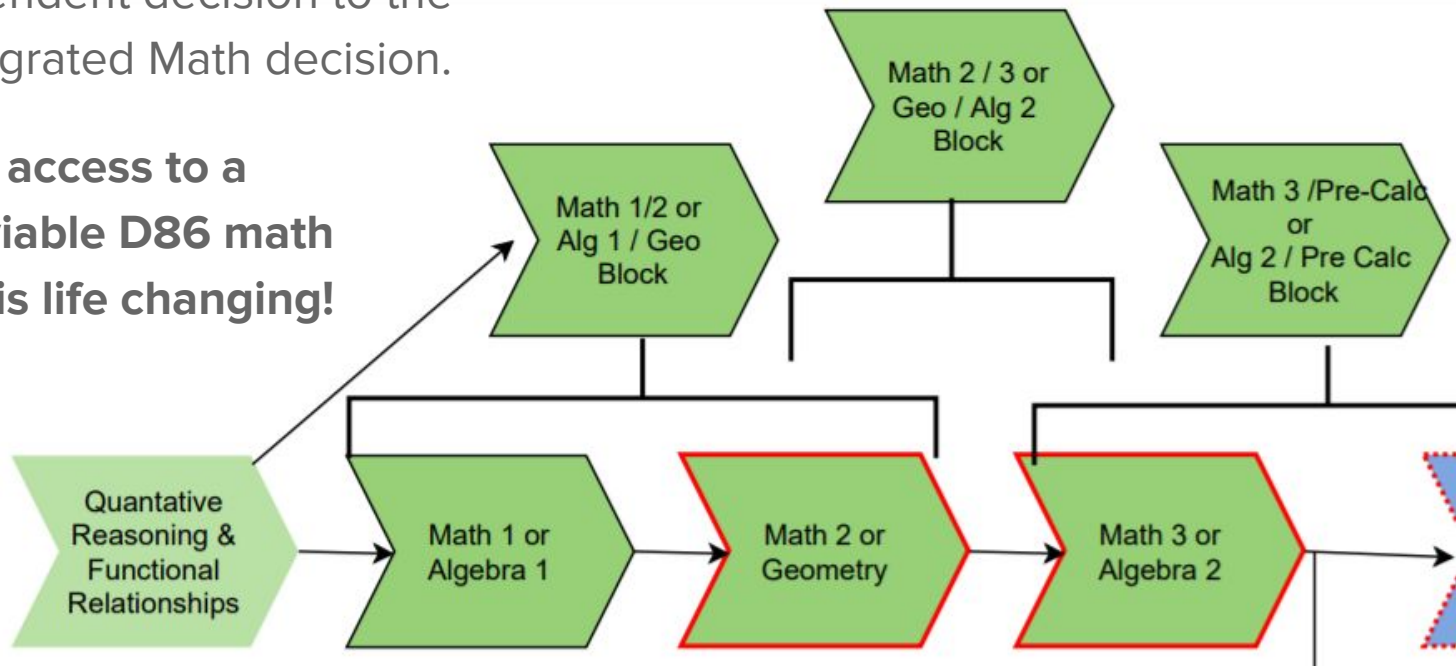


Proposed Core Sequence without a G-Track

This graphic is a visual of our core sequence. The G track removal is a completely independent decision to the Traditional vs. Integrated Math decision.

All students have access to a guaranteed and viable D86 math curriculum → this is life changing!

Red Border = Honors credit will be offered



PWR Act

- The Postsecondary Workforce Readiness Act (Public Act 99-0674, HB 5729) or PWR Act, was signed into law July 2016.
- This law establishes a statewide system for transition math instruction that increases college readiness for high school seniors and reduces remedial education needs in college.
- High schools have been partnering with local community colleges to develop a transition math course (D86's is called College Prep Math). Successful completion of a portability-approved course provides students with guaranteed placement into college-level math courses at ALL Illinois community colleges and accepting Illinois universities.

Transition Math & Remediation Rates

- Only students who have completed their math graduation requirements are eligible for Transition Math courses.
- This is yet another reason why the removal of G courses is important for students and we want to ensure all students have this as an option for their 4th year.
- Transition Math provides students with skills to meet their college/career goals and be successful in courses, thus reducing a senior's chances of needing remedial coursework.

	Hinsdale Central Class of 2017	Hinsdale Central Class of 2018	Hinsdale South Class of 2017	Hinsdale South Class of 2018
% of Grads that take remedial math classes at IL Community Colleges	23%	19%	25%	35%
% of Grads that attend IL Community College	11.8% 78 / 662 students	9.1% 65 / 715 students	26.3% 93 / 353 students	25.6% 91 / 355 students

Conclusions

G-level courses:

- In D86 have an overrepresentation of IEP, Low Income, and Black students in remedial courses
- Negatively impact the content students see prior to standardized tests (junior year content)
- Result in students needing to take (and pay for) remedial math courses in college

We believe we cannot uphold our District's Equity statement or realize the mission statement of our Math Department by continuing to run these courses. **By removing the G-level courses, more D86 students will graduate with college ready math skills.**

Current Work

Next steps we are taking over Summer 2021:

- To anticipate adoption in the 2022 Program of Studies, assemble the Curriculum Writing Team for Quantitative Reasoning and Functional Relationships to further develop the course for implementation in 2022-2023
- Articulate criteria for placement into Quantitative Reasoning and Functional Relationships for D86 Class of 2026 students

Future steps we will take in 2021-2022:

- Continue developing the Quantitative Reasoning and Functional Relationships Course with collaboration from various departments and feeder schools

Current Work

Next steps we are taking over Summer 2021:

- Continue working with the D86 College Prep Math Writing team to further develop the course implemented during the 2021-2022 school year

Future steps we will take in 2021-2022:

- Continue our dialogue with COD and other DuPage County high schools in efforts to implement our Transition Math MOU

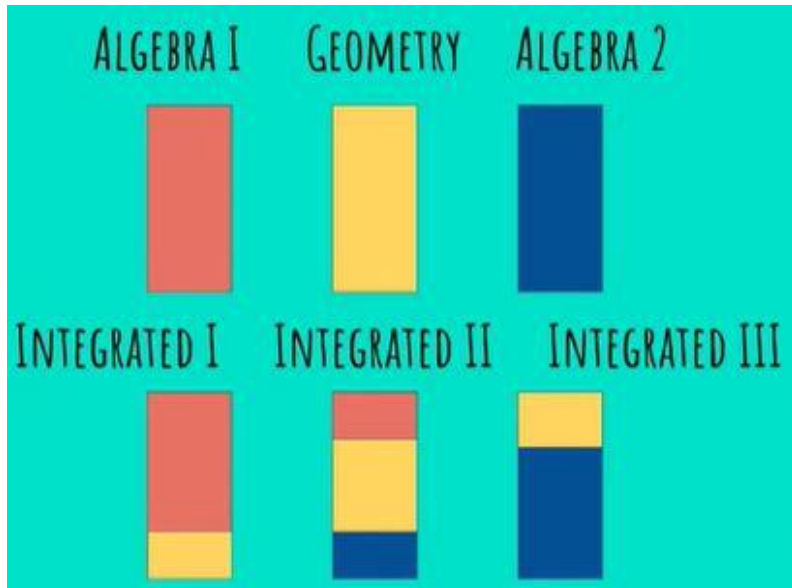
Math

Program:

Core Content

Options

Math Program: Core Content Options Analysis



Statistics Standards are woven into each course

What is an integrated curriculum?

A traditional curriculum separates mathematics into Algebra 1, Geometry and Algebra 2. An integrated curriculum weaves algebra, geometry and statistics into its courses, and emphasizes the connection, understanding and retention of the content being studied. The integrated courses are called Math 1, Math 2 and Math 3.

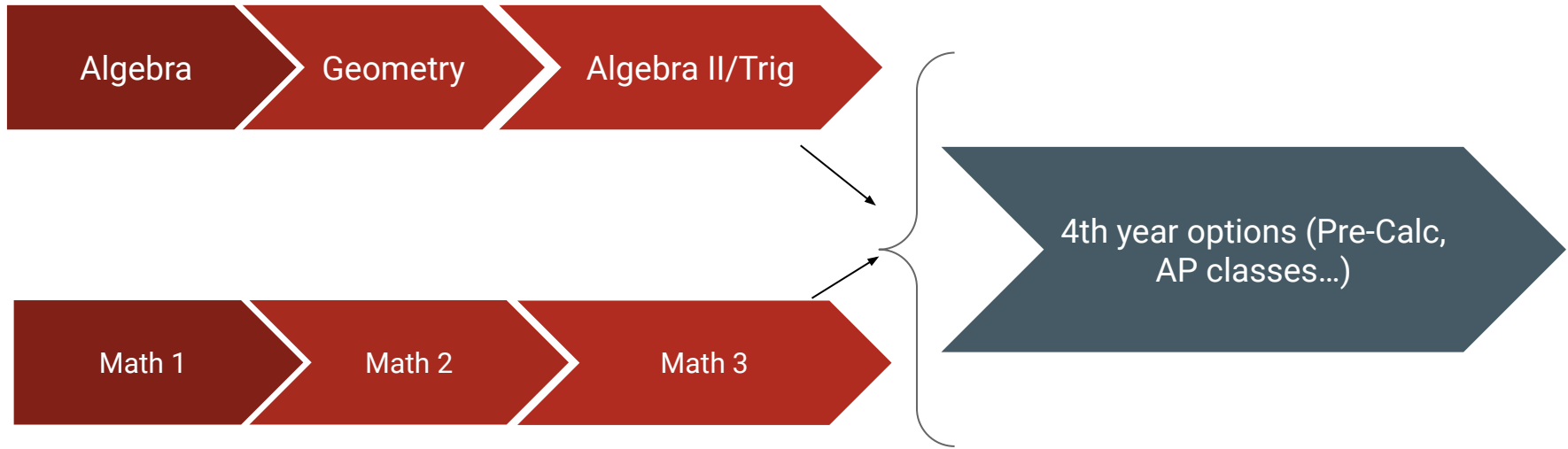
Standards for
Mathematical Content

What

students should
learn



Math Program: Core Content Options Analysis

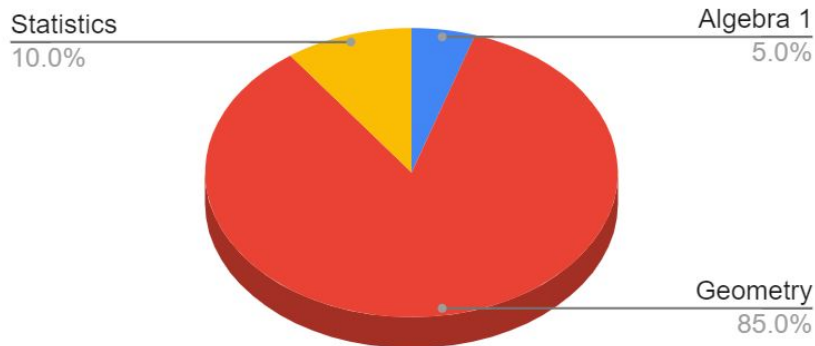


Both pathway models address the same standards, they are just organized differently. This ensures that students have covered the core topics essential for continued study of mathematics.

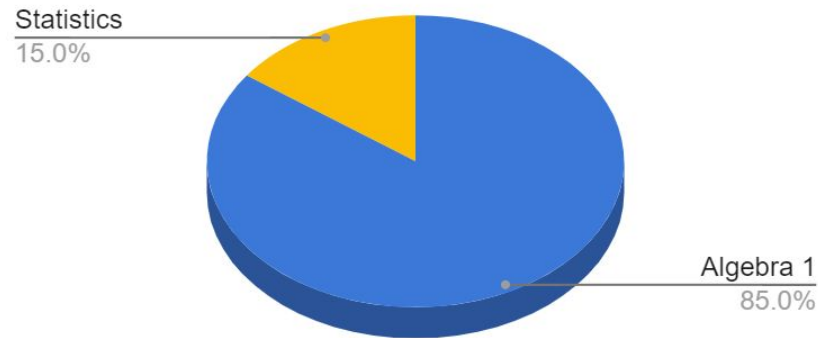
D86 Traditional Model by Math Domain

Addresses the acquisition of standards explicitly taught and assessed in each course

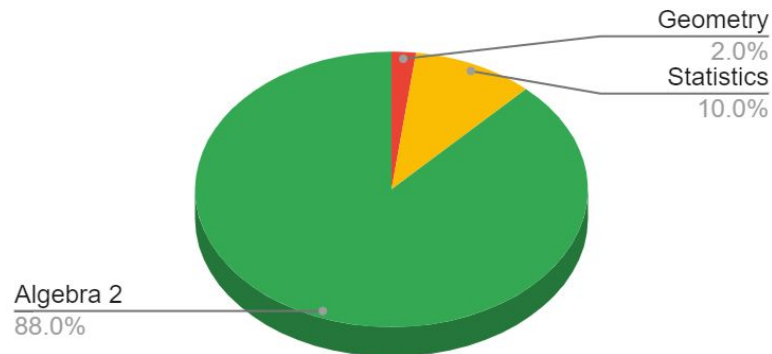
Geometry Approximate Composition



Algebra 1 Approximate Composition



Algebra 2 Approximate Composition



Course Descriptions from Other Schools

New Trier - Algebra 1 - Elementary algebra focuses on the structure of the real number system. The solution of equations, inequalities, and systems of equations and inequalities is presented. Graphing, both as a means of **displaying data and analyzing data in one and two dimensions**, is an integral part of these courses. A sound foundation in arithmetic and prealgebra skills is essential for success in these courses.

Glenbrook North and South - Geometry - Geometry 163 is a plane geometry course with applications in three dimensions. This course is designed to develop critical thinking through analytic reasoning and an understanding and appreciation of geometric relationships. The course focuses on topics such as parallel and perpendicular lines, congruence and similarity, right triangles and trigonometric ratios, properties, perimeter and area (of two-dimensional objects) as well as surface area and volume (of three-dimensional solids). An in-depth study of the properties of circles is also part of this course. Formal deductive proof and using inductive reasoning to make conjectures are emphasized. Students discover geometric relationships through manipulative tools and technology explorations. **In every unit of study, the application of algebra skills is stressed.**

Course Descriptions from Other Schools

Stevenson - Algebra 2 - This course is designed to engage students in the practice of mathematics by developing an understanding of mathematical relationships, functions, and models, **both in and out of context**, with an emphasis on problem solving. Algebraic topics will be developed and valued conceptually leading to procedural fluency. Students will utilize concepts, skills, representations, and techniques that address many different types of functions, including quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions. **This course also uses statistical models to analyze relationships represented by data.** Successful completion of this course will prepare students for entry into AMDM or Precalculus.

SAT Areas for Improvement: Snapshot of D86 data- Sept 2020

Medium and Hard Questions: Those that were answered incorrectly by test takers most often

Problem Solving and Data Analysis (12/58): This component of the SAT focuses on the assessment of students' ability to use ratios, percentages, and proportional reasoning, as well as describe graphical relationships and analyze data.

Analysis in Science Problem Solving and Data Analysis (8/58)- This component of the SAT focuses on the assessment of students' ability to apply reading, writing, language, and math skills to answer questions in science contexts.

Analysis in History / Social Sciences (6/58) This component of the SAT focuses on the assessment of students' ability to apply reading, writing, language, and math skills to answer questions in history and social studies contexts.

Passport to Advanced Mathematics (16/58) - This component of the SAT focuses on the assessment of students' skills with analyzing, manipulating, and rewriting expressions, interpreting and building functions, as well as reasoning with more complex equations.

Research

The skills, standards and concepts of traditional and integrated math pathways are the same. However, the order and approach to them is different. The integrated pathway places greater value on cohesion, connection and depth of knowledge.

AUTHORS	DESIGN	POPULATION	LENGTH	DESCRIPTION
Finkelstein, et al.	Data analysis	24,279	6 years	Students who take Algebra I before they are fully prepared may never reach proficiency in the subject.
Schoen and Hirsch	Quasi-experimental	1,050	2 years	Students using Core-Plus Mathematics, an integrated curriculum, scored significantly higher on multiple achievement metrics than students using a traditional curriculum.
Tauer	Randomized control trial	120	2 years	Students enrolled in an integrated math program were more likely to achieve proficiency on the Grade 10 Kansas State Mathematics Assessment and enroll in senior mathematics classes than their peers in traditional math classes.
Grouws et al.	Quasi-experimental	2,161	1 year	Students who studied from Core-Plus I, an integrated course, scored significantly higher on three achievement tests than students taking an Algebra I course.
Tarr, et al.	Quasi-experimental	3,258	3 years	Students who studied from Core-Plus II, an integrated course, scored significantly higher on standardized achievement tests than students taking a Geometry course.
Tarr, et al.	Data analysis	2,621	3 years	Curriculum type (i.e., subject-based or integrated) is significantly correlated with student achievement.

Image from: Hanover Research

https://resources.finalsite.net/images/v1544033814/lmsdorg/mhfugknr7thdftiudy/f/181205-HanoverResearch_IntMathResearch.pdf

Research

Abstract

Krupa, E. E., & Confrey, J. (2017). Effects of a Reform High School Mathematics Curriculum on Student Achievement: For Whom Does it Benefit? *Journal of Curriculum Studies*, 49(2), 191-215.

<https://www.tandfonline.com/doi/abs/10.1080/00220272.2015.1065911?journalCode=tcus20>

This study compared the effects of an integrated reform-based curriculum to a subject-specific curriculum on student learning of 19,526 high school algebra students. Using hierarchical linear modelling to account for variation in student achievement, the impact of the reform-based *Core-Plus Mathematics* curricular materials on student test scores is compared to the subject-specific curriculum. Findings from this study indicate that students enrolled in integrated mathematics outperformed subject-specific students on an Algebra I exam (highly aligned with content), and performed equally on an Algebra II exam (poorly aligned). High minority students in high-need schools demonstrated higher performance when they were enrolled in integrated mathematics.

The work was supported by a US Department of Education Mathematics Science Partnership Grant and the North Carolina Department of Public Instruction

Accepted Course Offerings

The NCAA has approved both traditional (Algebra 1, Geometry, Algebra 2/Trig) and Integrated Math courses (Math 1, Math 2, Math 3) for numerous schools.

Guidance Departments at area schools that have switched to an Integrated model have not reported any issues with college acceptance of these courses.

Based on the Analysis from our Program Team: (Oct. 2020)

We determined that an integrated curriculum will best support our mission and goals, and enable us to provide the learning experience we want for our students. Through this curriculum, we will be able to foster a strong connection between and understanding of key ideas. We will also be able to help students develop skill proficiency and teach them how to effectively investigate, critique and apply knowledge.

Integrated Model Development Work (Oct 2020- present)

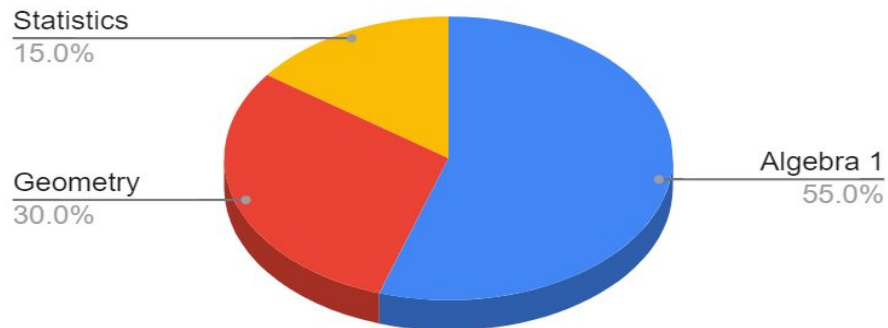
Since the October 2020 BoE voted to support our Integrated Pathway work, we have:

- Assembled a Curriculum Development Team to further research the organization of an Integrated core curriculum sequence
- Investigated the unit organization of the Integrated core curriculum with the help of local districts using an Integrated Math model
- Began drafting units for Math 1, Math 2, and Math 3, being sure to address all the CCSSM as well as providing continuity for student experiences from one course to the next
- Shared the initial unit drafts with our departments and science chairs for feedback

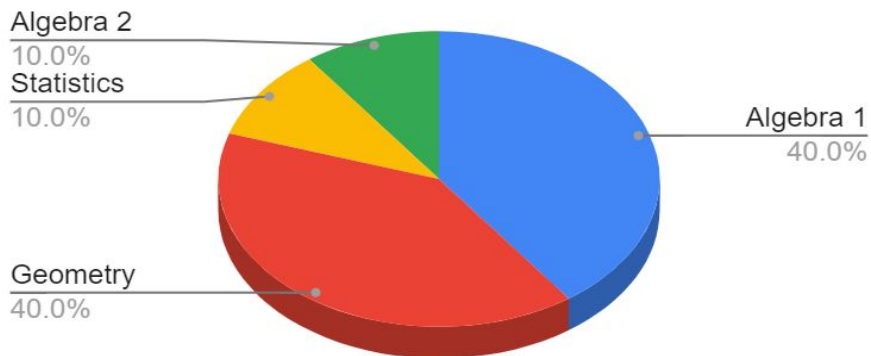
Integrated Model by Math Domain

Addresses the acquisition of standards explicitly taught and assessed in each course

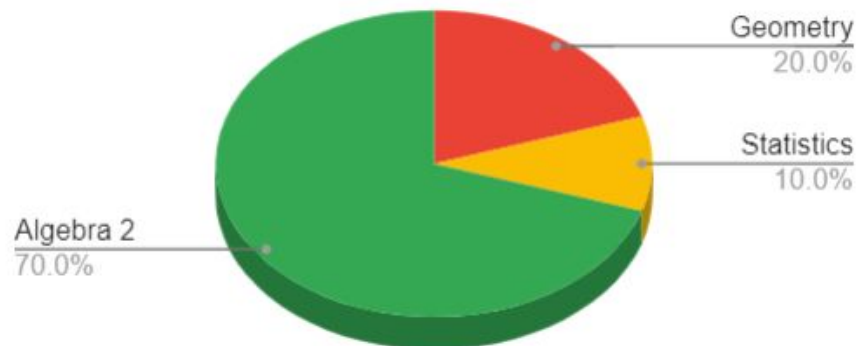
Math 1 Approximate Composition



Math 2 Approximate Composition



Math 3 Approximate Composition



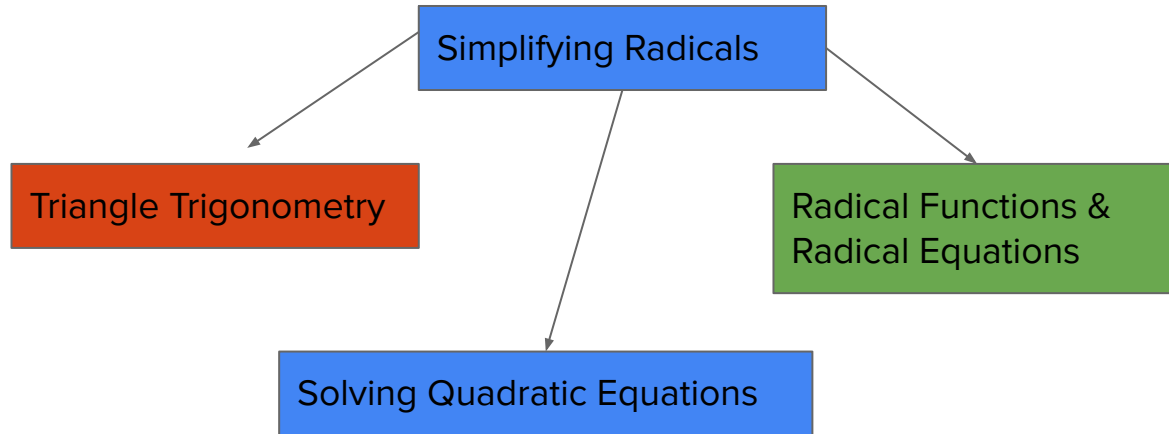
Example of the connections possible in a sequence

Math 1

Math 2



Math 3



Traditional model of the previous example

Algebra 1

Simplifying Radicals



Solving Quadratic Equations

Geometry

Simplifying Radicals



Triangle Trigonometry

Algebra 2

Simplifying Radicals



Radical Functions &
Radical Equations

Example of the connections possible in a sequence

Algebra 1

- Factoring Quadratics
- Solving Quadratic Equations
- Transformations of Quadratic Functions
- Applications of Quadratic Functions

Geometry

Algebra 2/Trig

- Factoring Quadratics
- Solving Quadratic Equations
- Transformations of Quadratic Functions

- Simplifying Rational Expressions
- Graphing Rational Functions
- Factoring Polynomials of Degree 3+
- Graphing Polynomial Functions



Math 2

Draft D86 Course Descriptions

Math 1:

Integrated Math 1 is the first course in high school mathematics. Students in all integrated courses study content standards in the 5 domains: Number and Quantities, Algebra, Functions, Geometry, and Statistics. The Standards of Mathematical Practice will be emphasized throughout. Linear and exponential relationships, function representations and their applications, algebraic connections to coordinate geometry, and representing and interpreting statistical data are major themes of the course. Mastery of basic arithmetic skills is a prerequisite for this course. *A graphing calculator is required for this course.*

Math 2:

Integrated Math 2 is the second course in high school mathematics. Students in all integrated courses study content standards in the 5 domains: Number and Quantities, Algebra, Functions, Geometry, and Statistics. The Standards of Mathematical Practice will be emphasized throughout. Solving and graphing quadratics, simplifying radicals, applications of trigonometry, similarity, area and circles and an introduction of probability are major themes of the course. *A graphing calculator is required for this course.*

Math 3:

Integrated Math 3 is the third course in high school mathematics. Students in all integrated courses study content standards in the 5 domains: Number and Quantities, Algebra, Functions, Geometry, and Statistics. The Standards of Mathematical Practice will be emphasized throughout. Polynomial, rational, exponential and logarithmic functions, as well as volume, trigonometric functions, and inferential statistics are major themes of the course. *A graphing calculator is required for this course.*

Current Work for an Integrated Pathway

Next steps we are taking over Summer 2021 in the Integrated Math Pathway are to:

- Use feedback the Curriculum Development Team received from the District Department regarding the sequence of units to further organize the curriculum in the three core courses
- Continue reviewing textbook options with the Curriculum Development Team for adoption in 2022-2023

Future steps we will take in 2021-2022:

- Assemble the Math 1 Writing team to further develop the course and continue collaborating with stakeholders and prepare for adoption in the 2022-2023 Program of Studies

If asked to adjust to a Traditional Pathway

Next steps we would take under a Traditional Pathway are to:

- Begin drafting units for Algebra 1, Geometry, Algebra 2, being sure to address all the CCSSM as well as providing continuity for student experiences from one course to the next
- Integrate and align instruction in data analysis, statistics, applied probability, and connections to social and hard sciences (areas for standardized test growth)
- Share the initial unit drafts with our departments and science chairs for feedback

Future steps we would take in 2021-2022:

- Assemble the Algebra 1 Writing Team to further develop and align the course

Future Direction by BoE

- 1.) Should we continue our work aligning AP courses as previously directed by the Board adopted District Strategic Plan?
- 2.) Should we continue developing additional 4th year options for implementation between 2022-2024?
- 3.) Should we continue developing the Quantitative Reasoning and Functional Relationships Course as an option for students previously enrolled in the G track courses?
- 4.) Should we continue developing the Integrated Math core sequence as recommended by the D86 Math Pathways Team or should we start the alignment process with the traditional core sequence and create integrated units as part of that process?

Achievement of the D86 Math Mission

Every decision we made was to allow us to achieve our goals. There are many dimensions to the decisions we made but all allow us to achieve our D86 math mission:

Math Mission Statement

The mission of the District 86 Mathematics Department is to empower our students to investigate, understand, and critique the world. Students will develop the quantitative literacy and critical thinking processes they need for professional opportunities and productive citizenship. We are committed to providing an equitable, rigorous, and supportive curriculum that actively engages students in constructing and applying mathematical concepts.

From: [Debbie Levinthal](#) on behalf of [Debbie Levinthal <dlevinthal@hinsdale86.org>](#)
To: [Jeff Waters](#)
Subject: Date Availability
Date: Tuesday, September 7, 2021 9:09:28 AM

Good morning,

I am responding regarding my schedule to accommodate a special meeting. I am free evenings and weekends this week and early next week. The only difficult night for me would be this Thursday but I could likely make it work.

Debbie

From: [David Giuliani](#) on behalf of [David Giuliani <david.giuliani@patch.com>](#)
To: dlevinthal@hinsdale86.org
Subject: Speech to D-181 Board
Date: Monday, October 25, 2021 3:06:43 PM

Hi Ms. Levinthal,

I was going to write a story about your husband's comments to the District 181 school board last week. He criticized District 86 as degrading students' education, particularly mentioning the grading policy and the science curriculum.

He raised the possibility of families moving out of District 86 and thus District 181 or sending their children to private school because of these changes. In your statements to the school board, you have questioned these policies, but have not suggested that the situation is so dire. Do you agree with your husband's characterization?

Thanks,

David Giuliani
Patch
505-426-5067

--

David Giuliani

Reporter
Patch.com
505-426-5067

Covering Elmhurst, La Grange, Hinsdale, Darien, Western Springs, Burr Ridge, Clarendon Hills

From: [David Giuliani](#) on behalf of [David Giuliani <david.giuliani@patch.com>](#)
To: [Peggy James](#)
Subject: Re: Grading policy
Date: Thursday, November 4, 2021 6:24:26 PM

Thanks for the timeline.

On Wed, Nov 3, 2021 at 8:56 PM Peggy James <pjames@hinsdale86.org> wrote:
Mr. Giuliani,

Here's my interpretation of events:

In the [Board Briefs](#) for the 2/13/20 board meeting, the district administration communicated that grading would be talking with department chairs about the plan for fully implementing them (grading) by the start of the 2024-25 school year.

The two patch articles from 2/2021 referenced spoke to giving 50% credit instead of 0% for missing work as a response to grading during the pandemic.

The next time the grading was mentioned with any implementation date was at the 3/11/21 board meeting - see [Board Briefs](#). The LLT unanimous decision to implement for the 2021-22 school year implies a change to the timeline - as far as what was communicated publicly.

At the [6/23/21 meeting](#), we heard that the Learning Leadership Team (LLT) designed a common D86 grading scale for SY 2021-22 implementation across all courses and levels. There has been minimal, if any presentation related to retakes and any other variations to grading scales.

My concern is that I learned after the start of the 2021-22 school year that grading was aligned by course at the building level only. Next year, many course grading policies will need to be changed again to be aligned districtwide.

Thanks,
Peggy James

On Wed, Nov 3, 2021 at 2:06 PM David Giuliani <david.giuliani@patch.com> wrote:
You can call me at 505-426-5067. I wrote a story [about your statement](#).

Thanks,

David
505-426-5067

On Wed, Nov 3, 2021 at 11:54 AM Peggy James <pjames@hinsdale86.org> wrote:
Mr. Giuliani,

I am at work. Are you available to touch base this evening?

Thanks,
Peggy

On Nov 3, 2021, at 11:41 AM, David Giuliani <david.giuliani@patch.com> wrote:

Hi Peggy,

I was working on a story about your comments on the speeding up of the grading policy. I asked Chris Jasculca about it. His reply follows. If you would like to comment further, that would be great.

Like many school boards, your board has a policy that says members can't speak on behalf of the board. Other members have interpreted that to mean they can't speak at all to the media. Under the policy, you can speak on behalf of yourself. Even so, the First Amendment of the Constitution trumps any school board policy infringing on board members' speech. No board member loses his or her free speech rights upon taking the oath of office.

Thanks,

David
505-426-5067

----- Forwarded message -----

From: **Chris Jasculca** <cjasculc@hinsdale86.org>
Date: Tue, Nov 2, 2021 at 9:10 PM
Subject: Re: Grading policy
To: David Giuliani <david.giuliani@patch.com>

It was not moved up. Both the presentation from that evening and Board Briefs for the meeting state that **full implementation** would occur by the onset of the 2024-25 school year
- [https://go.boarddocs.com/il/hinsdale86/Board.nsf/files/BLS4AJ0A9CDB/\\$file/2.13.20%20BoE%20Presentation%20-%20Goal%201%20Strategy%201%20Update.pdf](https://go.boarddocs.com/il/hinsdale86/Board.nsf/files/BLS4AJ0A9CDB/$file/2.13.20%20BoE%20Presentation%20-%20Goal%201%20Strategy%201%20Update.pdf) (slide 11).

You actually did a pair of articles about grading (<https://patch.com/illinois/hinsdale/grade-inflation-hinsdale-central-south> and <https://patch.com/illinois/hinsdale/very-unusual-grading-system-district-86-official>), including one about the board candidates discussing the proposed changes at a forum (believe some of the board members might have said during the meeting on Sept. 30 or Oct. 14 that they didn't know the changes were coming...could be worth going back and listening to the discussions from those meetings).

You can access a pair of FAQs about grading by visiting <https://bit.ly/3p8Pqdg> and <https://bit.ly/3ASoTEc>.

Hopefully these documents will provide you with the information you need for your story.

On Tue, Nov 2, 2021 at 6:30 PM David Giuliani <david.giuliani@patch.com> wrote:

Hi Chris,

At last week's board meeting, member Peggy James noted that the [Feb. 13, 2021, Board Briefs](#) stated that the board would implement the new grading policy for the 2024-25 year. She asked why it was done in 2021-22 instead. Do you know why it was moved up? I was planning to write a story later in the day tomorrow.

Thanks,

David
505-426-5067

--

David Giuliani

Reporter
Patch.com
505-426-5067

Covering Elmhurst, La Grange, Hinsdale, Darien, Western Springs, Burr Ridge, Clarendon Hills

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Chris Jasculca
Director of Communications
Hinsdale Township High School District 86
cjasculc@hinsdale86.org
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--

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505-426-5067

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High School District 86

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February 13, 2020 Committee of the Whole Meeting

Student Recognition

The board recognized Herbert Wang from Hinsdale Central, who was one of 300 high school seniors who were named scholars by the Society for Science & the Public in conjunction with the organization's annual science and math competition. The board also recognized teacher Matt Doll, who nominated Herbert for the honor.

This year's competition drew nearly 2,000 applications from more than 650 schools. The scholars were chosen based on their "exceptional research skills, commitment to academics, innovative thinking and promise as scientists."

You can access additional information about Herbert's accomplishment by visiting <http://bit.ly/2w8GICe>.

Update on the Goal 1, Strategy 1 of the Strategic Plan

A group composed of the department chairs for math, the assistant principal for curriculum and instruction from Hinsdale South, and the principals from both high schools gave a presentation about some of the work being done in conjunction with Goal 1, Strategy 1 of the strategic plan, which is aimed at "ensuring that course and instructional units include common critical competencies, aligned assessments between the two high schools and multiple measures of success."

The building principals began the presentation with an update on the work the Learning Leadership Team (LLT) has been doing with teachers to align the district's grading and assessment practices. The update included:

- Information about the purpose of the work - provide consistent communication about the academic standing of students; align course team grading practices; provide parents/guardians with consistent communication regarding student progress; increase equity in grading and reporting practices.
- The names of the people who are serving on the LLT.
- Details about the work the LLT has done or is scheduled to do - met five times to plan each Flex Learning Day, during which the teachers study best practices in grading and assessment through the lens of different researchers (Alex Bowers, Ken O'Connor, Myron Dueck and Thomas Guskey); will decide during its meeting on Feb. 18 which practices it will recommend be included in the District 86 Grading and Reporting Philosophy that all teachers will adhere to at the course team, department and district levels; will establish a timeline and process for designing professional development and creating streamlined procedures for implementing district-level unified practices.
- Pre-decisional questions that have helped guide the work and address topics (e.g., grading summative versus formative assessments, use of zeroes, allowing test retakes, use of factors such as extra credit and attendance to determine a final grade, etc.) that might be considered for inclusion in the District 86 Grading and Reporting Philosophy.
- Next steps - the LLT will use teacher feedback collected during the Flex Learning Days to determine which practices it will recommend for inclusion in the District 86 Grading and Reporting Philosophy (Feb. 18); the LLT will present its recommendations to the district's executive cabinet team on March 2 and members of the Parent-Teacher Advisory Committee on March 6; teachers will receive the LLT's recommendations during the Flex Learning Day on March 18 and begin talking with their department chairs about the plan for fully implementing them by the start of the 2024-25 school year; the LLT will present its recommendations to the board of education on March 26.

After sharing the information about grading and assessment practices, the principals were joined by the department chairs for math and the assistant principal for curriculum and instruction from Hinsdale South for an update on the district's math curriculum alignment work. This update included:

- Information about the purpose of the work, which is to "develop the vision of our District 86 math program and determine what course pathways will allow us to realize that vision."
- The names of the people who are serving on the Math Pathways Team, as well as the list of courses they previously taught or currently teach.
- Details about the communication efforts that have been undertaken in support of the work.
- Information about the meetings that have taken place or are scheduled to occur by the end of the school year.
- Information about the tasks that have been or will be completed in conjunction with the work, including getting feedback from the math teachers, counseling and special education departments, Parent-Teacher Advisory Committee, Principal-Student Advisory Council and the district's feeder schools.
- An overview of the structure that is being used to support the curriculum-building process.
- Information about why the district's math curriculum and courses are being reviewed/examined.
- Examples of the role that math plays in different aspects of society and everyday life.
- Summaries of what the Math Pathways Team discussed during its meetings on Jan. 23 and Feb. 6, which included feedback that the math departments from both schools shared

regarding what they want math learners to acquire and experience during their time in District 86.

- A list of the math program's current strengths.
- Information about the math model/pathway currently being used by both high schools.
- Information about how the math department's process will be used to guide the work of other departments going forward.

You can access the PowerPoint that was presented in conjunction with the update by visiting <http://bit.ly/2wgjHxq>.

Committee Reports

The Human Resources Committee provided the board with a report from its meeting on Jan. 28. During its meeting, the committee discussed the process the board will use to provide the superintendent with feedback on the performance of cabinet-level administrators. This feedback will be focused on the functions those administrators carry out in respect to their work with the board. The committee also decided to increase the frequency of its meetings to once a month.

The board voted to release the draft minutes from the committee's meeting as part of the consent agenda.

Good News

Principal Walsh introduced student liaison Jackson Hughes from Hinsdale Central, who provided the board with information and updates from his report that included details about some of the school's recent and upcoming events and activities (e.g., Pack the Place Week, the Mr. Hinsdale pageant, Forensics Showcase, Black History Month celebrations, the Winter Play and Kindness Week). It showcased accomplishments by some of Central's teams, including chess, forensics and boys swimming all qualifying for state. It also included student feedback about social emotional learning assignments and overcrowding in the locker rooms. You can access Jackson's report by visiting <http://bit.ly/2Sk7bp6>.

Principal Pokorny Lyp introduced student liaison Nautica Kindred from Hinsdale South, who provided the board with information and updates from her report that included details about some of the school's recent and upcoming events and activities (e.g., Candy Day, assembling emergency preparedness kits, South Pride Days, the Mr. Hinsdale South event, Culture Tuesday during Winter Spirit Week, the Winter Spirit Assembly, the Talent Show and the Winter Athletic Awards Night). It also featured information about recent accomplishments earned by some of South's students and teams, including the speech team setting a school record by qualifying for the Sectional tournament in all 15 of the individual events, six wrestlers and the girls bowling team also qualifying for Sectionals, and the boys basketball team being named the Team of Week by Saint Xavier and picking up the 200th win of coach Brett Moore's career. You can access Nautica's report by visiting <http://bit.ly/39wxX3c>.

Consent Agenda

The board approved the consent agenda as presented. The consent agenda includes personnel, stipends, board bills and meeting minutes. Please visit <http://bit.ly/31N6FmN> to access the consent agenda items beginning under number seven.

Approval of Calendars for the 2020-21, 2021-22 and 2022-23 School Years

The board approved calendar option D, which will enable the district to accommodate the work that is scheduled to be completed at Hinsdale Central and Hinsdale South over the next three years (2020-21, 2021-22 and 2022-23) in conjunction with our Future Ready Facilities plans.

Option D, which was presented to the board during its meeting on Jan. 23, reflects a commitment from Pepper Construction to reduce the window for completing its work over the summer from 14 weeks to 13 weeks and one day. This will save the district from having to find an additional four instructional days to meet the mark of 180 days that has been the threshold in our schools the past several years.

You can access the calendars for the 2020-21, 2021-22 and 2022-23 school years that were approved by the board by visiting <http://bit.ly/2SLaeWC>.

Approve Executive Search for Assistant Superintendent

The board approved an agreement with the Illinois Association of School Boards (IASB) in the amount of \$8,900 to perform an executive search for an assistant superintendent for academics. During the board meeting on Jan. 23, a representative from IASB presented information about

the search process the organization utilizes to help districts fill cabinet-level administrative positions.

You can access a copy of the agreement by visiting <http://bit.ly/31LATGO>.

Approve a Resolution to Prohibit Sexual Harassment and Adopt Policies 2:105 (Ethics and Gift Ban) and 5:20 (Workplace Harassment Prohibited)

The board [approved resolution 20.12](#) in accordance with the State Officials and Employees Ethics Act, which requires government entities to adopt a resolution establishing a policy prohibiting sexual harassment. The approval of the resolution also included/resulted in the adoption of policies [2:105 \(Ethics and Gift Ban\)](#) and [5:20 \(Workplace Harassment Prohibited\)](#).

Approve Student Settlement Agreements

The board approved the student settlement agreements that it discussed in closed session.

Board President's Report

Board President Nancy Pollak shared a follow-up to the discussion the board had on Jan. 23 about the time and expense associated with processing requests that the district receives via the Illinois Freedom of Information Act (FOIA). As part of this follow-up, President Pollak provided an update on the status of the Requests for Review and litigation that have been filed in conjunction with FOIA and the Illinois Open Meetings Act (OMA).

FOIA Request for Review – 2020 PAC 61326

Summary: A FOIA Request for Review was submitted to the Public Access Counselor by Dr. Ankit Patel on Jan. 13, 2020 requesting review of the district's response and follow-up to FOIA R000733.

Status: The Public Access Counselor determined that no further inquiry into this matter was warranted and it was closed.

OMA Request for Review – 2020 PAC 61373

Summary: An OMA Request for Review was submitted by Ms. Debbie Vold Levinthal on Jan. 15, 2020 alleging that the District 86 Board of Education violated the Open Meetings Act.

Status: The district submitted a response to the Public Access Counselor's request for additional information on Feb. 7, 2020. The requester has seven business days to reply.

FOIA Request for Review — 2020 PAC 61589

Summary: A FOIA Request for Review was submitted by Dr. Daniel Levinthal and Ms. Debbie Vold Levinthal on Jan. 30, 2020 requesting review of the district's response to FOIA R000757.

Status: The district received notice of the Request for Review on Feb. 11, 2020.

Case No. 20-cv-893

Summary: On Feb. 7, 2020, Dr. Meeta Jain Patel, Kara Kuo and Kim Notaro filed a complaint against the District 86 Board of Education and Board President Nancy Pollak with the United States District Court for the Northern District of Illinois, Eastern Division.

Status: The district's response to the lawsuit is due on April 13, 2020.

President Pollak provided an update on the lawsuit filed by former board member Claudia Manley and her husband Noel Manley. She announced that on Feb. 3 the Illinois Appellate Court, Second District ruled in favor of District 86 and former superintendent Bruce Law on all of the remaining claims in the lawsuit filed by the Manleys nearly five years ago. She said that the Appellate Court affirmed the trial court's rulings, held that the uniform grievance procedure was properly applied to Mrs. Manley, and stated that the dispute over policy 4:20 was moot. In addition, she said that the court rejected an attempt by the Manleys to "reserve" other issues, remedies and claims.

Board President Pollak shared that the district has incurred the following costs in conjunction with its defense against the Manley lawsuit:

- Investigative costs: \$20,964.15
- Legal defense costs prior to insurance coverage: \$24,603.92
- Insurance total experience (paid and reserve): \$106,001 (\$10,000 paid directly by the district for the deductible); the district's insurance pool self-insurance reserve is \$100,000

President Pollak also mentioned the self-evaluation workshop the board held on Dec. 18, 2019. She said that Dee Molinare, who is a director of field services for IASB, facilitated the board's discussion about board governance. In addition, she said that Molinare assisted the board in developing draft protocols and board-superintendent expectations. You can access those protocols and expectations by visiting <http://bit.ly/31SCjIB>.

Superintendent's Report

Superintendent Tammy Prentiss mentioned that there will be a meeting with representatives from various student, staff and parent groups (e.g., Parent-Teacher Organization, Principal-Student, Advisory Council, Parent-Teacher Advisory Committee and Boosters) on March 6. During this meeting, the group will discuss several topics, including dates and times for graduation.

Superintendent Prentiss also mentioned that there have been a number of meetings with end users in recent weeks that have been focused on the work that will be completed in conjunction with Phase II of the district's Future Ready Facilities plans. Representatives from Pepper Construction, ARCON and Cotter Consulting will present information about Phase II during the board meeting on March 26.

New Textbooks/Supplementary Material

Per policies [6:210 \(Instructional Materials\)](#) and [6:220 \(Instructional Materials Selection and Adoption\)](#), the administration provided the board with the new instructional materials the teachers are proposing for the 2020-21 school year. These materials include selections for English, math, social studies and world languages.

The materials will be put on display at the district's administration building for a month and a half starting on Feb. 14. Members of the general public will be able to review these items during normal business hours (Monday-Friday from 7:30 a.m. to 4 p.m.).

You can view additional information about the textbook selection and adoption process by visiting <http://bit.ly/38n26SD>. You can also view the list of proposed instructional materials by visiting <http://bit.ly/2OMOJTU>.

Operational Calendar and Future Agenda Items

The board reviewed and discussed its operational calendar for the year and possible agenda items for future meetings. You can view the operational calendar by visiting <https://d86.hinsdale86.org/domain/435> and the log of future agenda items by visiting <http://bit.ly/2mhjUeP>.

The meeting adjourned at 10:27 p.m. The video of the meeting will be posted on the district website (<https://d86.hinsdale86.org/Page/556>) as soon as it is available.

Future Board Meetings

Wednesday, February 26, 2020 at 6 p.m.

Regular Action Meeting
Hinsdale South High School Cafeteria

Thursday, March 12, 2020 at 6 p.m.

Committee of the Whole Meeting
Hinsdale Central High School Cafeteria

Thursday, March 26, 2020 at 6 p.m.

Regular Action Meeting
Hinsdale Central High School Cafeteria



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March 11, 2021 Committee of the Whole Meeting

Good News

Principal Bill Walsh from Hinsdale Central provided the board with the following information from his report.

- Senior Natalia Berti, who is a writer for the Devils' Advocate, received a “Best of SNO” Excellence in Writing award for her story about the makeup line created by Central students and twin sisters Amelia and Stephanie Zayed. You can access the story by visiting <http://bit.ly/3kozpLS>.
- Junior Paton Mehrhoff, who is currently enrolled in AP microeconomics, was featured in a story in The Hinsdalean about the summer program she is creating for students in grades two through five to help them learn about the principles and foundational concepts of economics prior to entering middle school and high school. You can access the story by visiting <http://bit.ly/3bFBn6z>.
- The Hinsdale Central Forensics team took second place in the state tournament.
- Senior Katrina Geiersbach was named to the IHSA's 2020-21 All-State Academic Team.
- The Solstice Art and Literary Magazine was named a finalist for a 2021 Crown Award from the Columbia Scholastic Press Association. All winners will be awarded a Gold or Silver

Crown near the end of March. A total of 852 digital, newspapers, magazines and yearbooks published during the 2019-20 school year were eligible for this honor. However, only 85 Crowns will be awarded.

- Seniors Samara Jaquez and Cadence Parker-Briones will join other top student artists from across the state at the 9th Annual Illinois High School Art Exhibition Senior Scholarships Announced event, which will be held virtually on April 11. This event will enable the students to come together to showcase their work, be recognized for their accomplishments and celebrate the power of art in their lives. To date, Samara and Cadence have received more than \$368,000 in scholarships for their portfolio.

You can access Principal Walsh's report by visiting <http://bit.ly/3qz97ba>.

Principal Arwen Pokorny Lyp from Hinsdale South provided the board with the following information from her report.

- Students and staff from South took part in a variety of activities in honor of Spread the Word: Inclusion Awareness Day. These activities included:
 1. Members of the special education department sending out daily emails blasts regarding what Spread the Word: Inclusion is all about. The emails also included information about disability awareness, how to be an inclusive friend or teacher, and etiquette around terminology.
 2. Teachers and students viewing videos and discussing the importance of inclusion.
 3. Members of the school community taking the online pledge to see, hear and value others by way of inclusion.
- The United States Department of Commerce's Census Bureau acknowledged South for its efforts to engage, educate and encourage households to complete the 2020 Census.
- South's speech team took third place at state and earned the school's first trophy in the tournament.
- South's varsity danceline team took second place at the sectional tournament, which earned the group its ninth consecutive trip to state.
- The school's cheer team took third place at the junior varsity level and fifth place at the varsity level, both of which represented the team's best finish at the event in school history.
- Several students from South turned in outstanding performances at the competition held in conjunction with the Illinois Business Professionals of America (BPA) State Leadership Conference. Their efforts qualified them for PBA's national competition, which will be held virtually in the spring.
- South organized a number of events and activities in honor of Black History Month that included, but were not limited to:
 1. Morning announcements that spotlighted African American historical figures who made positive contributions to education and innovation in America.
 2. Passing period music that featured the historical development of hip hop/rap music and Chicago House Music.
 3. A viewing and discussion of the TED Talk: Heroes and Villains: is hip-hop a cancer or a cure?
 4. A symposium about the pathways, experiences and opportunities that are available at historically Black colleges and universities.

You can access Principal Pokorny Lyp's report by visiting <https://bit.ly/2ODv00D>.

In addition to receiving the reports from the principals, the board learned that the band from Hinsdale Central has been invited to perform in the Parade of Heroes Commemoration Band during the Monumental Salute to the Veterans being held in Washington, D.C. on Nov. 13. You can access additional information about this opportunity by visiting <https://bit.ly/3erNA1W>.

Strategic Plan Update

Members of the team who are working on Goal 1 (Student Growth and Achievement) of the district's strategic plan provided the board with an update on the work they are doing to develop a common grading scale that is accurate, actionable and accountable. This update included:

- An acknowledgement that there are currently 30 different grading schools being used across the eight departments and two high schools in our district.
- The challenges associated with discussing grading - i.e., grading is personal, impactful and misunderstood.
- The four main things that guide grading practices and policies.
 1. Policies and practices experienced as a student.
 2. Personal philosophies of teaching and learning.
 3. District, building, department and grade-level policies on grading and reporting.
 4. What was learned in undergraduate teaching prep programs.
- Information about the district's Learning Leadership Team (LLT).
 1. Composed of 40 teachers, department leaders and administrators that equally represent all of the academic departments at Central and South.
 2. Charged with: locating and studying the most relevant, recent and data-derived research on effective grading practices; facilitating learning sessions about the research with the staff as a whole (Flex Learning Days during the 19-20 school year); adopting a grading mission for the district (presented to the board May 2020); and, determining a common grading scale for use across the district.
- The process the LLT used to guide its work on grading.
- The names of the authors and researchers that were studied by the LLT.
- The work the LLT did during the 2019-20 school year.
 1. Conducted extensive research and discussed best practices for grading during meetings held on Flex Learning Days.
 2. Developed the following district statement regarding grading: Grades communicate achievement on course objectives and support meaningful student learning and growth.
- The first principles of a grading system - accurate, actionable and accountable.
 1. Accurately communicate a student's academic ability.
 2. Provide a student, parent/guardian, counselor and/or interventionist with an indication of what the student needs to do to remediate, maintain or enrich their coursework.
 3. Hold students accountable for demonstrating the knowledge/skill required to complete each course.
- Additional goals of a grading scale/practice.
 1. Meet the needs of different content areas (different assessment types).
 2. Allow teacher innovation and creativity when designing instruction/assessment.
 3. Focus on achievement and not behavior.
- LLT's progress/accomplishments/recommendations.
 1. Nearly unanimous consent on a common grading scale for the 2021-22 school year.
 2. Consensus on alpha-indicators for missing work.
 3. Began discussing the role and responsibilities of the district- and building-level course teams when it comes to implementing the common grading scale.
- Communication goals.
 1. Sharing specific information with common language.
 2. Creating bridges in translation.

3. Supporting students.
 4. Efficient use of intervention time.
 5. Increasing academic responsibility and accountability.
- [Definitions and use of grading scale terms.](#)
 1. Grades A-F.
 2. EX - stands for Exempt.
 3. M - stands for Missing.
 4. ME - stands for Missing and Essential.
 5. NYP - stands for Not Yet Proficient.
 - Definition and examples of essential assignments.
 - A table featuring the [common grading scale for the 2021-22 school year.](#)
 - The rationale for using the scale and responses to common concerns.
 1. Zeros promote inaccuracies and misconceptions about student understanding.
 2. The scale communicates and assesses a failing grade for not doing work.
 3. Encourages a student to persist with coursework after an assignment is missed.
 4. Reinforces that the penalty for not doing work should always be doing the work.
 5. Zeros do not communicate a specific way to intervene/remediate.
 6. Identification of essential assessments increases accountability rather than relying on zero grades to scare students into compliance.
 7. Grades should communicate a level of achievement, not a level of responsibility.
 8. Consequence for not doing an assignment is, at best, an F, and, at worst, mandatory completion to receive a passing grade in the course.
 - Next steps for teachers and the LLT.

You can access the update by visiting <https://bit.ly/3tge8HB>.

Return to School Update

The administration provided the board with an update on the district's return to school plan. This update included:

- A reminder about the steps involved in the district's responsive approach to in-person instruction.
- COVID-19 data for the district and the communities we serve. As of March 5, there were seven confirmed positive cases in the district, 50 people in isolation and 43 people in quarantine. There have also been a total of 321 positive cases in the district since the start of the 2020-21 school year.
- Updated guidance from the [Centers for Disease Control and Prevention](#) and the [DuPage County Health Department](#).
- An update on the number and percentage of students who are taking part in the district's hybrid and remote instructional models second semester.
 1. Hybrid or Everyday - 1,535 students at Hinsdale Central (60% of the school's total enrollment) and 777 at Hinsdale South (58% of the school's total enrollment).
 2. Remote - 1,043 students at Hinsdale Central (40% of the school's total enrollment) and 569 at Hinsdale South (42% of the school's total enrollment).
 3. Of the students who selected hybrid, 44.3% said they want to be considered for the option of coming to school for in-person instruction four days per week if that opportunity becomes available.
- Updated [guidance issued by the Illinois Department of Public Health \(IDPH\) and Illinois State Board of Education \(ISBE\)](#) on March 9.
 1. Social distancing in instructional spaces - 3 to 6 feet when everyone is masked and teachers are fully vaccinated (occurs two weeks after receiving the second dose of the vaccine); 6 feet for any teachers who are not vaccinated.

2. Social distancing for lunch - must remain at 6 feet since students are removing their masks to eat; assigned seating is recommended.
 3. Must maintain the contact tracing program and mitigation strategies.
 4. Room occupancy - no longer capped at 50 people; based on the design/capacity of the room; must follow social distancing guidelines.
 5. Cleaning and HVAC - District 86 is already meeting all requirements.
- Information about close contact.
 1. Still defined as anyone (with or without a face mask) who was within 6 feet of a confirmed case of COVID-19 (with or without a face mask) for a cumulative total of 15 minutes or more over a 24-hour period during the infectious period. Close contact needs to quarantine for 14 days.
 2. People who had a lab-confirmed case of COVID-19 within the past 90 days or been fully vaccinated in accordance with CDC guidelines are not required to quarantine if identified as a close contact to a confirmed case.
 3. We anticipate a potential increase in students who need to quarantine in classrooms where social distancing is less than 6 feet.
 - Impact of guidelines on instructional models.
 1. Previous guidelines - masks at all times; social distancing of 6 feet at all times; maximum of 50 people in a space; one way hallways; assigned seating for lunch with everyone facing in the same direction; remote option; 50% of students in person with an A-B split.
 2. Updated guidelines - masks at all times; social distancing of 3 to 6 feet in instructional spaces; social distancing of 6 feet at all time in spaces where people are eating lunch; no more one-way hallways; number of individuals in a space is based on the design and capacity of the room instead of being capped at 50 people; remote option.
 3. **Based on the updated guidelines and the fact that 60% of our students are currently enrolled in the hybrid model, we will be offering five days of instruction that follows the regular bell schedule after spring break. However, we are working with R3 and student leaders to get feedback on this pivot to make sure we are thinking through any potential issues or challenges to help ensure that the transition is as smooth as possible.**
 - Information about completed or scheduled next steps.
 1. Recovery-Revitalization-Restore (R3) committee held an emergency meeting on March 10 to review and discuss the updated guidance from IDPH and ISBE.
 2. District sharing an update with the community during the board meeting on March 11 and via Board Briefs on March 12.
 3. Focus group/meeting with student leaders from both high schools on March 15.
 4. R3 meeting on March 18.
 5. District 86 staff reach fully vaccinated status on March 20.
 6. Update to the community and finalize setup in the classrooms during the week of March 22.
 7. Remove temporary walls in the cafeteria at Central during spring break.
 - The instructional calendar for the month of [March](#).
 - Updates regarding the status of assessments.
 1. Final exams (same as first semester) - no finals for seniors; no alternate final exam schedule; exams may be given, but will not be weighted like a traditional final exam; additional week may be used for instruction; no schools in the West Suburban Conference are giving traditional final exams.
 2. Assessment equity - Per all staff professional development (Jan. 4 and 5) and department conversations about assessment development and administration, there should be no testing advantage to being remote: assessments should not be part of the rationale for remaining remote.

3. Overview of professional development - All assessments should be designed to be taken remotely or in person. In addition, all students should have access to the same resources when taking assessments (e.g., texts, notes, Google, etc). If they do not, families are asked to please confirm with their children that they are aware of the resources that can be used in class, and to contact teachers about what students are able to use on tests.
 4. State assessments - SAT (no essay) will be administered to all juniors on April 12 (in person only); ISBE has moved the PSAT 9 and 10 to the fall (date TBD).
 5. AP exams - sent a communication on March 8 to AP students and their families that included information about the three testing windows being offered by the College Board, and the district's recommendation about which window students should strongly consider.
 6. We are currently waiting for ISBE to provide direction on the Illinois Science Assessment (if state says it must be administered, it will be given in person to juniors on April 14), ACCESS (fall/ELL), graduation requirements regarding SAT and FAFSA, school accountability measurement related to the completion of the SAT.
- Update on senior activities.
 1. Based on the updated guidance, Hinsdale Central and Hinsdale South anticipate being able to host in-person graduation ceremonies in their stadiums on Monday, May 17 (rain date on May 18). The social distancing requirements and capacity restrictions featured in the revised guidance will be followed. The format for the event will be determined via collaboration with student groups.
 2. Tentative dates for a prom-like experience are May 1 for Hinsdale Central (on-site) and May 21 for Hinsdale South (Lincoln Park Zoo or on-site).
 - Information about the steps community members can take if they have comments, questions or concerns about the work being conducted by the district. This is aimed at helping to reduce the amount of misinformation being posted on social media, and to promote common language, common understanding of complex systems and common expectations for all students.
 - Information about common goals and norms.
 1. A rigorous and challenging curriculum that meets the post secondary needs of all students.
 2. Flexibility to personalize the high school experience to engage academic passions and post-secondary interests.
 3. Support systems for all students based on their individual needs.
 4. Assume positive intent and decision-making focused on data and the best interests of students.
 - Definitions of tracking and detracking.
 1. Tracking is separating students by academic ability into groups for all subjects or certain classes and curriculum within a school.
 2. Detracking occurs when students are deliberately positioned into classes of mixed ability.
 - Information that addresses the inaccurate rumor that District 86 is detracking all of our classes.
 1. Nothing about the curriculum alignment process changes the fact that the district will continue to offer classes that meet the individual and specialized needs of students through coherent, logically-sequenced pathways.
 2. The term 'detracking' is being misinterpreted. An academic 'track' is more accurately called an academic level. A 'track' restricts students to a single pathway through a subject. District 86 will continue to have three levels that are fluid depending on the student's post secondary plans: Essential (often called Applied or Self-Contained), College/Career Prep, Honors/Dual Credit /AP.

- A table that features information about the continuum of course level options.
- Information about G-level classes in the district.
 1. G-level classes are designed to cover major content topics at a modified pace. The curriculum and assessments for these courses are aligned to reduced standards when compared to their college prep counterparts.
 2. G-level courses are a track. Students who start in a G-level course and are not held to on-grade level standards remain in this track. The opportunity to move to on-grade level college-prep course work is minimal at best.
 3. Our district does not offer G-level courses in elective areas.
 4. Our district has not offered G-level courses in the humanities since 1998, or in science and math at Hinsdale South since 2018.
 5. Hinsdale Central currently offers five G-level courses: Biology, Earth Science, Algebra, Geometry and Algebra 2. These are the only G-level courses still offered in the district. They will be phased out over the next four years and replaced with on-grade level courses with robust support systems.
- Information about student options that are based on research and focus on levels instead of tracks.
 1. There is little research that currently supports offering courses that are below-grade level in general education.
 2. Current research does support offering a challenging and engaging curriculum paired with robust support systems and highly communicative assessment and feedback loops.
 3. There is a great deal of research that supports offering honors and accelerated classes (e.g. honors, AP, dual credit). Our district has no plans to eliminate these options for students.
 4. All of the discussions we have had regarding curriculum alignment, most notably in science and math, have included and confirmed our plan to continue offering AP, honors and dual credit courses.
- Tables featuring possible course sequences in math for students who are currently in seventh grade. The move to the integrated math pathway is scheduled to occur in the fall of 2022.

You can access the update by visiting <https://bit.ly/3I7jmCq>.

Future Ready Facilities

The board received information about the history of the project budget for the referendum, as well as an update on where that budget currently stands. This was in response to a request the board made during its meeting on Feb. 23. **All of the work being undertaken in conjunction with our Future Ready Facilities plan is currently on time and under budget by \$1,560,733.**

You can access additional information about this agenda item by visiting <http://bit.ly/3cpSx8M>.

Committee Reports

Members of the HR Committee provided the board with a report about the working session they held on March 11 during which they reviewed preliminary staffing documents and the preliminary staffing recommendation for the 2021-22 school year.

Members of the Parent-Teacher Advisory Committee provided the board with a report about the working session they held on March 11 during which they reviewed and discussed preliminary recommendations on the alignment of grading practices.

In addition to receiving the reports mentioned above, the board voted to release the draft minutes from these meetings as part of the consent agenda.

Consent Agenda

The board approved the consent agenda as presented. The consent agenda includes personnel, stipends, board bills and meeting minutes. Please visit <http://bit.ly/38tuMez> to access the consent agenda items beginning under number nine.

Authorize an Administrator to Undertake an Agreement to be an Independent Contractor

The board voted to give Principal Pokorny Lyp the authority to enter into an independent contract to serve as a mentor for a new principal at Community High School District 99. This authority is being granted in accordance with Principal Pokorny Lyp's employment contract with District 86.

Approve Update to the HAVEN Intergovernmental Agreement

The board voted to approve an update to the template that District 86 uses to enter into intergovernmental agreements (IGAs) with other districts regarding enrollment in one of the Hinsdale Area Vision for Emotional Needs (HAVEN) classrooms. More specifically, the template will be changed so that the agreements remain in place until they are revoked instead of requiring that they be executed on an annual basis. The board discussed this topic during its meeting on Feb. 23.

You can access additional information about this agenda item by visiting <http://bit.ly/30ATWnx>.

Board President's Report

Board President Kevin Camden reiterated how proud he is of the district's efforts to get students back in school full time. He also expressed his appreciation for the work that has been done all year to provide access to in-person instruction, while also adhering to the health and safety guidelines established by the county and state.

Organizational Meeting

Per policy 2:210 (Organizational Board of Education Meeting), the board must, during a March meeting in an odd-numbered year, establish a date for its organizational meeting to be held sometime after the election authority canvasses the vote, but within 28 days after the consolidated election. The agenda for this meeting will include:

- The administration of the Oath of Office to candidates elected to the board.
- The seating of new board members.
- Election of officers.
- Affirming or Affixing the date and time of regular meetings.

The board identified and approved May 3 at 5:30 p.m. as the date and time for this year's meeting.

Superintendent's Report

Superintendent Tammy Prentiss mentioned that she and the building principals performed walkthroughs in several science classes at Hinsdale Central and Hinsdale South.

Superintendent Prentiss shared that the district hosted another four days of vaccinations March 3-6. She thanked the district's security staff, the assistant principals for operations, Quest and GSF-USA for their help with these events.

Superintendent Prentiss also thanked the members of R3 for coming together quickly on March 10 to review and discuss the updated guidance from IDPH and ISBE, and for all of the work they have done on the district's return to school plan during the past year.

Preliminary Staffing Recommendation

The administration presented the board with its preliminary staffing recommendation for the 2021-22 school year. The presentation included:

- An overview of the staffing process.
- The framework used to determine how many sections of a course will run, as well as the courses that will not run during a given school year.
- A Recommendation to keep staffing flat for the 2021-22 school year.
- Recommended changes to staffing at the building and district levels.
- Current enrollment and projected enrollment for the 2021-22 school year.
- Staffing levels (current and proposed) and estimated average class sizes by department.
- Classes at Central and South that will be running next year with one section and an enrollment of less than 15 students.
- Classes at Central and South that will be stacked (i.e., single course that contains two different, but similar or complementary curricula) next year with an enrollment of less than 20 students.
- Classes that will only be running at Central or South next year, but will be available to students from both schools.
- Classes that will not run at Central or South next year because not enough students were interested in taking the course.

You can access additional information about this agenda item by visiting <http://bit.ly/3evl2EB>.

Operational Calendar and Future Agenda Items

The board reviewed and discussed its operational calendar for the year and possible agenda items for future meetings. You can access additional information about this agenda item by visiting <http://bit.ly/3qEn2wz>.

The meeting adjourned at 11:24 p.m. You can access the video for the meeting by visiting <https://vimeo.com/522878704>.

Future Board Meetings

Thursday, March 25, 2021 at 6 p.m.

Regular Action Meeting
Hinsdale South Library

Thursday, April 8, 2021 at 6 p.m.

Committee of the Whole Meeting
Hinsdale South Library

Thursday, April 22, 2021 at 6 p.m.

Regular Action Meeting
Hinsdale South Library



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June 23, 2021 Regular Action Meeting

Good News

Principal Arwen Pokorny Lyp from Hinsdale South provided the board with the following information from her report.

- Andrew Musil and Dylan McMurray finished in the top 25 (22nd out of 75 boats) at the IHSA bass fishing state tournament.
- The boys tennis team finished in 13th place at the IHSA state tournament. Zane Bisharat posted a 3-2 record and made it to the fourth round of the consolation bracket, while the doubles team of Dhruv Vaze and Aaron John went 4-2 and tied for ninth place.

You can access Principal Pokorny Lyp's report by visiting <https://bit.ly/3zYd2Ey>.

Principal Bill Walsh from Hinsdale Central provided the board with the following information from his report.

- The 23rd Annual Julie Heidecke Clinic was a huge success. The event raised a record high of more than \$2,600 for the foundation that supports students from Hinsdale Central and Illinois State University. Lauren Oleferchik, who was the captain of the varsity girls soccer team at Central, was the recipient of this year's Julie K. Heidecke Award/Scholarship.

- The varsity boys tennis team took second place at the state tournament. Mujtaba Ali-Khan and Jai Vallurupalli finished third in doubles, while Ansh Shah finished fourth in singles.
- The varsity boys baseball team won the conference and regional championships, and finished in the top 16 in the state.
- The varsity girls track team qualified for the state tournament. Catie McCabe took fourth place in the 1600-meter run with a time of 4:52.23, which set a school record and earned her all-state honors.
- Dan Watcke took first place in the 800-meter run at the state tournament for track and field. He is the first sophomore to win the event at the 3A level, and Central's first state champion for boys track and field since 1977. Watcke and teammates Aden Bandukwala, Isa Hitchens and Piyush Mekla also took first place in the 4x400 relay.
- The varsity girls lacrosse team took third place at state.

You can access Principal Walsh's report by visiting <https://bit.ly/2SlZxrz>.

Approve Contract Extension for Cotter Consulting

The board approved an extension of its contract with Cotter Consulting, which is currently serving as the owner's representative for the district's Future Ready Facilities work. The extension, which was reviewed by the Facilities Committee during its meeting on June 18, will run through May 31, 2022, and not exceed a fee of \$194,712.

You can access additional information about this agenda item by visiting <https://bit.ly/3gL3vZH>.

Award Bid Packages for Central Pool In-Fill

The board awarded the following bid packages for the work associated with the in-fill of the existing pool at Hinsdale Central.

- Alpine Demolition - \$147,000 for selective demolition
- Elliot Construction Corp. - \$235,410 for cast in place concrete
- Joseph Construction Company - \$135,000 for drywall and rough carpentry
- Douglas Floor Covering, Inc. - \$145,900 for resilient flooring
- DeFranco Plumbing, Inc. - \$23,315 for plumbing
- Mechanical Incorporated - \$293,000 for mechanical
- Associated Electrical Contractors, LLC - \$153,500 for electrical
- Specialty Construction, LLC - \$39,540 for steel

You can access additional information about this agenda item by visiting <https://bit.ly/3zHFRou>.

Board Plan for Community Engagement

The board talked about potential options and opportunities for engaging with the community that will advance Goal 4 (Family and Community Connections) of the district's strategic plan and help achieve the following goals:

- Educate and inform people about the board's role and responsibilities in the day-to-day operation of the district.
- Increase two-way communication with members of the community.
- Provide increased access to the board, which will support its ongoing efforts to promote transparency about its work.
- Strengthen the board's relationships with stakeholders.

Below are the initial activities the board discussed.

- **Board member coffees** - Each board member would host one informal sit-down with community members during the calendar year. The location of these events would rotate around the seven feeder districts. In addition, board members may be joined at these

sessions by an administrator depending on the topics being discussed. The proposed goal for 2021 would be to host three coffees during the final six months of the calendar year.

- **Town halls** - The board would hold town halls on a semi-annual basis. These events would provide stakeholders with the opportunity to engage in a dialogue with the board about topics that would be determined via polling, surveys, etc. The sessions would be advertised throughout the community, and would alternate between Hinsdale Central and Hinsdale South. The proposed goal for 2021 would be to host one town hall in early November. A potential topic for the event would be proposed changes to the district's curriculum, which are scheduled to be presented to the Parent-Teacher Advisory Committee (PTAC) and board in October. The timing of the town hall would allow for a discussion about any changes after they have been made public, but before the board votes on them.
- **D86 Feeder Boards Advisory Council** - The D86 Feeder Boards Advisory Council (DFBAC) would be a superintendent committee that would be composed of one or two board members from District 86 and each of our feeder districts. The group would discuss/serve as a sounding board for new initiatives, programming changes, etc. The proposed goal for 2021 would be to gauge/finalize support for the council among the feeder districts and hold one meeting during the fourth quarter.

Additional ideas/suggestions that board members shared during the discussion included:

- Ensuring that community members have the chance to engage in a dialogue about/weigh in on proposed changes before they are made.
- Continuing to offer staff-led forums/question and answer sessions about proposed changes in addition to the board's town halls.
- Making sure that the appropriate administrators are at the town halls to help answer questions.
- Identifying opportunities to connect with families that don't have children in the district yet. These efforts might include hosting one or more of the coffees at a feeder district's PTO meeting. They may also benefit from leveraging the communication tools and resources that are managed by the feeder districts, their PTOs, etc.
- Creating a system or mechanism that community members can use to invite board members to attend events or participate in activities.

Next steps for the creation of the board's community engagement plan include:

- Attending a board meeting for each feeder district during which members of the District 86 board would present about DFBAC and formally invite the feeders to join the group.
- Formalizing the structure of the plan during the next few months.
- Collecting feedback about the plan from community members, which can be done by emailing the entire board at boe@hinsdale86.org.

Update on the Strategic Plan

The administration provided the board with an update on the district's strategic plan. This update included the following information.

Overview

- The history and status of the strategic plan.
 1. Community engagement sessions were held over the course of the 2017-18 school year; purpose was to help reimagine "who we want to be" in District 86.
 2. Five goal areas and corresponding strategies were developed; value statements were embedded into all of them.
 3. Five-year plan was approved by the board in 2018.
 4. The 2021-22 school year will be the third year of the five-year plan.
- The district's [mission, values and vision](#).
- The [five goals and 15 strategies](#) that make up the strategic plan.

- The names of the individuals who are the [goal champions, strategy leaders and strategy team members](#).
- Details about the District 86 Culture and Equity Leadership Team (CELT).
 1. Originally composed of students, parents/guardians, teachers, staff, administrators, board members and external facilitators; expanded to include community members and alumni; currently has more than 60 members.
 2. Held its kick-off meeting on July 7, 2020.
 3. Led the work on the development of the district's [equity statement](#), which was finalized on Jan. 13, 2021, and presented during the board meeting on Jan. 14, 2021.
 4. Played a pivotal role in the creation of a [video about the district's equity statement](#), which was shown for the first time during the board meeting on March 25, 2021.
 5. Helping to ensure that an equity lens is applied to the work of the strategic plan.
- Information about key performance indicators (KPIs).
 1. KPIs will be used to help evaluate the success of the strategic plan.
 2. Each KPI will utilize baseline data from 2018 or the most recently available data points if there were none in 2018.
 3. District will report on several metrics for each KPI - meets or exceeds; approaching; not improving; trending up, down or does not meet
 4. Examples of KPIs may include, but not be limited to - ninth grade on track and PSAT to SAT growth for Goal 1; student participation in co-curricular activities for Goal 2; staff and family satisfaction (5Essentials and Panorama surveys) for Goals 3 and 4; revenue allocated to capital for Goal 5 (will assess where we are as a district in ensuring that our buildings are appropriately funded to optimize capital facility utilization).

Update on Goal 1 (Student Achievement and Growth)

- High priority strategies.
 1. Course and instructional units include common critical competencies, aligned assessments between the two high schools and multiple measures of success.
 2. Students explore big ideas, leverage technology, make real-world connections, and use authentic ways to demonstrate their knowledge and interests.
 3. Students use their individual data to shape decisions about career and life readiness.
- Equity goals.
 1. Raising the academic achievement and social/emotional outcomes for all students while eliminating the historically predictable racial outcomes.
 2. Designing and implementing a culturally responsive curriculum and pedagogy that interrupts racism and other systems of oppression, and allows all students to see themselves in their schooling.
 3. Identifying and removing barriers in our current policies, procedures, systems and practices that limit opportunities for our students.
- Guiding principles of curriculum alignment for students.
 1. Common course objectives and final exams for all like courses in District 86.
 2. Access to coursework that is challenging and focused on college/career.
 3. Access to accelerated, honors/AP coursework.
 4. Access to academic and social and emotional learning (SEL) support systems and resources.
 5. Course sequences that are logically ordered, cohesively linked, and college and career focused.
 6. A culturally-relevant curriculum that reflects the diverse identities of students in District 86.

7. Real-world, authentic ways for students to demonstrate their knowledge and interests.
 8. Equitable access to instructional technology.
- Guiding principles of curriculum alignment for staff.
 1. Opportunities to collaborate for professional growth.
 2. The flexibility to adapt academic programs to meet students' needs in an ever-changing world.
 - [Framework for 2021-2024](#).
 1. Alignment and innovation - Program team work (Phase 1) and development team work (Phase 2).
 2. Continuous improvement - Writing team work (Phase 3) and department/course team work (Phase 4).
 - Accomplishments from the 2020-21 school year in the area of curriculum alignment.
 1. The science program completed the curriculum writing process for chemistry and continued its work on the alignment of the curriculum for biology.
 2. The math program engaged in AP course and College Prep Math alignment.
 3. The math and science programs collaborated on the development and structure of the Quantitative Reasoning and Functional Relationships course.
 4. All other academic content areas completed Phase 1 program team work - e.g., analysis of the strengths and challenges of the current curriculum, drafting and adopting a unified mission statement, drafting and adopting program goals, etc.
 - Accomplishments from the 2020-21 school year in the area of grading alignment.
 1. Learning Leadership Team (LLT) designed a common grading scale for the district that will be implemented across all courses and levels during the 2021-22 school year.
 2. All course teams discussed and adopted common grade book category weights for the 2021-22 school year - i.e., summative assessments will be 70-100% of the final grade, formal assessments will be 0-30% of the final grade, and learning readiness will be 0-10% of the final grade.
 - Work that is scheduled to take place during the 2021-22 school year.
 1. Development team work (Phase 2) in English, social studies, world languages, career and technology education, physical education, driver education, music, art and math.
 2. Writing and course team work (Phases 3 and 4) in math and science. Other departments will begin course team work following the completion of Phase 2.
 3. Building and district course teams will study, discuss and implement common policies related to late work, retakes and academic integrity.
 4. Curriculum writing teams that are in Phase 3 may use Flexible Learning and/or late arrival days to create, revise and discuss common assessments.
 - Current reality.
 1. Prior to the strategic plan, there was little oversight over curriculum additions/revisions/policies.
 2. The current program of studies shows the disparity of courses offered across the district - 90 courses unique to Hinsdale Central and 40 courses unique to Hinsdale South.
 3. There are courses with the same titles that do not have the same course objectives, resources or assessments.
 4. More than 30 different grading and feedback systems depending on the class, level and building.
 - Goals moving forward.
 1. Academic leaders (i.e., teachers, department chairs and administrators) from across the district are working together toward a common goal of academic

- excellence inside a coherent and unified system.
2. Creation of unified course offerings regardless of home school.
3. Creation of a [unified program of studies for the district](#) by the 2023-24 school year that may include name changes, unified courses, aligned course descriptions and outcomes, new/revised courses and courses that are phased out.
4. Ensure that all like courses have common objectives, resources and final/semester exams.
5. Align the language and grading scale for academic feedback for all classes.
6. Align category weights in all course-alike grade books.

Update on Goal 4 (Family and Community Connections)

- [Accomplishments from the 2020-21 school year.](#)
 1. Provided information about the opportunities that exist for stakeholders to ask questions, offer comments or provide feedback about important issues or initiatives - e.g., feedback surveys about the return to school/work, meetings with student groups, Math Pathways Community Forums, etc.
 2. Utilized the district's various communication platforms to publicize the ways people could get involved in or help guide the work of the district - e.g., board vacancy, openings on PTAC, the need for substitute teachers and line of sight volunteers, charitable events and activities hosted by student groups, etc.
 3. Used print and electronic communications to keep the community updated and informed about what is happening in our schools and district - e.g., weekly update emails, First Look, Board Briefs, print newsletters, video about the district's equity statement, social media, etc.
- [Initiatives for the 2021-22 school year.](#)
 1. Partner with Panorama to administer satisfaction surveys to stakeholders.
 2. Update/improve the overall look, functionality and accessibility of the district's family of websites.
 3. Utilize video to educate and inform people about what is happening in the district.
 4. Continue community outreach and engagement activities.
 5. Advance the district's equity work.
 6. Continue using the district's various communication tools and platforms to promote what is going on in the district and publicize the ways people can get involved in or help guide our work.
 7. Develop a plan for how to best support the other goal champions - i.e., help them communicate the status/progress of their work and how stakeholders contribute to it.
 8. Begin developing a district-level alumni relations plan.
 9. Work with the new assistant superintendent for human resources (HR) to develop a plan for internal communications.
 10. Develop a social media strategy to better maximize our use of the platforms.

Update on Goal 5 (Resources)

- [Accomplishments from the 2020-21 school year.](#)
 1. The fiscal year 2021 budget was the first to have department chairs working collaboratively with their counterparts from across the district.
 2. Forty-two classrooms are being renovated this summer.
 3. Additions for fine arts and student services are currently underway.
 4. Accessibility upgrades are being made to the grandstands this summer.
 5. Internal life safety items have been addressed/completed.
 6. Addressed the backlog of capital items for art, music, athletics, physical education, family and consumer science, and buildings and grounds.
- [Initiatives for the 2021-22 school year.](#)
 1. The fiscal year 2022 budget followed the aligned budget approach. The team will continue assessing and evaluating the process on an annual basis.

2. All remaining classrooms at Hinsdale South are scheduled to be completed during Phase 3 (2022).
3. All remaining classrooms at Hinsdale Central are scheduled to be completed during Phase 4 (2023).
4. Additional restroom accessibility will be addressed during Phase 3.
5. Athletic field reorientation and access are under evaluation at Hinsdale South.
6. Remaining life safety projects will be addressed during Phase 3.
7. Finalize capital replacement schedules at the department level.
8. Evaluate software for tracking capital assets.

Next Steps

- PTAC will review and discuss the academic health of the district during its meeting on July 19. The committee will also receive updates from the curriculum program teams on Oct. 5, and talk about earned honors credit on Nov. 2.
- The champions for Goals 2 and 3 of the strategic plan will present their updates during the board meeting on July 22.

You can access the update by visiting <https://bit.ly/3A2FrJE>.

Return to School Plan

The administration provided the board with an interim update about its return to school plan for the 2021-22 school year. This update included the following information.

- [COVID-19 data](#) for the communities served by District 86.
- Close contact and quarantining.
 1. Since social distancing in the academic setting can be less than 6 feet, we are not allowed to use the 10-day option for quarantining that is featured in the [decision tree created by the Illinois Department of Public Health](#).
 2. Superintendent Prentiss and her peers throughout DuPage County [sent a letter to Deputy Governor Jess Ruiz](#) requesting that the state review and reconsider the guidelines for social distancing and quarantining in schools.
- Current challenges for opening school in the fall of 2021.
 1. Unpacking the [updated guidance issued by the Illinois Department of Public Health](#) on June 7.
 2. Awaiting guidance from the state about the status of mask and social distancing requirements, the definition of a close contact and the quarantine rules for the 2021-22 school year.
 3. [Resolution passed by the Illinois State Board of Education](#) on May 19 requiring all schools to resume in-person instruction on a full-time basis at the start of the 2021-22 school year.
 4. The need to determine if any students qualify for remote instruction in accordance with the updated guidance from the state. **Barring any changes to the guidance at the local or state level, the only people who may be considered for an exception (i.e., remote learning) include: individuals who are not eligible to receive the COVID-19 vaccine (i.e., people under the age of 12); and, individuals who have a documented medical condition that prevents them from getting the COVID-19 vaccine. Outside of these two groups (i.e., not eligible for the vaccine or have a documented medical condition that prevents them from getting the vaccine), all students, including those who have chosen not to get vaccinated, will be expected to attend school in person on a daily basis starting on Aug. 26.** Those who are eligible for and interested in remote instruction will have a plan developed for them using the process for creating/modifying 504s or Individualized Education Programs. Families will be sent this information via email on June 24.
- Learning recovery for summer 2021.

1. Students with NGs (No Grade) and F's have been enrolled in credit recovery courses offered through Edgenuity that they will need to complete by July 23.
 2. All students have an Edgenuity specialist assigned to them to assist with course questions, grading and technical issues.
 3. All students have a case manager assigned to them to assist with progress monitoring, SEL support and academic questions.
 4. Federal Elementary and Secondary School Emergency Relief (ESSER) funds are being used to support this program.
 5. These efforts are focused on graduation requirements and core content subjects.
 6. There are 327 courses currently assigned to 150 students.
 7. As of June 21, 28 courses have been completed, and many others are more than 75% complete.
- Learning recovery for the 2021-22 school year.
 1. Using funds available through the American Rescue Plan (ARP) to support learning recovery plans.
 2. Hired grant-funded personnel (student success coordinators, clinician interventionists and paraprofessionals) to work directly with students who are identified as having academic and/or SEL needs.
 - Next steps
 1. Continue to monitor guidance (e.g., vaccination, masks, lunch, social distancing, quarantining, etc.) from DCHD, IDPH and ISBE.
 2. Continue to advocate for a review of the IDPH guidance based on school data.
 3. Continue to provide updates on learning recovery plans.
 4. R3 Committee meetings following the release of updated guidance.

You can access the update by visiting <https://bit.ly/3gQnrKL>.

Committee Reports

Members of the HR Committee provided the board with a [report from their meeting on June 1](#). During this meeting, the committee:

- Received a presentation from the administration about the District 86 Performance Evaluation Plan for the 2021-22 school year. The administration shared details about the history of the plan, and the need to reconstitute the PERA Joint Committee. The administration also outlined the work of the PERA Joint Committee during the 2020-21 school year, and reviewed revisions to and next steps for the evaluation plan.
- Received the job descriptions for two grant-funded positions that were approved by the board and will be filled for the next one to two years.
 1. The student support coordinator positions [one at each building] will work with students at an individual and/or districtwide level to address academic, emotional, and social problems that may interfere with their adjustment to school and their capacity to benefit from an education in the least restrictive learning environment. The student support coordinator will report to the director of deans/director of counseling.
 2. The clinical interventionist positions [one at each building] will work with students at an individual and/or on a group basis to address emotional and social problems that may interfere with their adjustment to school and their capacity to benefit from an education in the least restrictive learning environment. The clinical interventionist will report to the director of counseling.
- Brad Verthein, the assistant superintendent of student services, introduced a new grant-funded position that will focus on expanding job placement for students with autism and autism disorders.

Members of the Finance Committee provided the board with a [report from their meeting on June 16](#). During this meeting, the committee:

- Continued discussing the revenue sharing of sponsorship and advertising funds that will be generated by the addition of new video scoreboards at Hinsdale Central and Hinsdale South. A representative from Power Ad, which is a third party marketing services company, presented background information about its company and the role it plays in helping school districts launch sponsorship programs. Representatives from the Hinsdale Central Booster Club and the Hinsdale South Athletic Club also had representatives talk about their role in the current sponsorship/advertising program. The committee will continue discussing this topic at future meetings.
- Reviewed the tentative budget for fiscal year 2022, which was presented to the board for action during its meeting on June 23.
- Completed an initial review and discussion of the committee charter and operational calendar. The committee will continue discussing this topic during its meeting in July.

Members of the joint Facilities and special committee provided the board with a [report from their meeting on June 18](#). During this meeting, the committee discussed:

- Construction schedule updates.
- Bids for the work related to the in-fill of the existing pool at Hinsdale Central.
- Contingency budgets.
- The proposed agreement with the district's owner's representative for 2021-22.

After discussing these items, the the committee toured the construction sites at Hinsdale Central.

In addition to receiving the reports mentioned above, the board voted to release the draft minutes from these meetings as part of the consent agenda.

Consent Agenda

The board approved the consent agenda as presented. The consent agenda includes personnel, stipends, board bills and meeting minutes. Please visit <https://bit.ly/3vRVxSX> to access the consent agenda items beginning under number nine.

Approve Intellectual Property Release Agreement

The board approved a release agreement for works of intellectual property that a district employee from the Transition Center conceived and created outside of her work day and employment duties.

Approve District Depositories

The board approved the designation of the district's depositories for fiscal year 2022. This is something that the board is legally required to do on an annual basis.

These depositories include:

- Hinsdale Bank & Trust (Wintrust Financial)
- BMO Harris NA
- PMA Securities, Inc.
- U.S. Bancorp Fund Services, LLC
- The Illinois Metropolitan Investment Fund
- Pershing, LLC (Bank New York Mellon)
- 5/3 Securities, Inc.
- JPMorgan Chase Bank
- Multi-Bank Securities, Inc.

You can access additional information about this agenda item by visiting <https://bit.ly/3zSZfin>.

Authorize the Audit for Fiscal Year 2021

Per state statute, the board authorized an audit of the district's accounts for fiscal year 2021. The Illinois Public Accounting Act states that this audit must be performed by a person who is lawfully qualified to practice public accounting. The preliminary field work for the audit was completed June 16-17. The actual audit is scheduled to take place Aug. 16-20.

You can access additional information about this agenda item by visiting <https://bit.ly/3j7fanf>.

Approve a Resolution for the Designation of Interest Earnings

The Illinois State Board of Education specifies that, unless a statute or school board resolution provides otherwise, interest earnings on school district funds will be added to and become part of principal as of June 30 of each fiscal year. With this in mind, the board approved a resolution that will allow for the transfer of interest earnings at a later date.

You can access the resolution by visiting <https://bit.ly/3zSShKk>.

Approve the Tentative Budget for Fiscal Year 2022

The board approved the tentative budget for fiscal year 2022. Through this action, the board also approved the following:

- Scheduling a public hearing about the tentative budget for fiscal year 2022, which will take place during the board meeting on Sept. 16.
- Posting a copy of the tentative budget on the district's website and making one available for review at the administration building.
- Authorizing expenditures and purchases during the first fiscal quarter in accordance with the tentative budget until the final budget is adopted.

You can access the tentative budget by visiting <https://bit.ly/3vSLGfy>.

Board President's Report

Board President Terri Walker shared that the board will hold a special meeting on June 28. During this meeting, the board will participate in a workshop titled Starting Right that will be facilitated by a representative from the Illinois Association of School Boards. Starting Right, which is a type of board self-evaluation, begins with a review of the board's role in effective governance and continues with a discussion of the board's expectations for communications, board-superintendent relationships, board meetings, etc.

This meeting will be conducted in closed session in accordance with the Illinois Open Meetings Act, which allows for boards to meet in closed session for the purpose of self-evaluation when it is done with a representative of a statewide association of which the public body is a member.

Superintendent's Report

Superintendent Tammy Prentiss shared that Hinsdale South is housing 30 volunteers from [Team Rubicon](#) who have come to aid and assist residents who were impacted by the tornado that struck Darien, Burr Ridge and Woodridge. The volunteers will be staying in the school's gym and have access to its showers, locker rooms, etc. during the 10 days they are scheduled to be here to help families clean up the storm damage.

Superintendent Prentiss mentioned that there are a number of construction projects going on across the district this summer. She shared that the joint Facilities and special committee meeting on July 9 will be held at Hinsdale South and include a tour of the work being done at the school. She also shared that Alyssa Groh, the district's communications coordinator, is producing [weekly update videos about the progress of the summer projects](#).

Superintendent Prentiss completed her report by mentioning that the Extended School Year program recently finished its first week of instruction at Hinsdale South.

Treasury and Financial Reports

Per its regular cadence of reporting, the administration provided the board with the treasury and financial reports for May 2021. You can access the treasury report by visiting <https://bit.ly/3hfZ0Wn> and the financial reports by visiting <https://bit.ly/2SpCaDa>.

FOIA Requests

The board received information about the FOIA requests that have been processed since its last regular action meeting. This information included the names or titles of the individuals and departments who helped respond to the requests, a summary of the records that were requested and who asked for them, and trend data about the number of requests that have been processed and the legal fees the district has incurred in responding to them.

You can access additional information about this agenda item by visiting <https://bit.ly/3xKFszS>.

Operational Calendar and Future Agenda Items

The board reviewed and discussed its operational calendar for the year. It also talked about potential agenda items for future meetings, including:

- The possibility of offering two science sequences (Physics-Chemistry-Biology and Biology-Chemistry-Physics) at Hinsdale Central and Hinsdale South.
- The creation of a task force to identify solutions for addressing course conflicts, including the options that might be available from a technology standpoint.
- A discussion about the future of G-level courses.

You can access additional information about this agenda item by visiting <https://bit.ly/2REHTVn>.

The meeting adjourned at 10:28 p.m. The video for this meeting will be available in the next day or two at <https://d86.hinsdale86.org/Page/556>.

Future Board Meetings

Thursday, July 22, 2021 at 6 p.m.

Regular Action Meeting
Hinsdale South Library

Thursday, August 12, 2021 at 6 p.m.

Committee of the Whole Meeting
Hinsdale South Library

Thursday, August 26, 2021 at 6 p.m.

Regular Action Meeting
Hinsdale South Library



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'Grade Inflation' At Hinsdale Central And South?

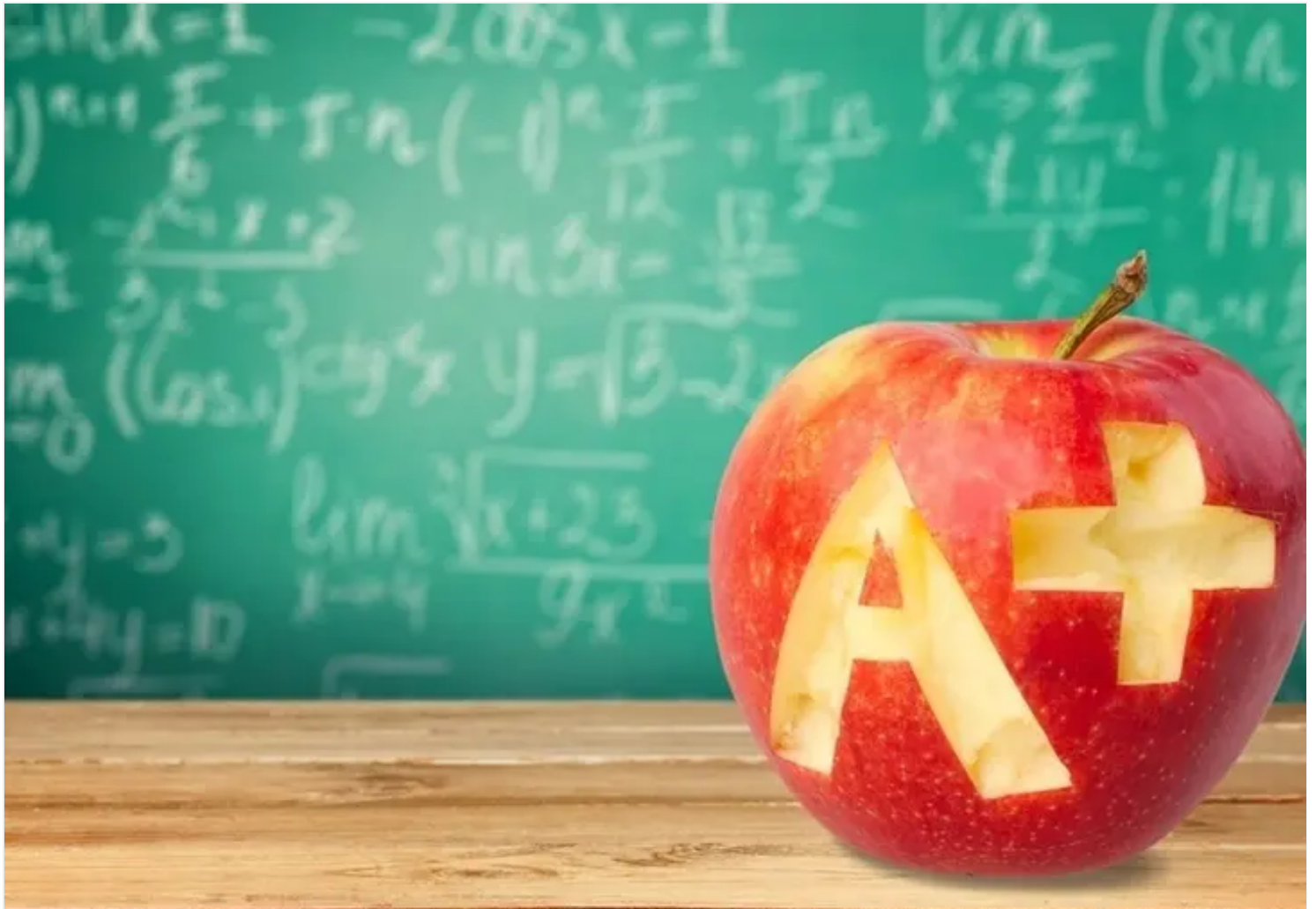
District 86 candidates asked about the change in grading policy.



David Giuliani, Patch Staff

Posted Tue, Feb 23, 2021 at 11:50 am CT Updated Wed, Feb 24, 2021 at 8:53 am CT

Replies (9)



The candidates for the Hinsdale High School District 86 board are split on a new policy that allows students' grades to drop no lower than 50 percent. (Shutterstock)

HINSDALE, IL — A recent grading change in Hinsdale High School District 86 is being calling "grade inflation" by opponents and a necessary response to the pandemic by supporters.

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The school board has approved a policy that Hinsdale Central and South students can receive grades no lower than 50 percent, participants in the forum said.

On Sunday, the district's school board candidates responded to the question about the change at a virtual forum sponsored by Independent Voters for D86.

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"I do not support this change," candidate Karen Shannon said. "I understand that this change was suggested in order to improve the morale of students. Nonetheless, it is going to institute a problem down the line when students

going to hide this grade inflation. It's just the wrong way to teach students to be accountable for studying."

Board incumbent Marty Turek disagreed. He said school districts across the country are making similar changes.

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"I don't like it, but during these difficult times, we have to be consistent or our grade point average would be way lower than those in our county, state and nation," he said.

Of the other candidates, Terri Walker, Jeff Waters, Debbie Levinthal and Mark Pinnow opposed the change, while incumbent Tamakia "TJ" Edwards and Justin Baron backed it. Candidate Peggy James did not give a definitive answer, but said the district was unprepared for the drop in students' grades last semester. Board President Kevin Camden did not take part in the forum, citing a family obligation.

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Here are the other candidates' comments on the issue:

- **Walker:** "I don't support giving 50 percent as the lowest grade either. I think it sends the wrong message to the student and isn't helpful for the students who are turning in their assignments and doing their work appropriately." She said she may be open to dropping a student's lowest grade in a class. "You could accept that students have one bad day and did bad on a test."
- **Waters:** "I also do not agree with the practice. I do understand that kids are suffering mightily during the pandemic," but he said the grading change sends the wrong message.
- **Baron:** "It's a pandemic. We must make accommodations for these children. I have no problems with 50 percent being the lowest grade. Colleges have been understanding and loosening their standards." He said the district should focus on the educational gap caused by the pandemic.
- **Edwards:** She called the grading policy change a tough tissue, but contended it allows flexibility during the difficulties of the pandemic. She said teachers can tell the difference between students who are trying and those who are not.
- **James:** She said the change was trying to even the playing field. At the same time, she said, "I have to say our school district appeared to be a little unprepared or surprised by the student grades that first semester... Some D-86 students were successful with our COVID delivery models and others were not."
- **Levinthal:** "Philosophically, I'm not in favor of grade inflation. I've seen other things working just as well, such as dropping the lowest test grade." She said the new policy essentially gives a 50 percent, instead of a zero, for

bigger problem. We need to be looking at what resources to put in place to address the fact that students are missing work."

- **Pinnow:** He said the district needed to focus on the cause, not the symptom, of the problem. "We need to challenge the administration to see what intervention steps we need to take to improve the learning process... There is a reason why kids aren't learning. We can look at grade inflation or dropping the lowest grade, which I'm not in favor of. I would rather look at the cause. What can we do better to make sure kids are learning?"

The 10 candidates are vying for four board seats in the April 6 election.

Related: Illinois Election 2021

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HINSDALE TOWNSHIP
HIGH SCHOOL DISTRICT 86

Strategic Plan: Getting Started with Goal 1
Grading and Assessment Practices
For Students, Teachers, and
Community



WHAT WE WILL ACHIEVE

OUR GOALS AND STRATEGIES

WHAT IS OUR PRIORITY WORK

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



District 86 Strategic Plan Goal 1

Goal One

Student Growth and Achievement

All students are engaged in a rigorous education resulting in college, career, and life readiness

High Priority Strategies

1. Course and instructional units include common critical competencies, aligned assessments between the two high schools, and multiple measures of success
2. Students explore big ideas, leverage technology, make real-world connections, and use authentic ways to demonstrate their knowledge and interests
3. Students use their individual data to shape decisions about career and life readiness

OUR MISSION

WHY WE EXIST

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

OUR VALUES

WHAT WE STAND FOR

Access
Accountability
Diversity
Equity
Excellence
Perseverance
Resiliency
Respect
Trust



OUR VISION

WHERE WE ARE HEADED

District 86 will set the standard for excellence by inspiring passion, confidence and excellence
In five years, the District will use the following components as evidence for achieving our mission and vision:

Coherent System	District 86, its two high schools, and communities are one coherent, unified system. Collaboration fosters respect, voice, and engagement among all stakeholders. Commitment to a shared mission, vision, and goals unites the District. Resources and opportunities are equitably provided to ensure that needs of all students are being met.
Critical Competencies	District curriculum, foundational knowledge, and competencies required for success after high school link to the life skills of critical thinking, creative thinking, problem solving, collaboration, and communication. These critical competencies link to character and leadership required for global citizenship. Learning expectations and experiences are rigorous, relevant, and equitable for all students.
Multiple Measures for Success	Student, team or department, school, and District 86 success links to a meaningful data and information system consisting of multiple measures for goal setting, reflection, analysis, and improvement of performance. Multiple measures are used at all levels to periodically assess and report progress. Improvement is the first criterion of success.
Student Well-Being	Students feel safe, challenged, confident, and responsible for their own learning. District 86 culture, programs, practices, and services foster student social and emotional well-being. Students report they feel well prepared for their future. Families report they feel their student is well prepared for their future.
Innovative Teaching and Learning Practices	Engaging teaching and learning practices ensure students explore big ideas, make real-world connections, relate their learning to their passions, and give students multiple and authentic ways to demonstrate their knowledge. Instructional tools, including technology, ensure learning takes place both inside and outside the classroom. Assessment leads to next steps in teaching and learning. Student growth is the first criterion of success.
Facilities	The facilities support a safe and secure learning environment that provides opportunities for multiple pathways leading to college, career and life readiness. The facilities provide opportunities for innovative teaching and learning practices, including technology. All facilities are fully ADA accessible and meet Life-Safety requirements.
Collaboration and Communication	Internal and external communication and collaboration activate student, teacher, and parent voice and improved stakeholder satisfaction. Enhanced communication and collaboration create clarity and understanding and promote transparency. Communication closes the gap between what is real and what is perceived.
Partnerships	District 86 cultivates partnerships with business, agencies, and other community organizations to further student learning, career, and workplace experiences for students. District 86 cultivates partnerships with sender districts to further college, career, and life experiences for students.



We are beginning our work by aligning grading and assessments practices:

The purpose of this is to:

- Provide consistent communication of academic standing for students and parents
- Align course teams grading practices
- Provide consistent communication of student progress to parents
- Increase equity in grading and reporting practices.



Process and Timeline

Formation of *Learning Leadership Team* to involve teacher voice in the decision making process in alignment with Goal 3, Strategy 7 of the D86 Strategic Plan:

Staff have new opportunities for engagement and input into critical decisions that lead to improved collaboration, communication, professional development, and system coherence.



Learning Leadership Team Members

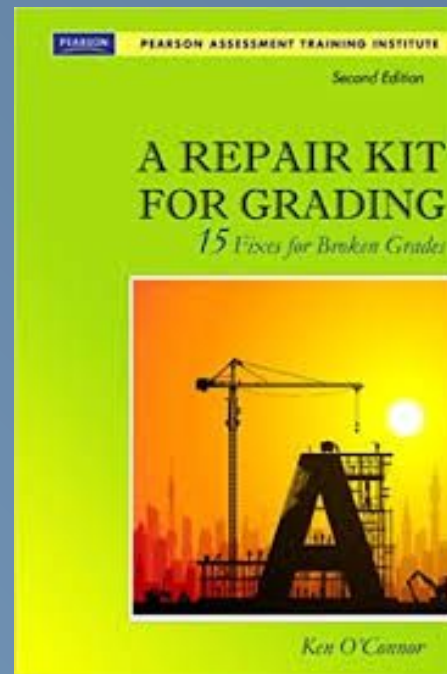
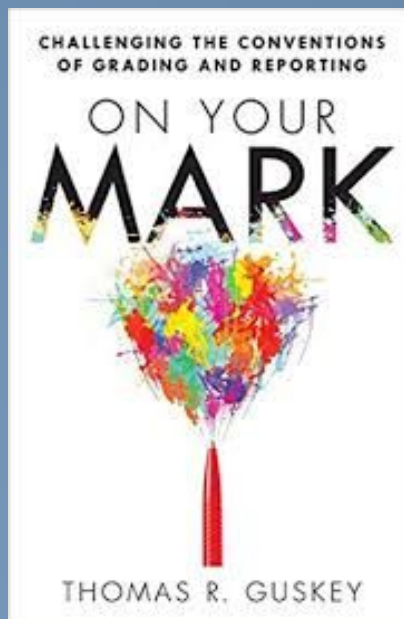
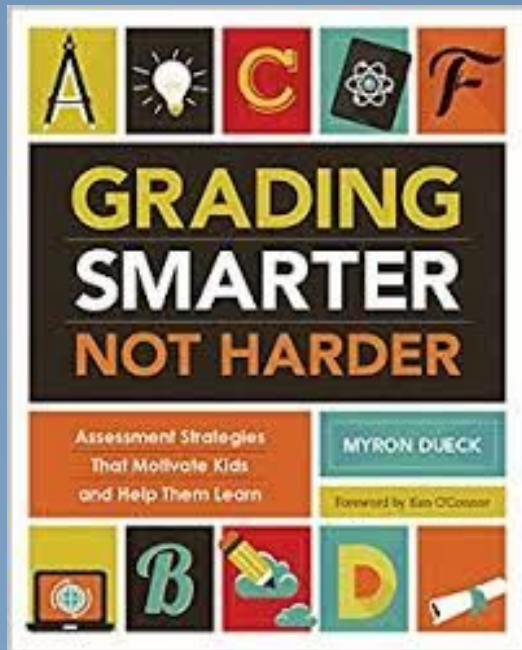
Amy Piccoli (WorldLang Teacher, South)	Jessica Hurt (Assistant Principal -C-/Dir of Humanities)
Andrea Ellexson (SpecEd Director, Central)	John Madden (CTE DC)
April McPhillips (CTE Teacher, Central)	Julie Gaubatz (Science DC, South)
Arwen Pokorny Lyp (Principal, South)	Julie May (Science DC, Central)
Becky Wilcox (SpecEd Teacher, Central)	Kathy Lencioni (SocStudies DC, South)
Bill Walsh (Principal, Central)	Katie Walker (Math Teacher, Central)
Billson Rasavongxay (SocStudies DC, Central)	Kerin Sancken (Math DC, South)
Caitlin Delacey (WorldLang Teacher, Central)	Kimberly Kim (Science Teacher, Central)
Courtney Wallace (PE Teacher, Central)	Kristin Marks Pascavage (SpecEd Director, South)
Crystal Conley (CEC)	Kurt Vonnahme (Math DC, Central)
David Anderson (English DC, South)	Matt Swedko (CTE Teacher, South)
David Lange (English DC, Central)	Nick Chavarria (SocStudies Teacher, South)
David Lapetino (Instructional Innovation)	Patrick Maag (Art-Music DC)
Eric Martzolf (Assistant Principal -S-/Dir of STEM&PHD)	Rick Cazzato (Math Teacher, South)
Evan Haase (Art Teacher, Central)	Sanskriti Patel (SocStudies Teacher, Central)
Gina Chandler (English Teacher, Central)	Sarah Lombard (WorldLang DC, South)
Janelle Marconi (PHD DC)	Stephanie Fox (SpecEd Teacher, South)
Jarrold Amolsch (PE Teacher, South)	Steve Moore (English Teacher, South)
Jay Lawrence (WorldLang DC, Central)	Tracy McDonald (Science Teacher, South)
Jennifer Belmonte (Art Teacher, South)	



Learning Leadership Team

- The team has met five times to plan each Flex Learning Day. On each Flex Learning Day, every classroom teacher engages with the work of four current researchers studying best practices in grading and assessment.
- At the February 18 meeting, the LLT will recommend which practices will be included in the *District 86 Grading and Reporting Philosophy* that all teachers will adhere to at the course team, department, or district levels.
- The team will also work on a timeline and process for designing professional development and creating streamlined procedures for implementing district-level unified practices.

Highlights of Current Research and Best Practices: Bowers, Dueck, Guskey, O'Connor



Questions We've Been Exploring*:



**These pre-decisional guiding questions are not all encompassing of the four researchers and may or may not be topics the LLT decides to incorporate into D86 Grading and Reporting Philosophy.*

- How should we grade summative assessments vs. formative assessments?
- What is the appropriate combination of “academic knowledge” and the “engagement process” (like how to study, take notes, participation) in the determination of a final grade?
- How should zeroes be used in the gradebook?
- Should test retakes be allowed so that students have multiple opportunities to demonstrate proficiency?
- Should “non-achievement” factors - extra credit, class attendance, ‘the tissue grade’ - be calculated a final grade?



Next Steps

- On February 18, LLT will use teacher feedback from FLDs to make the recommendation for which practices will be included in the *District 86 Grading and Reporting Philosophy*.
- On March 2, LLT will present their recommendation to Executive Cabinet.
- The LLT recommendation will be presented to teachers at the March 18 FLD where department chairs and teachers will begin to discuss the implementation process with full implementation by the onset of the 2024-2025 school year.
- Members of LLT will present the recommendation to the Board of Education at the March 26 meeting.



HINSDALE TOWNSHIP
HIGH SCHOOL DISTRICT 86

Strategic Plan: Getting Started with Goal 1

D86 Math Program

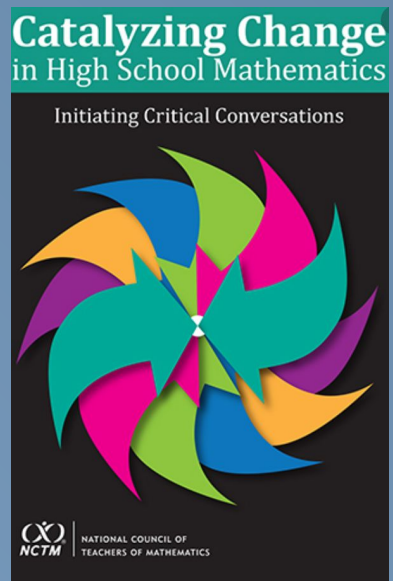
For Students, Teachers and

Community



Purpose

Our team's purpose is to develop the vision of our District 86 math program and determine what course pathways will allow us to realize that vision.





D86 Math Pathways Team

Arwen Pokorny Lyp	Principal - South	
Bill Walsh	Principal - Central	
Eric Martzolf	Assistant Principal of Instruction - South	Director of STEM, former Math DC at Downers Grove South High School; Algebra, Geometry, Geometry Honors, Algebra 2/Trig 200, Algebra 2/Trig, Algebra 2/Trig Honors, Pre-Calculus, Pre-Calculus Honors, College Prep Math
Kerin Sancken	Math Department Chair - South	Algebra 1 Part 1, Algebra 1 Part 2, Algebra 1 Block, Algebra 1, Algebraic Reinforcement, Advanced Algebraic Topics, Algebra 2 Trig Honors, Pre-Calculus Honors, AP Calculus AB, Math Intervention
Kurt Vonnahme	Math Department Chair - Central	Algebra 1, Algebra 1 Block, Geometry, Algebra 2/Trig Honors, Pre-Calculus, Pre-Calculus Honors, AP Calculus BC



D86 Math Pathways Team

Melanie Galich	Math Teacher - Central	College Prep Math, Intro to Stats Alg 1 Part 2/Geometry Block, Geometry, Pre-Calculus
Abbey Green	Math Teacher - Central	AP Calculus AB, Intro to Calculus, Intro to Stats, Algebra 2/Trig Honors, Algebra 2, Integrated Honors, Geometry Honors, Geometry, Geometry Excel, Algebra 2 Excel, Algebra 1 Honors, Senior Advanced Algebra, TA for Stats 100 (AP Stats)
Lexi Miuccio	Math Teacher - South	Algebra 1, Algebraic Reinforcement, Honors Geometry, Geometry, Math Intervention
Sarah Porod	Math Teacher - Central	Geometry, Geometry/Alg 2/Trig. Block, Algebra 1, Pre-Calculus, Geometry G, Intro to Stats, College Prep Math
John Richerson	Math Teacher - South	Geometry, Geometric Analysis, Advanced Algebraic Topics, Algebra 2, Math Intervention
Heddi Sirovatka	Math Teacher - South	Algebra 1 Part 1, Algebra 1 Part 2, Algebra 1, Geometry, Advanced Algebraic Topics, Algebra 2 Trig H, Pre-Calculus, AP Calculus BC



Teacher Impact: Communication and Dates

- (11/14/19) Building Principals email their respective math departments inviting teachers to express interest in our pathways team
- (12/17/19) Phone meeting w Principals, Director of STEM and both DCs to establish purpose, number of teachers on team, & pick meeting date for team to meet first time
- (12/20/19) Math DCs brainstormed pathways team plans
- (1/7/20) DCs meet w Eric to discuss 1/23 plans
- (1/7/20) DCs email the 6 teachers identified by them inviting them for this work
- (1/8/20) All 6 teachers accept invitation
- (1/21/20) DCs emails departments preview of meeting on 1/23
- (1/23/20) DCs emails departments summary of the work done at the Pathway Team Meeting #1
- (1/27/20) Summary of work is sent to the community in District News
- (1/31/20) DCs met with building admin to plan
- (2/3/20 - 2/5/20) DCs shared pathway team overview & summary of vision brainstorm at respective department meetings. Teachers had opportunity to review our visioning brainstorm and provide feedback
- (2/6/20) DCs email departments summary of work done at Pathway Team Meeting #2

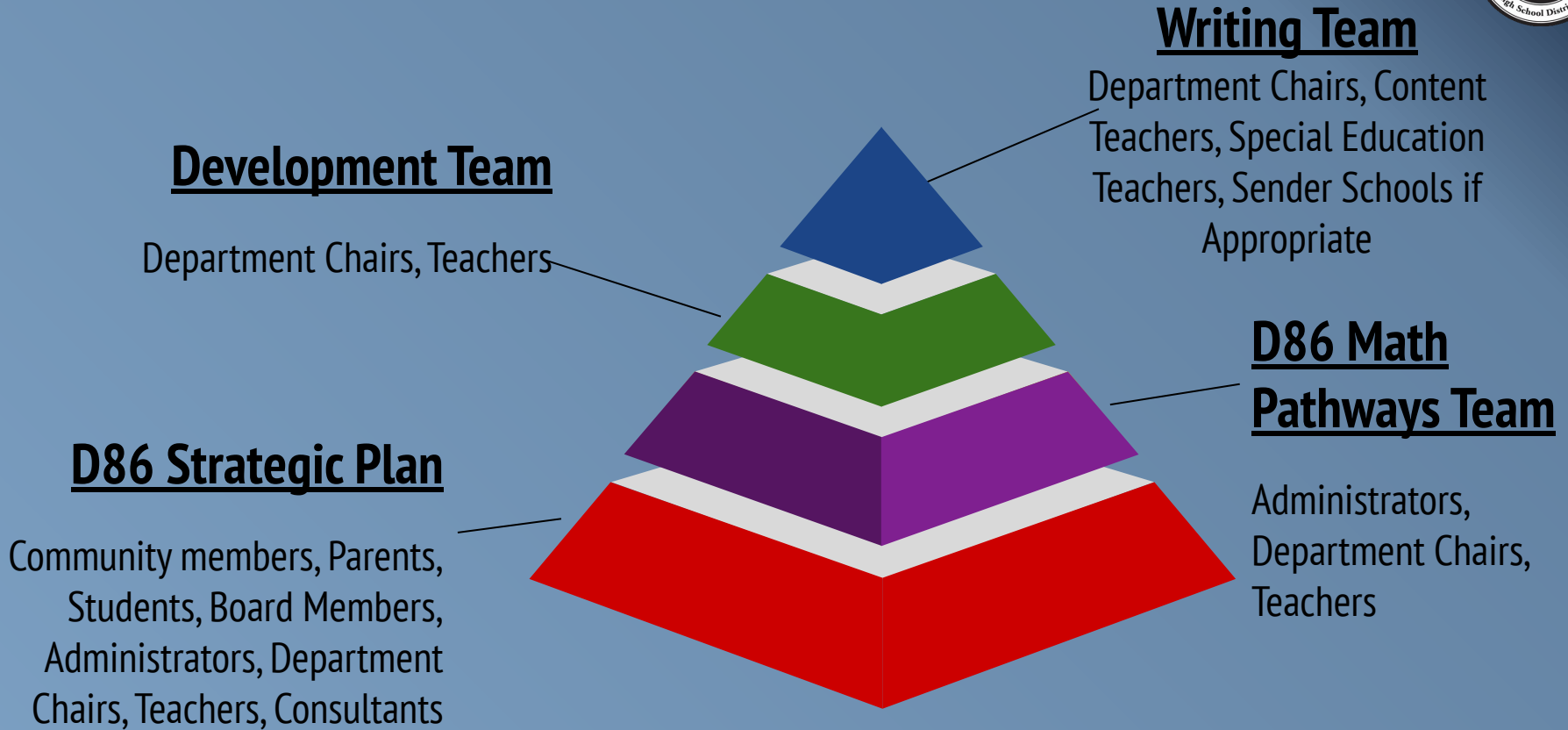


Meetings and Tasks

January 7: AP STEM, DCs
January 23: Full team
February 6: Full team
February 13: BoE Presentation
February 28: Full team
March 18: Full team
March TBD: Full team
March 26: BoE Presentation
April 15: Full team
April 21: PTAC Feedback
April 29: Full Team
May 14: BoE Presentation

1. Determine D86 Math Program goals
2. Analyze numerous math pathways
3. Incorporate math teacher feedback
4. Incorporate Counseling & Special Ed Department feedback
5. Gather feedback from a selection of D86 students and parent leaders (PTAC/PSAC)
6. Gather feedback and work with sender school districts
7. Refine D86 Math Program

Structure of the Curriculum-Building Process





Why Examine Our Math Courses?

- 1892 The Committee of Ten recommended that at the high school level, students should learn Algebra and then Geometry with Algebra the next two years
- 1957 Algebra II gets revised to cover trigonometry, linear and quadratic equations, functions, exponential and logarithmic expressions

Impact on Community



It Is Time

- Math underlies almost all of the fabric of our society
 - Polling and data mining in politics
 - Algorithms to target advertising to specific groups on social media
 - Mathematical models of financial instruments
 - Global warming trends

Impact on Community



January 23rd Meeting

- Established Group Norms
- Reviewed District 86 Strategic Plan and Purpose of our Team
- Framed discussion and activity with:

“What do we want our math learners to acquire in their math experiences in D86?”



“What do we want our math learners to acquire in their math experiences in D86?”

Equity and Opportunity

- Equitable opportunities to access rigorous math classes, experience success and have options.
- Mastery of college and career readiness standards as set by ISBE (Common Core State Standards) and D86

Benefit to Students



“What do we want our math learners to acquire in their math experiences in D86?”

Content Understanding

- Knowledge of order of operations
- Numerical literacy/number sense
- Manipulate algebraic expressions with ease
- Complete Algebra 2/Trigonometry
- A greater understanding of statistics
- Ability to analyze and interpret data
- Ability to approximate
- Retention of content
- Mathematically coherent program

Benefit to Students



“What do we want our math learners to acquire in their math experiences in D86?”

Skills

- Confidence
- Perseverance
- Analyze situations through a math lens
- Think mathematically
- Problem-solving ability / flexible problem solvers
- Collaborate with peers
- Organize thoughts
- Communicate mathematically
- Construct coherent arguments
- Self determine errors
- Assessment capable learners / self-assessment
- A growth mindset towards mathematical learning
- Use technology to make mathematical decisions

Benefit to Students



“What do we want our math learners to acquire in their math experiences in D86?”

Experiences

- How to apply math to the real world
- Life balance
- How to work on a team
- Understand the importance of math
- Math that is applicable to their interests / post secondary plans
- See mathematical connections with other topics and with other subject areas
- Tools to accomplish future goals

Benefit to Students



February 6th Meeting

- Reviewed department feedback regarding what we want our math learners to acquire and experience in D86
- Brainstormed department goals as they connect with the District Strategic Plan
- Began conducting a SWOT analysis (identifying strengths, weaknesses, opportunities and threats) of our current math programs

Next Steps: Share and gather feedback from the SWOT analysis with math teachers and explore alternative course pathways

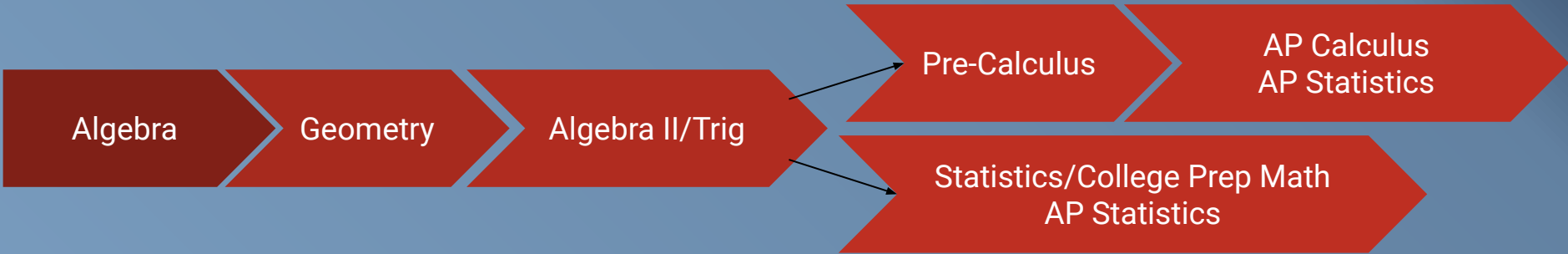


Current Program Strengths

- Teachers are motivated, dedicated, and student-centered
- Teachers are invested and willing to try new things, willing to take risks
- Collaborative school-wide teams
- Teacher content knowledge and awareness of SEL skills
- Students are motivated for success after high school
- There are resources and supports available to help students
- Teachers are willing to help students outside of class
- Current course offerings are rigorous

Benefits to Students, Teachers and Community

Traditional Math Pathways: Our Current Model





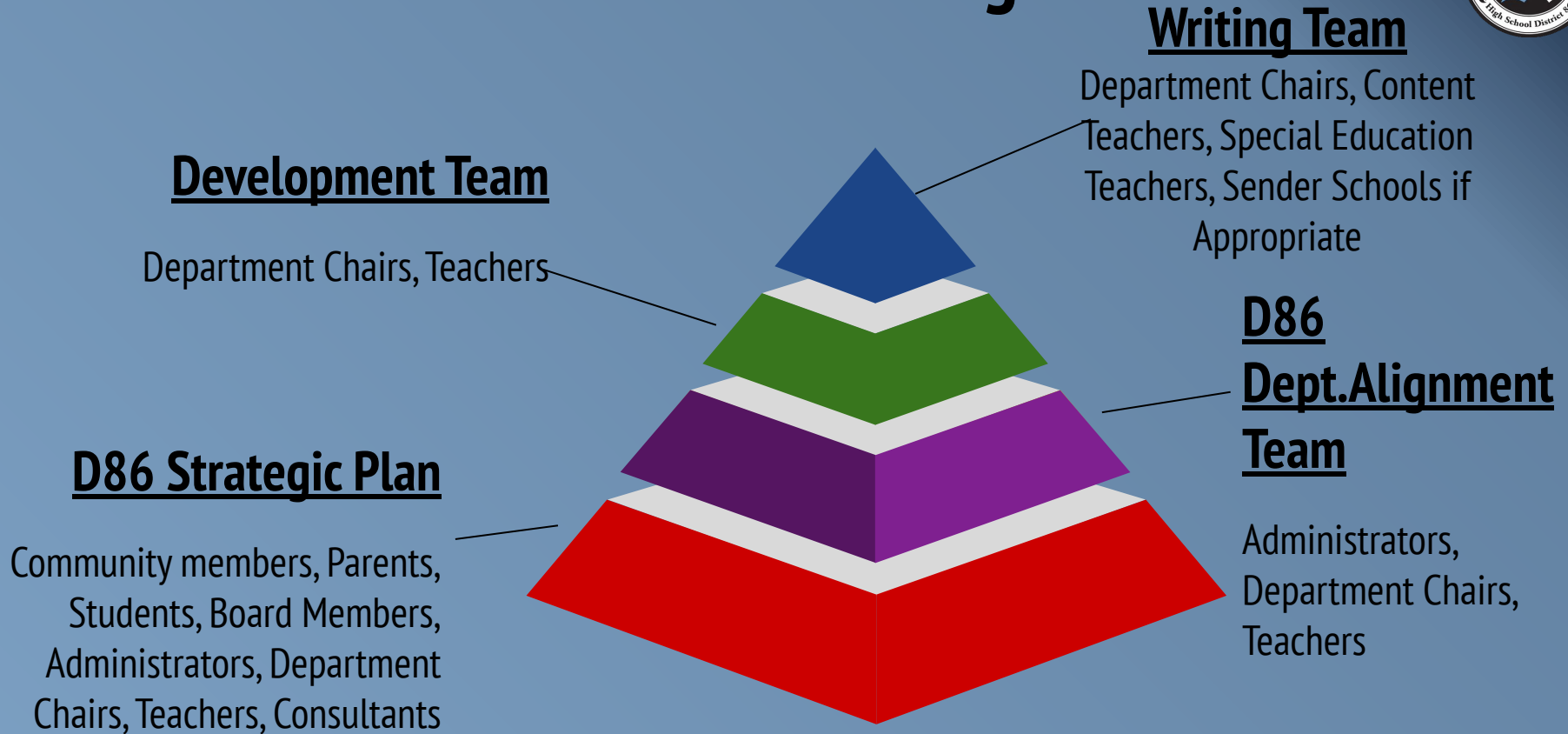
Process Improvement for Every Department

- The process described tonight for math will be mirrored in every department between now and full implementation in 2024-2025.
- ***As each department begins the work, we will***
 - Work with department chairs to form the alignment team to develop a timeline for the work with the completion date being the 2024-2025 school year.
 - After each meeting, formal updates will be communicated to staff and community.
 - A process will be developed to gain feedback from students and parents (ie, PTAC/PSAC).
 - A process will be developed to engage special education, counseling, and sender school districts.
 - Regular updates will be communicated to the Board of Education.
 - A formal recommendation will be made to the Board of Education at the conclusion of the work.

Benefits to Students, Teachers and Community



Structure of the Curriculum-Building Process





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Schools

Did Hinsdale D-86 Rush Controversial Grading Policy?

Board member says students are suffering stress and anxiety as the result of grading changes.



David Giuliani, Patch Staff

Posted Wed, Nov 3, 2021 at 12:58 pm CT Updated Wed, Nov 3, 2021 at 8:29 pm CT

Replies (3)



Hinsdale High School District 86 member Peggy James and two of her colleagues are questioning the district's new grading policy. James said it was rushed. (Shutterstock)

DARIEN, IL — A Hinsdale High School District 86 board member is questioning a controversial new grading policy that she says was carried out three years ahead of schedule. She says the district rushed through the changes during a pandemic.

At last week's school board meeting, member Peggy James, who was elected in April, pointed to the district's information for the Feb. 13, 2020, meeting. She said it stated that the board would implement the new policy by the 2024-25 school year.

But in response to a Patch inquiry, district spokesman Chris Jасulca said the grading policy changes were not moved up. He noted the board's information from the 2020 meeting said the grading policy would be "fully implemented" by the 2024-25 year. District documents indicate that officials must still implement common district gradebook categories and discuss an academic integrity policy. That work is expected to be done next year.

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Your email address

Let's go!

James and board members Debbie Levinthal and Jeff Waters have criticized the new grading policy. In particular, they don't like that in some classes, 90 percent to 100 percent of grades are dependent on tests. They also object to variations in the retake policies.

"When did the administration decide to move up the implementation by three years in the middle of a pandemic without actually communicating that the timeline has changed?" James said at last week's board meeting. "I continue to have conversations with community members who have students experiencing high stress levels and anxiety, mostly related to the new grading and the changes that they are experiencing coming back to school in person."

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James said many have dropped or switched classes as a result.

"We've also heard as recently as last Friday that no one has dropped or switched classes because of grading. Why not? Is that being tracked? Are they somehow reported as something else? I've heard from people from both South and Central that people have dropped because of grading," James said.

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Last spring, the board received an update on proposed changes to grading policies. At the time, the emphasis was on the removal of zeroes. Under the new rules, students get a 50 percent for missing work. For major assignments that are missing, students receive a grade called "ME," or "missing and essential." With an ME, a student cannot pass a class without doing the work in question.

During a school board candidates forum last spring, participants said they did not like the idea of doing away with zeroes. But the focus now is on the classes with grades completely dependent on tests.

The district says it is changing grading policies, in part, because officials counted nearly 40 different grading scales between the two schools. Officials said they wanted a common system.

During public input in recent meetings, parents have questioned the new policy. At last week's session, Hinsdale resident Kim Notaro was among the critics.

"Our kids are suffering. My kid wanted to drop out of school," Notaro said.

She blamed board members Erik Held, Kathleen Hirsman and Cynthia Hanson, who are holdovers from the previous board, for the continuation of the policy.

"The three of you sit there and don't listen to us," she said. "Care about somebody other than yourselves."

 Thank  Reply (3)  Share



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Schools

'Very Unusual' Grading System At District 86: Official

Proposal calls for avoiding zeroes and requiring students do the work, administrator says.



David Giuliani, Patch Staff

Posted Fri, Feb 26, 2021 at 5:44 am CT Updated Fri, Feb 26, 2021 at 5:47 am CT

Replies (6)



Chris Covino, assistant superintendent of Hinsdale High School District 86, called the district's grading system "very unusual." (Shutterstock)

HINSDALE, IL — A top Hinsdale High School District 86 official calls its grading system "very unusual."

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It's not even one system — it's more than 30 individual grading scales. And that's the problem, said Chris Covino, the district's assistant superintendent for academics.

"It's the product of teachers and their grading going unchecked for decades," Covino said in an interview this week. "Eighty-six is an A in three or four different classes. Fifty percent in some classes is a D."

Find out what's happening in Hinsdale-Clarendon Hills with free, real-time updates from Patch.

A group of 45 of the district's teachers — officially known as the Learning Leadership Team — has been developing polices for grading. The group plans to present its proposal to a parent-teacher advisory committee. And the school

"Part of the work of the Learning Leadership Team is to examine ways to bring consistency to grades, so that a grade actually means something," he said.

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During a forum over the weekend, [a number of school board candidates criticized](#) a policy enacted in November in which a teacher can give students 50 percent for missing work. The candidates called it grade inflation, saying they disliked the idea of giving a student a 50 percent when it should be a zero.

However, Covino said the policy was necessary as a way to prevent transcripts from being devastated. He said the policy is in line with districts around the country.

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"We're not going to punish you for the pandemic," Covino said.

Under the grading proposal by the group of teachers, he said the district would avoid giving students zeroes. If an assignment is missing, a teacher would mark it as "ME," or "missing and essential," Covino said.

The goal is to get students to complete assignments, and if they don't, they fail the class, he said.

He compared the proposed policy to getting his child to shovel the driveway. He said he would harp on his kid to do it until it is completed. Letting the work go unfinished is not an option, a concept the district should apply to grading, he said.

"Getting a zero is the easy way out," Covino said. "That's a way for the student to ignore the work and the teacher to move on. The punishment for not doing the work is doing the work."

From his 13 years of experience in the classroom, he said he knows some students don't mind zeroes.

"They don't have to do the work. What we're trying to do is have a scale that holds them accountable," he said.

He said he expects some people will oppose the group's suggestions on grading.

"They'll say we're letting kids get away with too much," he said.

He disagreed, saying the system requires work get done.

"We're basing this on sound research," he said.

 Thank (1)  Reply (6)  Share



District 86 Grading Practices - Frequently Asked Questions

Parent Edition

September 30, 2021

Why is D86 focusing on grading practices?

The district's focus on the alignment of grading practices is tied to the work on curriculum alignment that began during the 2018-19 school year. At that time, we had received extensive feedback from students, staff and parents/guardians about the significant discrepancies that existed between our grading practices and grading scales. This was highlighted by the fact that there were more than 30 different and distinct grading scales that teachers could choose from in eSchool; identical classes often had different gradebook categories with different weights; and, there was no consistency or alignment in our practices for late work and assessment retake opportunities at the course, department or district level.

Are all of the changes implemented this year new?

No. Several course teams have been phasing in grading practices over the past two years that align with the work of the Learning Leadership Team (LLT). While the formal common grading scale and category weights are being universally implemented this year, departments and course teams have spent several years making the shift from zeros toward a greater emphasis on summative assessment weights.

Who makes decisions about grading practices for the school district?

[Board policy 6:280 \(Grading and Promotion\)](#) states that "The Superintendent or designee shall establish a system of grading and reporting academic achievement to students and their parents/guardians."

In 2019, the superintendent created the LLT to help promote discussion and aid decisions about common grading practices. This team is composed of 40 teachers and department chairs who represent every academic department across the district. Its charge is to study the available research on grading practices and create opportunities for the entire teaching staff to discuss and provide feedback about it.

LLT meetings are facilitated by building- and district-level curriculum leaders. The work of the team has been a primary focus of the Flexible Learning Days during the last three school years.

Does the LLT have foundation principles that ground the discussions or the work?

Yes. After the first year of research and discussion, the LLT developed a grading statement that laid the foundation for future conversations and recommendations:

Grades communicate achievement on course objectives and support meaningful student learning and growth.

During the 2020-21 school year, the following guiding principles were added to the statement to aid discussions about a common grading scale and gradebook categories:

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.

Is there a common grading scale for all courses in District 86?

The following grading scale was implemented for all courses at the start of the 2021-22 school year. This scale replaces the others that were used prior to this year.

D86 Grading Scale: Number and Letter Grade Intervals		Reported Grade	Appears in HAC/TAC	Notes
100 - 90	A (95%)	A	A	
89 - 80	B (85%)	B	B	
79 - 70	C (75%)	C	C	
69 - 60	D (65%)	D	D	
59 - 50	F (55%)	F	F	
Incomplete (only for use as a final semester grade)		IC		
Pass (for a Pass/Fail Class)		P		Not included in GPA
Withdraw (Fail)		WF		Included in GPA
Withdraw (Pass)		WP		Not included in GPA
Audit		AU		Not included in GPA
Missing and Essential (course team determines essential)			ME	No final grade shown: completion mandatory 50%
Did Not Complete (Missing)			M	50%
Excused			X	Exempt from gradebook

Why do I see letter grades and number grades? Do they mean the same thing?

It is likely that both letter and number grades will be used in a course. There are certain assignments that are better assessed using one type of grade over the other. For example, an assignment in an art, music, or writing class is better assessed using a letter-based grading rubric. Whereas, a 10 question quiz or test in a science or math class is more likely to have a numerically-based grade (e.g., 8 out of 10).

The numbers and letters are on an identical equal-interval grade scale, which means that all grading intervals are worth 10 points. This is why the floor of the scale is 50%. A failing grade on a letter rubric or numeric scale falls within the 59-50 point range. Anything below this would unfairly impact the grade. For example, a zero on a 100 point scale penalizes the score six times greater than the lowest D.

What does an M in the gradebook mean?

M (for Missing) is entered in a gradebook when a student has not turned in an assignment. It communicates to the student, parent/guardian and school support teams that an assignment has not been completed, and is calculated in the gradebook as 50% of the total possible points for that assignment. This is the lowest possible failing grade on an equal-interval scale.

The M was created as a way to more efficiently and effectively communicate that a student has not done an assignment. In the past, a zero or an F would likely have been entered. However, these grades are not accurate because the student did not receive a zero or an F, which typically indicates a lack of knowledge or understanding about how to do an assignment. The M more accurately communicates that we cannot assess what the student knows because the assignment has not been completed yet.

What does an ME in the gradebook mean?

ME (Missing and Essential) is entered in the gradebook when an assignment that the course team has determined is essential for understanding a student's performance in a class has not been turned in or completed. An example of this might be a unit assessment, a research paper or an end of semester project.

- When this grade is entered, the teacher will switch grading scales from Standard to Incomplete. **This change will communicate that the student's grade will be considered Incomplete until the ME is resolved. A student cannot pass a class with unresolved ME indicators in the gradebook.** Once the student has completed the missing (ME) assignment, the grade scale will return to Standard and the student will be able to access their grade.
- **A student cannot receive a final or passing grade in the course with an ME in the gradebook.**
- District course teams will identify "Essential" assessments and communicate what they are to students and families.

Are there grade categories in each class and how are they weighted as a component of the final grade?

There are three categories that might include a grade this year: Summative, Formative and Learning Readiness. Last year, each course team decided to begin the 2021-22 school year with common grading categories and weights. The course teams also have a common system this year. The grade categories will be common for district course teams starting with the 2022-23 school year.

Each course team was given a range for their weighted categories. Those that chose to make summative assessments worth 100% of the grade did so, in part, to emphasize that a student's grades should reflect what they know and can do in the content area instead of the academic behaviors (e.g., homework completion) that may have constituted a small portion of the grade in the past.

Grade Category Framework

1. Summative Assessments (70-100%)
 - Definition: All assignments used to assess a student's mastery of the content or skills that are explicitly taught and linked to course objectives
 - Examples: unit tests, essays, projects, labs, performances
2. Formative Practice and Academic Preparation (0-30%)
 - Definition: All assignments used to prepare students for or reinforce content or skills that will be measured with a summative assessment
 - Examples: quizzes, homework, class participation
3. Learning Readiness (0 - 10%)
 - Definition: Anything else that a building course team feels is essential for communicating accountability, action and/or accuracy
 - Examples: social and emotional learning (SEL) components

Are there final exams and how much do they count as part of a student's final grade?

Yes, final exams will be administered during the 2021-22 school year. While the course teams have discretion about how much to weigh the exam, it can be no greater than 20% of the total semester grade. This means that some teams might weigh the final exam like any other unit assessment, some might weigh it at 10% of the final grade, and others might weigh it at 20% of the final grade. **It is important to note that this is not a new practice.**

Is extra credit offered in classes?

Yes. At the teacher's discretion, extra credit can be offered with the following two caveats:

1. Extra credit must be tied directly to academic content.
2. Extra credit cannot be offered as a stand-alone assignment.

Context:

- In the past, many extra credit assignments were contingent upon students making

purchases outside of class (e.g. donations of school supplies or food items). This practice eliminated the opportunity for students who did not have the financial means to participate.

- If all grades should be based on what a student knows or can do in a subject area, then the expectation should be the same for all graded extra credit assignments.
- Students may continue to see extra credit in the form of graded bonus questions on assessments, challenge opportunities on assignments, and opportunities in class to extend their knowledge.

Do students with IEPs or 504s have different grading scales or graded categories?

The new grading policies and practices **do not affect** students with IEP or 504 plans.

- IEPs and 504 plans **do not** include accommodations related to the grading scale or practices used in class.
- IEPs and 504 plans **will continue to have** accommodations related to modifications for assessments or the assessment environment.

Are course teams using identical weighted categories?

Yes, course teams across the district are using identical weighted categories. So, for example, every student in English 2 will have an identical grading scale and weighted categories. The commonalities will extend to all identical courses next year.

Can students retake tests?

This decision remains up to the course team. With that said, all course teams must have an identical policy for every student. Decisions about when, how, and for what credit a student can retake a test are one of the focal points of LLT meetings and Flexible Learning Day discussions this year.

Can students turn in work late?

This decision remains up to the course team. With that said, all course teams must have an identical policy for every student. Decisions about when, how, and for what credit a student can turn in late work are one of the focal points of LLT meetings and Flexible Learning Day discussions this year.

What happens to a student's grade when they cheat?

The district's academic integrity policies, which are featured in the [student handbook](#), remain unchanged. With that said, we plan to use what we learned and experienced the last two years to revise our policies related to academic dishonesty. The LLT will also be discussing this topic, but not until the end of the 2021-22 school year or beginning of the 2022-23 school year.



Memorandum from the Academics Department

Date: October 8, 2021

To: Ms. Tammy Prentiss, Superintendent
D86 Board of Education

From: Dr. Chris Covino, Assistant Superintendent for Academics

Re: Grading Update

This memo answers several commonly asked questions about the alignment of grading practices in District 86, and addresses some of the misinformation and misinterpretations regarding this work that have emerged since the start of the 2021-22 school year. It also includes data related to the efficacy of implementing a common grading scale and the weighted gradebook categories determined by course teams.

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Context for grading alignment

Prior to 2019, there was no discussed or practiced grading philosophy in District 86. This meant that all teachers had the discretion to operate their courses with no unifying guidance or structure, which led to discrepancies between buildings, departments, identical courses and those who were teaching identical courses. These discrepancies included:

- Different grading scales (38 total)
- Different grading category weights
- The use of plus/minus indicators

- The use of total points
- Final exam weights
- The use of extra credit
- The acceptance of late work
- Opportunities for reassessment
- The value and assessment of homework

In an effort to address these discrepancies, the district formed the Grading Learning Leadership Team (LLT) during the 2018-19 school year. This team, which is composed of teachers, department chairs and administrators from every academic department across the district, was tasked with establishing a unifying set of expectations for grades and grading practices to help ensure that student experiences are aligned and grades accurately reflect what a student knows and can do in class. [A significant amount of the research on best practices in high school grading indicates](#) that **grades should communicate achievement on course objectives**. This concept became the foundation upon which the Grading LLT established its grading philosophy. It is also the reason why course teams decided to make summative assessments the most significant factor in determining a student's grade.

The discussions, research and work the Grading LLT has been engaged in since its formation led to the implementation of the following practices at the start of the 2021-22 school year:

- Use of the same equal interval grading scale across all courses
- Use of weighted grading categories across all courses

There is a detailed list at the end of this document (Appendix A) that includes links to various communications about the work on grading that have been issued at the school and district level the past two years. There are also links to some of the local press coverage about the topic. This information is being provided to highlight the depth and breadth of the work our teachers have been doing on grading. In addition, it helps address the questions and concerns some parents/guardians have shared regarding a lack of communication about this issue.

Are there still differences from class to class?

Despite the commonality of the grading scale and application of common grade categories, there are differences **in grade category weights between courses**. Please note that while grading weight categories may differ between courses, they are consistent within a course team.

All course teams were asked to establish consistent and identical category weights that would be implemented during the 2021-22 school year. The Grading LLT developed a framework to help the course teams make their category weight determinations. All departments were given time during the Flex Learning Days on April 21 and 28, 2021 to meet with their teams and plan how they would apply the framework to their course.

The rationale for a course team to choose the weight of their grading categories was the same as the one the LLT used when it created the numeric and letter grade options in the common grading scale: different subjects should have the flexibility to determine how much value is placed on a specific portion of their curriculum. For instance, in English, it makes sense to have 20-30% of a grade based on what a student does at home in preparation for a summative assessment - i.e., students need to read extensively and write multiple drafts of essays, which are examples of assessment types that fall under the formative category.

However, in a subject like science, the course team's thought process was different. There are a number of science courses that decided to weigh summative work higher, including some that

made it 100% of the grade. In these classes, the course teams determined that a student's grade should be based on how well they perform on labs, unit tests and quizzes - assessments that measure what the student knows and can do in science.

Is a quiz formative or summative?

This decision is based on what a teacher does with the results of the assessment. If the assignment is designed to provide the student with feedback about how well they are doing and what they need to improve on prior to a summative assessment, then it is **formative** - i.e., it forms their understanding of how well they are currently doing in the class. A quiz will often be included in the formative category because it is a way for the student to “check in” on what they know about a specific content or skill area. If the assignment is designed to assess whether a student has completed an essential assignment or understands an essential piece of course content, then it is **summative** - i.e., it summarizes how well a student has met a course objective.

The short answer is that academic activities can be (and always have been) used for both purposes. It is not about the name of the assignment, but rather how it is used to further or assess a student's education.

Does this system value product over process?

Putting more weight on summative categories might give the impression that this is true. However, all courses are still assigning homework and expecting students to use it to prepare for a future class, practice what they already learned and/or prepare for summative assessments. Teachers who have a 100/0 weighted grades still expect students to prepare for their course, participate in class and do their homework. These important aspects of a high-quality education have not changed.

Below is the rationale that science course teams provided about their decision to use a 100/0 weighted system:

From South AP Biology (11): Our team changed from 100/0, which we've been for many years, to 95/5 thinking it might encourage students to do more outside of class. The main thing we are finding is that the students we hoped it would encourage are not responding to it and therefore it is actually hurting their grades. We would like to go back to 100/0 so their grade represents what they know based on our course objectives instead of grading them on the work they do to get there.

From South Physics (9): From my experience (moving to more weight on summatives), it helps students because they can make mistakes and learn from them instead of being penalized for them.

Chemistry Honors (10): We've been doing this (100/0) for awhile, and we want to keep with it. All of our formative assessments (mostly small quizzes based on homework) are still entered into the gradebook so the student, parent, counselors, etc. all know how the student is doing as they are learning, but it doesn't impact their final grade. When I think of my daughter (at a different high school), and I'm like, you're docking points from her grade for homework while she's still learning it? How is that ok? She's still in the process of learning it!

Chemistry (10): My students have no problem with 100/0. We do lots of formative work, give lots of feedback, and then they are ready for the summative (which could be a test, or lab practical or project). And, if they need a retake, that's always an option.

Why have some of the teams moved toward 100% summative?

Hinsdale Central Science:

Some of our science teams have moved to a 90/10 or 100/0 approach as they are truly working toward mastery of learning objectives and want the grade to represent the student's mastery of those objectives. In doing so, they are assigning practice in class and at home, providing feedback to students, and giving students more than one chance to show mastery of those learning objectives. These classes often give grades on homework and formative assessments in the gradebook to communicate and document learning progress, but those assignments are weighted at 0% in the gradebook.

Some science teams were historically mostly summative in their grading and only tended to include tests, summative quizzes and labs as the main part of their grade. In these courses, daily homework and formative assessments were not typically included in the grade, or counted for a very miniscule amount. Their move to 100/0 was most representative of what they had done in the past. Now those same grades are found in the summative category, making it operate much like "total points."

For other science teams that chose 100/0, the teams have moved from checking homework to giving a quiz on the homework that was completed and discussed that week. In this way, they have moved the homework points into a summative assessment that is able to assess how well the students were able to answer questions similar to their homework. These teams have tended to have a similar change for labs and experiments. These courses continue to do labs, take data and draw conclusions from that data. These labs are often followed by a quiz or practical to assess the student's understanding of the lab. In some cases, that assessment is completed by including questions about the lab on the unit exam.

Our team values the importance of data and understands the critical role it plays in our efforts/ability to evaluate decisions and make changes if necessary. With this in mind, we have been monitoring the implementation of the common grading scale and aligned categories during the first 30 school days and comparing the grade distribution with what it was in previous years at a similar point in time. Please note that none of the data sets below feature information from last year (2020-21). This is due to the disruptions to in-person learning and the state-mandated changes to grading that were caused by the COVID-19 pandemic.

Question 1: Is there a noticeable difference in grade distribution this year due to changes in grading practice?

Hinsdale South Grade Distribution S1 Grades - September 29, 2021						
Grade	A	B	C	D	F	INC
% of Total	54%	23%	12%	6%	4%	1%
Hinsdale South Grade Distribution S1 Grades - October 2, 2019						
Grade	A	B	C	D	F	INC
% of Total	46%	28%	14%	7%	6%	0%

Hinsdale South Grade Distribution S1 Grades - October 3, 2018						
Grade	A	B	C	D	F	INC
% of Total	47%	26%	14%	7%	5%	0%
Hinsdale Central Grade Distribution S1 Grades - September 29, 2021						
Grade	A	B	C	D	F	INC
% of Total	59%	26%	10%	3%	1%	0.3%
Hinsdale Central Grade Distribution S1 Grades - October 2, 2019						
Grade	A	B	C	D	F	INC
% of Total	52%	31%	11%	3%	2%	0%
Hinsdale Central Grade Distribution S1 Grades - October 3, 2018						
Grade	A	B	C	D	F	INC
% of Total	50%	32%	12%	3%	2%	0%

Conclusions:

1. We have not experienced a significant shift in grade distribution during the first month of school.
2. There has been a slight increase in the number of students who currently have A's as compared to 2019 and 2018.
3. There are not a significant number of Incomplete grades. As a reminder, these grades are issued when a student fails to do an Essential assignment (an ME grade).

Macro analysis: The shift to a unified grading scale has not adversely affected the grade distribution of students on either campus. In fact, a case could be made that students are performing better than they were prior to these changes.

Question 2: Has the shift from total points to weighted categories negatively impacted grades?

For context, the two departments that primarily used total points prior to this year were science and social studies. The reason the following data only reflects these departments is because almost all other courses used some combination of weighted categories.

Hinsdale Central Grade Distribution S1 Grades - September 29, 2021						
Grade	A	B	C	D	F	INC
SS Department	54%	32%	10%	3%	1%	0.20%

Science Dept	31%	36%	21%	8%	3%	0.20%
Hinsdale Central Grade Distribution S1 Grades - October 2, 2019						
Grade	A	B	C	D	F	INC
SS Department	47%	38%	12%	2%	1%	0%
Science Dept	35%	38%	18%	6%	3%	0%
Hinsdale Central Grade Distribution S1 Grades - October 3, 2018						
Grade	A	B	C	D	F	INC
SS Department	43%	40%	13%	3%	1%	0%
Science Dept	30%	40%	20%	6%	4%	0%
Difference: 2021-2018						
Grade	A	B	C	D	F	INC
SS Department	11%	-8%	-3%	0%	0%	0.20%
Science Dept	1%	-4%	1%	2%	-1%	0.20%

Hinsdale South Grade Distribution S1 Grades - September 29, 2021						
Grade	A	B	C	D	F	INC
SS Department	43%	31%	15%	7%	3%	2.00%
Science Dept	38%	30%	17%	9%	5%	1.00%
Hinsdale South Grade Distribution S1 Grades - October 2, 2019						
Grade	A	B	C	D	F	INC
SS Department	31%	35%	18%	9%	8%	0%
Science Dept	28%	34%	20%	11%	7%	0%
Hinsdale South Grade Distribution S1 Grades - October 3, 2018						
Grade	A	B	C	D	F	INC
SS Department	33%	33%	18%	9%	8%	0%
Science Dept	34%	30%	20%	10%	6%	0%
Difference: 2021-2018						
Grade	A	B	C	D	F	INC
SS Department	10%	-2%	-3%	-2%	-5%	2.00%
Science Dept	4%	0%	-3%	-1%	-1%	1.00%

Conclusions:

1. The shift from total points to weighted categories has not adversely affected student grade distribution. In fact, both departments that used total points have seen an increase in the number of students who currently have A's.
2. Failure rates have remained the same or decreased with the shift from total points to weighted categories (note: other factors such as M/ME and an equal interval grading scale could also account for this improvement).

Question 3: Have courses with significant grading scale changes experienced significant changes in student performance?

For the purpose of this analysis, we are using science courses as examples since they made the most noticeable shifts. The following courses used alternate grading scales with expanded percentage ranges for a student to earn an A.

Biology Grading Scale

2018-19	2021-22
A - 100 - 88 B - 87 - 78 C - 77 - 68 D - 67 - 58 F - 57 - 0	A - 100 - 90 B - 89 - 80 C - 79 - 70 D - 69 - 60 F - 59 - 50

AP Physics C Grading Scale

2018-19	2021-22
A - 100 - 80 B - 79 - 65 C - 64 - 55 D - 54 - 45 F - 44 - 0	A - 100 - 90 B - 89 - 80 C - 79 - 70 D - 69 - 60 F - 59 - 50

Hinsdale Central Grade Distribution S1 Grades - September 29, 2021						
Grade	A	B	C	D	F	INC
Biology	33%	32%	23%	8%	3%	0%
AP Physics C	45%	32%	23%	0%	0%	0%
Hinsdale Central Grade Distribution S1 Grades - October 2, 2019						
Grade	A	B	C	D	F	INC
Biology	25%	44%	22%	6%	3%	0%
AP Physics C	50%	36%	14%	0%	0%	0%
Hinsdale Central Grade Distribution S1 Grades - October 3, 2018						
Grade	A	B	C	D	F	INC
Biology	22%	41%	23%	8%	6%	0%
AP Physics C	38%	52%	10%	0%	0%	0%
Difference: 2021-2018						
Grade	A	B	C	D	F	INC
Biology	11%	-9%	0%	0%	-3%	0%

AP Physics C	7%	-20%	13%	0%	0%	0%
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Hinsdale South Grade Distribution S1 Grades - September 29, 2021

Grade	A	B	C	D	F	INC
Biology	35%	27%	21%	8%	8%	1%
AP Physics C	57%	15%	19%	8%	0%	0%

Hinsdale South Grade Distribution S1 Grades - October 2, 2019

Grade	A	B	C	D	F	INC
Biology	15%	37%	24%	12%	11%	0%
AP Physics C	53%	26%	15%	3%	3%	0%

Hinsdale South Grade Distribution S1 Grades - October 3, 2018

Grade	A	B	C	D	F	INC
Biology	30%	34%	17%	6%	13%	0%
AP Physics C	46%	23%	8%	8%	15%	0%

Difference: 2021-2018

Grade	A	B	C	D	F	INC
Biology	5%	-7%	4%	2%	-5%	1%
AP Physics C	11%	-8%	11%	0%	-15%	0%

Conclusions:

1. Consistent with the data reported above, there is no significant difference in the grade distribution from a year when the grade scale had wider intervals to one where there are equal intervals.
2. In all cases, there is an increase in students who currently have A's and either no change or a decrease in students who are currently failing the courses.
3. More students have C's and fewer students have B's, which is a trend that the teams will need to watch and analyze.
4. Teachers have made adjustments to their assessment practices in line with the universal application of a grading scale.

Question 4 - Have students with IEPs been negatively impacted by changes to grading practices?

Hinsdale South Grade Distribution S1 Grades - September 29, 2021

Grade	A	B	C	D	F	INC
SpEd	46%	20%	15%	11%	6%	2%

Hinsdale South Grade Distribution S1 Grades - October 2, 2019

Grade	A	B	C	D	F	INC
SpEd	38%	24%	16%	11%	11%	0%

Hinsdale South Grade Distribution S1 Grades - October 3, 2018						
Grade	A	B	C	D	F	INC
SpEd	35%	25%	17%	12%	11%	0%

Hinsdale Central Grade Distribution S1 Grades - September 29, 2021						
Grade	A	B	C	D	F	INC
SpEd	50%	24%	14%	8%	4%	1%

Hinsdale Central Grade Distribution S1 Grades - October 2, 2019						
Grade	A	B	C	D	F	INC
SpEd	35%	30%	20%	7%	6%	0%

Hinsdale Central Grade Distribution S1 Grades - October 3, 2018						
Grade	A	B	C	D	F	INC
SpEd	30%	31%	20%	9%	5%	0%

Conclusions:

1. Students who have an IEP have not been negatively impacted by the changes to the grading practices.
2. Consistent with general education students, students with an IEP have seen an increase in the number of A's and a decrease in failing grades.

Need for continued evaluation and improvements

While the data indicates that the changes we have made to our grading practices have positively impacted the vast majority of students, that does not mean there isn't room for improvement. In fact, our department chairs are already analyzing course grades (as they have in the past) and identifying areas where course teams need to regroup to discuss the impact of the changes. For example, the data for Honors Chemistry at Hinsdale Central* shows a decrease in the number of students who are receiving A's for the class. With that said, it is important to keep in mind that the grade distribution in almost every course tends to change from year to year. Therefore, a drop or increase is normal and statistically expected. Nonetheless, our teams are watching these distributions closely and communicating with each other, which is not something that would have been possible under our old grading practices.

Hinsdale Central Grade Distribution S1 Grades - October 6, 2021						
Grade	A	B	C	D	F	INC
Honors Chemistry	25%	54%	15%	5%	1%	0%

Hinsdale Central Grade Distribution S1 Grades - October 2, 2019						
Grade	A	B	C	D	F	INC
Honors Chemistry	42%	41%	14%	3%	0%	0%

Hinsdale Central Grade Distribution S1 Grades - October 3, 2018						
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Grade	A	B	C	D	F	INC
Honors Chemistry	32%	50%	14%	3%	1%	0%
Difference: 2021-2018						
Grade	A	B	C	D	F	INC
Honors Chemistry	-7%	4%	1%	2%	0%	0%

***This course does not exist at Hinsdale South**

Final thoughts

During the board of education meeting on Sept. 30, there was a concern raised that the changes to the district's grading practices may result in unrecognized moral hazards. Based on that concern, we have identified several questions we will use to guide future conversations about, analysis of and/or additional changes to our practices. These are questions that the LLT and course teams have spent a great deal of time discussing. They are also ones that are addressed in much of the [current research on best practices in grading](#).

1. Do changes to grading practice affect the motivation of students to do school work - notably homework designed to prepare them for summative assessments?
2. Do changes to category weights, notably those that minimize or eliminate grades for formative assessment, "teach" students that process is less important than product?
3. By providing students with credit for work that they have not completed (floor of 50%/failure for missing work), does the common grading scale encourage students to avoid school work?

It is our hope that future conversations will help refine these questions and/or identify others we should explore. The goal, as always, is continuous improvement for our students and ourselves.

As part of our ongoing efforts to monitor and assess the impact that the alignment of our grading practices is having on the academic behaviors of our students, we will:

- Ask teachers and department chairs to use the questions above and any general perceptions that are shared to continue monitoring and assessing how the changes in grading practices are affecting their classes and courses.
- Continue discussing and evaluating the changes during the Grading LLT meeting that is tentatively scheduled for December 2021.
- Create a heterogeneous student focus group that will discuss the changes in grading practices.
- Devote time during the next PTAC meeting (Nov. 5) for a discussion about grading.
- Continue being responsive to people who have questions or concerns about how the changes to our grading practices are impacting our students.

Appendix A

School and District Communications

Below is a list of and links to the various communications from the past two years that reference the work that was done on grading.

- Hornet Happenings (Sept. 6, 2019) - <https://conta.cc/34vFYDQ>
- Board Briefs (Sept. 12, 2019) - <https://conta.cc/30hwEQK>
- Updates from 86 (Sept. 30, 2019) - <https://conta.cc/2mmFf6U>
- Hornet Happenings (Oct. 4, 2019) - <https://conta.cc/2AOoG7j>
- Updates from 86 (Oct. 7, 2019) - <https://conta.cc/2o2aLYT>
- Board Briefs (Oct. 10, 2019) - <https://conta.cc/35qBRty>
- Board Briefs (Oct. 23, 2019) - <https://conta.cc/2BGL8QA>
- Updates from 86 (Oct. 28, 2019) - <https://conta.cc/344kWvk>
- Board Briefs (Nov. 14, 2019) - <https://conta.cc/2rGuD50>
- Board Briefs (Dec. 12, 2019) - <https://conta.cc/36y0bcg>
- Updates from 86 (Dec. 16, 2019) - <https://conta.cc/2LToDNy>
- Weekly email from Hinsdale Central (Dec. 19, 2019) - <https://conta.cc/2EBRPoo>
- D86 Forward print newsletter (mailed January 2020) - <https://bit.ly/3qorvof>
- Updates from 86 (Feb. 10, 2020) - <https://conta.cc/2SnYpFs>
- Board Briefs (Feb. 13, 2020) - <https://conta.cc/2OWyvvv>
- Updates from 86 (Feb. 17, 2020) - <https://conta.cc/2Ho3TuX>
- Updates from 86 (May 18, 2020) - <https://conta.cc/3fWTBlh>
- Updates from 86 (May 25, 2020) - <https://conta.cc/2zfeaZY>
- Board Briefs (May 28, 2020) - <https://conta.cc/2XKE53R>
- Updates from 86 (June 1, 2020) - <https://conta.cc/3ddUB2U>
- Board Briefs (Sept. 10, 2020) - <https://conta.cc/2ZsKW3z>
- PTAC meeting (Nov. 19, 2020) - <http://go.boarddocs.com/il/hinsdale86/Board.nsf/goto?open&id=BSWTJ477197E>
- Board Briefs (Dec. 17, 2020) - <https://conta.cc/2J3zoyP>
- Board Briefs (Jan. 14, 2021) - <https://conta.cc/3qpLIt7>
- Board Briefs (March 11, 2021) - <https://conta.cc/3blstGJ>
- Updates from 86 (March 15, 2021) - <https://conta.cc/3ewzVq7>
- Board Briefs (March 25, 2021) - <https://conta.cc/39iwlqS>
- Board Briefs (June 23, 2021) - <https://conta.cc/3dbGq04>
- Board Briefs (July 22, 2021) - <https://conta.cc/3eMHLv8>
- *Virtual curriculum night message from Hinsdale South (Sept. 9, 2021) - <https://conta.cc/3A0T2AB>
- *Curriculum night email from Hinsdale Central (Sept. 9, 2021) - <https://conta.cc/3l8OKAU>
- *Weekly email from Hinsdale Central (Sept. 9, 2021) - <https://conta.cc/3hjbLQC>

*These communications included a link to a video about grading that was created for families in conjunction with curriculum night at each school. The video can be accessed by visiting <https://drive.google.com/file/d/13EyWcJlkwWTDqAlvsV4FAWqZtlQoeCBi/view>.

Local Media Coverage

Below are links to articles about the work on grading that were published by local media outlets.

- Article from The Hinsdalean (Nov. 11, 2020) - <https://www.thehinsdalean.com/story/2020/11/12/news/d86-moves-ahead-on-academic-equity/2267.html>
- Article from Patch.com (Feb. 26, 2021) -

<https://patch.com/illinois/hinsdale/very-unusual-grading-system-district-86-official>

- Article from The Hinsdalean (March 17, 2021) - <https://www.thehinsdalean.com/story/2021/03/18/news/meeting-roundup/2826.html>