Accountability: Summative Ratings
Exploring a Decision Tree Approach

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ISBE TAC Meeting

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Overview

- Questions for the TAC
- Rationale for a decision tree approach to accountability
- The decision tree under consideration
- A tool for modeling decision trees (demo)
- Questions for the TAC / Discussion

Focus Questions for TAC

- To what extent does the proposed decision tree approach address the three problems of practices that motivated it?
- What suggestions do you have for ISBE to make a DT system easier to understand, reflect/communicate clear criteria, and disincentive a concern with ranking?
- How can the DT modeling tool be improved?

Why a Decision Tree? To Address 3 Problems of Practice

According to feedback from the field, the accountability system…
Is perceived as having too many moving targets, making it difficult for schools to understand what factor(s), precisely, got it in its current category.
Transforms, scores, and combines inputs into indicators that are disconnected from the familiar measures schools use.
Has encouraged schools to delve deeper into their ranking on the accountability index to determine how far they are from adjacent categories.

Why a Decision Tree? To Address 3 Problems of Practice

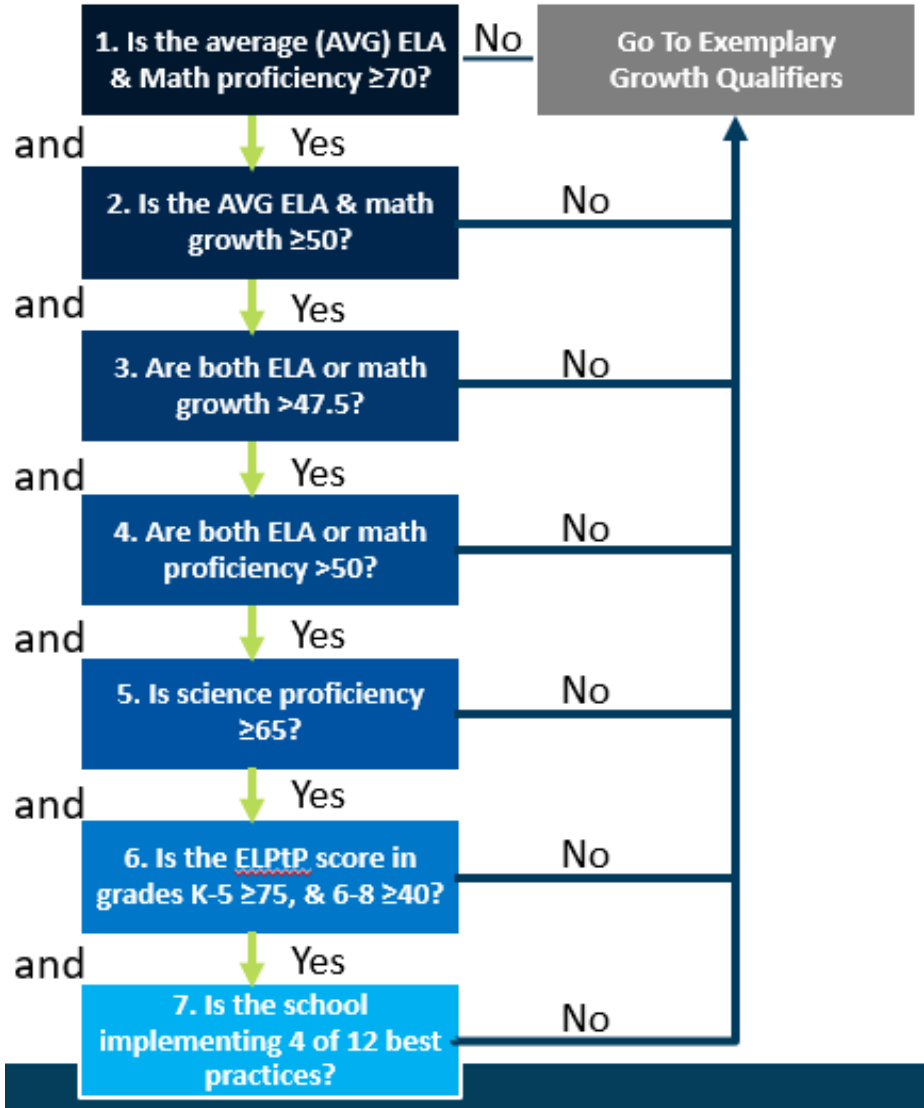
The Current Accountability System…	A Redesigned Accountability System should…
Makes it difficult for schools to understand what factor(s) got it in its current category.	Make it **easier for a school to understand** why it is Commendable, Approaching, etc.
Employs indicators that are disconnected from the familiar measures schools use.	**Set clear criteria** that are easy to communicate and act upon.
Has encouraged schools to delve deeper into their ranking on the accountability index.	**Renders ranks irrelevant** as sources of information for school improvement.

IL Decision Tree, Version 1

Overview of IL Decision Tree

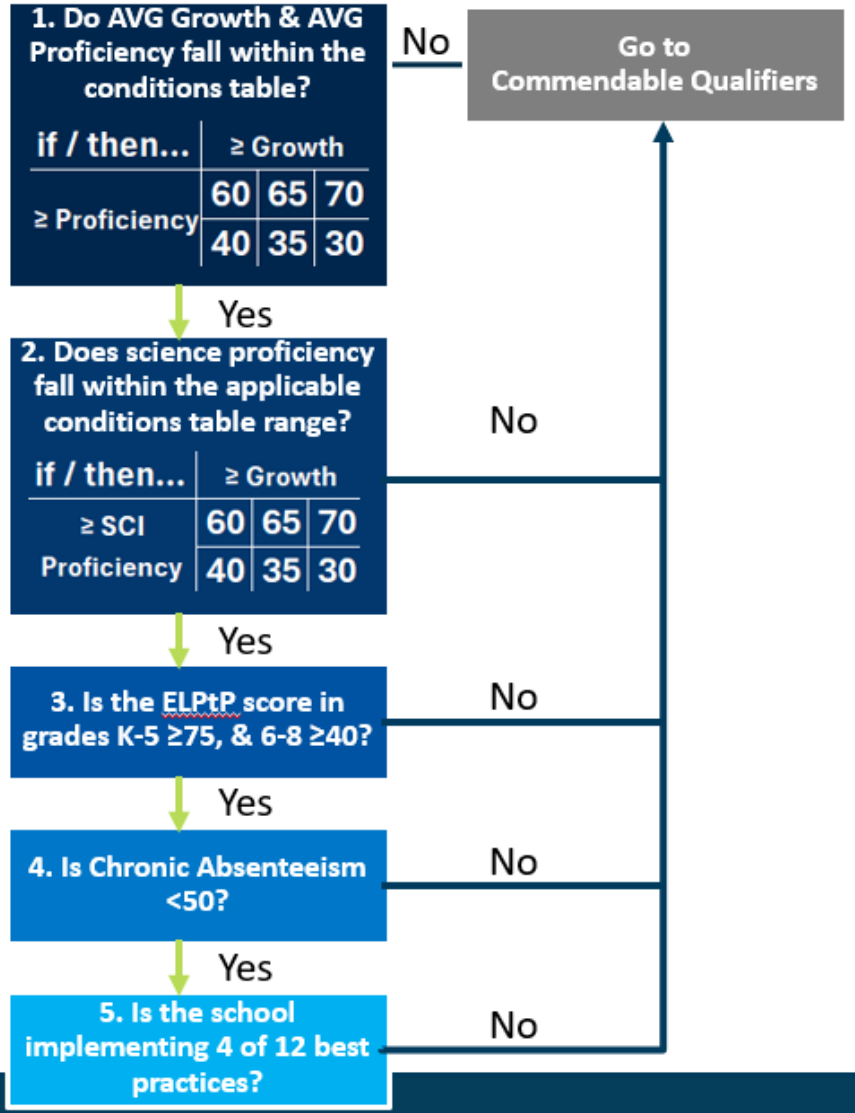
- Branch 1: Decision nodes set high bars on ELA and Math proficiency and growth, science proficiency, ELPtP, and best practices. If schools meet all of them, they are classified as **Exemplary**
- Branch 2: Decision nodes set bars jointly for growth and proficiency; ELPtP, chronic absenteeism, and best practices. Must meet all. Endpoint: **Exemplary**
- Branch 3: Reflects some aspects of branches 1 and 2, with lower bars. Must meet all. Endpoint: **Commendable**
- Branch 4: Several low thresholds for ELA and Math growth and proficiency, Science proficiency, and ELPtP. Not meeting any of these results in **Comprehensive / Intensive** classification
- Branch 5: Mostly the "inverse" of Branch 5, resulting in most schools meeting the criteria. Endpoint: **Approaching**. Reintroduces chronic absenteeism. Not meeting the chronic absenteeism node results in **Comprehensive / Intensive** classification

Branch 1. Exemplary – Proficiency Qualifiers



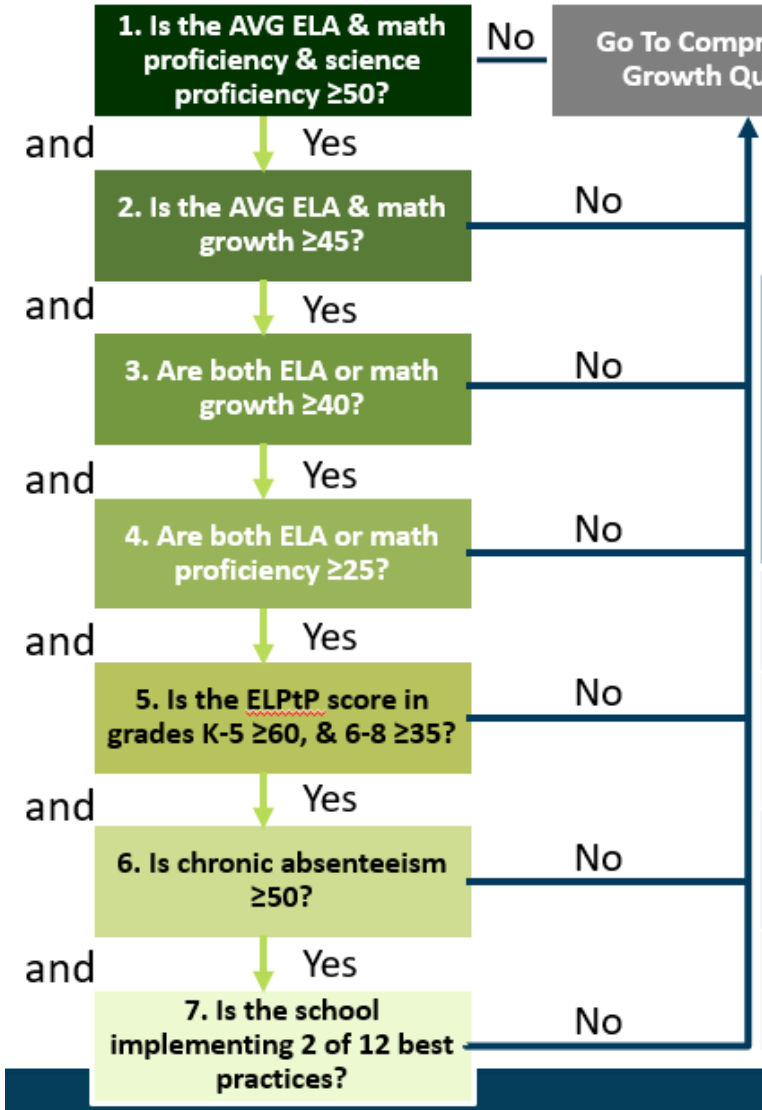
School	AVG Proficiency	AVG Growth	ELA Growth	Math Growth	ELA Proficiency	Math Proficiency	Science Proficiency	ELPtP	Designation
A	73.5	38.6	32.7	44.4	75.6	71.4	85.3		… TBD
B	70.5	64	66.9	61.1	79.4	61.6	80.4	69 38.6	…TBD
C	70.7	50.2	48.6	51.8	75.7	65.7	85	89 41 Yes	Exemplary

Branch 2. Exemplary – Growth Qualifiers



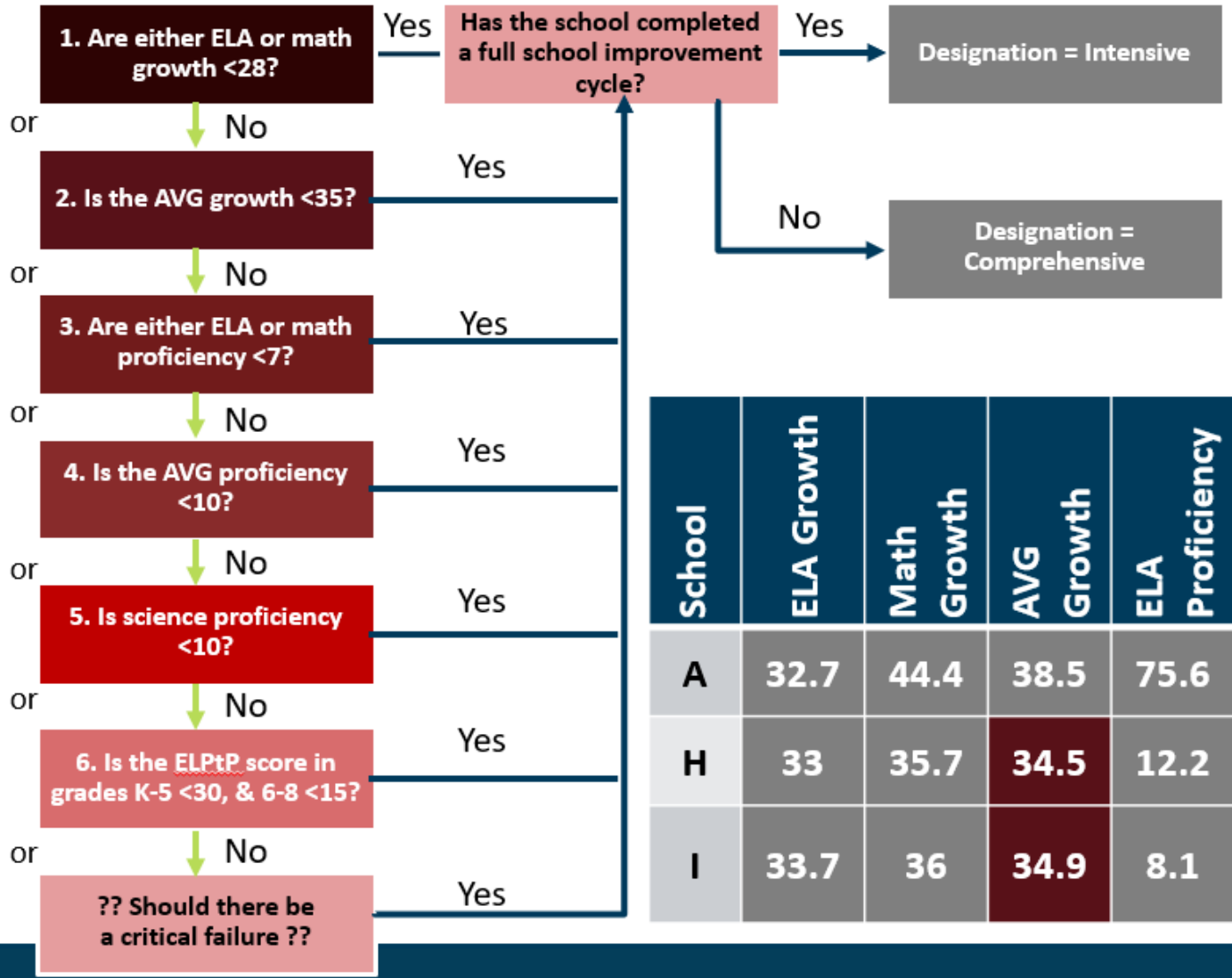
School	AVG Growth	AVG Proficiency	Science Proficiency	ELPtP	Chronic Absenteeism	Designation
A	38.55	73.5	85.3		4.8	...TBD
B	64	70.5	80.4	49 38.6	17.1	...TBD
D	71.7	37.3	50		29	Exemplary
E	61.85	53.9	79.2	75.3	15.7	Exemplary

Branch 3. Commendable



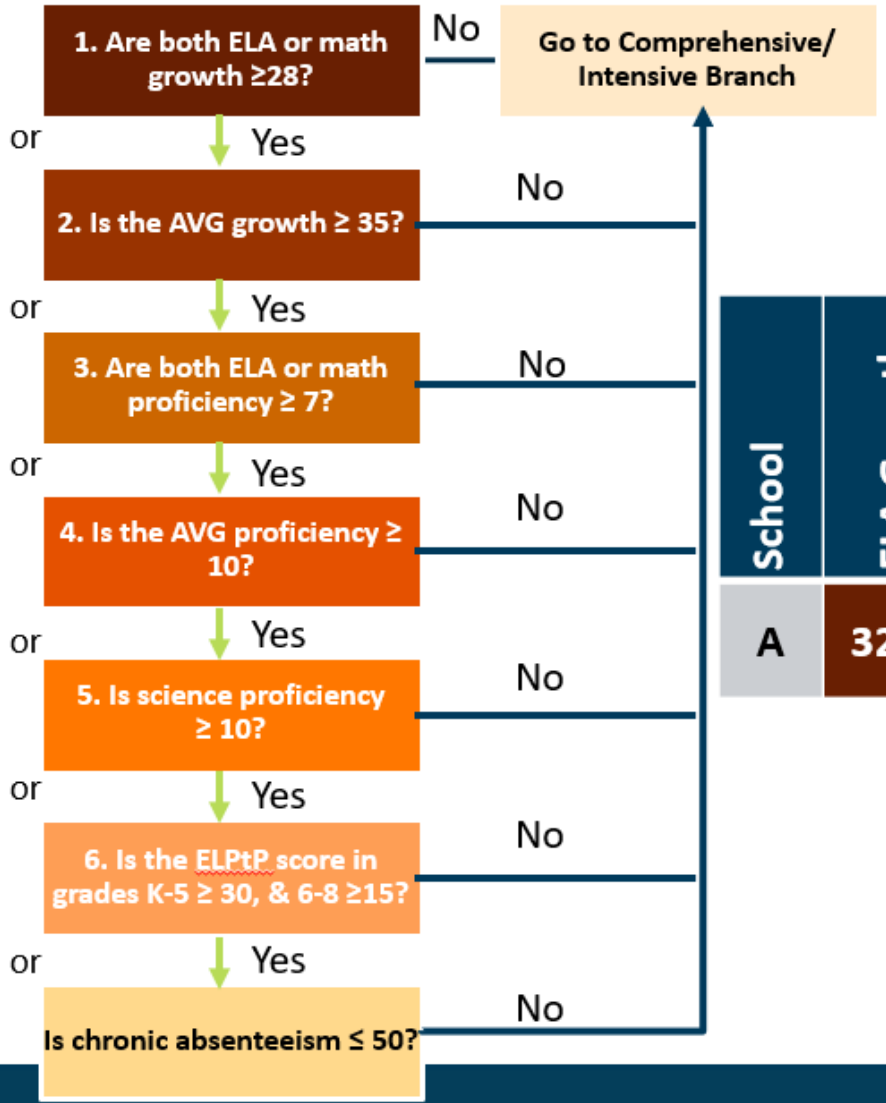
School	AVG Proficiency	Science Proficiency	AVG Growth	ELA Growth	Math Growth	ELA Proficiency	Math Proficiency	ELPtP	Chronic Absenteeism	Designation
A	73.5	85.3	38.5	32.7	44.4	75.6	71.4		No	…TBD
B	70.5	80.4	64	66.9	61.1	79.4	61.6	69 38.6	No	Commendable
F	63.3	87.8	56.3	57.2	55.4	67.9	58.7	79	28.3	Commendable
G	60	78.9	60.3	60	60.6	56.9	63.1		13.1	Commendable

Branch 4. Comprehensive/Intensive Qualifiers



School	ELA Growth	Math Growth	AVG Growth	ELA Proficiency	Math Proficiency	AVG Proficiency	Science Proficiency	ELPtP	Full SI Cycle	Designation
A	32.7	44.4	38.5	75.6	71.4	73.5	85.3		No	...TBD
H	33	35.7	34.5	12.2	13.7	12.9	22.7		No	Comprehensive
I	33.7	36	34.9	8.1	0	4	39.9	37.7 7.07	Yes	Intensive

Branch 5. Approaching



School	ELA Growth	Math Growth	AVG Growth	ELA Proficiency	Math Proficiency	AVG Proficiency	Science Proficiency	ELPtP	Chronic Absenteeism	Designation
A	32.7	44.4	38.5	75.6	71.4	73.5	85.3		4.8	Approaching

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Decision Tree Modeling Tool

<Demo Link Here>

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