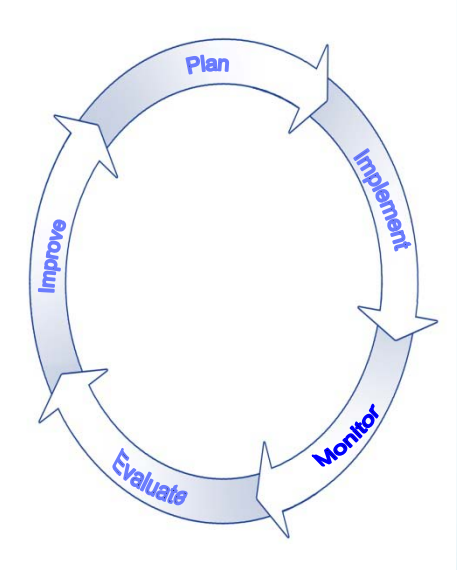
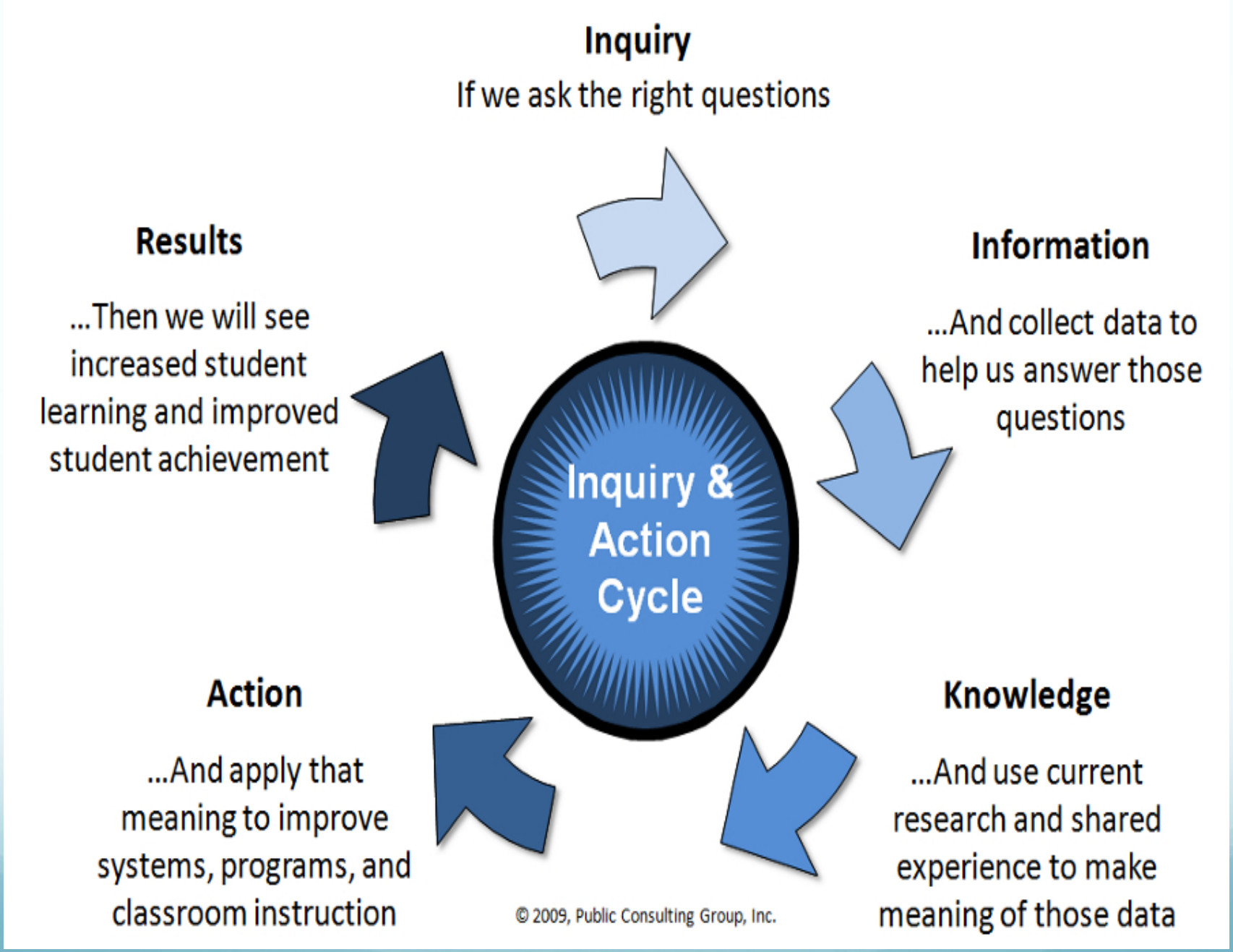
Arizona's
School Improvement Planning
Process
Modules 1, 2 & 3



Presented by
School Improvement and Intervention
School Effectiveness Unit
Arizona Department of Education
2010-2011

Your plan needs to answer the following questions

- Where are we now?
- Where do we want to go?
- How will we get there?
- How will we know we are there?
- How can we keep it going?


Inquiry
If we ask the right questions
Information
...And collect data to help us answer those questions
Knowledge
...And use current research and shared experience to make meaning of those data
Action
...And apply that meaning to improve systems, programs, and classroom instruction
Results
...Then we will see increased student learning and improved student achievement
Inquiry & Action Cycle
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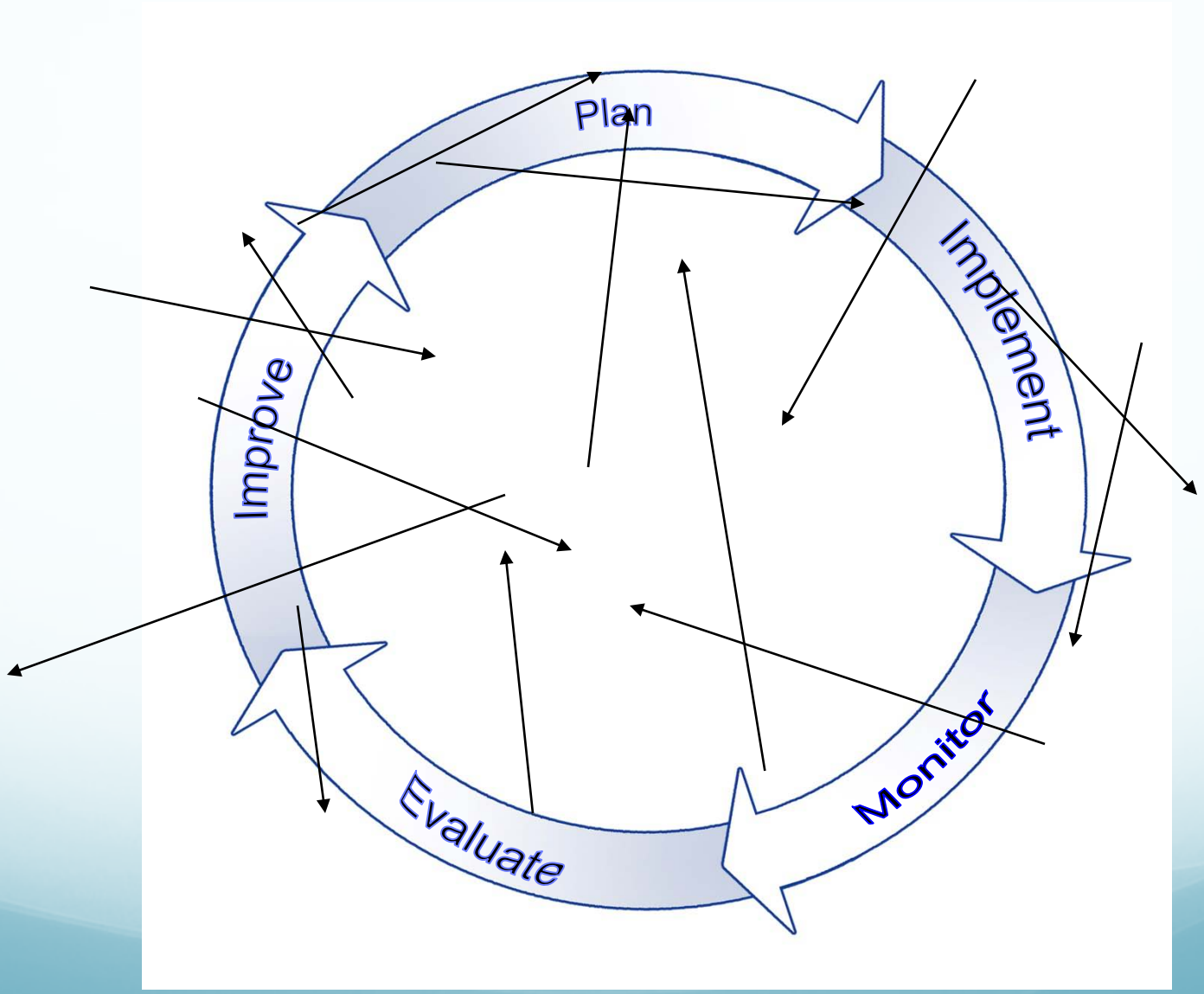
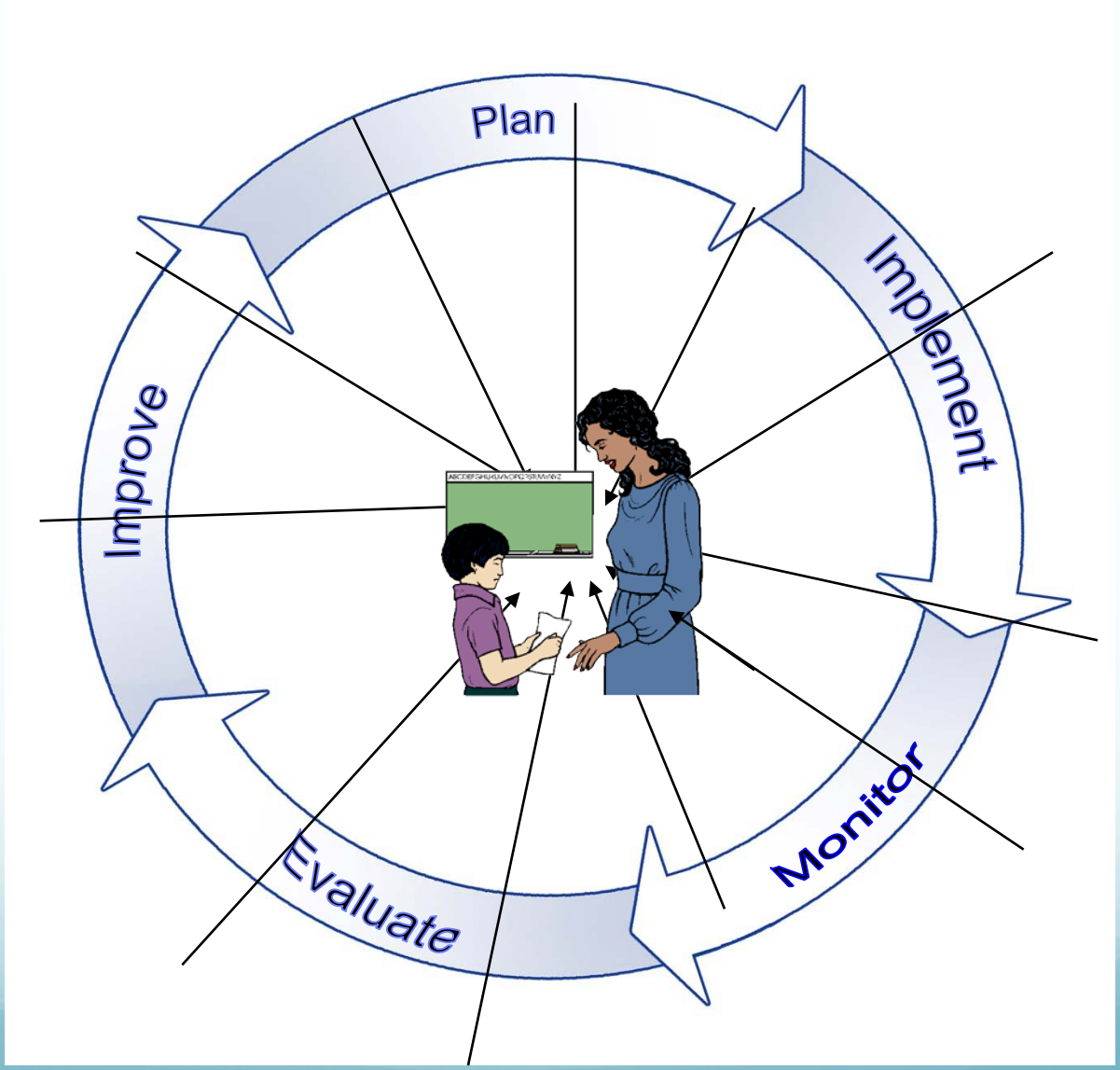
What can planning do for **my** school?

Move from random acts of improvement…



…to focused efforts



Getting started with the planning process

Needs Assessment Module 1 and 2

Needs Identification	
Student Achievement (Concerns)	Systems/Processes (Issues)

School Improvement Plan	
Goals	Strategies/Action Steps

Ongoing Monitoring	Fidelity of Implementation
Improved Student Achievement	Improved Systems/Processes

Definition of Needs Assessment

- A ***need*** is the ***gap*** between ***what is*** and what ***should be***
- A needs assessment is defined as the formal identification of the gaps, the placement of the gaps in priority order and the selection of the gaps that are the highest priority for action and resolution
- Needs assessment is an ongoing, dynamic process that seeks input and data from many sources to make decisions regarding instruction

Definition of Needs Assessment

- A comprehensive needs assessment is a systematic effort to acquire an accurate thorough picture of strengths and weaknesses within a school community, thus identifying the needs of the students in your school/district
- A needs assessment is a study conducted to a) determine instructional program strengths and weaknesses, b) identify unmet program and student needs c) serve as a basis for establishing program priorities, and d) make recommendations for the (re)allocation of educational resources

Needs Assessment Considerations

- Multiple data sources are needed – demographic, achievement, perceptual and programmatic
- There are advantages and disadvantages for ***all*** data sources
- Data sources should be current and appropriately used
- Data should be gather for all grade levels and for math, reading, and language
- Data should be used to make program decisions
- Data should be used for informed decision making in ***consultation*** with those who deliver instruction

Good Needs Assessments

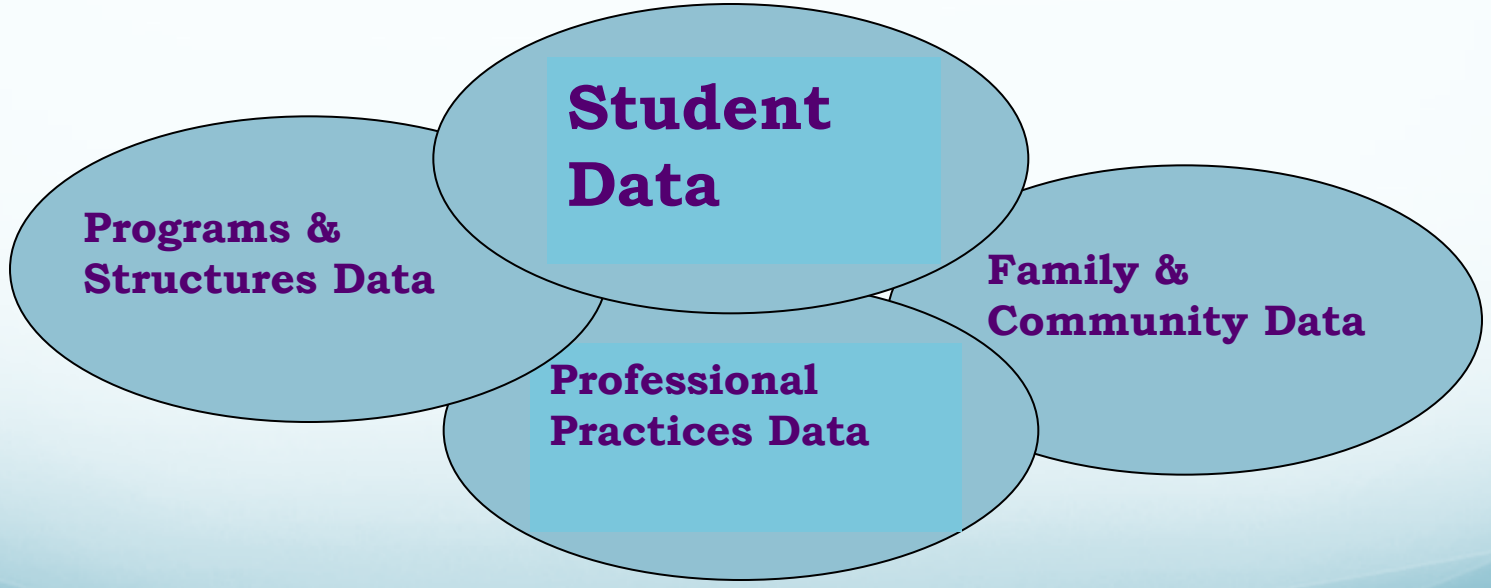
- Use systematic procedures
- Use multiple data sources
- Identify the educational needs of all students
- Establish the priority of these needs
- Are reported to a variety of audiences
- Are used in improvement planning

What Data is Needed?

Collect the data that is needed to answer critical questions

What types of data do we already have?

Do we need to focus on any particular category?



Examples of Data

Attendance & Enrollment records	Progress Charts and Checklists	Certificates of Completion of Activities
Logs and journals kept by students, teachers, parents	Unit or end-of-chapter tests	Teacher-Made tests
Newspaper articles, news releases	Diplomas or transcripts	Report cards
Letters of recommendation	Bills, purchasing orders and invoices	Activity or field-trip rosters
Student assignment sheets	Letters to and from parents, business persons, the community	Parent, student, teacher survey results

The Four Lens' of Data

Goals

Student Data: Student Learning

Standardized Test, Norm/Criterion-Referenced Tests, Teacher Observations, Authentic Assessments.

Strategies/Action Steps

Student Data: Demographics

Enrollment, Attendance, Drop-out rate, Ethnicity, Gender

Programs & Structures

Description of School Programs and Processes

Family & Community

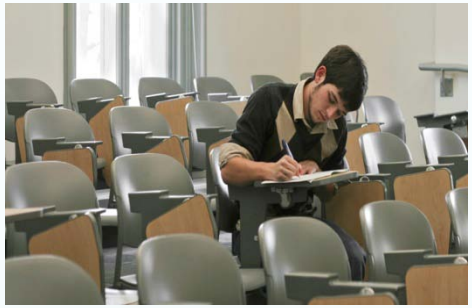
Perceptions of learning environment, values and beliefs, attitudes and observations.

Professional Practices

of highly effective, Professional development, Master's Degree

School Improvement Planning

Module 1



Conducting a Needs Assessment – Systems/Processes

Arizona School Improvement **Planning Process**

Where are we as an educational system?

*Conduct School Needs Assessment

How are our students doing?

*Report and analyze student learning: summative; formative; and diagnostic

How did we get to where we are?

*Summarize and interpret data
*Identify root causes
*Analyze contributing causes

Where do we want to be?

*Identify priorities
*Conduct gap analysis to determine the differences between current status and the desired results
*Goal setting

How are we going to get to where we want to be?

*Develop strategies and action steps to implement in order to achieve goal(s) set

How will we implement?

*Structures and frameworks are in place
*Decision rules are created
*Partnerships are established

How will we know if what we are doing is making a difference?

*Ongoing evaluation of plan as it is implemented
*Benchmarks set
*Revisions made along the way

Model for Using Data: Focus on Student Achievement

Collect Data	Organize and Report Data
Analyze and Interpret Data Reports	Utilize Data to Make Changes

Conducting an Evidenced-Based Needs Assessment Using the Standards and Rubrics for School Improvement

Standard 1:
School and District Leadership
Standard 4:
School Culture, Climate and Communication
STUDENT ACHIEVEMENT
Standard 2:
Curriculum, Instruction, & Professional Development
Standard 3:
Classroom and School Assessment

Standard 1: SCHOOL AND DISTRICT LEADERSHIP

The district and school leadership focuses on improved student achievement.

Indicators

1.1	The district/charter holder commits administrative support and professional development to create a student-centered, teacher-led learning community.
1.2	District/charter holder leadership blends both expectations and support to ensure that systems (i.e., fiscal, curricular, instruction, effective practices, assessments) are aligned to goals that focus on student achievement.
1.3	Leadership (i.e., governing board, district administration, and principals) has led an inclusive process of developing a sustained and shared philosophy, vision and mission that promotes a culture of excellence.
1.4	Leadership is developed and involved at all stakeholder levels, with a strong emphasis on teacher leadership.
1.5	Leadership actively promotes ongoing, two-way communication among multiple stakeholder groups.
1.6	All administrators have growth plans focused on the development of effective leadership skills that include the elements of the *Standards and Rubrics for School Improvement*.
1.7	Leadership works to build coherency and alignment by "reculturing" around state and federal accountability systems.
1.8	District/school leadership systematically uses disaggregated data in planning for diverse student needs, and then communicates data analysis information to school staff.
1.9	Leadership ensures that all instructional staff receives appropriate curriculum and instructional materials and are provided with professional development/training necessary to effectively use curricular, instructional, and data resources relating to the Arizona Academic Standards.
1.10	Leadership ensures that time is allocated and protected to focus on curricular and instructional issues.
1.11	Leadership promotes and sustains continuous school improvement by allocating resources (e.g., fiscal, human, physical, time), monitoring progress and resource use, and providing organizational structure.
1.12	The school is organized to maximize equitable use of all available fiscal resources to support high student and staff performance.
1.13	The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.

Circle each level of performance for the indicator and enter your data source/evidence.

Standard 1: SCHOOL AND DISTRICT LEADERSHIP

The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.13 The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.	A. The school staff and all stakeholders recognize the principal as the instructional leader of the school and consistently seek his/her input on a variety of instructional issues.	A. The school staff recognizes the principal as the instructional leader of the school and seeks his/her input on instructional issues.	A. The principal wants to be an instructional leader, but the majority of staff does not seek his/her input on instructional issues.	A. The principal does not show evidence of instructional leadership and staff does not seek his/her input on instructional issues.	•Parent focus groups •Observation •Interviews with school staff •Interviews with staff •Staff meeting agendas and minutes
	B. The principal engages students, staff, and other stakeholders in frequent conversations about student academic performance.	B. The principal leads staff in regular discussions about student academic performance.	B. The principal occasionally engages staff in discussions about student academic performance.	B. The principal rarely discusses student academic performance with staff.	

Indicator

Evidence listed

SCORING SUMMARY SHEET

Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY

The district and school leadership focuses on improved student achievement.

Indicators

1.1	The district/charter holder commits administrative support and professional development to create a student- centered, teacher-led learning community.	③	②	①	⓪
1.2	District/charter holder leadership blends both expectations and support to ensure that systems (i.e., fiscal, curricular, instruction, effective practices, assessments) are aligned to goals that focus on student achievement.	③	②	①	⓪
1.3	Leadership (i.e., governing board, district administration, and principals) has led an inclusive process of developing a sustained and shared philosophy, vision and mission that promotes a culture of excellence.	③	②	①	⓪
1.4	Leadership is developed and involved at all stakeholder levels, with a strong emphasis on teacher leadership.	③	②	①	⓪
1.5	Leadership actively promotes ongoing, two-way communication among multiple stakeholder groups.	③	②	①	⓪
1.6	All administrators have growth plans focused on the development of effective leadership skills that include the elements of the *Standards and Rubrics for School Improvement*.	③	②	①	⓪
1.7	Leadership works to build coherency and alignment by "reculturing" around state and federal accountability systems.	③	②	①	⓪
1.8	District/school leadership systematically uses disaggregated data in planning for diverse student needs, and then communicates data analysis information to school staff.	③	②	①	⓪
1.9	Leadership ensures that all instructional staff receives appropriate curriculum and instructional materials and are provided with professional development/training necessary to effectively use curricular, instructional, and data resources relating to the Arizona Academic Standards.	③	②	①	⓪
1.10	Leadership ensures that time is allocated and protected to focus on curricular and instructional issues.	③	②	①	⓪
1.11	Leadership promotes and sustains continuous school improvement by allocating resources (e.g., fiscal, human, physical, time), monitoring progress and resource use, and providing organizational structure.	③	②	①	⓪
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1.13	The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.	③	②	①	⓪

ANALYSIS OF RATINGS FOR STANDARD 1

Top 2-3 Strengths _____

Top 2-3 Limitations/Areas Needing Improvement _____

How Should I Conduct the Needs Assessment?

DO:

- Get as many stakeholders as you can get to complete this work. Support staff are critical participants.
- Break the whole group into small groups of 4-6. If you have a very small staff it can be done all together.
- Give each group 1-3 indicators to complete. Ensure they have access to necessary information – should be gathered prior to the meeting.

How Should I Conduct the Needs Assessment?

DO:

- Expect each group to come to a consensus on a score for each indicator assigned.
- When all groups have finished, each group shares their score <u>and</u> the evidence used to get the score.
- Compile the final scores onto the scoring summary sheet at the end of each standard.
- List the 2-3 strengths and 2-3 limitations or challenges that must be addressed.

How Should I Conduct the Needs Assessment?

DON'T:

- Put this into mailboxes and have it done as a survey. REMEMBER: this is an evidence-based inquiry.
- Do all 4 standards at one time. It's too much work if it's done correctly.
- Let scores be selected without any evidence listed. It becomes a simple reaction and may turn into a "gotcha" for school or district leadership.

Planning Worksheet

Section 1: Conduct a Needs Assessment using the Standards and Rubrics for School Improvement.

Guiding Question: Where are we as an educational system?

- Identify 4-5 strengths found from the Needs Assessment:
- Identify 4-5 challenge areas found from the Needs Assessment:

School Improvement Planning

Module 2

Continuation of Needs Assessment – Student Achievement

Report and analyze student learning

Arizona School Improvement **Planning Process**

Where are we as an educational system?

*Conduct School Needs Assessment

How are our students doing?

*Report and analyze student learning: summative; formative; and diagnostic

How did we get to where we are?

*Summarize and interpret data
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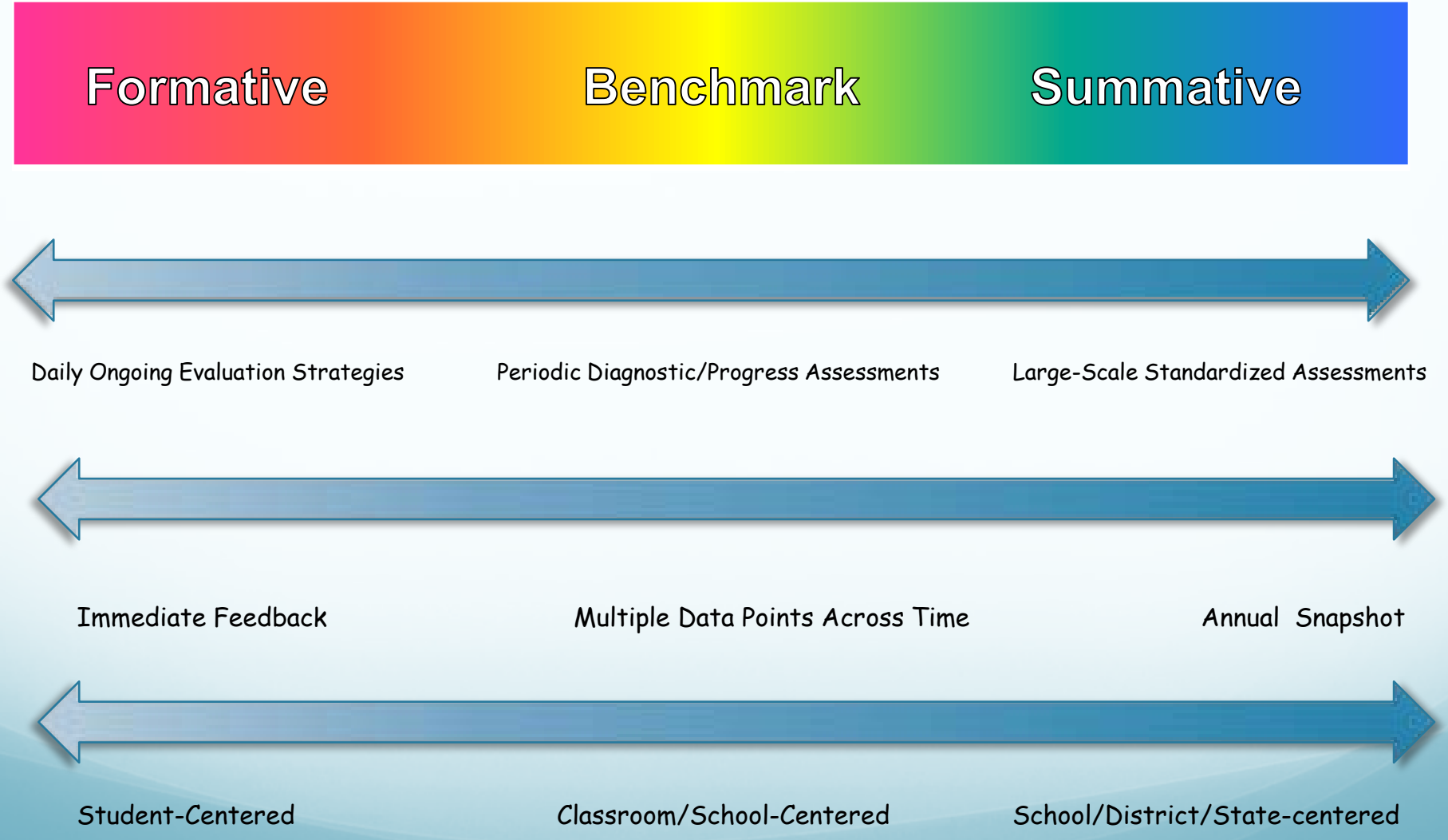
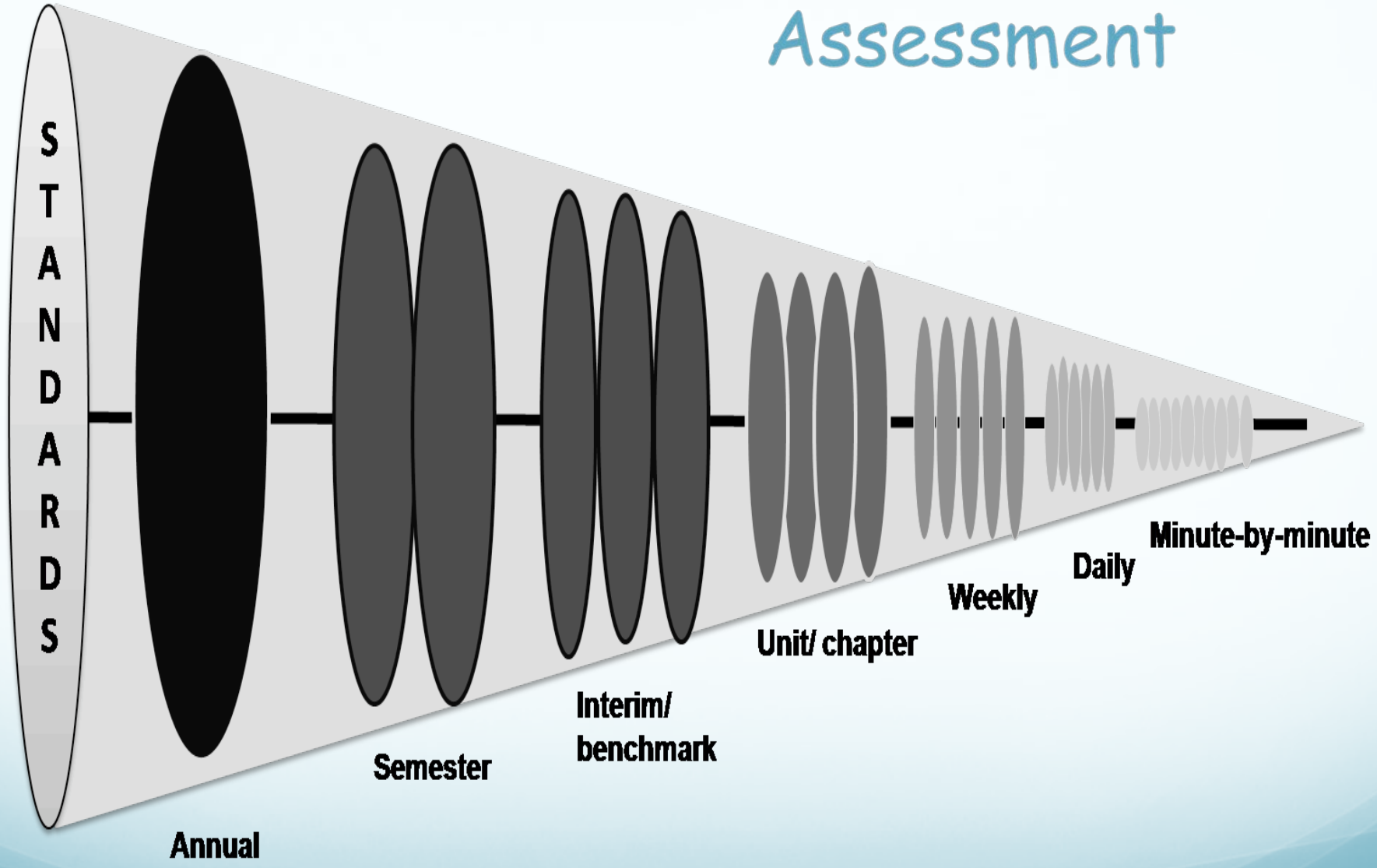
How will we know if what we are doing is making a difference?

*Ongoing evaluation of plan as it is implemented
*Benchmarks set
*Revisions made along the way

Balanced Assessment System



Assessment



Assessment and Accountability Center/West Ed/Margaret Heritage

Purpose of Assessments

- Formative – informs instruction – assessment *as* and *for* learning
- Benchmark – diagnoses student level of performance and/or monitors progress – assessment *of* learning
- Summative – monitors national, state, district, school and/or classroom progress – assessment of learning

The Data

Data can be organized by:

- Levels
  - ✓ District, School, Grade, Classroom and Student level
- Content Areas
  - ✓ Reading, Writing, Math
- Standard Strand, Concept, Performance Objective
  - ✓ **Concept 1: Data Analysis (Statistics)**
- Aggregated and Disaggregated
  - ✓ All students and subgroups

Model for Using Data: Focus on Student Achievement

Collect Data	Organize and Report Data
Analyze and Interpret Data Reports	Utilize Data to Make Changes

Organizing Data for Analysis

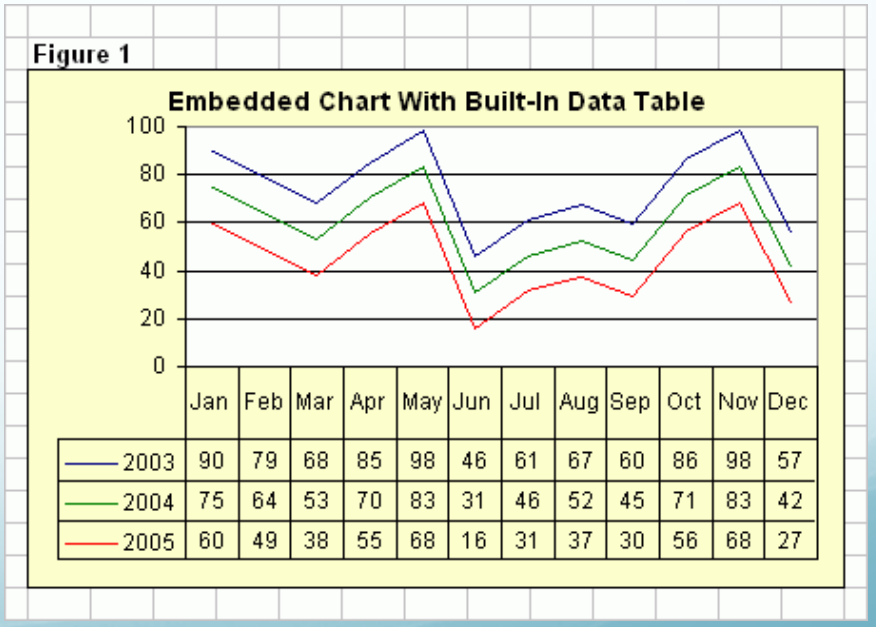
Decide:

- The data that needs to be reported
- The types of charts that need to be generated
- The format of the physical organization

Reporting Data for Analysis

- Data Tables
  - The purpose of data tables is to present information in a grid, or matrix, and to have column or rows that show the meaning of the information in the grid. When data tables are read straight through,—especially large ones—it's easy for users to get lost.

Symbol	Closing NAV	DIV	NAV Change	NAV Change %	Offer Price	10:00	11:00	12:00
FSAIX	27.13		+0.05 ↑	+0.18	27.97	27.05	27.06	27.01
FSAVX	25.90		+0.61 ↑	+2.41	26.70	25.62	25.65	25.66
FSRBX	34.63		+0.27 ↑	+0.79	35.70	34.51	34.44	34.44
FBIOX	48.08		+1.11 ↑	+2.36	49.57	47.72	47.81	47.94
FSLBX	43.65		+0.31 ↑	+0.72	45.00	43.53	43.42	43.38
FBSOX	12.50		+0.13 ↑	+1.05	12.89	12.43	12.42	12.42
FSCHX	40.81		+0.48 ↑	+1.19	42.07	40.55	40.61	40.61
FDCPX	29.42		+0.93 ↑	+3.26	30.33	29.02	29.07	29.10
FSHOX	27.93		+0.35 ↑	+1.27	28.79	27.69	27.64	27.78
FSCPX	21.52		+0.22 ↑	+1.03	22.19	21.40	21.38	21.38
FCYIX	13.00		+0.12 ↑	+0.93	13.40	12.92	12.92	12.94
FSDAX	43.68		+0.49 ↑	+1.13	45.03	43.30	43.34	43.37
FSDCX	12.95		+0.33 ↑	+2.61	13.35	12.76	12.78	12.79
FSELX	32.25		+0.92 ↑	+2.94	33.25	31.92	31.93	31.94



Reporting Data for Analysis

Data Charts and Graphs

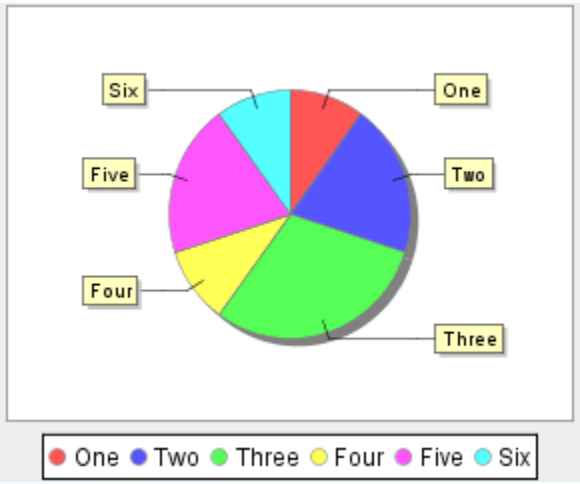
- A graph or chart is used to present facts in visual form. They are a drawing that displays the relative sizes of numerical quantities. A graph is one of the easiest ways to compare numbers.
- Graphs can be used to illustrate many types of data and are not limited to the simpler types such as line, bar, and circle. They should be used to make facts clearer and more understandable.

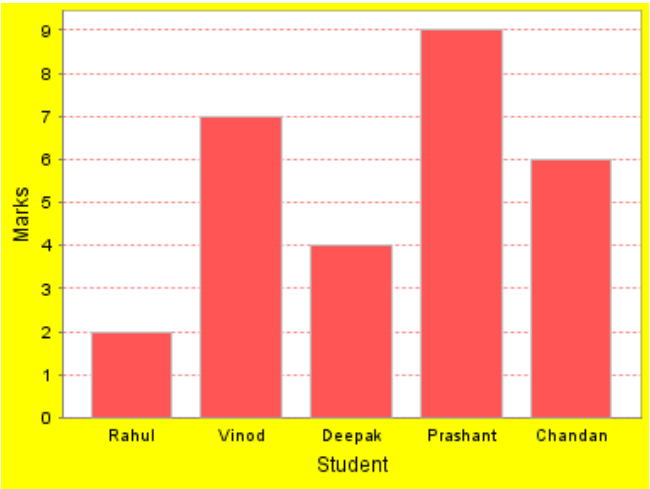
Reporting Data for Analysis

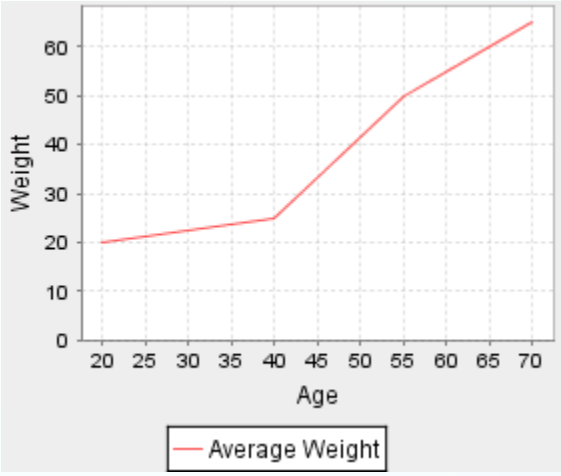
Data Charts and Graphs

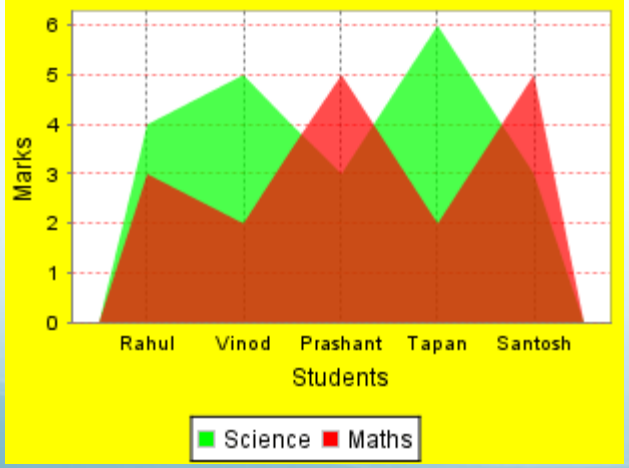
- There is a very little difference between these two terms. Both are used to embody visual elements that aid in our understanding of and interpreting the information.
  - **Charts**
    - Charts are usually used to represent simple two variable data, such as Bar charts or pie charts. These can also be used to refer quantities that refer complex data-dense maps.
  - **Graphs**
    - Graph is usually referred to be used in some mathematical sense because it usually contains X, Y or Z-axis. In a graph no data is represented without using axes and sometimes it is also divided into grids for easier classification of data.

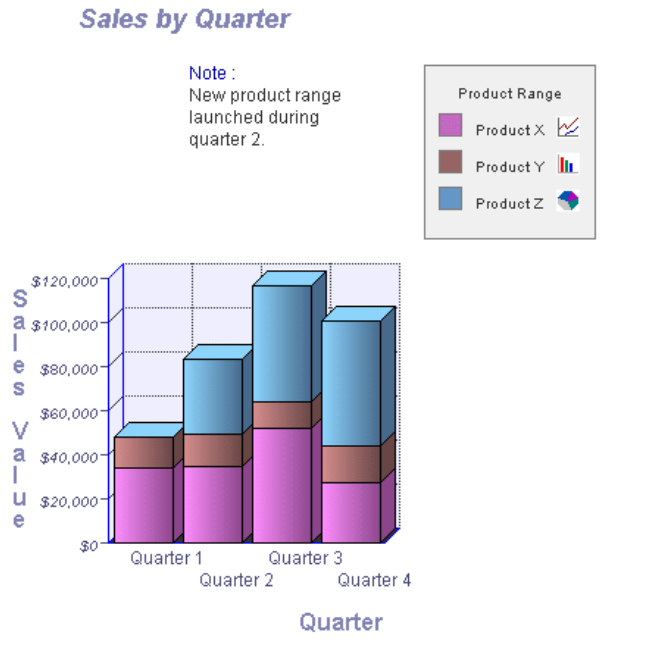
Reporting Data for Analysis











Model for Using Data: Focus on Student Achievement

Collect Data	Organize and Report Data
Analyze and Interpret Data Reports	Utilize Data to Make Changes

2. Use the questionnaire to discuss the status of
support programs for students "at risk."
3. Rate your observations and discuss the issues.
4. Record your observations and hypotheses.
Toksook

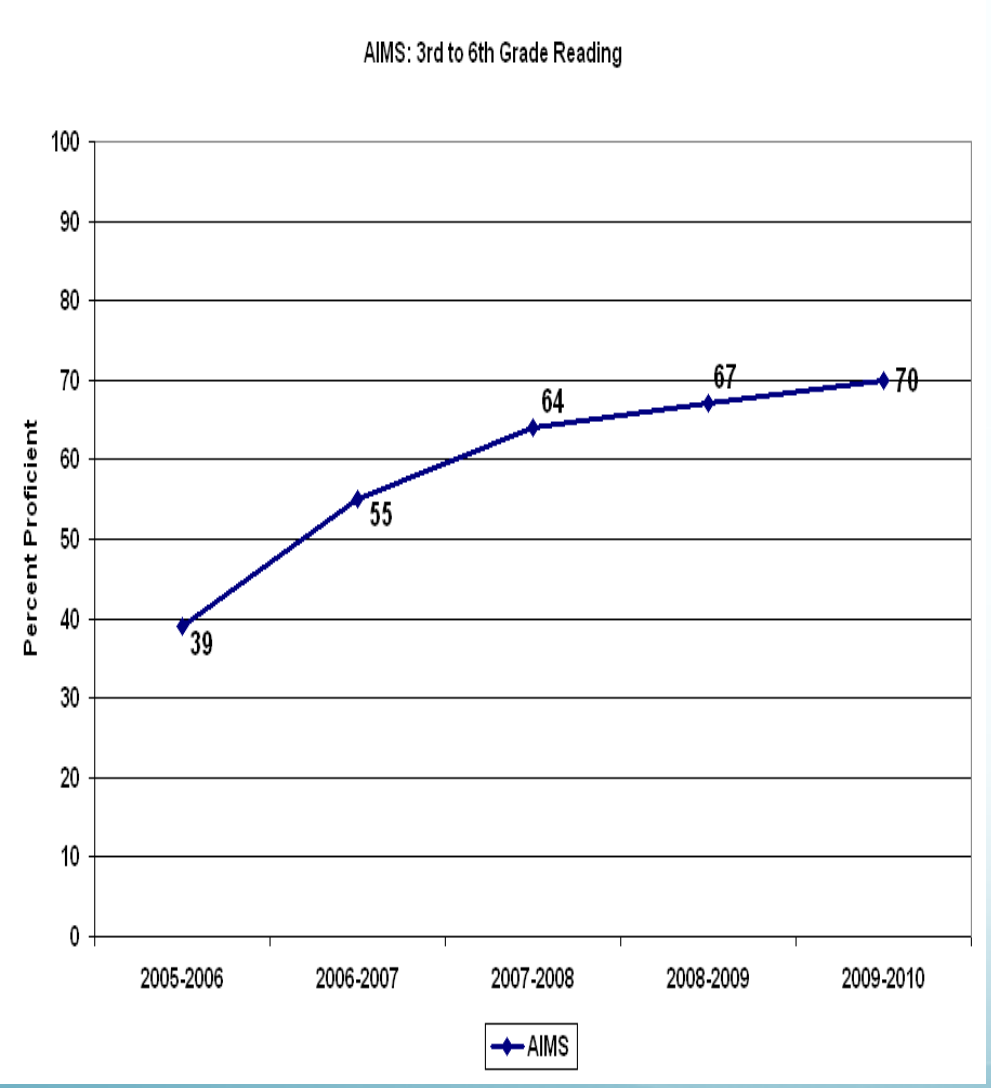
Analyze Data

Analyzing and interpreting are distinct processes to use with any type of data. Analysis includes using the data to determine results.

Example:

The results of the 2008-09 6th-grade reading assessment show that 58% of students are proficient. The school's goal might have been to have 75% of students achieve proficiency.

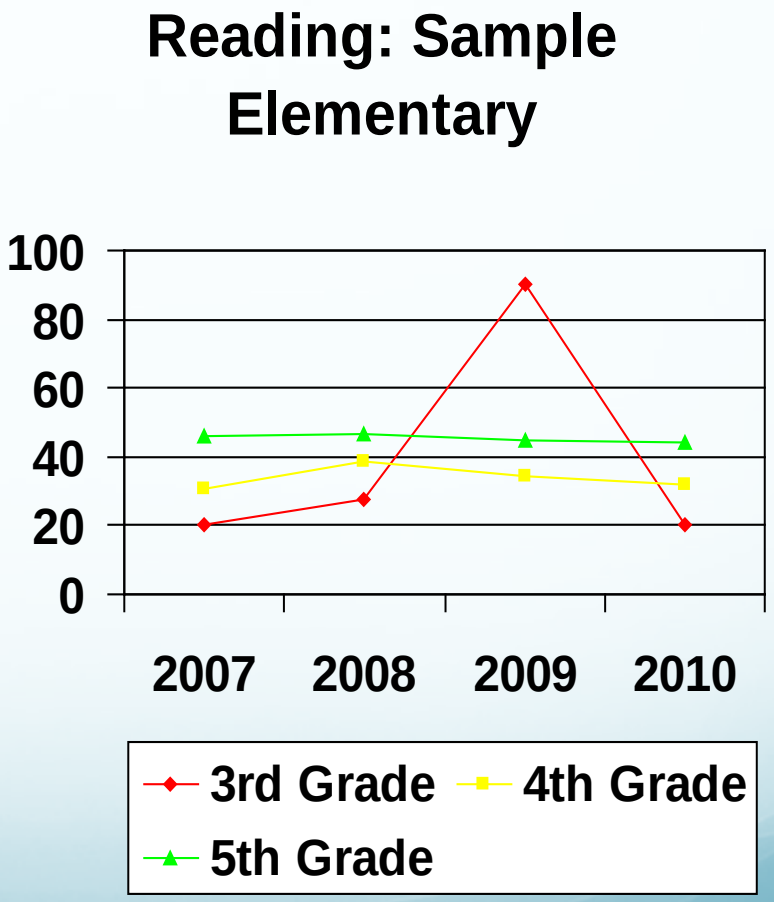
Analyze Data



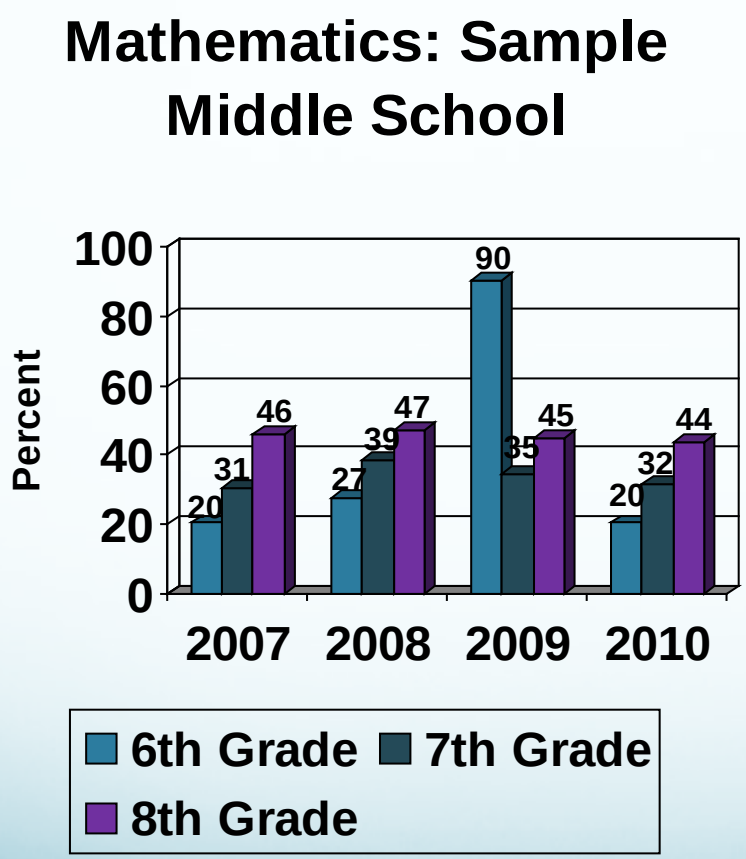
- How has Reading Achievement of the school increased over time? Are more students are proficient?
- What is the trend in reading achievement on AIMS from 2005 to 2010?
- How does this data compare to Benchmark or District assessments?
- What has contributed to the trend over time?

Analyze Data

- Do achievement scores go up? Down? Stay the same?
- For each grade level which was the best year? Worst? Why?
- Did the school and grade level achieve their set goal?
- Is the school moving in the right direction? Why or Why not?
- What contributed to the student performance?



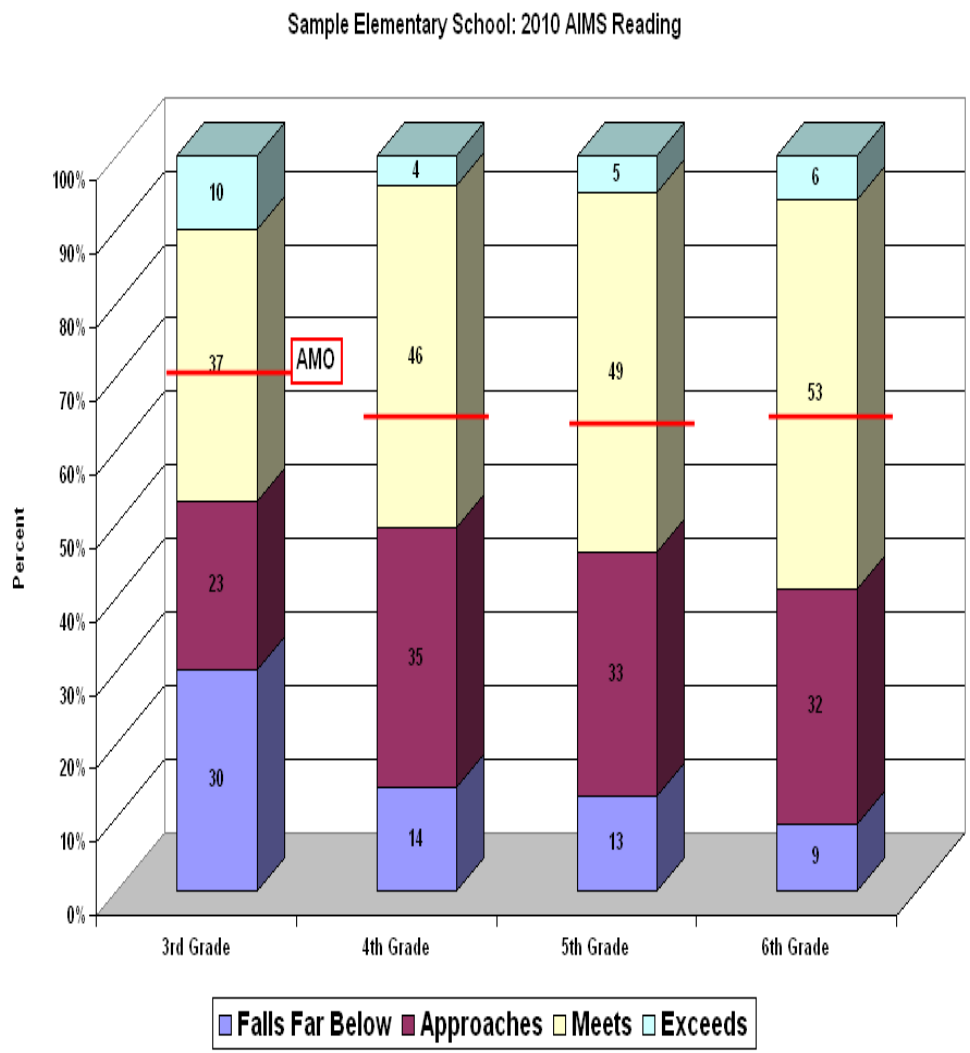
Analyze Data



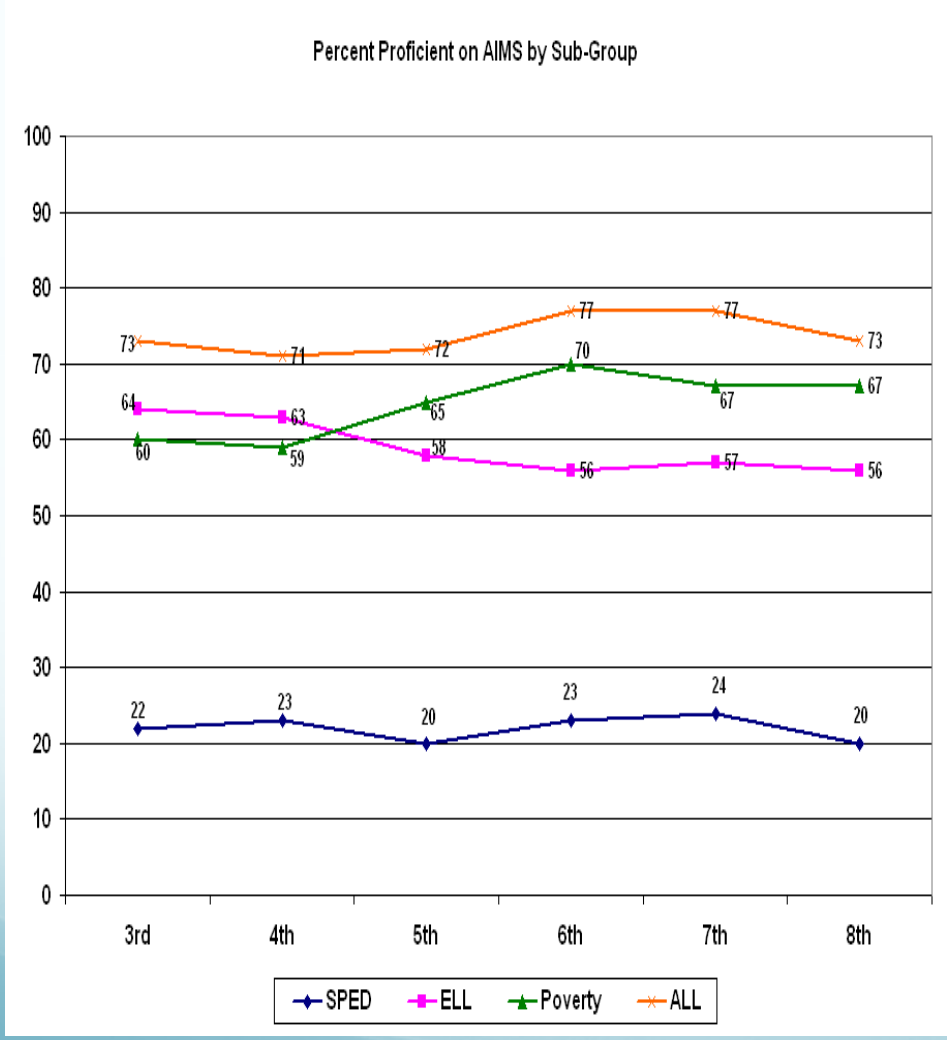
- What is the trend in mathematics for each grade level?
- Do percent proficient go up? Down? Or stay the same?
- What is the difference in each grade level from 2007 to 2010?
- Which grade levels are moving in the right direction?
- Which grade levels are not moving in the right direction?

Analyze Data

- How are students performing on AIMS?
- What percentage of students fell into each proficiency level?
- Is the grade level on track for meeting their Reading Goal?
- What contributed to th student achievement scores?



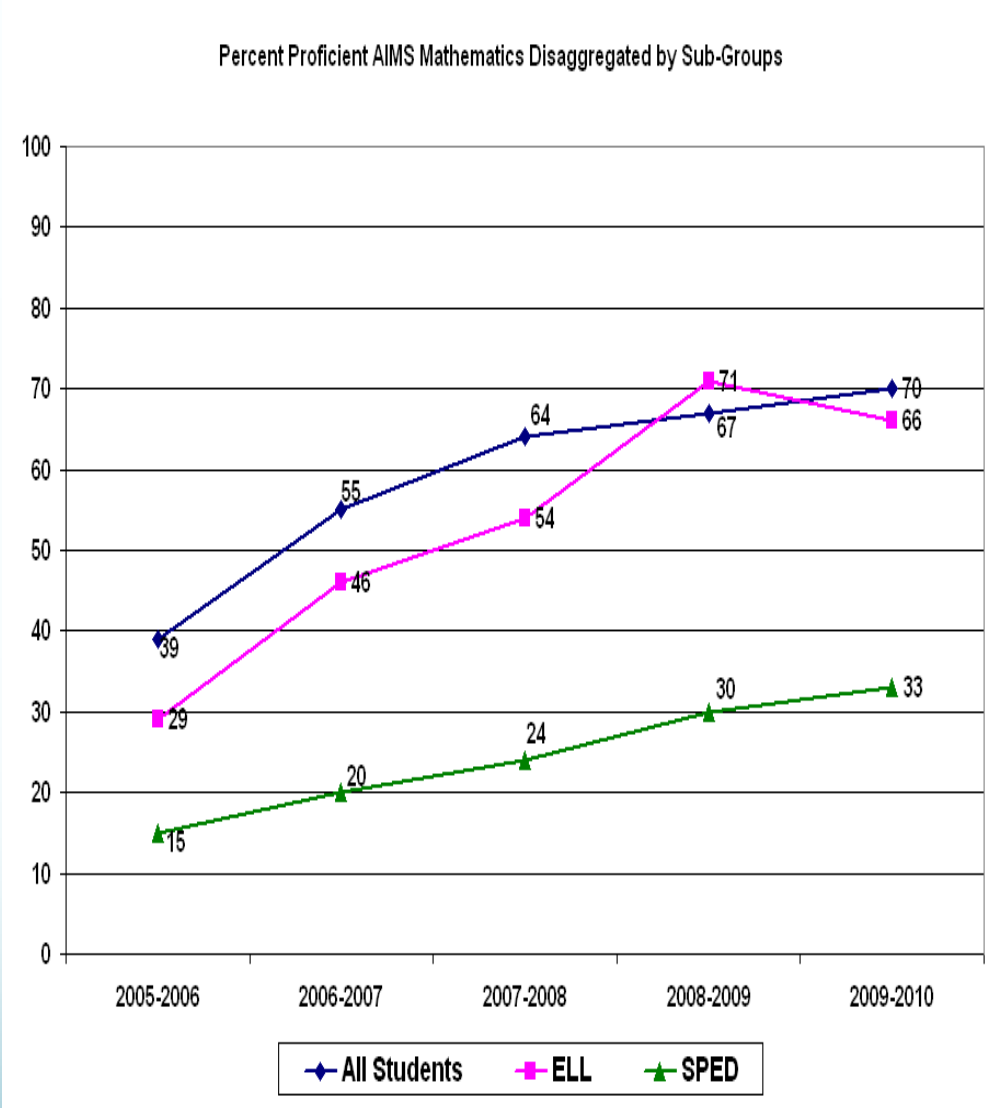
Analyze Data



- What are the gaps between the sub-groups and All Students?
- Which grade level has the smallest gap? Largest?
- From Grade to Grade, do the gaps increase or decrease?
- What might contribute to these gaps?

Analyze Data

- Has the performance of different subgroups of students improved over time?
- What are the gaps in achievement between different groups?
- What might be some of the reasons for the gaps between groups?
- Is the gap closing between the subgroups and all students group?



Summary

- Determine Data to Analyze
- Choose the format of the Data Reports
- Design thoughtful questions to analyze the reports
  - It is all about the questions that are asked.
- Record critical information to be used to make decisions
- Prepare to Interpret

Planning Worksheet

Section 2: Analyze and interpret student outcome data – identifying the "concerns"

- *Guiding Question: How are our students performing*
- Provide a detailed summary of the student data for the school. Include aggregate and disaggregated grade level data (see below chart), grade level or sub-group trends, identified strengths and continued challenges.

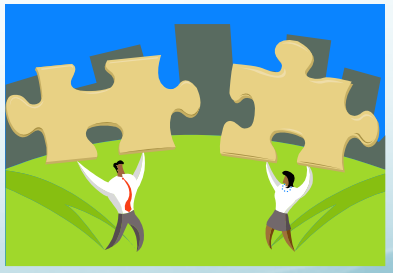
School Improvement Planning

Module 3

Summarize and interpret data and identify root causes

Module 3 Components

- Interpret the Data:
  1. Needs Assessment Data (Systems)
  2. Student Data
- Identify Contributing Causes
- Identify Root Causes
- Summarize the Data



Arizona School Improvement **Planning Process**

Where are we as an educational system?

*Conduct School Needs Assessment

How are our students doing?

*Report and analyze student learning: summative; formative; and diagnostic

How did we get to where we are?

*Summarize and interpret data
*Identify root causes
*Analyze contributing causes

Where do we want to be?

*Identify priorities
*Conduct gap analysis to determine the differences between current status and the desired results
*Goal setting

How are we going to get to where we want to be?

*Develop strategies and action steps to implement in order to achieve goal(s) set

How will we implement?

*Structures and frameworks are in place
*Decision rules are created
*Partnerships are established

How will we know if what we are doing is making a difference?

*Ongoing evaluation of plan as it is implemented
*Benchmarks set
*Revisions made along the way

Primary Issues

- Once the annual student learning goal is developed to address the primary concern, issues are clarified to determine challenges/barriers that must be addressed.
- Teams clarify issues in six recommended strands of improvement:
  1. Improving universal classroom instruction to engage all learners
  2. Improving interventions and enrichments
  3. Improving the culture of collaborative improvement
  4. Improving the "success for all climate"
  5. Improving assessment and data use
  6. Improving family and community partnerships
- Improvement tasks are very specific, with actions, dates and staff responsible

Interpret the Data

Interpreting data gives staff an opportunity to explore the meaning of the results. Knowing what contributed to improvements is as important as knowing the results.

The interpretation process digs deeper into knowing the reason for the results. (Why did we get what we got?)

Example:

How did the students with disabilities improve so dramatically in such a short time? What changes in teaching, resources, staff, or professional development occurred in this time that might have influenced the results?

It is all about the Questions you Ask!

Interpret the Data

- **Needs Assessment Data**
  - Based on the results, what are the areas of concern? What are the areas of strength? *Use data reported in Section 1.*
  - What are the possible causes for the problems identified?
  - What are the possible causes for the areas of strength?

Area (s) of Concern Noted	Factors identified that contribute to concern	Possible action (s)

Area (s) of Strength Noted	Factors identified that contribute to the strength	Possible action (s) to replicate

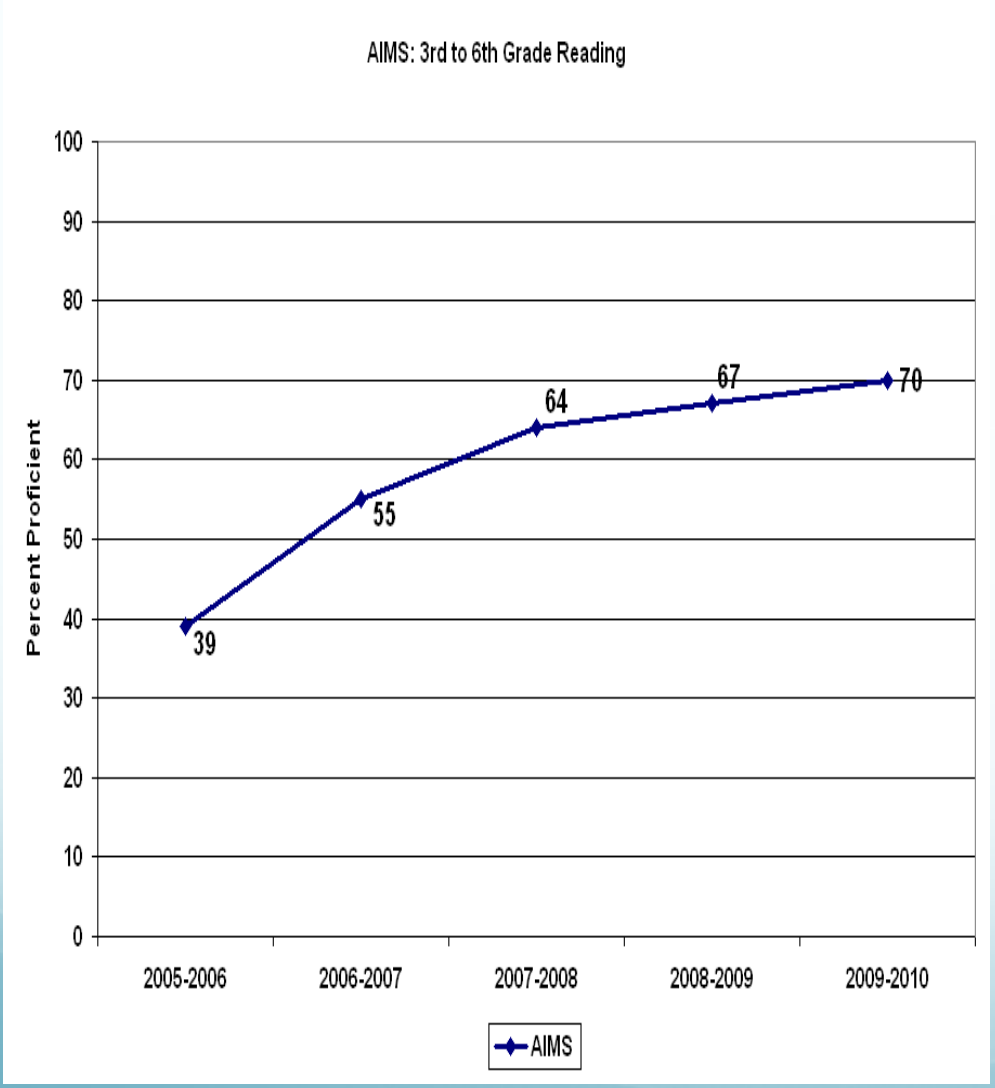
Interpret the Data

- **Student Data**
  - Based on the results, what are the areas of concern in each grade level? What are the areas of strength?
  - What are the possible causes for the problems identified?
  - What are the possible causes for the areas of strength?

Use the chart to organize any challenge, strength and causal factors identified.

Grade Level	Identified Strength	Identified Challenge	Factors Identified that contributed

Interpret the Data



- How has Reading Achievement of the school increased over time? Are more students proficient this year than last? From year to year?
- What is the trend in reading achievement on AIMS from 2005 to 2010?
- How does this data compare to Benchmark or District assessments?
- **What has contributed to the trend over time?**

Root Causes

- **Root cause analysis** is a problem solving method aimed at identifying the root causes of problems or incidents. Root cause analysis is predicated on the belief that problems are best solved by attempting to correct or eliminate root causes, as opposed to merely addressing the immediately obvious symptoms.
- By directing corrective measures at root causes, it is hoped that the likelihood of problem recurrence will be minimized.
- However, it is recognized that complete prevention of recurrence by a single intervention is not always possible. Root cause analysis should always be considered an iterative process, and a tool of continuous improvement.

Tools for Root Cause Analysis

The **5 Whys** is a questions-asking method used to explore the cause/effect relationships underlying a particular problem. Ultimately, the goal of applying the 5 Whys method is to determine a root cause of a problem.

By repeatedly asking the question "Why" (five is a good rule of thumb), you can peel away the layers of symptoms which can lead to the root cause of a problem. Although this technique is called "5 Whys," you may find that you will need to ask the question fewer or more times than five before you find the issue related to a problem.

- **Benefits Of The 5 Whys**
  - Help identify the root cause of a problem.
  - Determine the relationship between different root causes of a problem.
  - One of the simplest tools

- **When Is 5 Whys Most Useful?**
  - When problems involve human factors or interactions.

Tools for Root Cause Analysis

The " 5 Whys"

How To Complete The 5 Whys

1. Write down the specific problem. Writing the issue helps you formalize the problem and describe it completely. It also helps a team focus on the same problem.

2. Ask Why the problem happens and write the answer down below the problem.

3. If the answer you just provided doesn't identify the root cause of the problem that you wrote down in step 1, ask Why again and write that answer down.

4. Loop back to step 3 until the team is in agreement that the problem's root cause is identified. Again, the team may not ask "Why" 5 times and they made need to ask "Why" more.

Tools for Root Cause Analysis

Example of the 5 Whys

Problem Statement: My car will not start. (the problem)

1. *Why?* - The battery is dead. (first why)
2. *Why?* - The alternator is not functioning. (second why)
3. *Why?* - The alternator belt has broken. (third why)
4. *Why?* - The alternator belt was well beyond its useful service life and has never been replaced. (fourth why)
5. *Why?* - I have not been maintaining my car according to the recommended service schedule. (fifth why, a root cause)
6. *Why?* - Replacement parts are not available because of the extreme age of my vehicle.

- I will start maintaining my car according to the recommended service schedule. (solution)

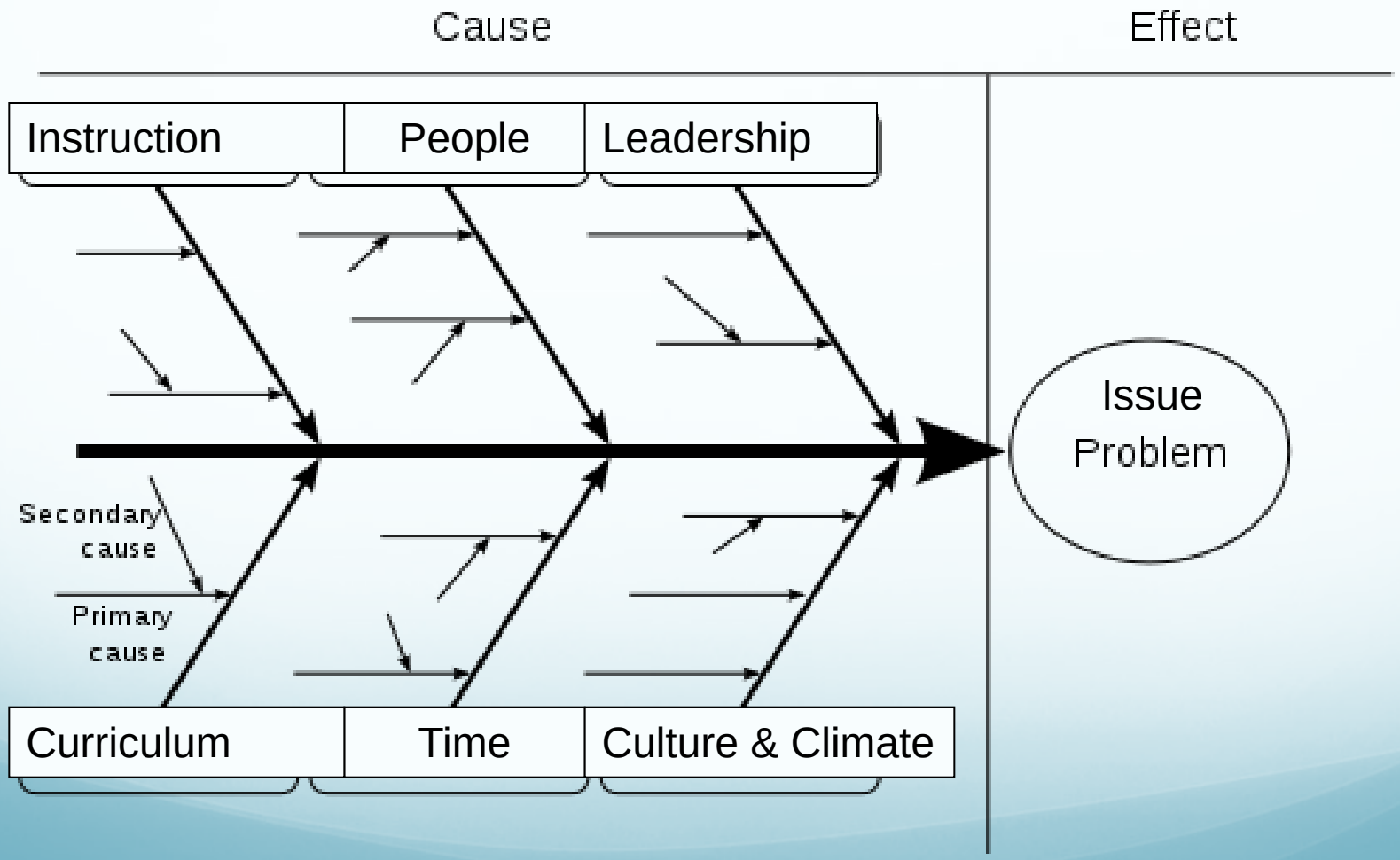
Tools for Root Cause Analysis

- The fishbone diagram or cause-and-effect diagram is another method for conducting Root Cause Analysis. Due to its simplicity, it is frequently used to identify the root cause of identified problems.

- Each cause or reason for the problem is a source of variation. Causes are usually grouped into major categories to identify these sources of variation. The categories typically include:
  - People: Anyone involved with the process
  - Methods: How the process is performed and the specific requirements for doing it, such as policies, procedures, rules, regulations and laws
  - Machines: Any equipment, computers, tools etc. required to accomplish the job
  - Materials: Raw materials, parts, pens, paper, etc. used to produce the final product
  - Measurements: Data generated from the process that are used to evaluate its implementation
  - Environment: The conditions, such as location, time and culture in which the process operates

Tools for Root Cause Analysis

Purpose of the Fishbone Diagram: To break down (in successive layers of detail) root causes that potentially contribute to a particular effect.



Planning Worksheet

Section 3: Summarize and interpret data – identify the "primary issues"

Guiding Question: How did we get here?

- **Provide the conclusions the school has reached based on the analyzed data from the previous section.**
  - Include the data used for analysis, the observations, findings, identified root causes, and conclusions reached by the team.

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