



Root Cause Analysis Module

Fall, 2020



Learning Targets

1

Understand the purpose of conducting a root cause analysis

2

Use the fishbone method to determine the root cause of your primary need

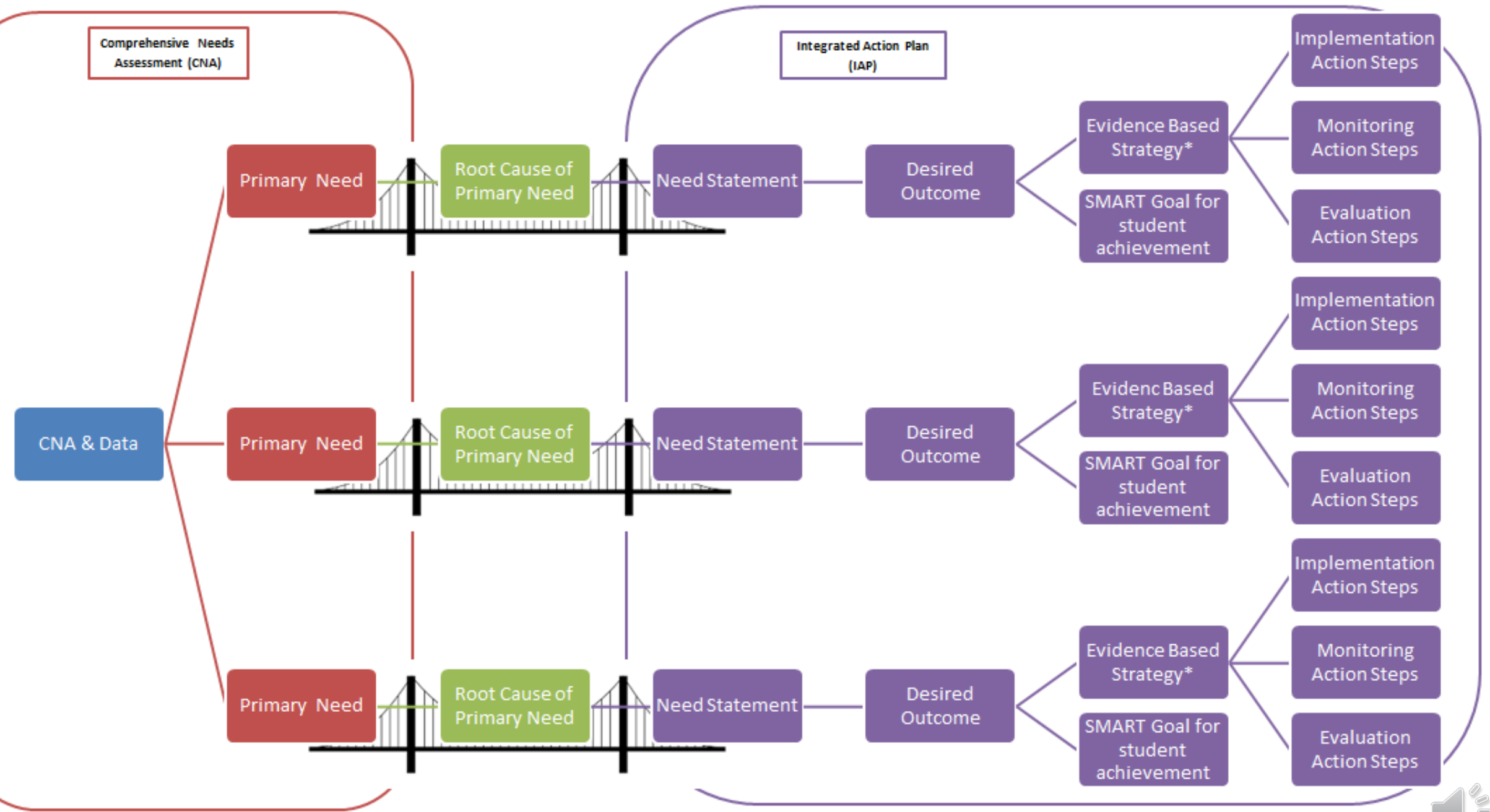
3

Create need statements and desired outcomes to solve the root cause



Comprehensive Needs Assessment (CNA)

Integrated Action Plan (IAP)



*Special Reminders: Strategies must be evidence based and there could be multiple strategies to support the desired outcome.



Identifying Primary Needs



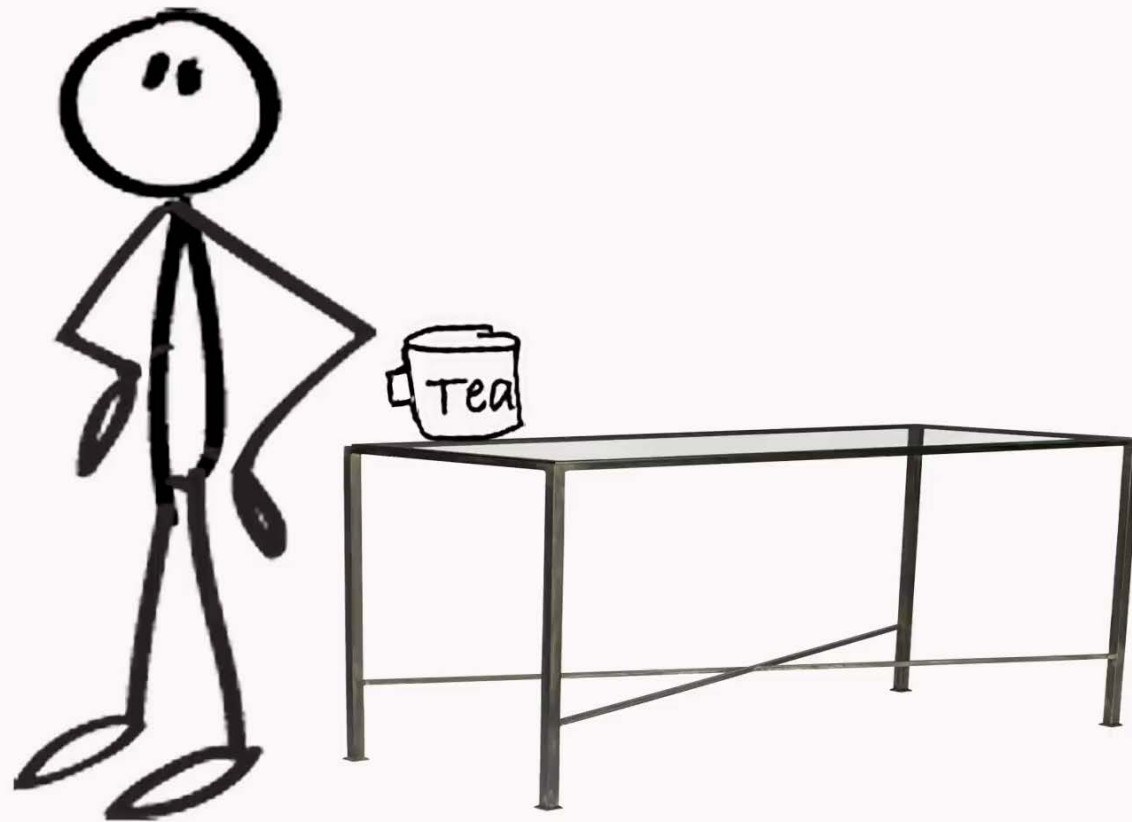
- Divide chart paper in half
- Headings:
 - Strengths
 - Areas of Development
- Review the CNA Final Summary Page in GME and discuss your strengths and areas of development – list the indicators in each column
- Discuss patterns, trends and data that showcase your need
- Highlight the top 3 needs on chart

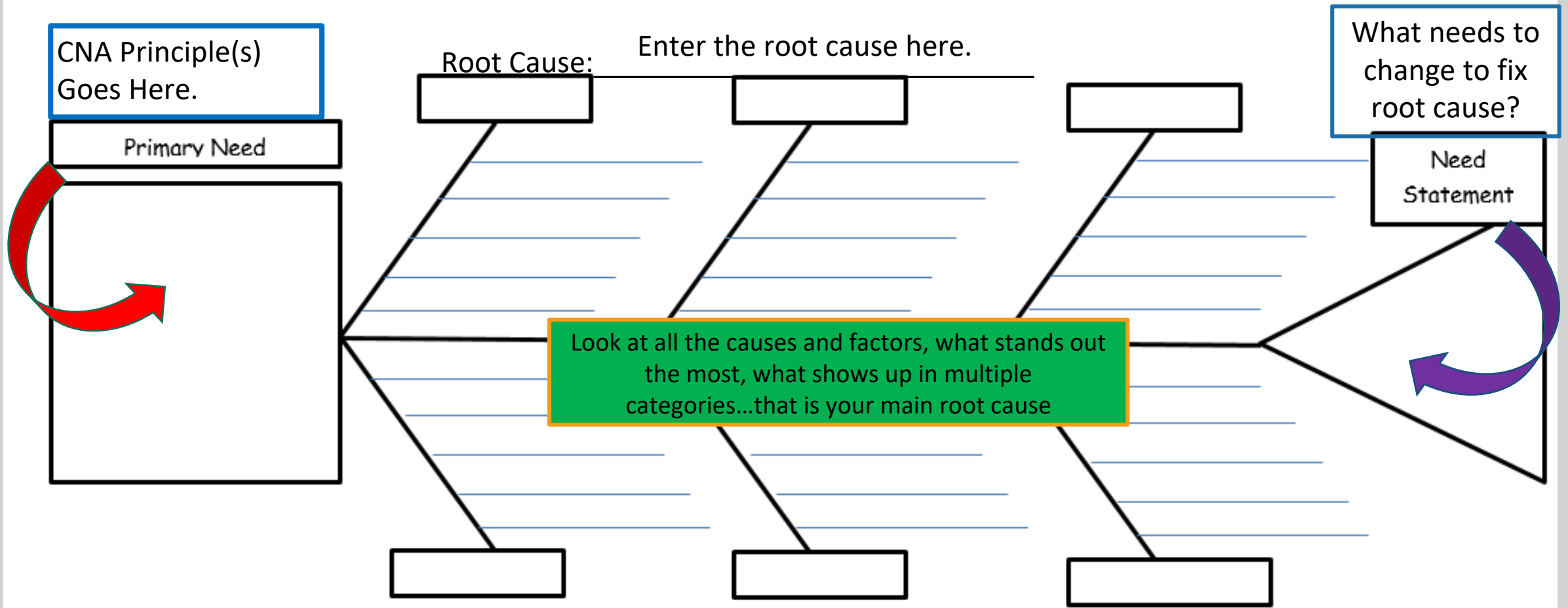


Have a primary need, now what?



The Fishbone Problem Solving Process





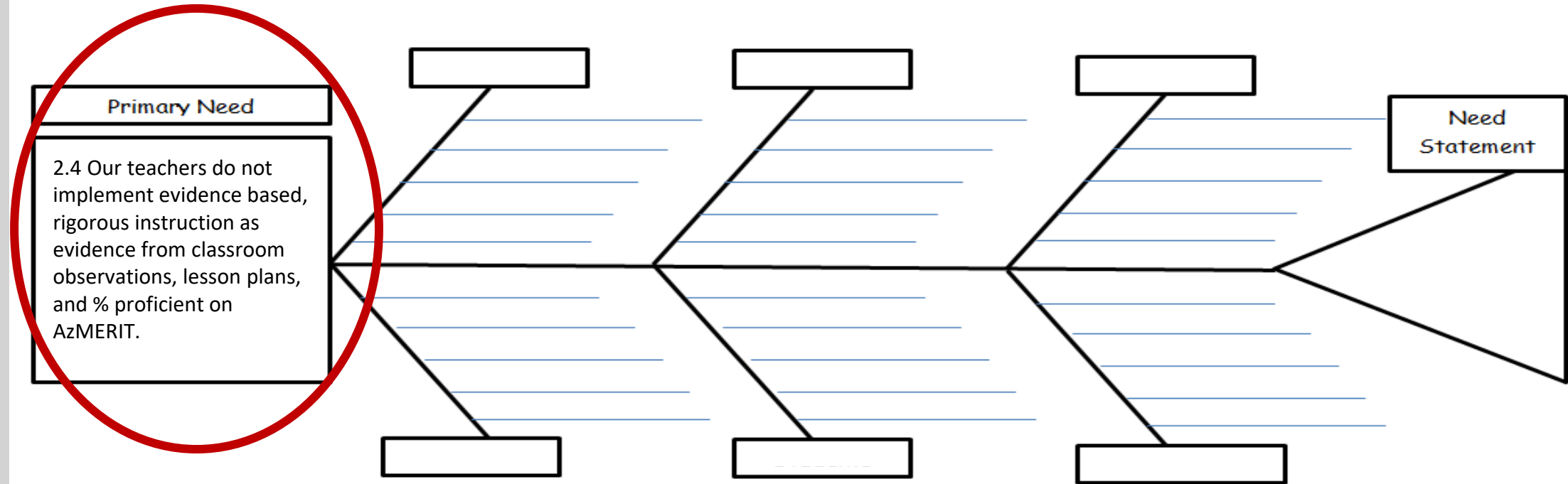
Desired Outcome (Positively Restate your Needs Statement):

Describe the CNA principle after the problem is fixed.



Fishbone template for Schools

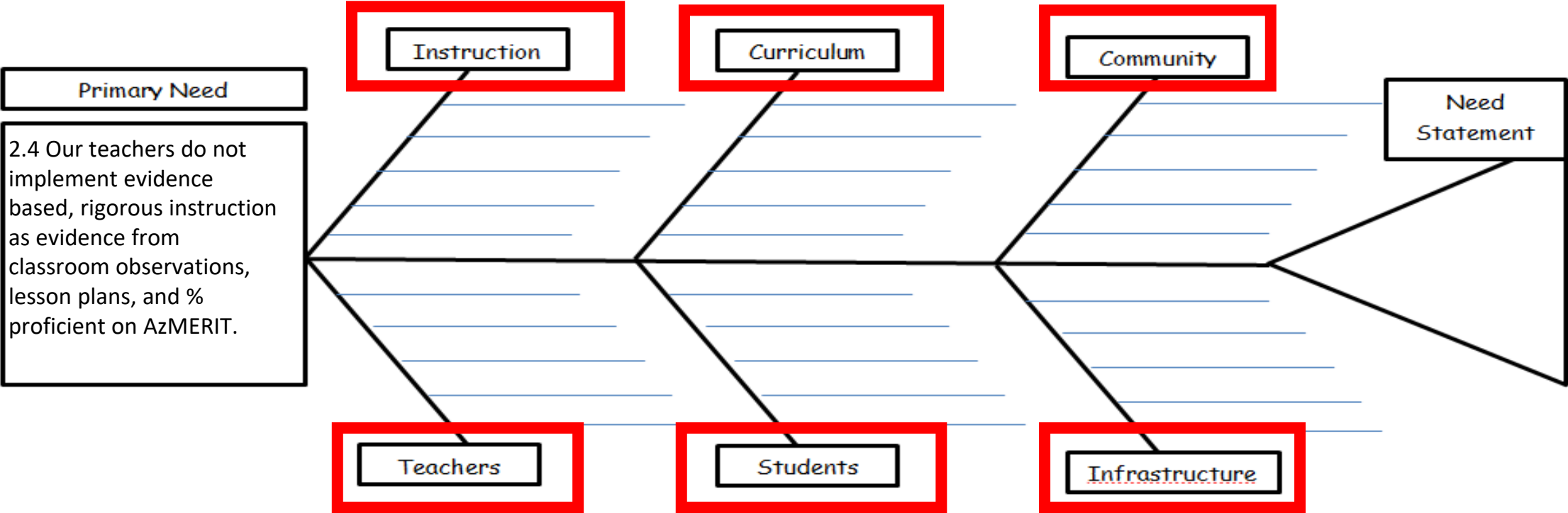
Root Cause: _____



Desired Outcome (Positively Restate your Needs Statement):



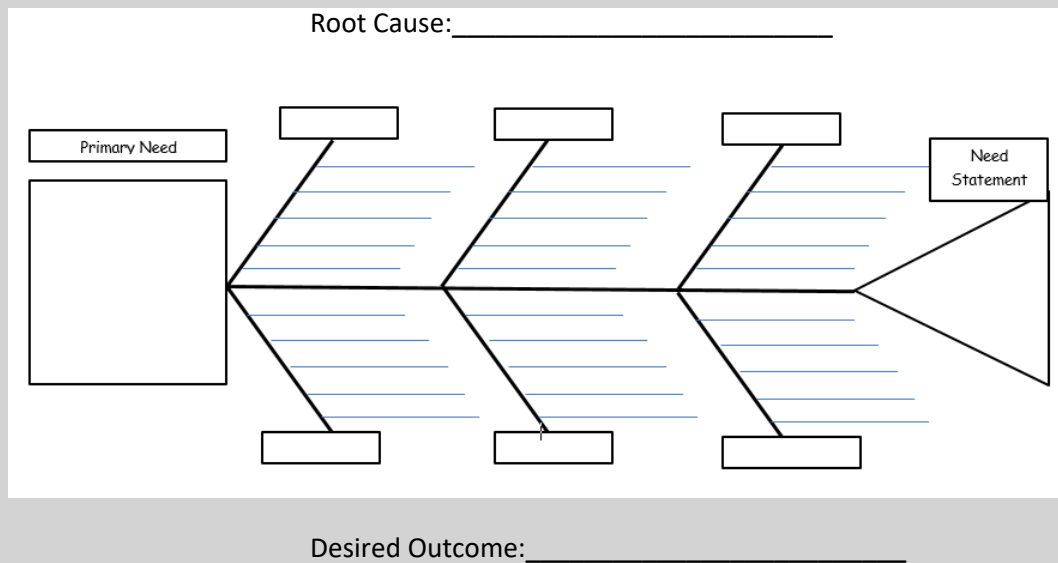
Root Cause: _____



Desired Outcome (Positively Restate your Needs Statement):



Possible Additional Fishbone Categories



- Leadership
- Assessment
- Transportation
- Attendance
- Time
- Professional development
- Climate/culture
- Technology
- Subgroups



Sample Target Questions

- How do you know the problem exists?
- What are your teachers or staff doing or not doing to contribute to the problem?
- What are students doing or not doing to contribute to the problem?
- What is the community or family doing or not doing to contribute?
- What school systems support the problem?
- What systems do not support the problem?
- What barriers are in place?
- How does the curriculum contribute?
- How does time contribute?
- Does the school schedule play a role in the problem?
- What causes the teachers to contribute to the problem?
- Why do students feel or act a certain way?
- How does instruction contribute to the problem?

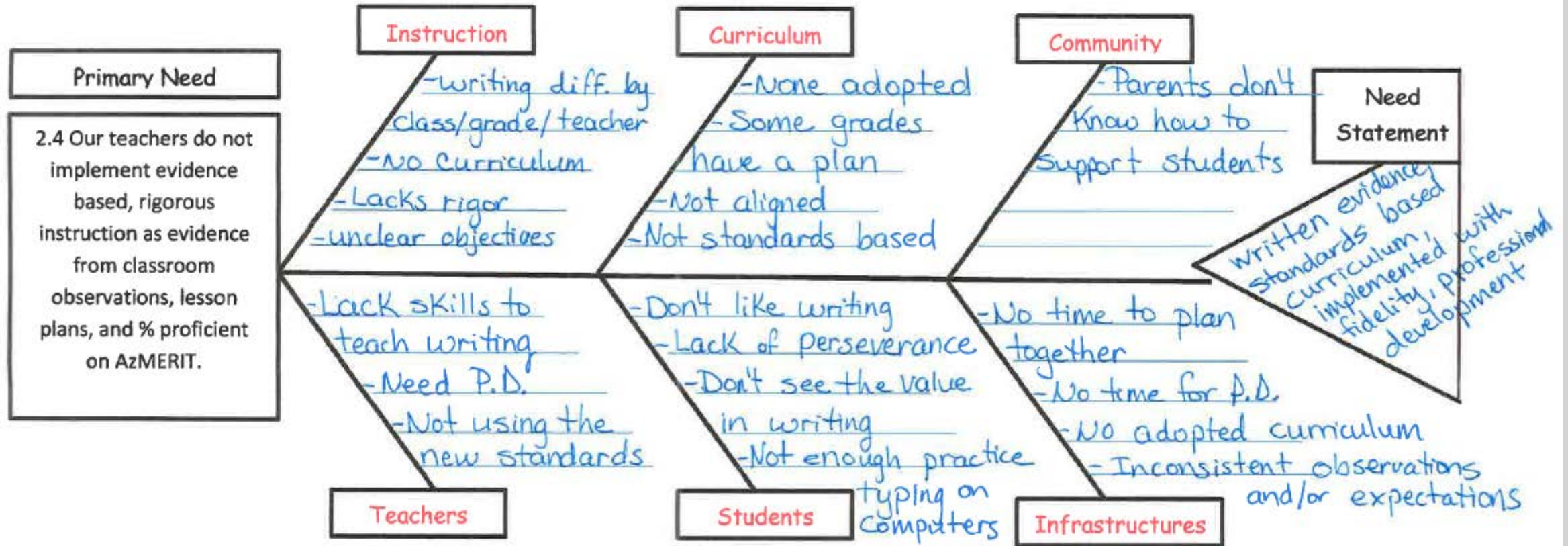




You Will Have to Study Your Diagram to Identify the Root Cause



Overall Root Cause: No writing curriculum and lack of training.



Desired Outcome (Positively Restate your Needs Statement):

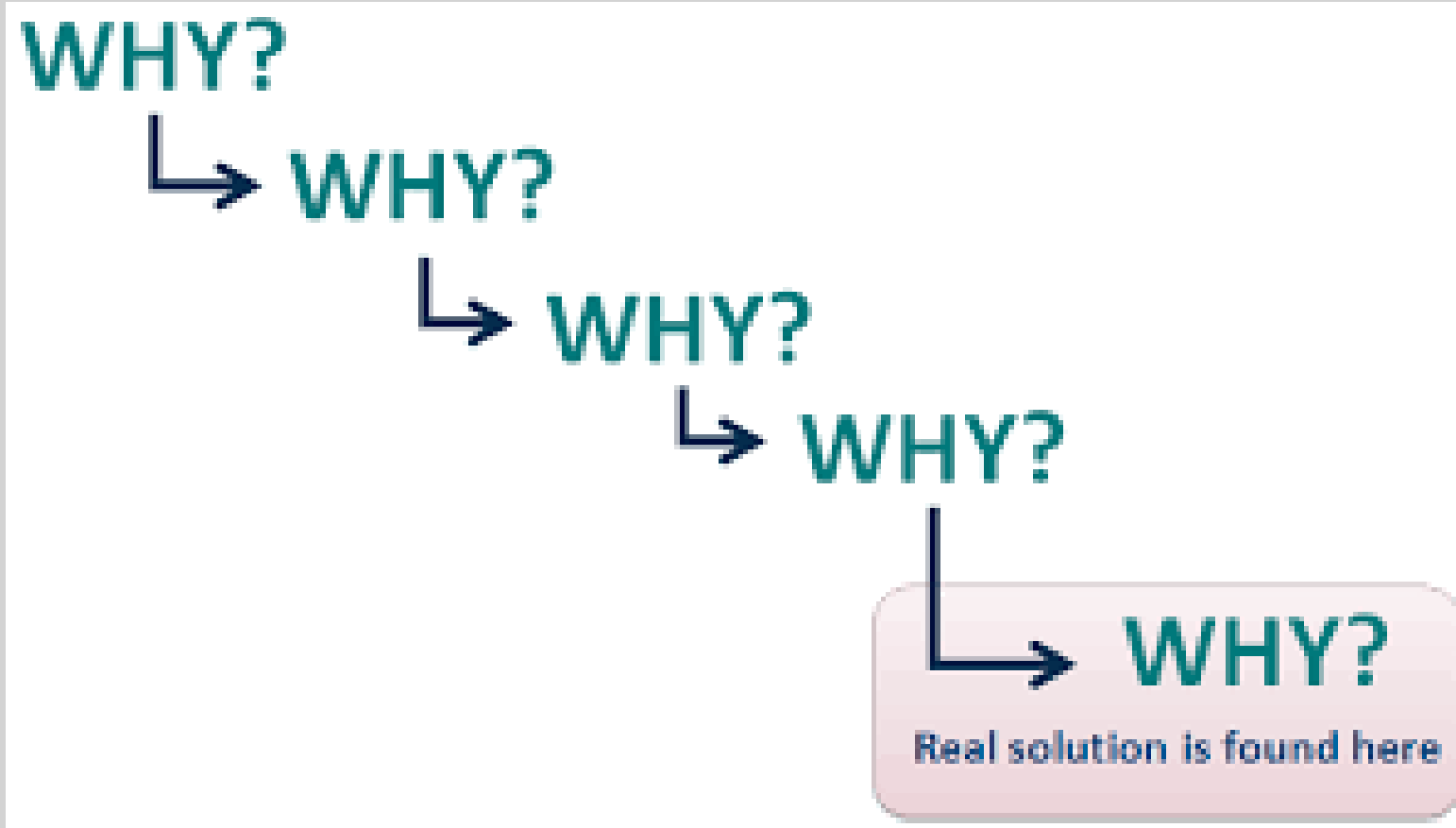
Writing curriculum aligned to grade & content standards, implemented with fidelity to increase % proficient on writing assessment.



What if my
tail is too big?



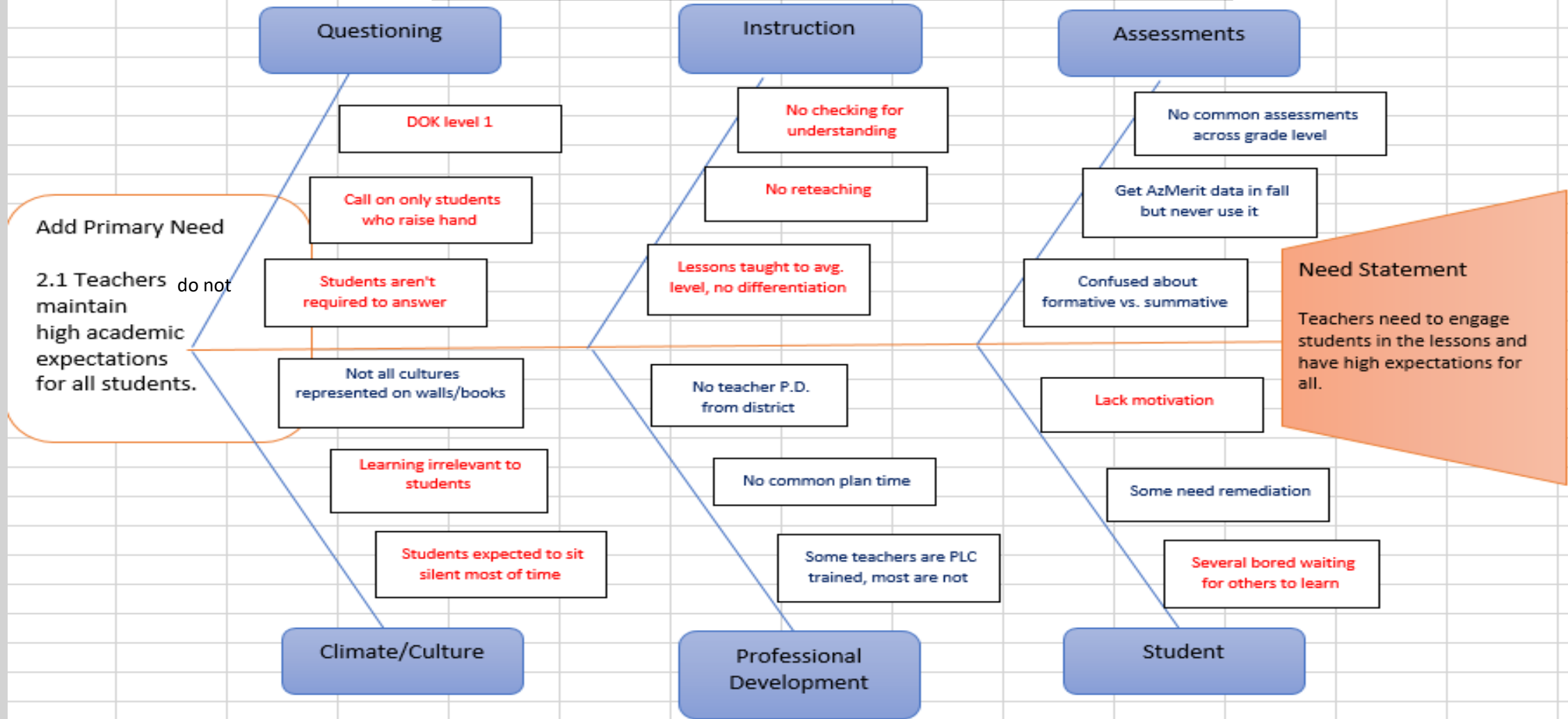
Sometimes you have to dig a little deeper...



How to Use the 5 Whys



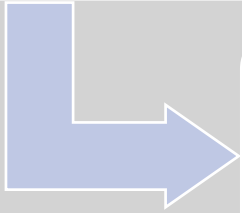
Overall Root Cause: low rigor, lack of student engagement, no motivation, teachers just going through the motions, lack of relevancy



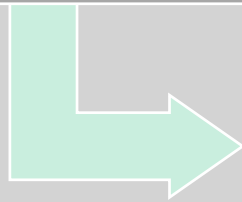
Desired Outcome: Teachers will maintain high academic expectations for all students by actively engaging them in high level learning activities in all areas of instruction.



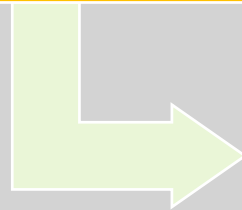
Why do teachers have low expectations for student achievement?



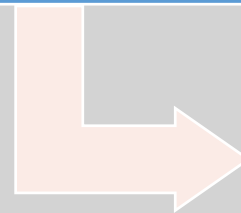
They don't understand the students' needs.



They don't take time to build relationships with students.



They don't know how to build a relationship.



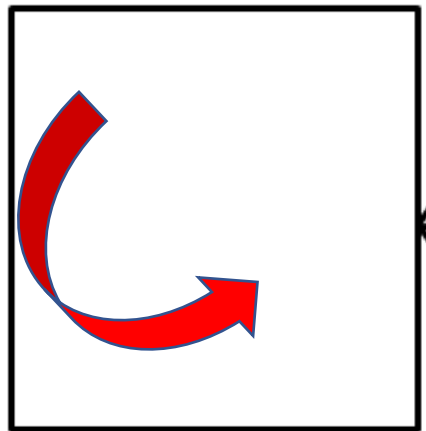
They don't have strategies to build relationships with students.

*Why? Why? Why?
Why? Why?*

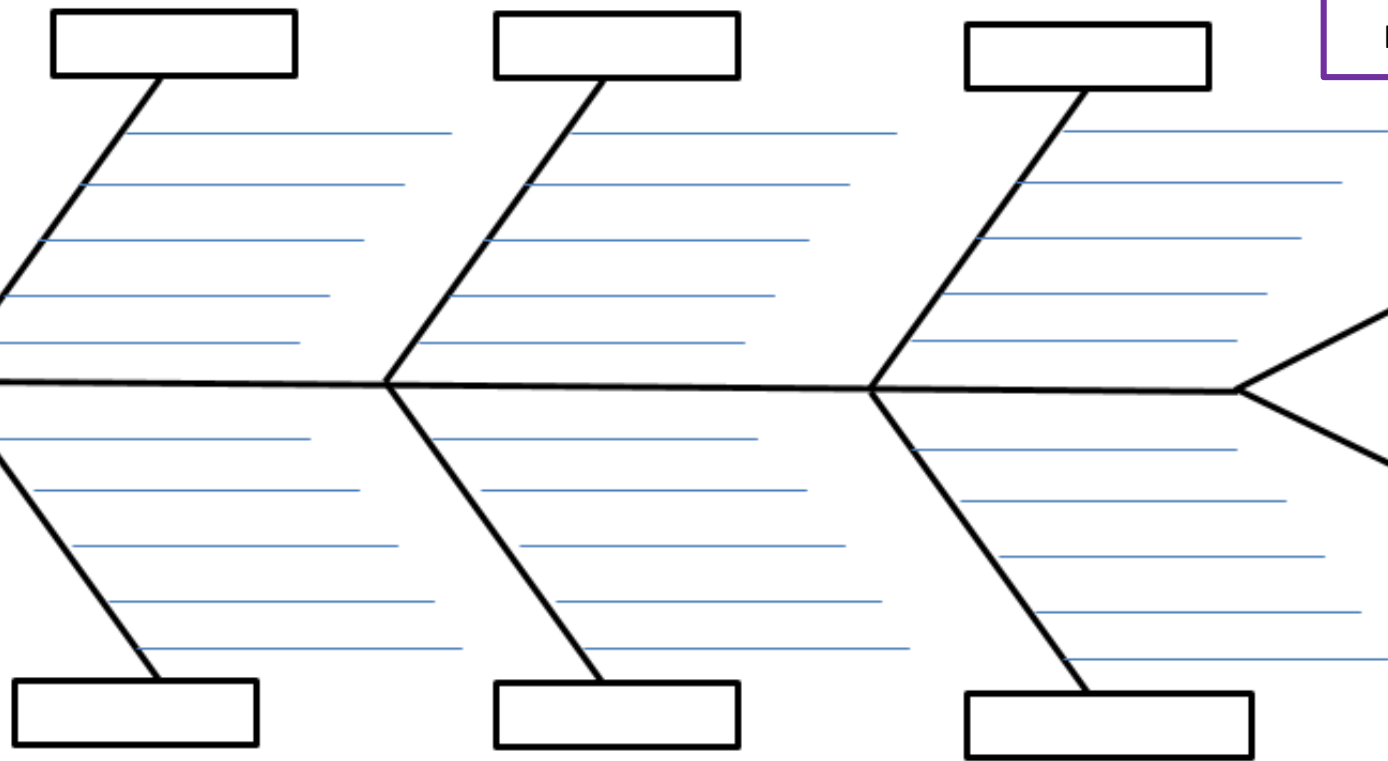


CNA Principle(s)
Goes Here

Primary Need

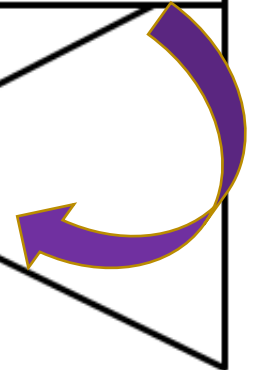


Overall Root Cause



What needs to
change to fix
root cause?

Need
Statement



Desired Outcome (Positively Restate your Needs Statement):

Describe the CNA principle after the problem is fixed.



Need Statements

- A. Teachers need to increase the practice of using higher level DOK questioning with students
- B. We need to provide opportunities for parents and community to get involved in the school
- C. Staff need opportunities to collaborate to review assessment data and create student action plans

Desired Outcomes

- A. Teachers will include DOK 2 and 3 levels of questioning in their daily planning and instruction
- B. Create a team to develop and implement opportunities for parent and community involvement
- C. Develop a schedule for team collaboration and expectations for assessment data review and student action plan creation



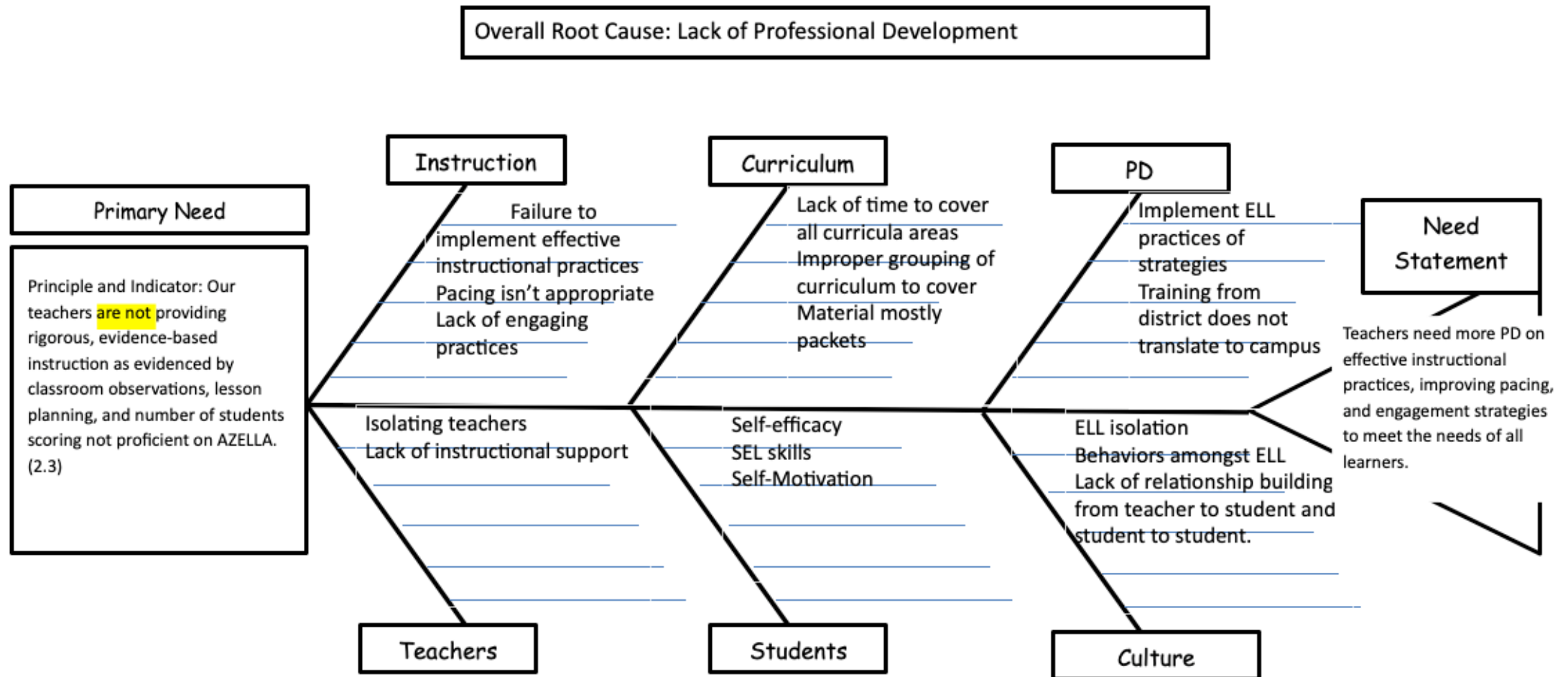
A word about TSI Subgroups

Must include in your consideration of primary needs, root causes, need statements, and desired outcomes

- Create a separate fishbone that addresses root causes for subgroup performance.
- Can also embed subgroups as a category on a fishbone for an overall primary need.



Root Cause Fishbone Focused on a Sub-Group

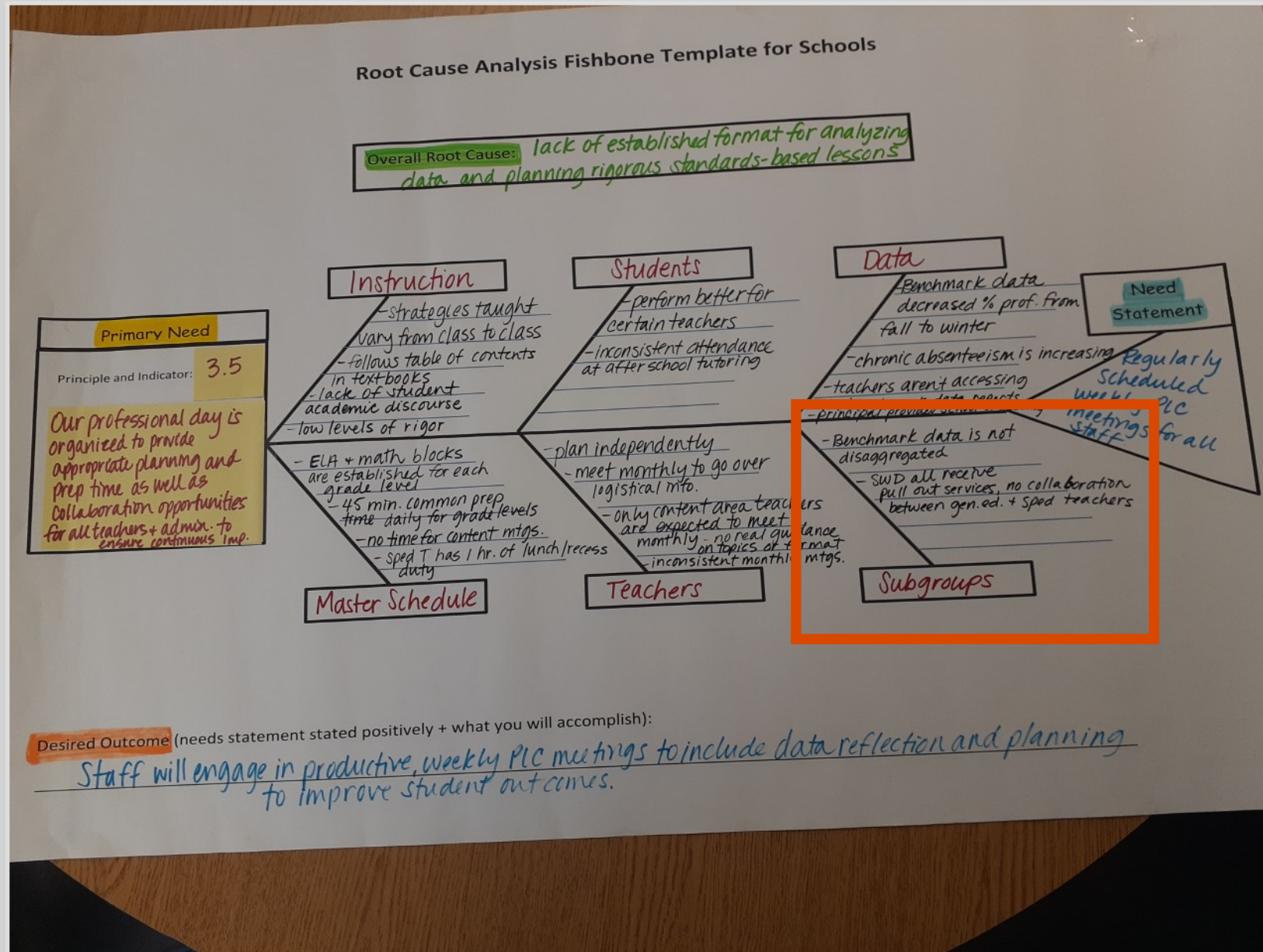


Desired Outcome (needs statement stated positively + what you will accomplish):

Our teachers will be trained in effective instructional strategies and will provide support in utilizing engaging practices to meet the needs of all learners.



Fishbone That Addresses Sub-Group Performance



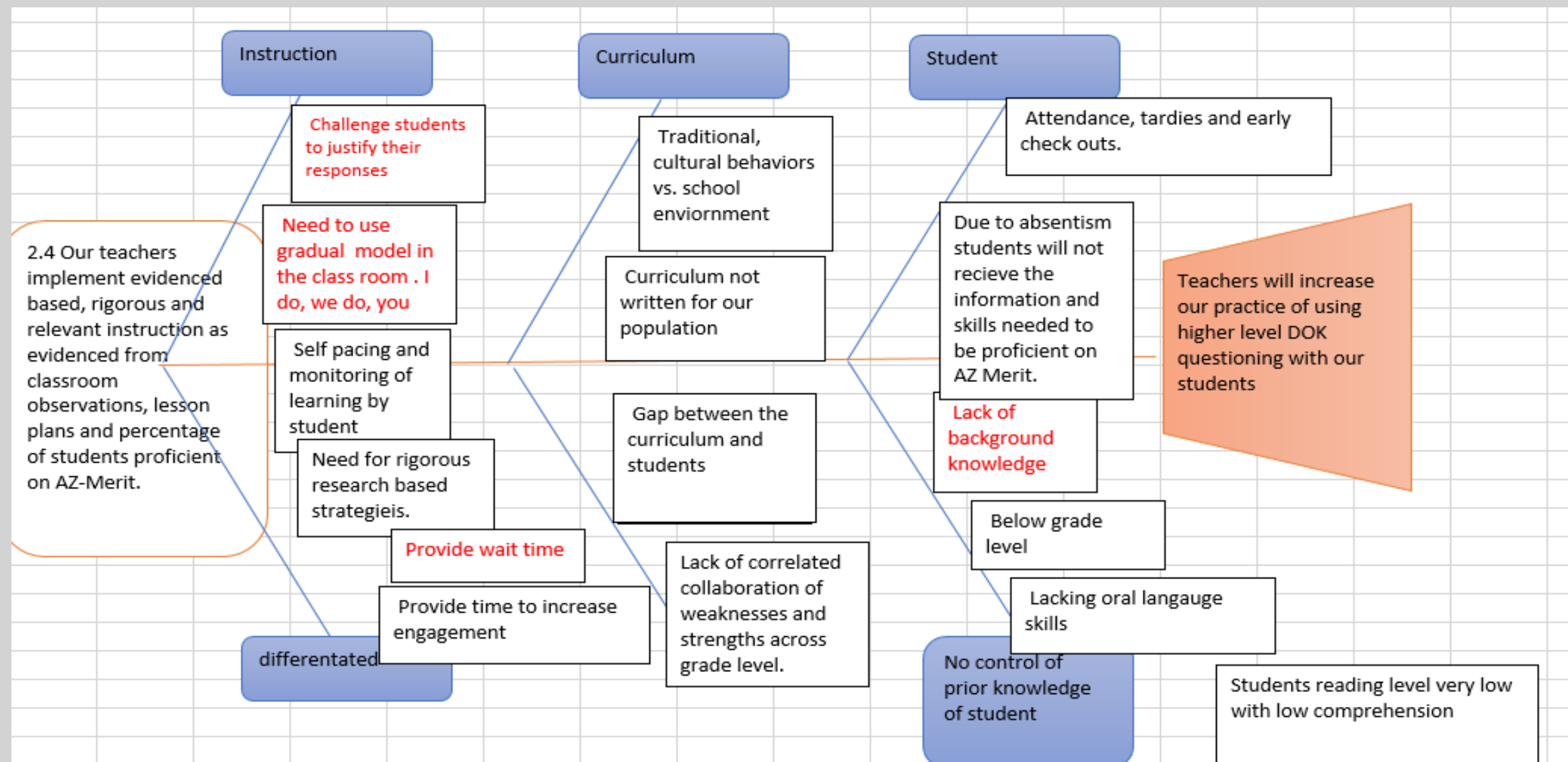
Additional Fishbones from Schools in Improvement

**IF YOU ARE
UNABLE TO
UNDERSTAND
THE CAUSE OF
A PROBLEM IT
IS IMPOSSIBLE
TO SOLVE IT.**

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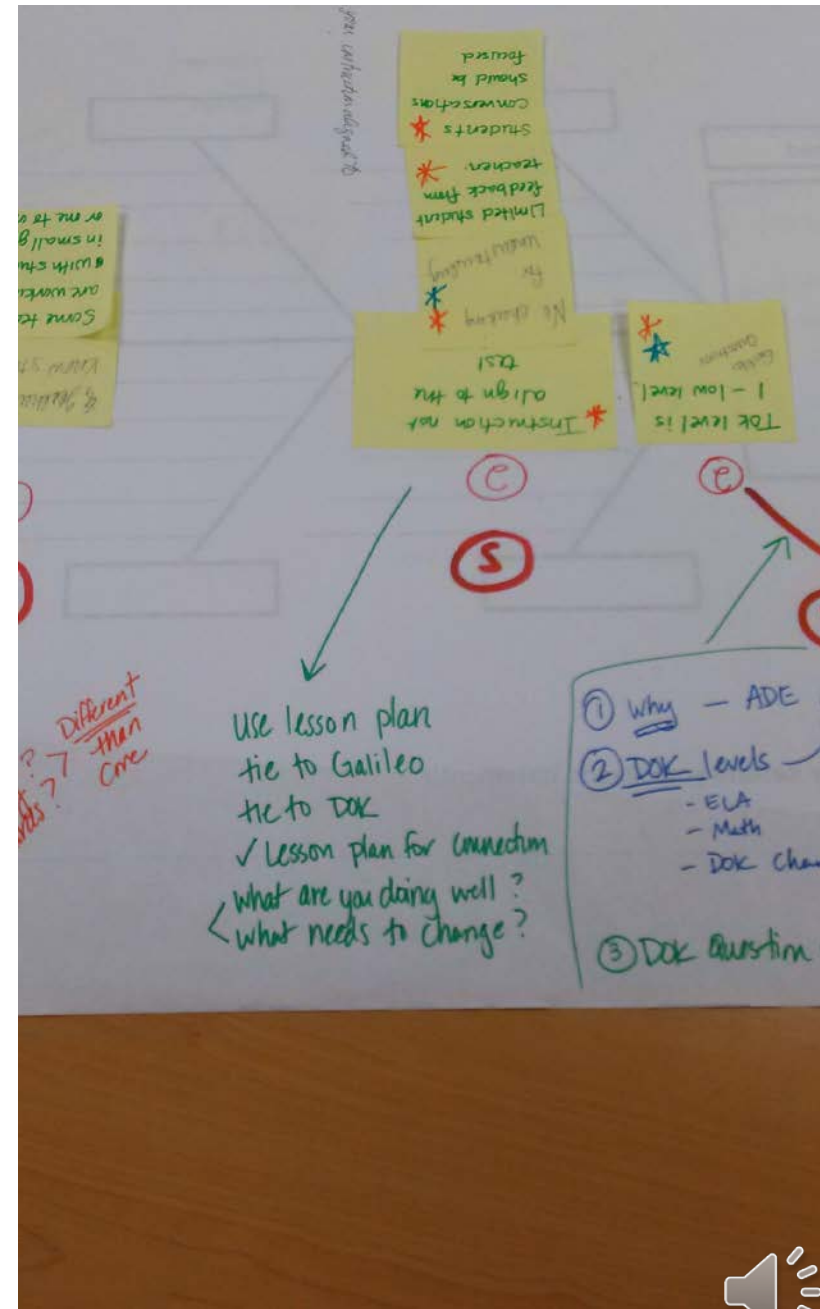
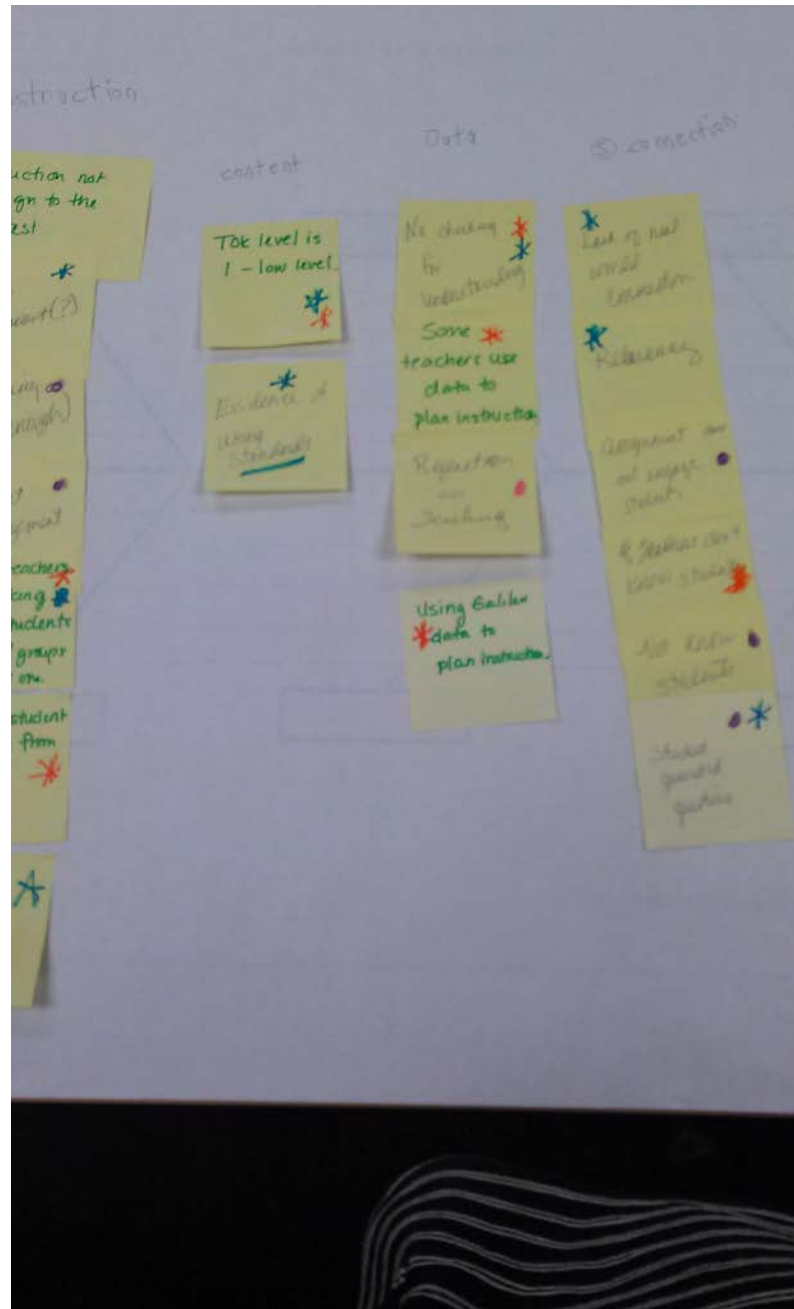
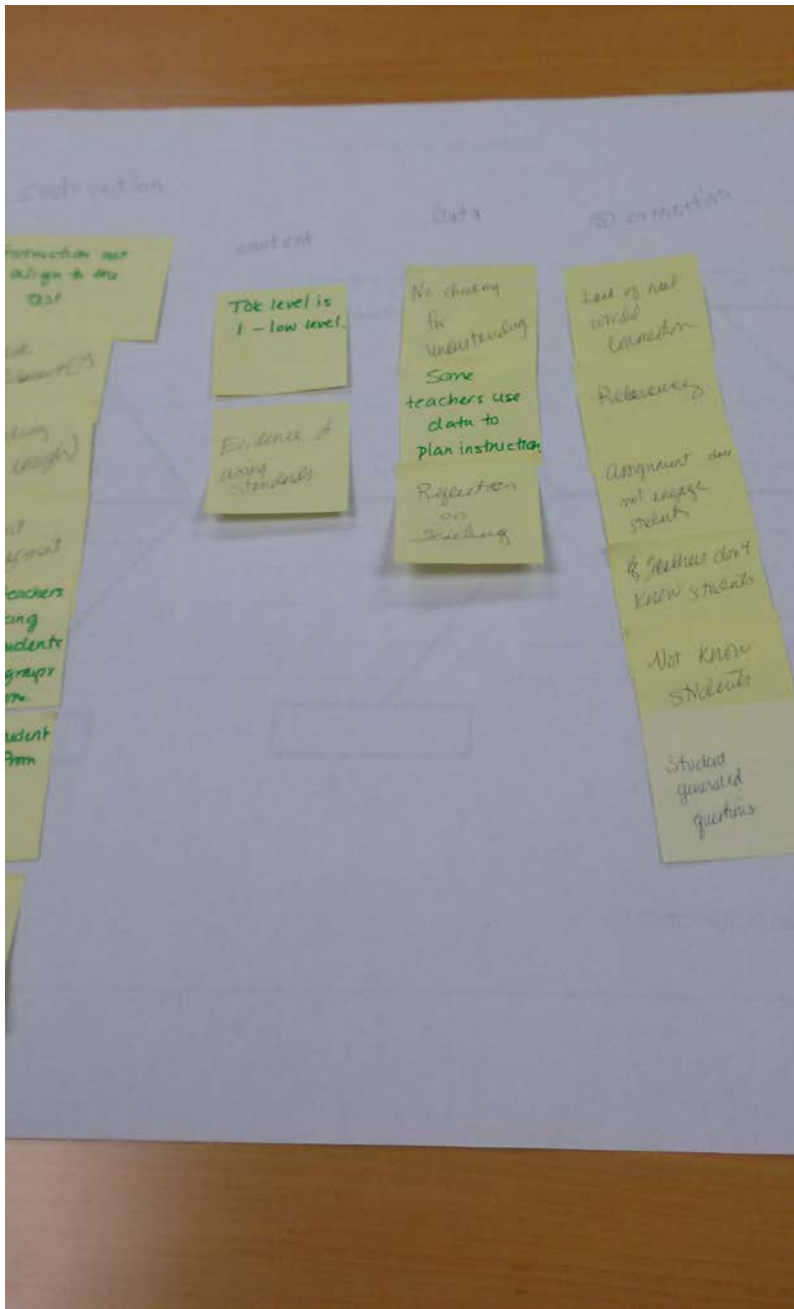


Overall Root Cause: low level questioning in class; limited use of questioning



Desired Outcome Teachers will include in daily planning instruction to increase levels of DOK. We will use more DOK 2's and 3's.



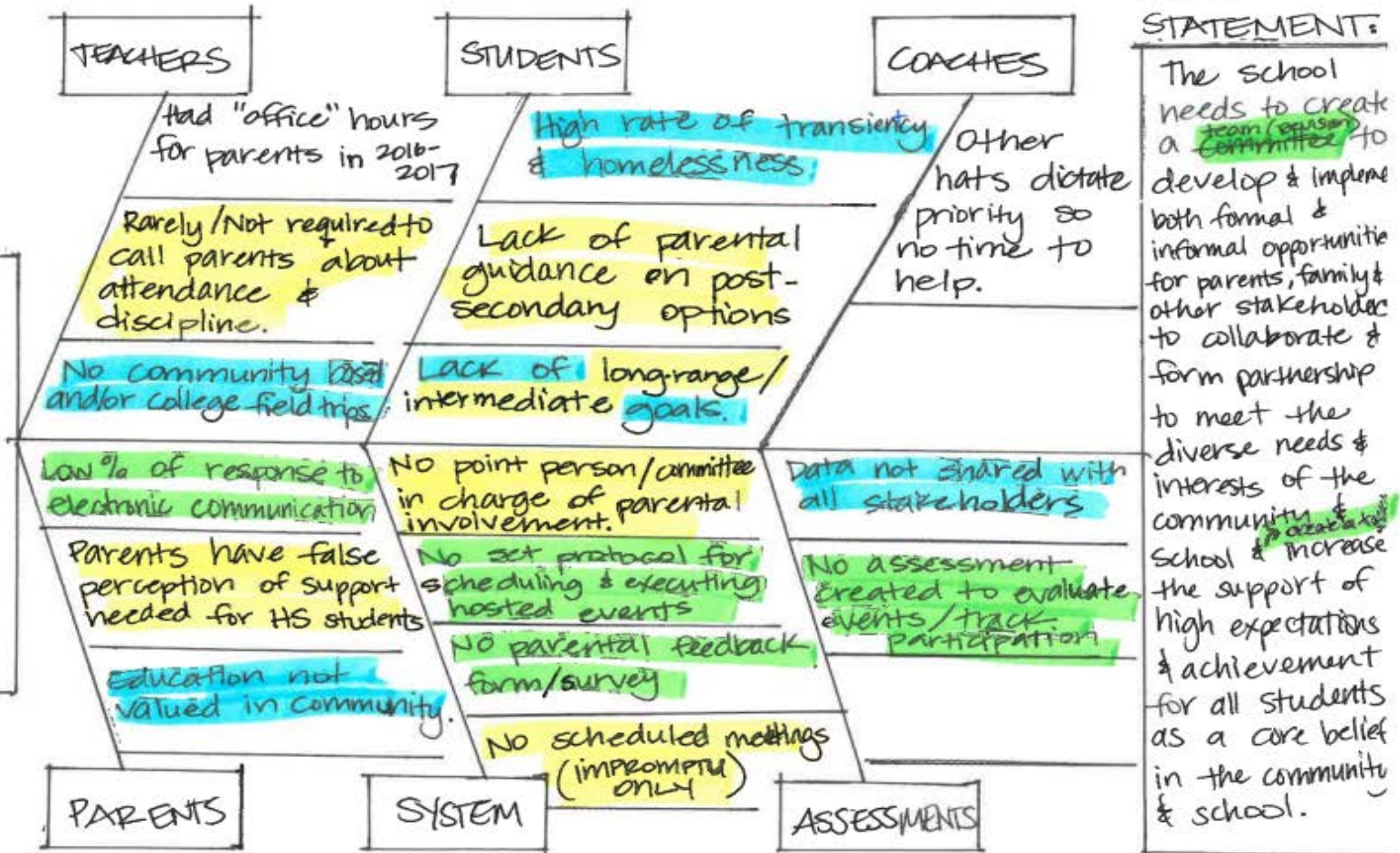


PRIMARY NEED:

The school needs to increase opportunities for parental support & involvement reinforcing an environment of high expectations & achievement for all students.

PRINCIPLE 6

1.4 & 6.1

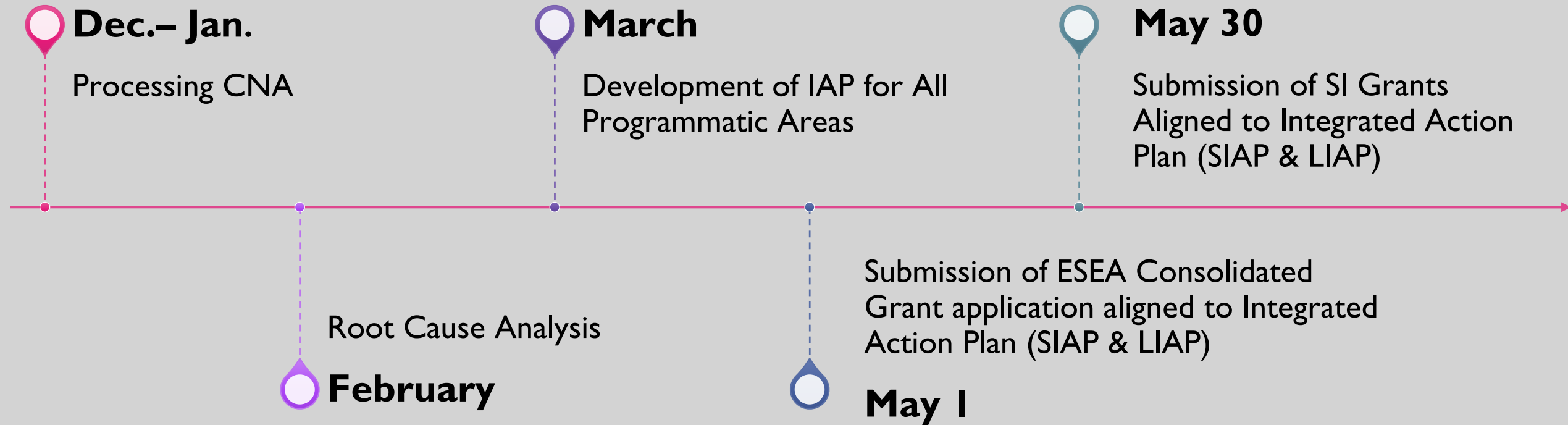


DESIRED OUTCOME:

The school creates a new TEAM committee to develop & implement both formal & informal opportunities for parents, family, & other stakeholders that forms partnerships that meet the diverse needs & interests of the community & school & a tracking system that reinforces the environment of high expectations & achievement for all student.



SUGGESTED TIMELINE FOR ANNUAL PLANNING



PLANNING TOOL NAVIGATOR WEBSITE

<https://www.azed.gov/titlei/planning-workflow/>

GME Micro-Trainings:
Planning Tool Micro Training

GME Planning Tool



Kathy Hoffman
Superintendent of Public Instruction



ALEAT to GME
Trainer of Trainers
Title I, II, III, IV-A
April 2020

Educator and School Excellence
Belinda Balough
Mattie Lord
Sue Edman
Erin Henderson





Thank you so much for your time today!

If you would like copies of the tools used throughout the webinar, please visit

<https://www.azed.gov/improvement/professional-learning>

All documents are posted below the module.



If you need additional support or have any questions, please contact your program specialist or send a message to SchoolImprovementInbox@azed.gov

