

Course/Placement/Graduation Requirements:

1. What courses are required by Illinois high schools for graduation?
2. Are academically rigorous (ACT core) courses available to students placed in language arts? Math? Science?
3. What are the graduation requirements (e.g., Carnegie Units) for each high school?
4. Do any Illinois high schools have—and do they use—exit standards?

Data Representation and Usage:

1. What assessments are used and how are assessment data used in each high school?
2. How have high schools used data to plan and adjust curriculum and instruction to improve student achievement?
3. Would it be advantageous to collect school profile sheets for every high school?
4. What assessment data identify at-risk performance thresholds below which student populations have low probability of improved achievement given current practices?
5. How do Illinois high schools use WorkKeys information? Do any high schools pursue the Career Readiness Certificates? (would also need Locating Information section in addition to Reading for Information and Applied Math)

Performance Trends and Patterns:

1. What relationships are there between co-curricular participation and student achievement among Illinois high school students?
2. What are the trends for Illinois student achievement that go across AP, ACT, PSAE (including WorkKeys separately), and SAT? What else does the data gathered during these assessments tell us?
3. Which high schools have made dramatic differences in student achievement as measured by the PSAE over the last six years?
4. Do Illinois high school students vary in performance achievement by gender by subject?
5. What are the impacts of dual enrollment, distance learning, and on-line coursework on Illinois student achievement?
6. How does teacher quality impact student achievement in high schools?
7. What relationships exist between the use of instructional time and achievement among high schools? How do scheduling models affect achievement?

Educational Opportunity:

1. What is the relationship between size of high school and student achievement?
2. Is there a difference in student achievement between unit and high school districts?
3. What is the relationship between regional location of high schools and student achievement?
4. How does the quality of school facilities (learning environments) affect student achievement in Illinois?
5. What is the statistical relationship between per pupil expenditures and student achievement in Illinois high schools?
6. How many Illinois high school students are underrepresented because there is too small a population in their school to be a recognized subgroup?
7. How are Illinois high schools using technology for instruction, communication, and course work? How evenly is technology accessible to teachers and students in Illinois high schools?
8. What are high achieving high schools doing to address at risk students who are not achieving? What practices are used in all high schools making significant gains or exceeding norms with at risk populations?

Follow-up Lenses for all findings:

1. Which of the programs that ISBE has sponsored are working most effectively in closing the achievement gap between subgroups?
2. In what ways are Illinois high school data unique from data from other states' and other nations' high schools?
3. Repeat above questions for private high schools. In what ways do Illinois public high schools compare to Illinois private high schools in these areas?



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