

Homewood-Flossmoor Community High School District 233



Vision

Let here prevail the greatest expectations in academics, civil responsibility, and personal growth within a diverse community.

Mission

The quality of each student's life improves through the educational experience at Homewood-Flossmoor High School. The institution upholds the highest standards of intellectual growth, and ethical, aesthetic, occupational, emotional, social, and physical development in an expanding global society. With belief in the fundamental worth and dignity of all individuals and recognition of diversity of backgrounds, abilities, interests, and aspirations, individuals will learn to respect the rights of others.

Introduction to the H-F Assessment Framework

As stated above, the vision of Homewood-Flossmoor High School (H-F) encompasses “the greatest expectations” for every student’s academic growth. To ascertain the extent of that growth for each individual, as well as for various cohorts of students, the H-F Assessment Framework was developed to serve the ultimate purpose of assisting departments, curriculum teams, professional learning community (PLC) teams, and individual teachers in determining students’ readiness for and their eventual mastery of specific course objectives in alignment with the SAT exam content, the Common Core State Standards and, when applicable, College Board, International Baccalaureate, and various content area standards, such as the American Council on the Teaching of Foreign Languages (ACTFL).

A diagnostic tool, the H-F Assessment Framework aids H-F Department Chairs in providing analysis of testing data to teachers who, in turn, utilize that analysis to determine their students’ foundation skills; road map curricular content; and adjust instructional activities, methodologies, and assessments to meet the varying needs of their students.

Ultimately, the H-F Assessment Framework aims to assist Homewood-Flossmoor High School in meeting its mission to “uphold the highest standards of intellectual growth” by providing students with a rigorous curriculum of relevant content, engaging instruction, and meaningful assessment of learning. To that end, this framework is meant to be a living document, revised as necessary to reflect the current curriculum of Homewood-Flossmoor High School.

The Role of the H-F Office of Assessment

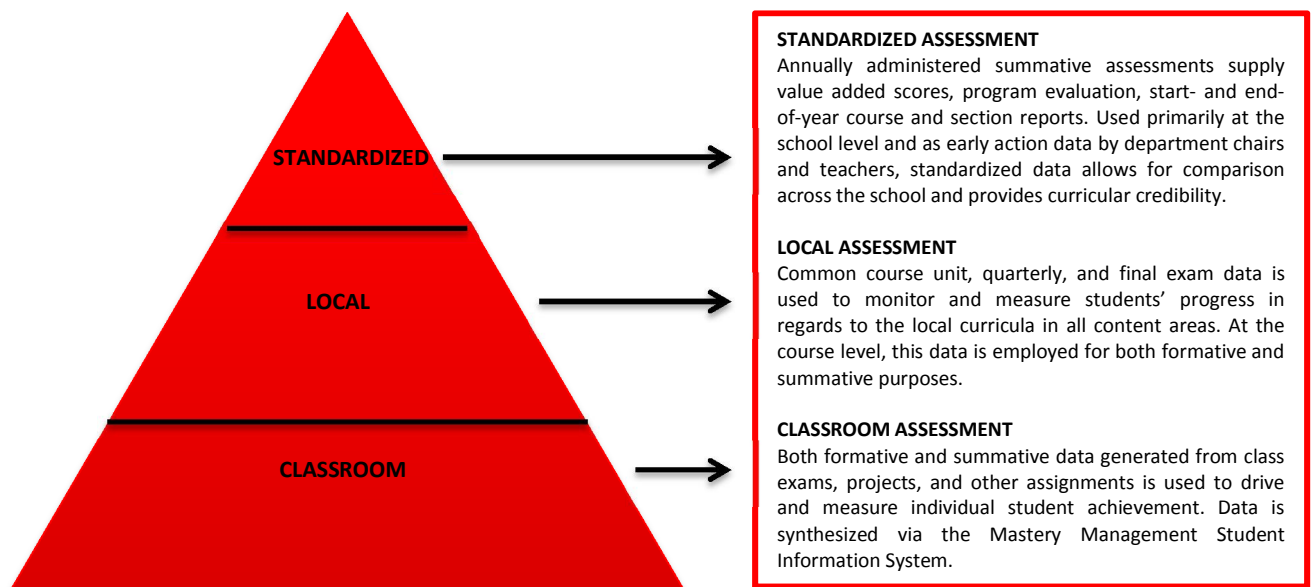
The Office of Assessment at Homewood-Flossmoor High School manages and runs all standardized exams. Plus, it delivers standardized and local exam data to the administration, department chairs, and teachers for their analysis. Additionally, the office processes standardized and local assessment data to develop growth models and conduct research studies.

Each year, the Office of Assessment plans and administers the following exams: PSAT-SAT Suite of grade level assessments, and Advanced Placement (AP) and International Baccalaureate Diploma Programme (IB) end-of-course assessments. In addition, the office assists departments and staff with institutional research and data analysis.

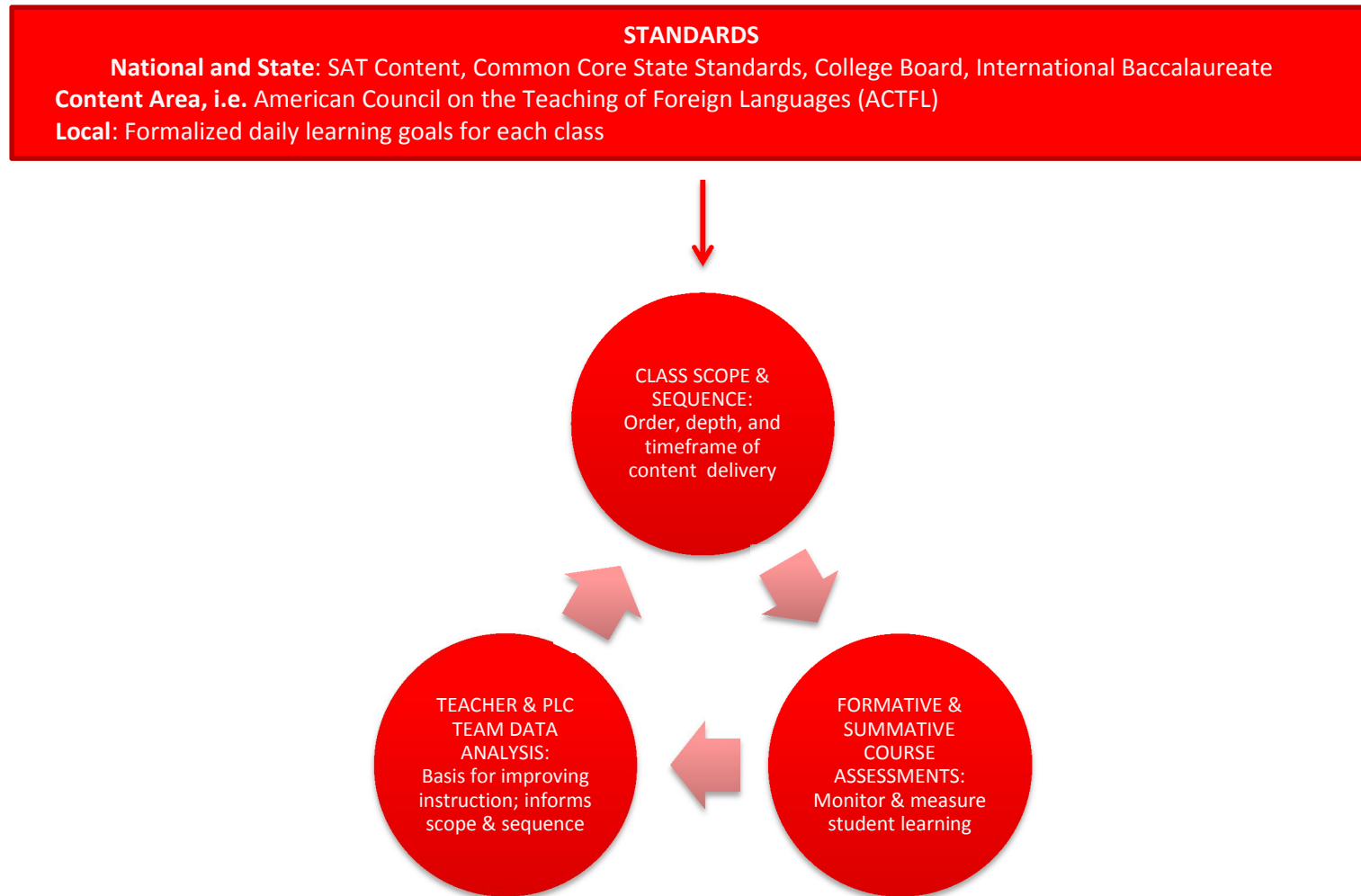
Throughout the summer, the Office of Assessment processes data, conducts research, and develops reports. In addition, it assists departments with curriculum work and facilitates H-F University (HFU) professional development workshops for teachers. Over the summer, the office also provides department chairs with spring testing data reports, which the chairs analyze prior to sharing the reports with their teachers at the first-day August Institute.

In the fall, the Office of Assessment conducts the all-school test day for freshmen through juniors, and it analyzes and disseminates the generated data to department chairs for further analysis by teachers at the January Institute Day. In addition to generating fall testing data and assisting with 1st semester final exam data generation and analysis, the Office of Assessment conducts in-coming freshmen testing and produces placement recommendation reports. The office also assists the Reading Department with re-testing current freshmen through juniors whose fall test scores would require them to enroll in a reading course. Throughout the school year, the Office of Assessment coordinates H-F's internal Viking Test Prep program for the ACT and SAT exams, and it assists individual teachers, PLC teams, and department chairs, as needed, with data research, analysis, and reporting.

Annual H-F Assessment Data Cycle



Homewood-Flossmoor High School's Data-Driven Instructional Model



THE H-F ASSESSMENT FRAMEWORK

H-F Assessment Framework Grade Level Outline

GRADE & TESTING MONTH	ASSESSMENT	DATA/INFORMATION GENERATED	COMPLETION STEP
8th Grade October	<i>PSAT 8/9</i>	<ul style="list-style-type: none"> • Individual/Aggregate Scores • Course Data to DCs 	<ul style="list-style-type: none"> • Individual Student Reports with Placement Recommendations • Freshmen Registration • Dashboard Populated
9th Grade October	<i>PSAT 8/9</i>	<ul style="list-style-type: none"> • Individual/Aggregate Scores • Course Data to DCs • AP Potential 	<ul style="list-style-type: none"> • Individual Student Reports On-line Prior to Registration • AP Potential List to Counseling DC • AP Potential Letters mailed • Reading Retest Roster generated • Item Analysis created and disseminated • Dashboard Populated
9th Grade April	<i>PSAT 8/9</i>	<ul style="list-style-type: none"> • Individual/Aggregate Scores • Summative Course Data • Course Data to DCs 	<ul style="list-style-type: none"> • Individual Student Reports On-line • Growth Model Projections • Value Added Research • School Performance Presentation to Administrators and DCs • Dashboard Populated
10th Grade October	<i>PSAT</i>	<ul style="list-style-type: none"> • Individual/Aggregate Scores • Course Data to DCs • AP Potential 	<ul style="list-style-type: none"> • Individual Student Reports On-line Prior to Registration • AP Potential List to Counseling DC • AP Potential Letters mailed • Reading Retest Roster generated • Item Analysis created and disseminated • Dashboard Populated
10th Grade April	<i>PSAT 10</i>	<ul style="list-style-type: none"> • Individual/Aggregate Scores • Summative Course Data • Course Data to DCs 	<ul style="list-style-type: none"> • Individual Student Reports On-line • Growth Model Projections • Value Added Research • School Performance Presentation to Administrators and DCs • Dashboard Populated
11th Grade October	<i>PSAT/NMSQT</i>	<ul style="list-style-type: none"> • Individual/Aggregate Scores • Course Data to DCs • AP Potential 	<ul style="list-style-type: none"> • Individual Student Reports On-line Prior to Registration • AP Potential List to Counseling DC • AP Potential Letters mailed • Reading Retest Roster generated • Monitor National Merit Qualifiers • Dashboard Populated
11th Grade April	<i>SAT</i>	<ul style="list-style-type: none"> • Individual/Aggregate Scores • Summative Course Data • Course Data to DCs 	<ul style="list-style-type: none"> • Individual Student Reports On-line • Growth Model Projections • Value Added Research • School Performance Presentation to Administrators and DCs • Dashboard Populated
Biology Students	<i>Illinois Science Assessment</i>	<ul style="list-style-type: none"> • Not Available 	<ul style="list-style-type: none"> • None—scores not available
All Grades May	<i>AP/IB</i>	<ul style="list-style-type: none"> • Exam Participation Rates • Score Distributions • Instructional Planning Reports • Number of College Credits Earned 	<ul style="list-style-type: none"> • AP/IB teacher Reports • Instructional Planning Reports to DCs for individual conversations, AP report completed. • Dashboard Populated
All Grades Unit/Quarterly, and Semester Finals	<i>Common Course Assessments</i>	<ul style="list-style-type: none"> • Individual/Aggregate Scores • Standards Reports 	<ul style="list-style-type: none"> • PLC or Curriculum Team Minutes • DC/Teacher Conversations • Published Results • Common Assessment Analysis Form on Aug and Jan Institute Days

