



Root Cause Analysis Module





Learning Targets

1

Understand the purpose of conducting a root cause analysis

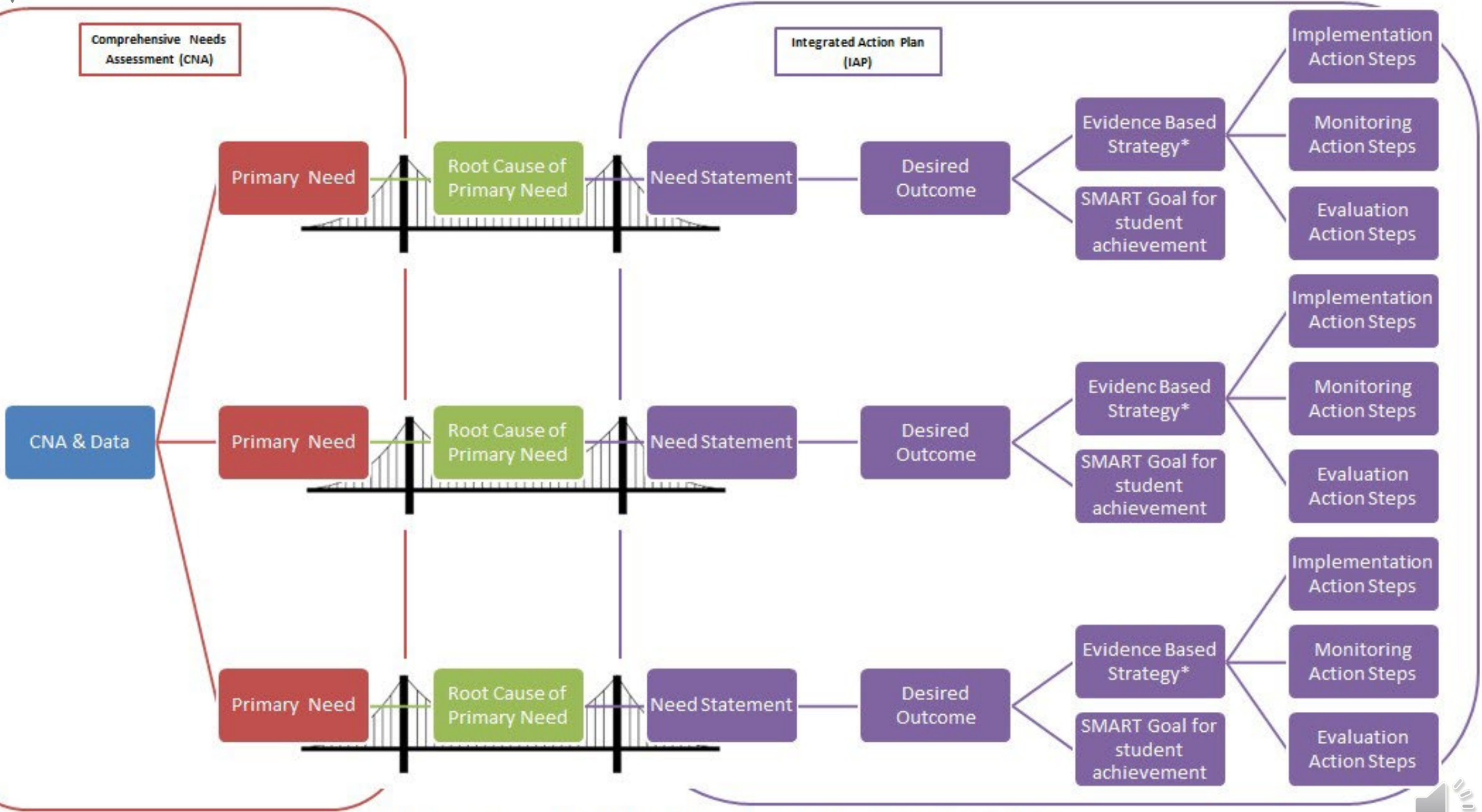
2

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





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



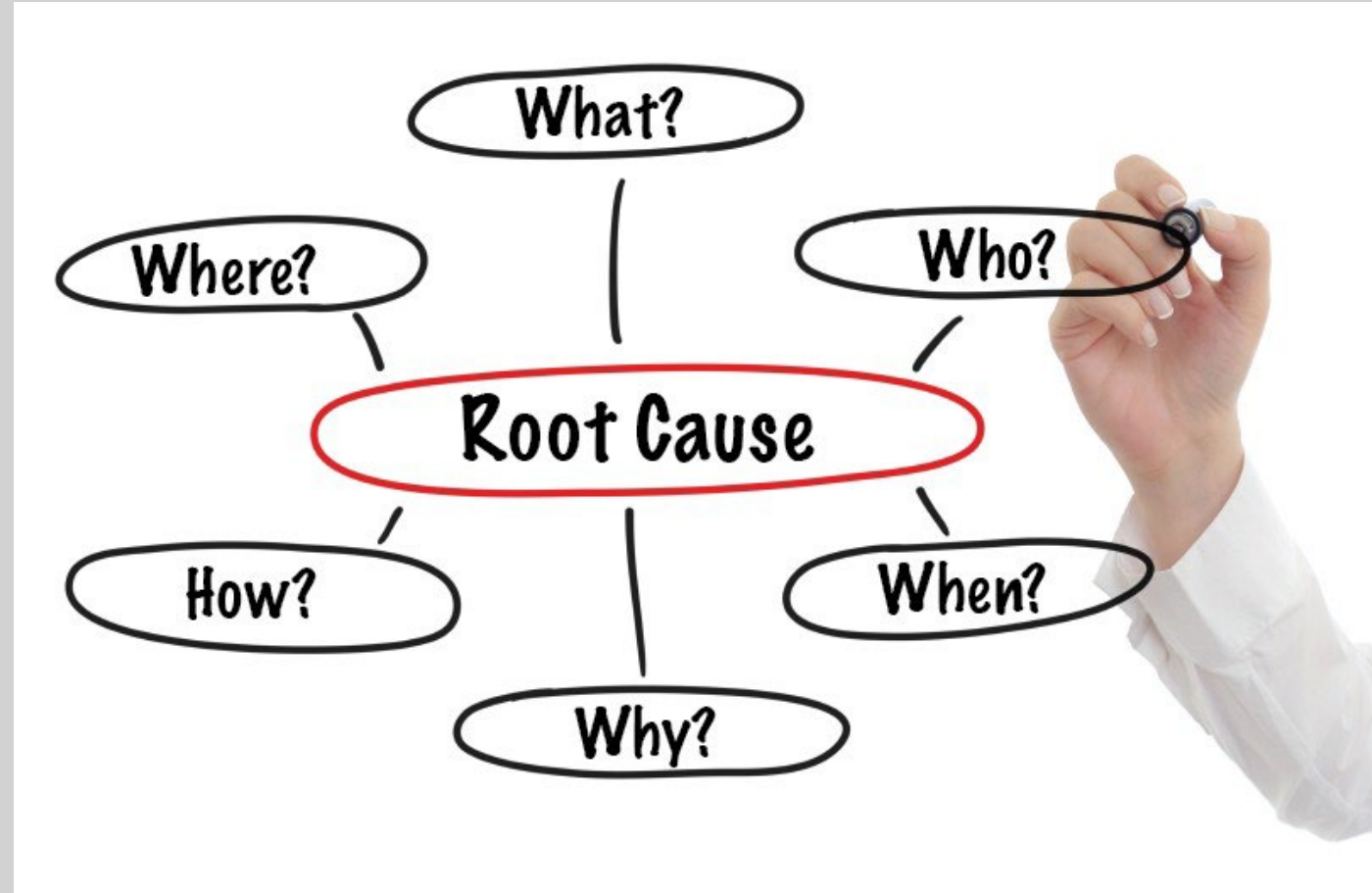
Identifying Primary Needs



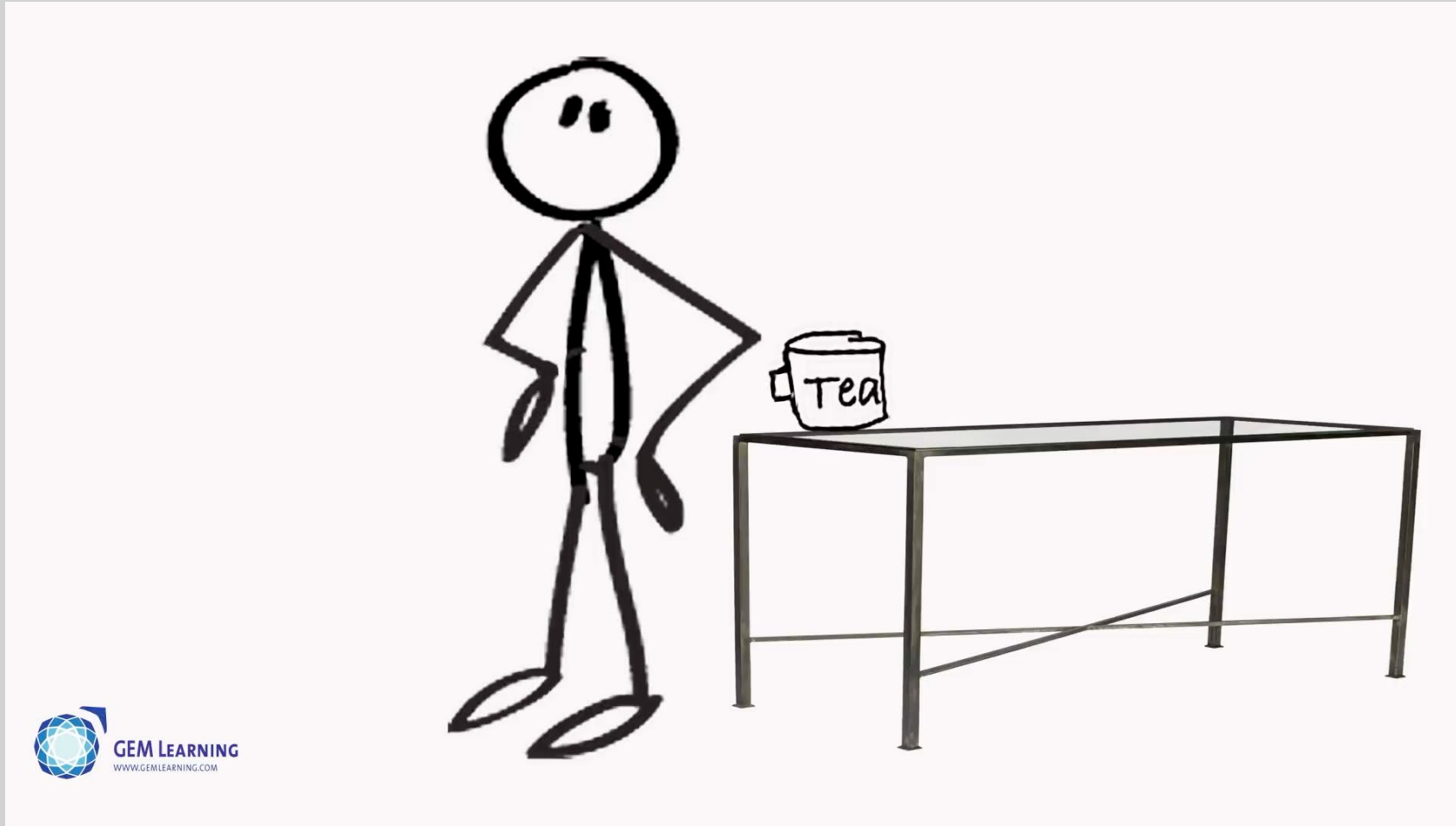
- Divide chart paper in half
- Headings:
 - Strengths
 - Areas of Development
- Review the CNA Final Summary Page in GME and discuss your strengths and areas of development – list the indicators in each column
- Discuss patterns, trends and data that showcase your need
- Highlight the top 3 needs on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



Have a primary need, now what?



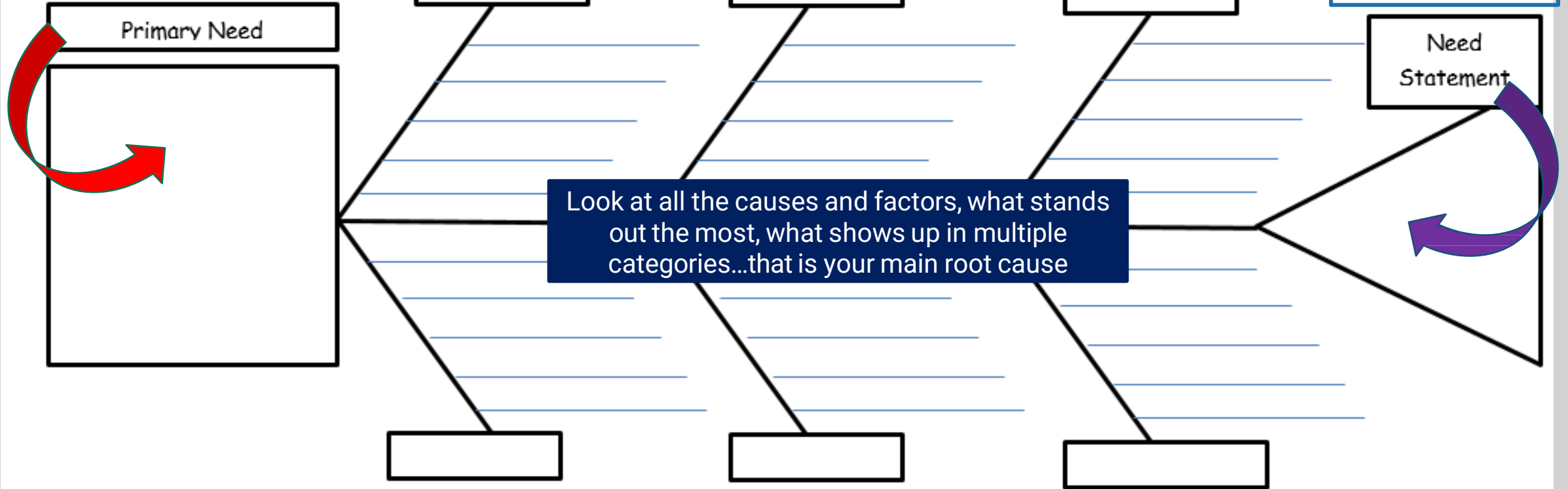
The Fishbone Problem Solving Process



CNA Principle(s) Goes Here.

Enter the root cause here.

What needs to change to fix root cause?



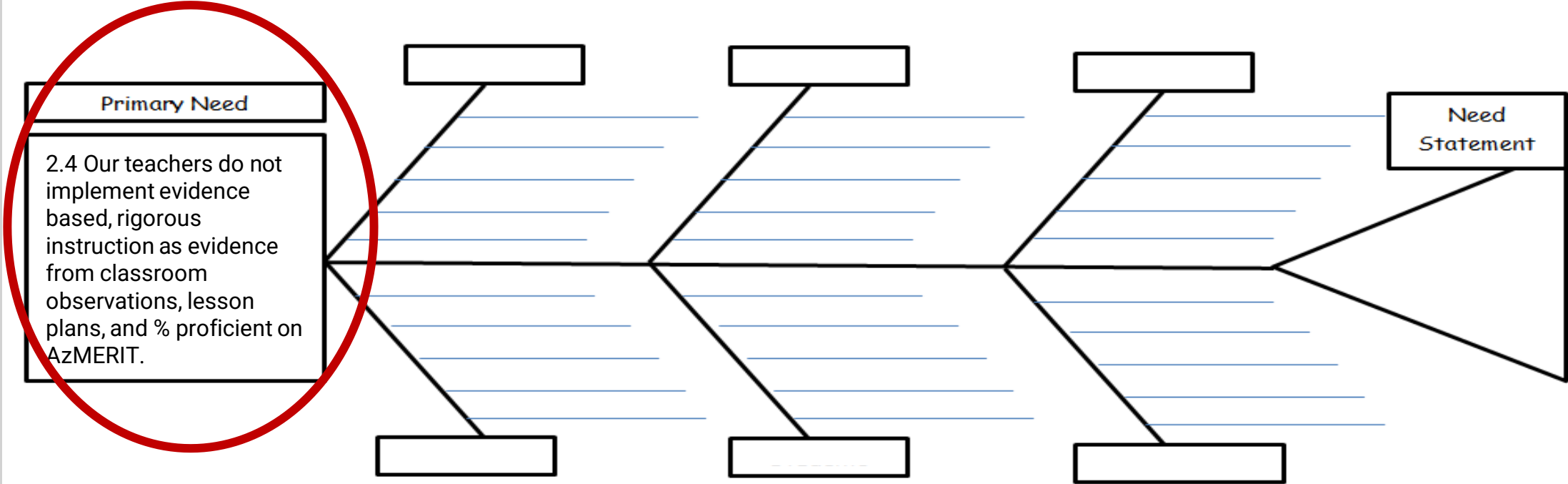
Desired Outcome (Positively Restate your Needs Statement):

Describe the CNA principle after the problem is fixed.



Fishbone template for Schools

Root Cause: _____

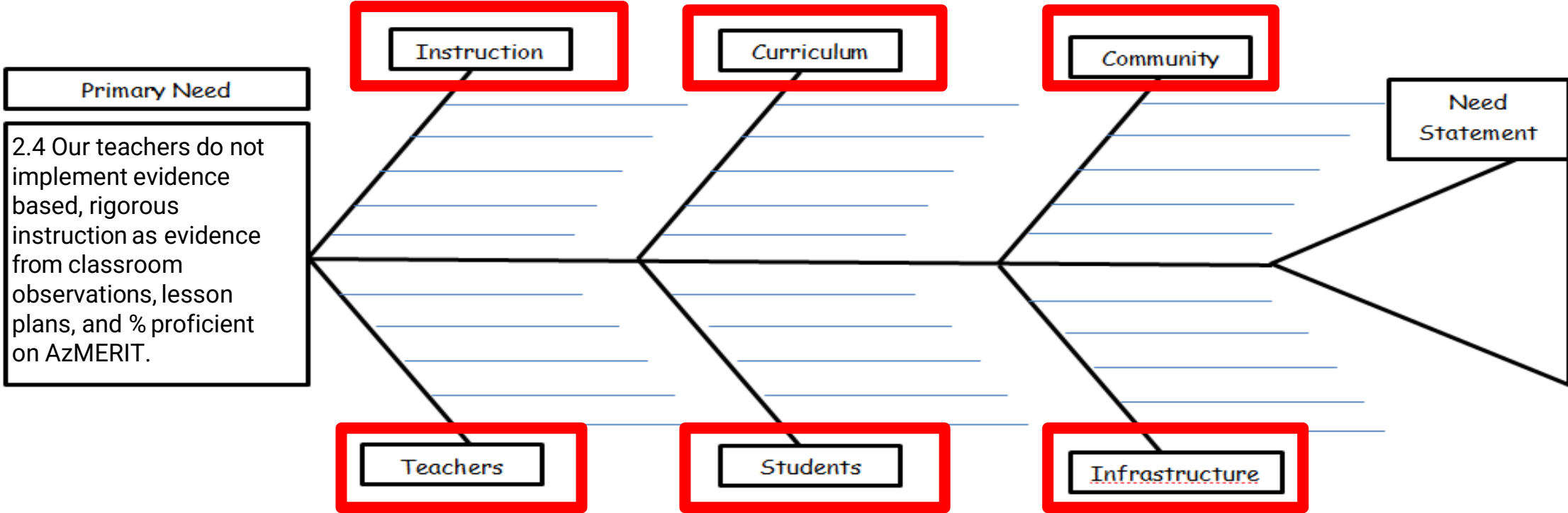


Desired Outcome (Positively Restate your Needs Statement):





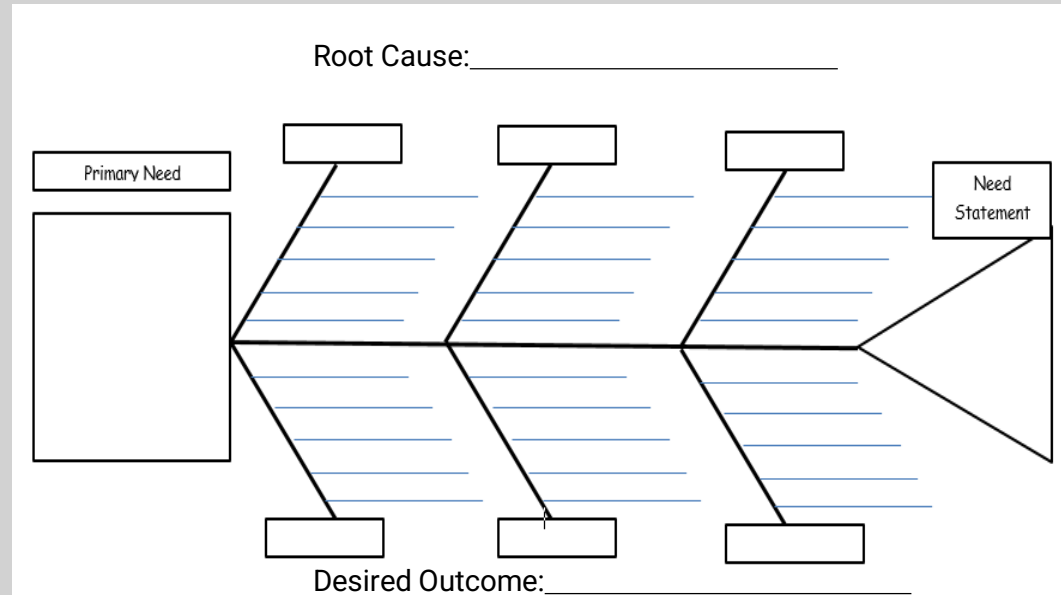
Root Cause: _____



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?

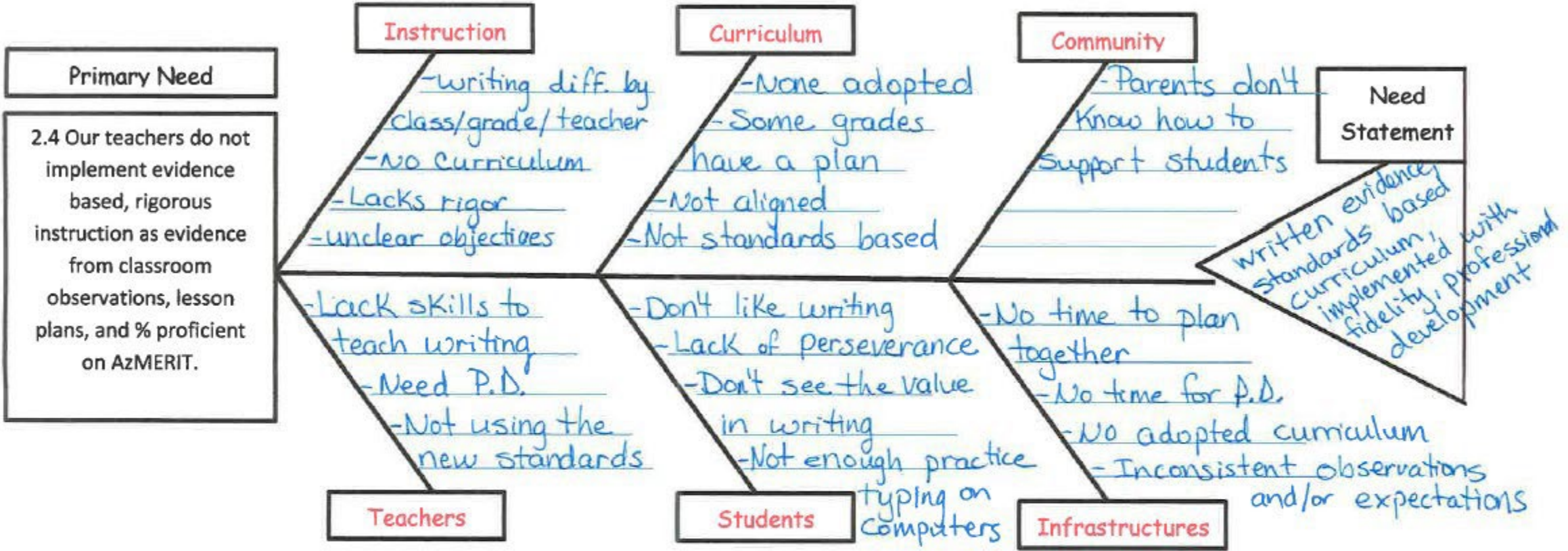




You Will Have to Study Your Diagram to Identify the Root Cause



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



Desired Outcome (Positively Restate your Needs Statement):

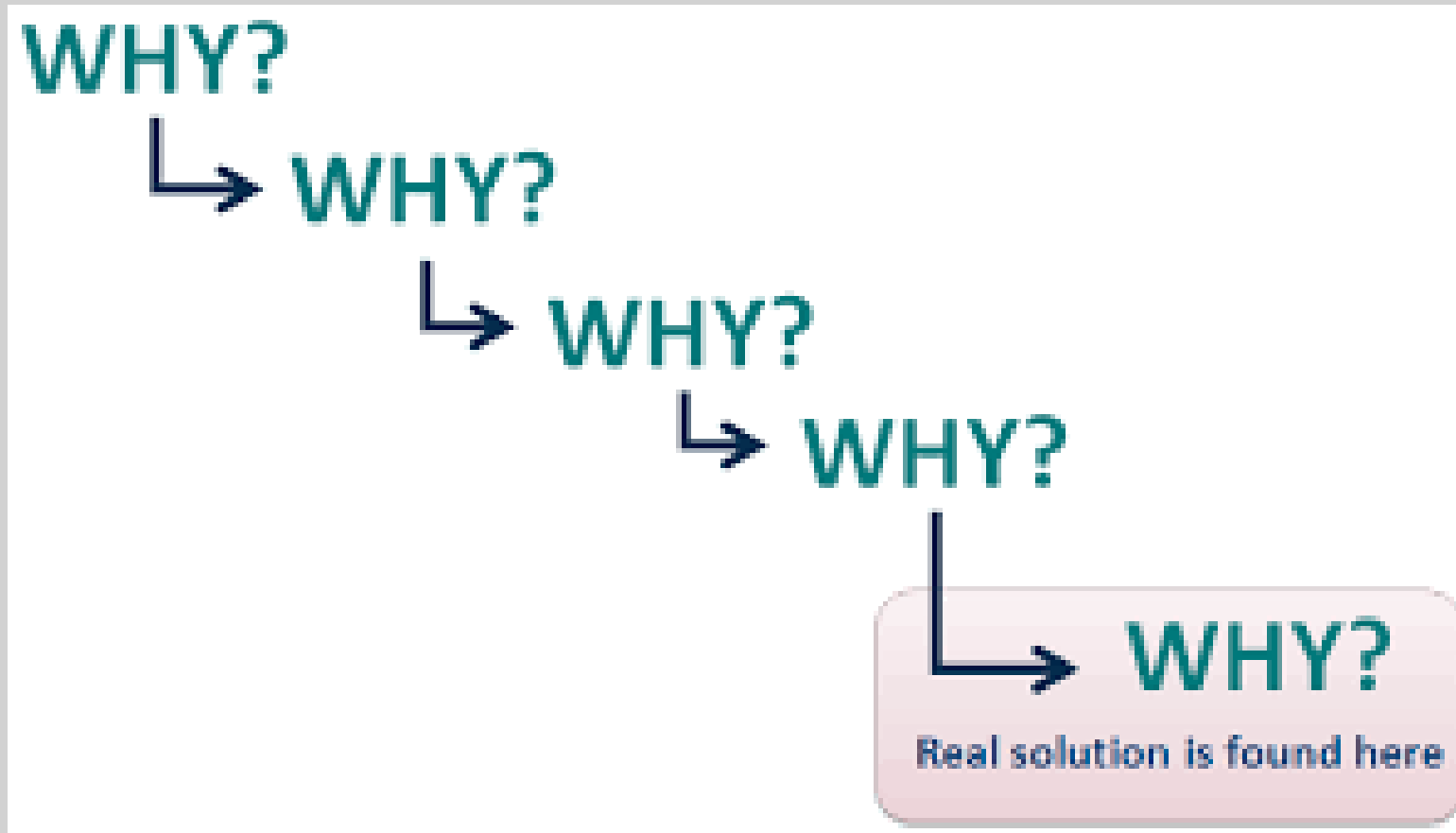
Writing curriculum aligned to grade & content standards, implemented with fidelity to increase % proficient on writing assessment.



What if my
tail is too big?



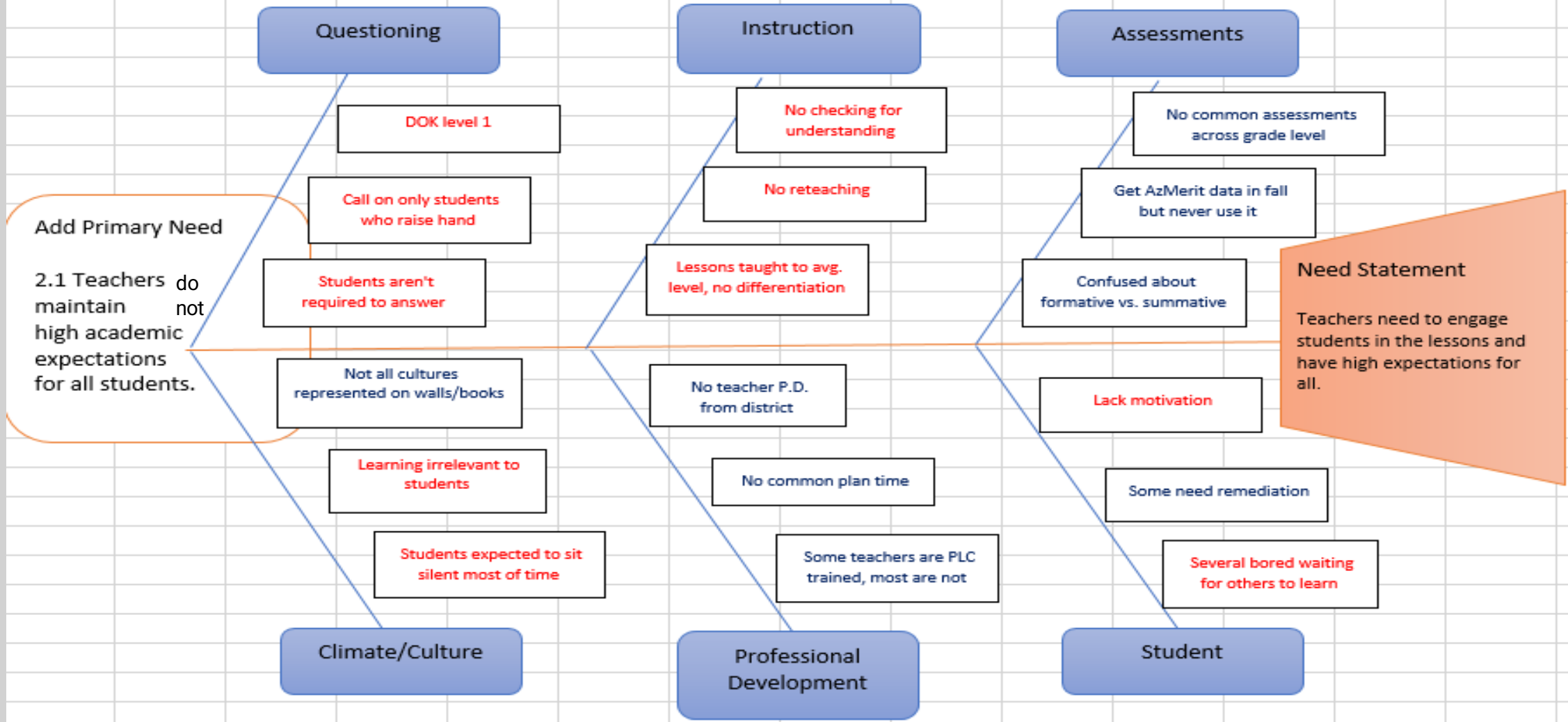
Sometimes you have to dig a little deeper...



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.

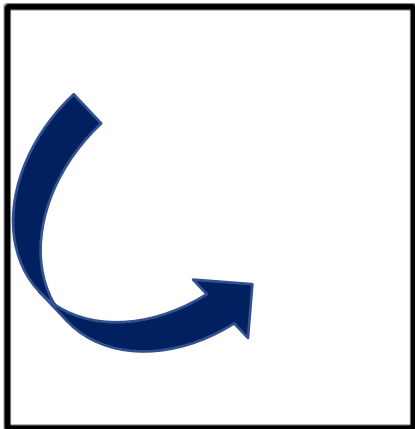
*Why? Why? Why?
Why? Why?*



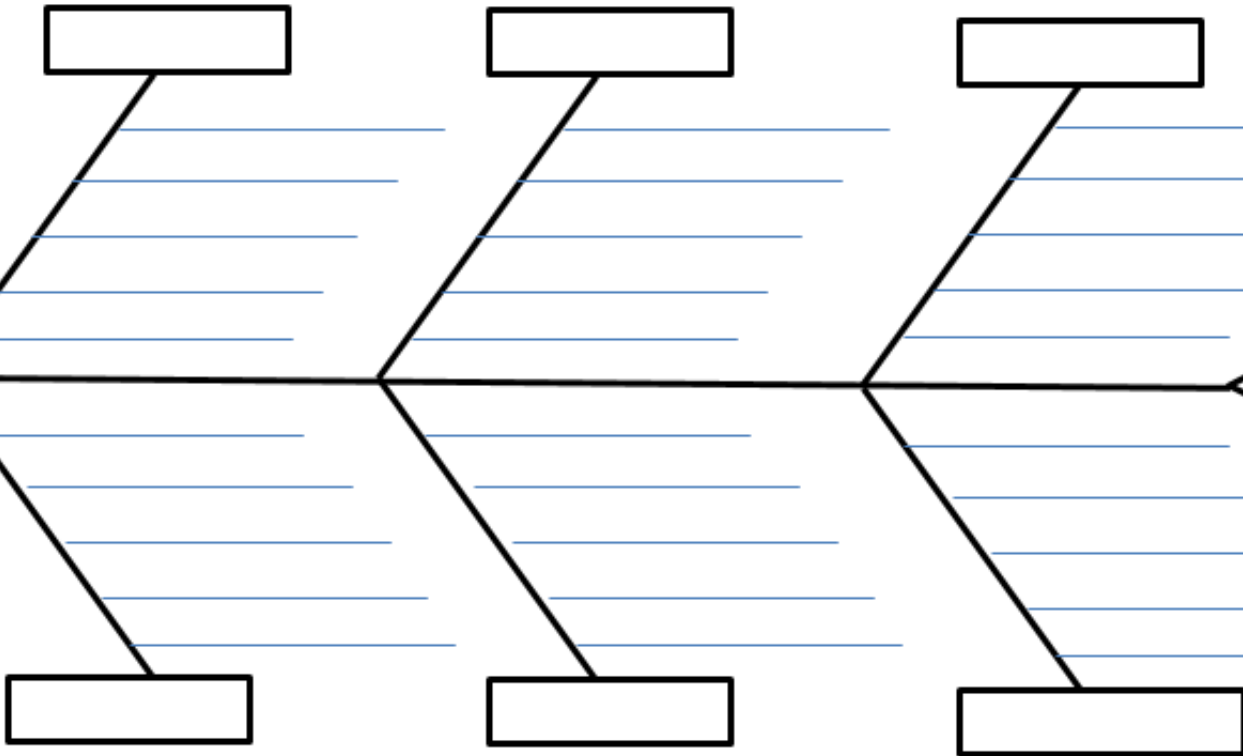


CNA
Principle(s)
Goes Here

Primary Need

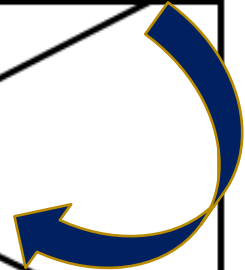


Overall Root Cause



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





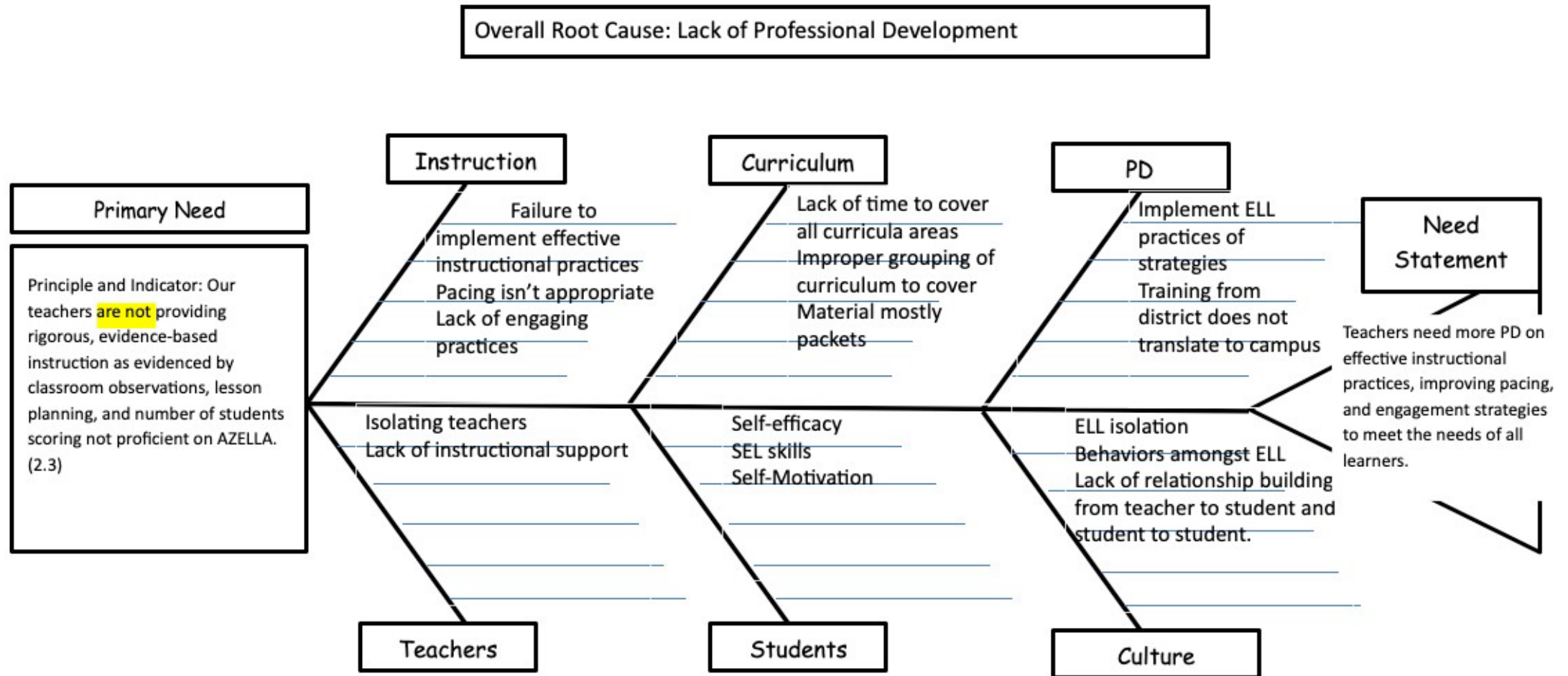
A word about TSI Subgroups

* 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

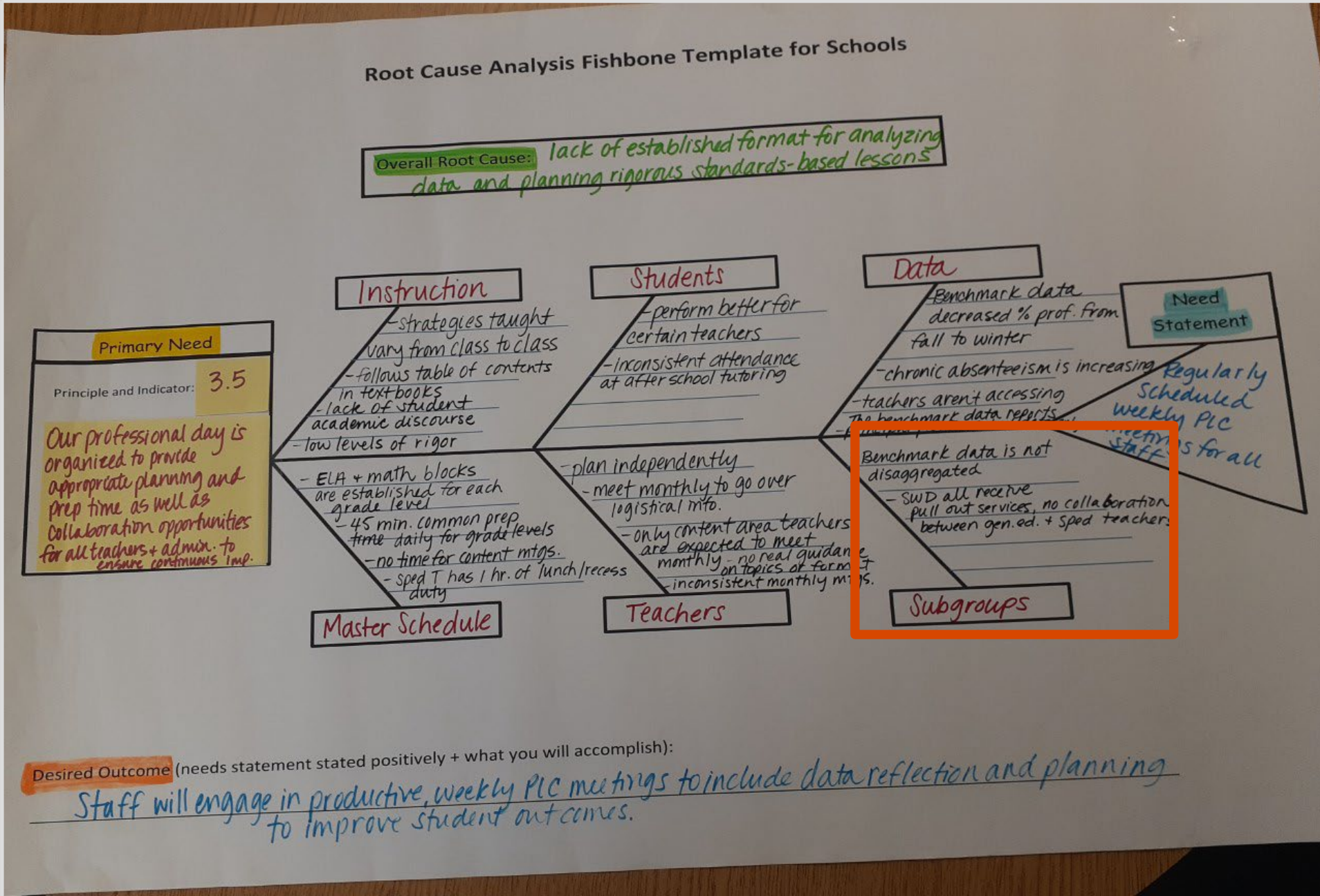


Desired Outcome (needs statement stated positively + what you will accomplish):

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.

NAOTO KAN





Root Cause Analysis Fishbone Template



ABC School

Overall Root Cause Statement The synthesis of the most powerful root cause(s).	Social emotional supports and opportunities for school engagement for students are lacking
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Root Causes (label each category/headline and include details)
These are the most influential contributing factors. *“Why is the problem existing? What is contributing to the problem? Who plays a role in contributing to the problem?”*

Students	Parents	Systems
<ul style="list-style-type: none"> Poor attendance on Mondays and Fridays Low academic skill level of students Lack of transportation to/from school Many are working full time jobs 	<ul style="list-style-type: none"> Hands off approach Language barriers Many are not available to come to school events in person Many have signed up for the text communication app 	<ul style="list-style-type: none"> Academic benchmark system is in place SEL student surveys are conducted twice a year Attendance tracking reports are run weekly Need to follow up on withdrawals to code properly
Staff	Student Surveys	
<ul style="list-style-type: none"> Inconsistent attendance in ELA department Lack understanding of SEL strategies 80% have been working at the school 2 years or less 65% are in their first 5 years of teaching Counselor is for academic advisement only 	<ul style="list-style-type: none"> Don't feel safe Don't feel connected to school Want more/different afterschool activities – clubs or enrichment Lack of mentoring opportunities Appreciate being able to complete and submit work online at various times of the day/night 	

Primary Need
The Principle and Indicator from CNA stated as a problem

Principle and Indicator would normally go here, but for FY 22 **ONLY** please use

Increase Low Graduation Rate

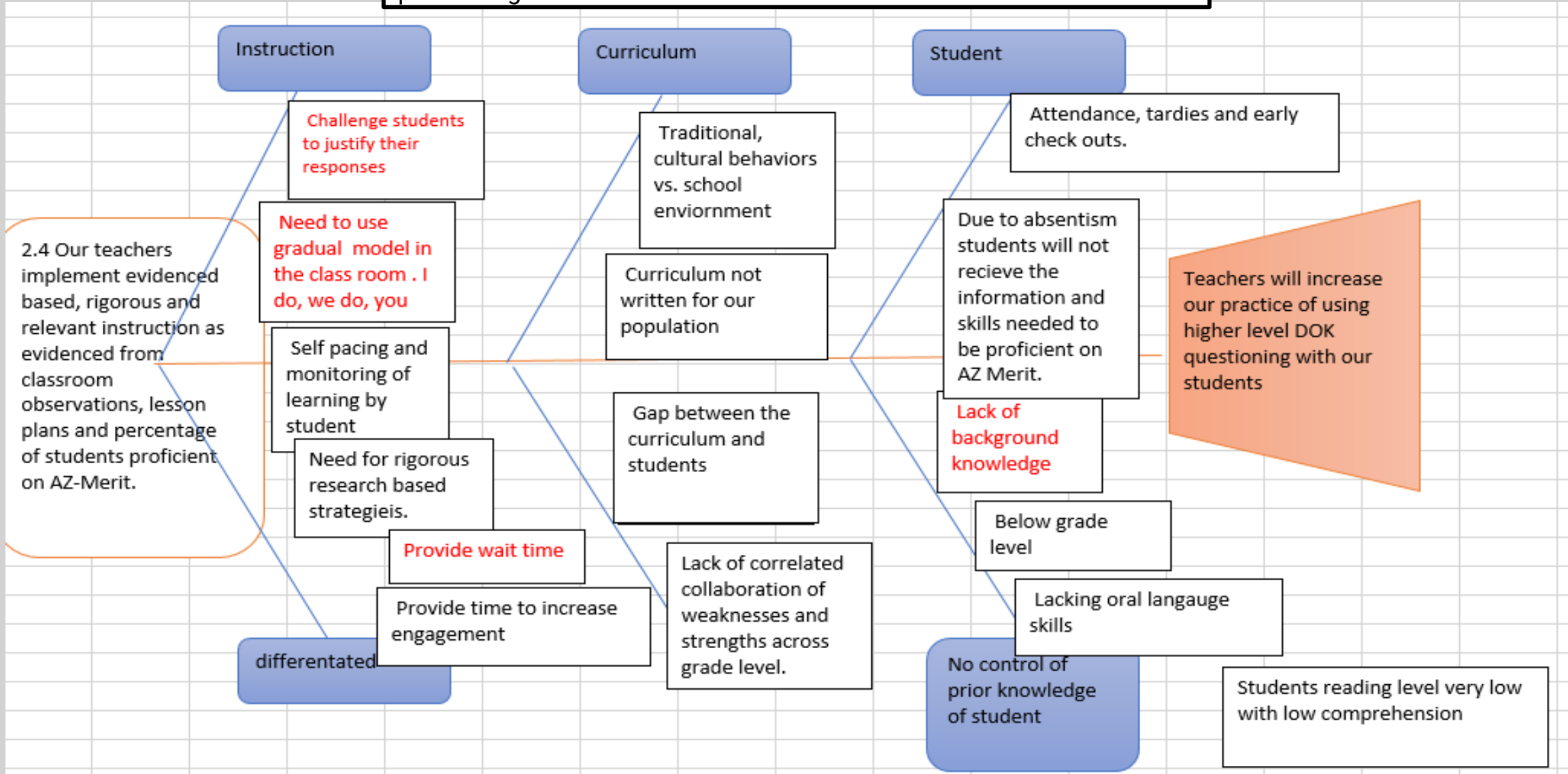
Need Statement
What must happen/change to address the root cause(s) and the primary need?

The school needs to provide support for students to cope with social/emotional/behavioral issues and needs to provide time and resources to offer more activities beyond academics to motivate students to come to school

Desired Outcome <i>What will success look like if the needs statement is achieved and root causes addressed?</i>	The school will provide professional development in SEL strategies and trauma informed practices to provide social/emotional support for students, as well as offer more activities outside of the academic realm to motivate students to come to school, reducing absence rates, increasing student retention, and maximizing graduation rates.
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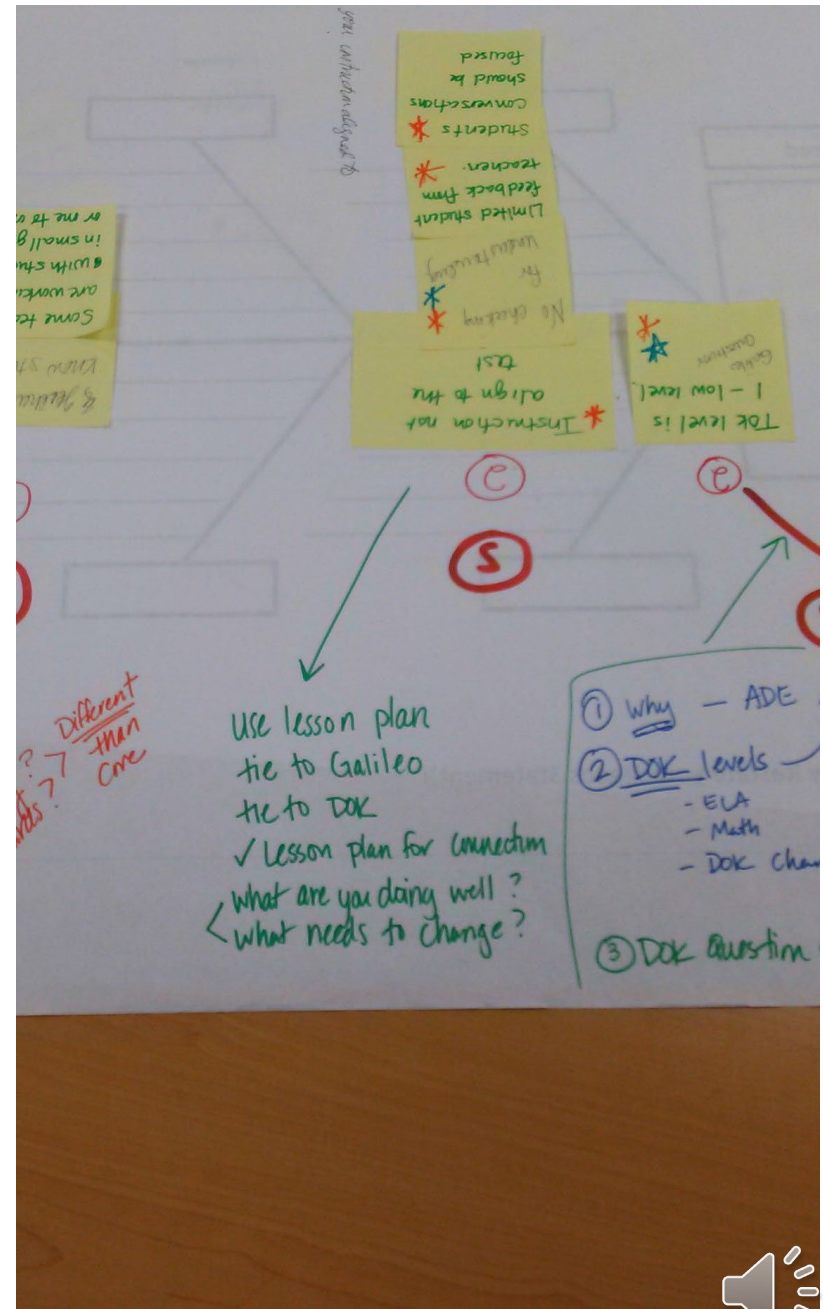
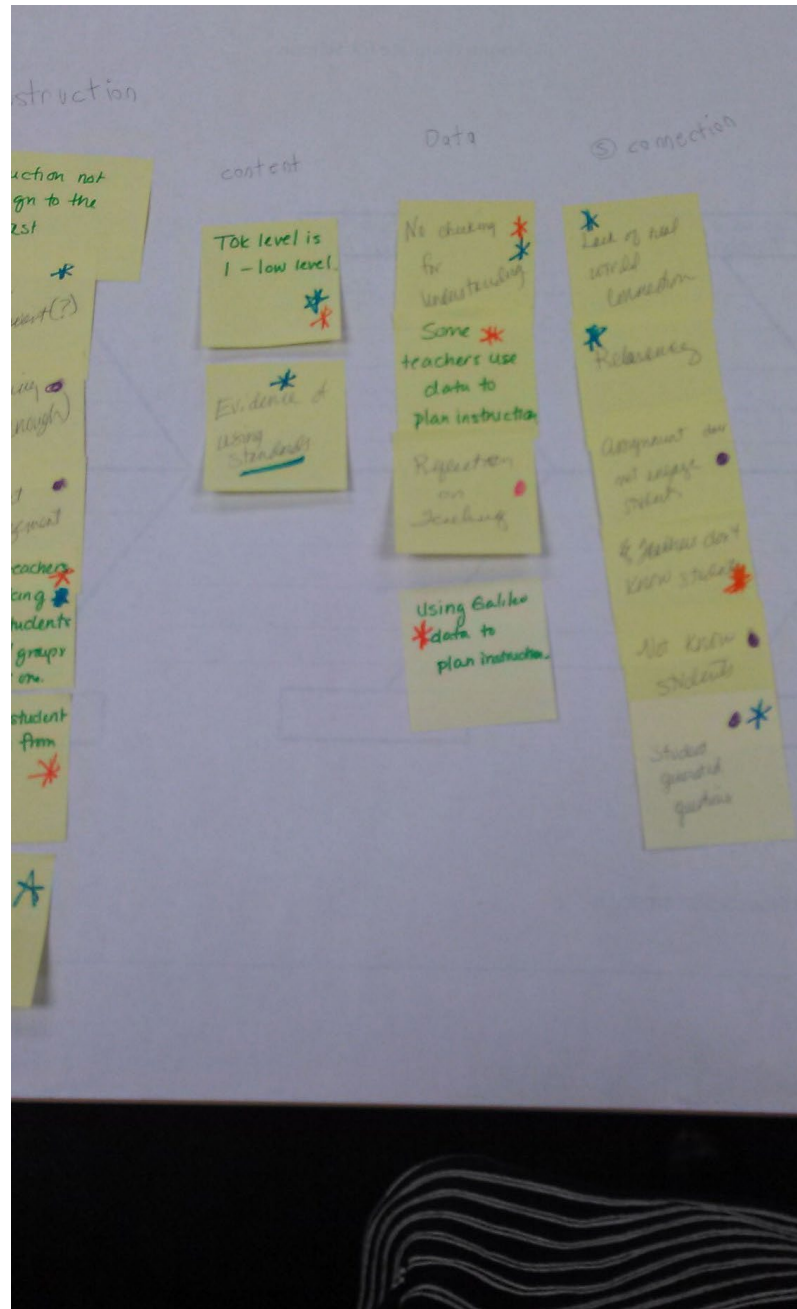
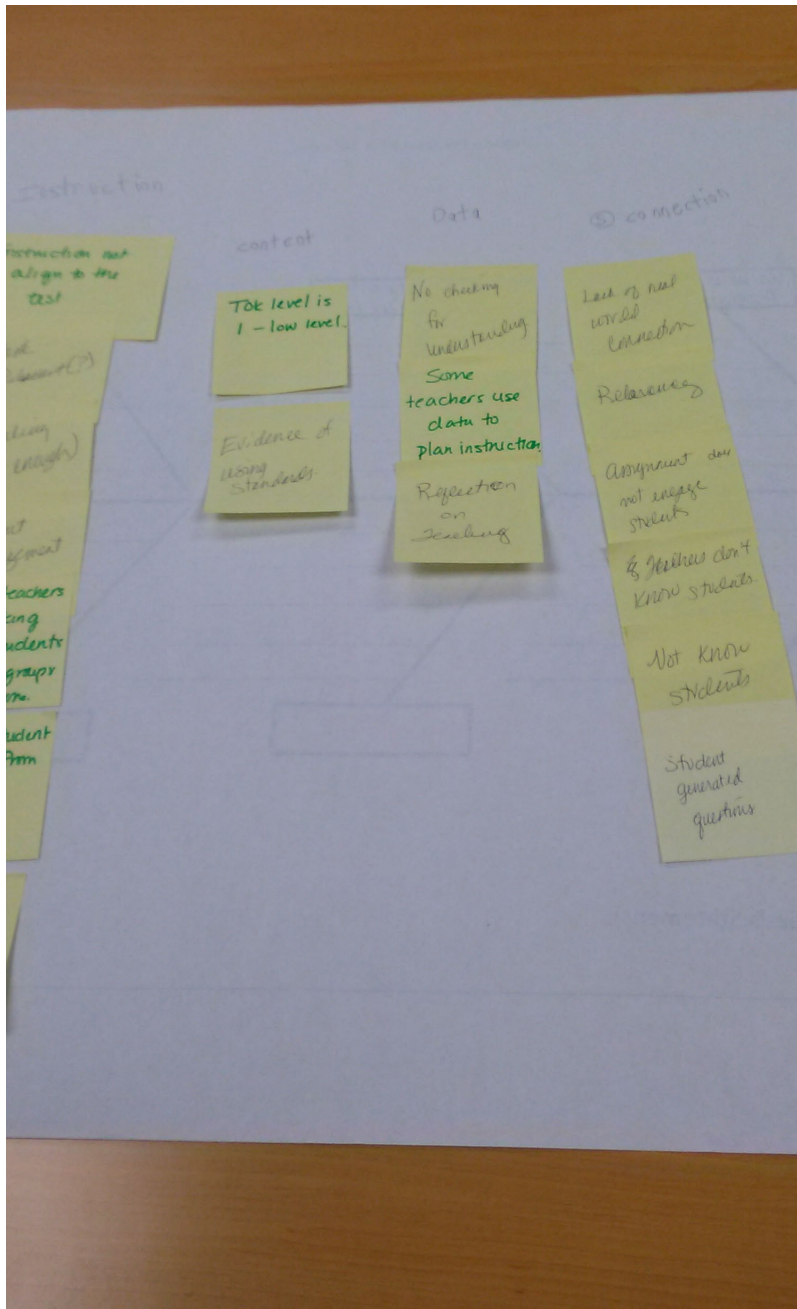


Overall Root Cause: low level questioning in class; limited use of questioning



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



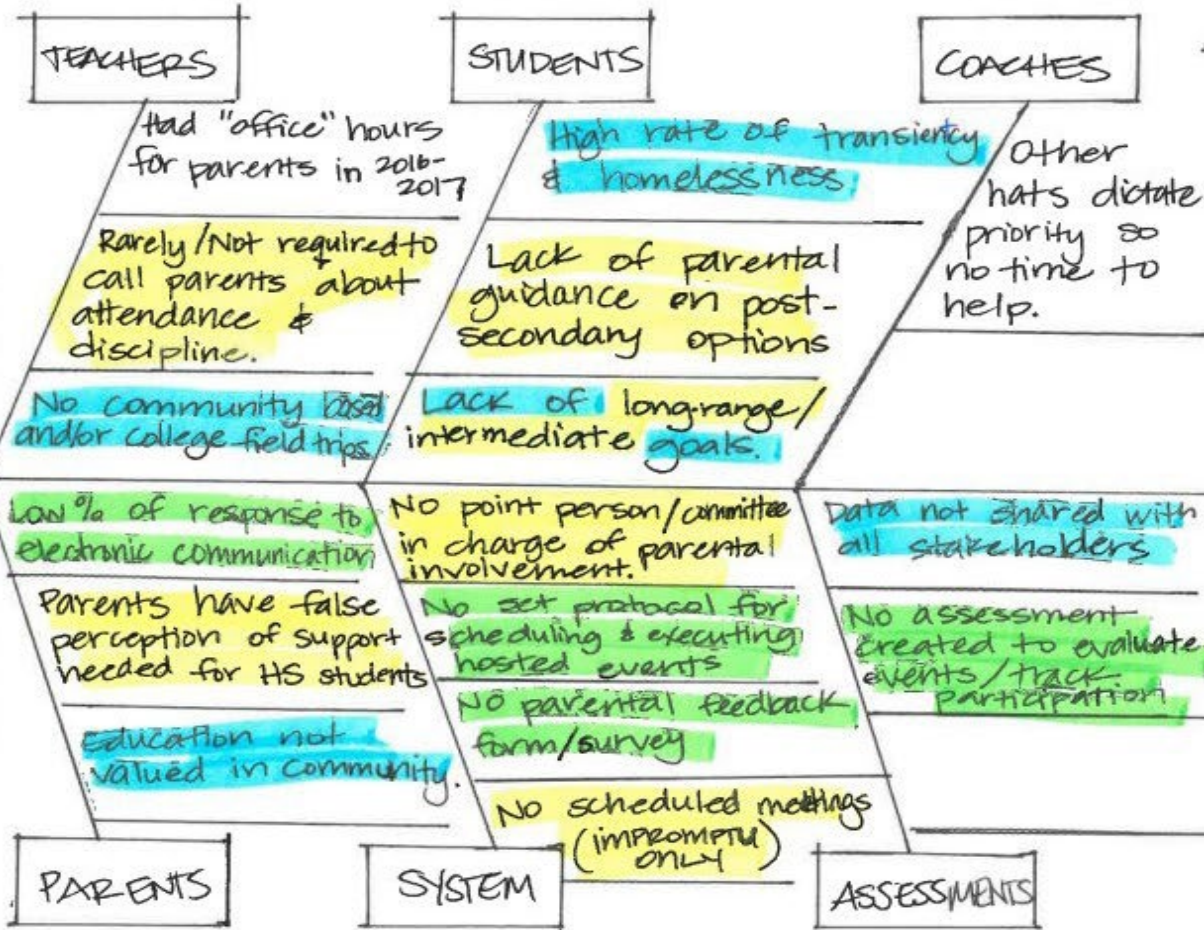


PRIMARY NEED:

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



NEED STATEMENT:
 The school needs to create a ^{team (council)} committee to develop & implement both formal & informal opportunities for parents, family & other stakeholders to collaborate & form partnership to meet the diverse needs & interests of the community & school & increase the support of high expectations & achievement for all students as a core belief in the community & school.

DESIRED OUTCOME:

The school creates a ^{ew.} 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





All
<input type="checkbox"/> History Log
History Log
Create Comment
<input type="checkbox"/> School Planning Team
School Planning Team (REQUIRED)
<input type="checkbox"/> Comprehensive Needs Assessment
Principles 1-6 (REQUIRED)
K-8 State Assessment Data (OPTIONAL)
HS State Assessment Data (OPTIONAL)
Miscellaneous Data (OPTIONAL)
Teacher Data (OPTIONAL)
Final Summary (REQUIRED)
<input type="checkbox"/> Integrated Action Plan
Principles, Strategies and Action Steps (REQUIRED)
<input type="checkbox"/> Related Documents
Related Documents
All



Required Documents		
Type	Document Template	Document/Link
Fishbone Diagram [Upload at least 3 document(s)]	Fishbone Diagram	CNA Fishbone Principle 2.3 CNA Fishbone Principle 2.4 CNA Fishbone Principle 5.2

Optional Documents		
Type	Document Template	Document/Link
5 Whys	5 Whys	
Other	N/A	



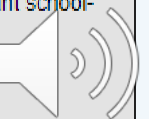
Planning Tool



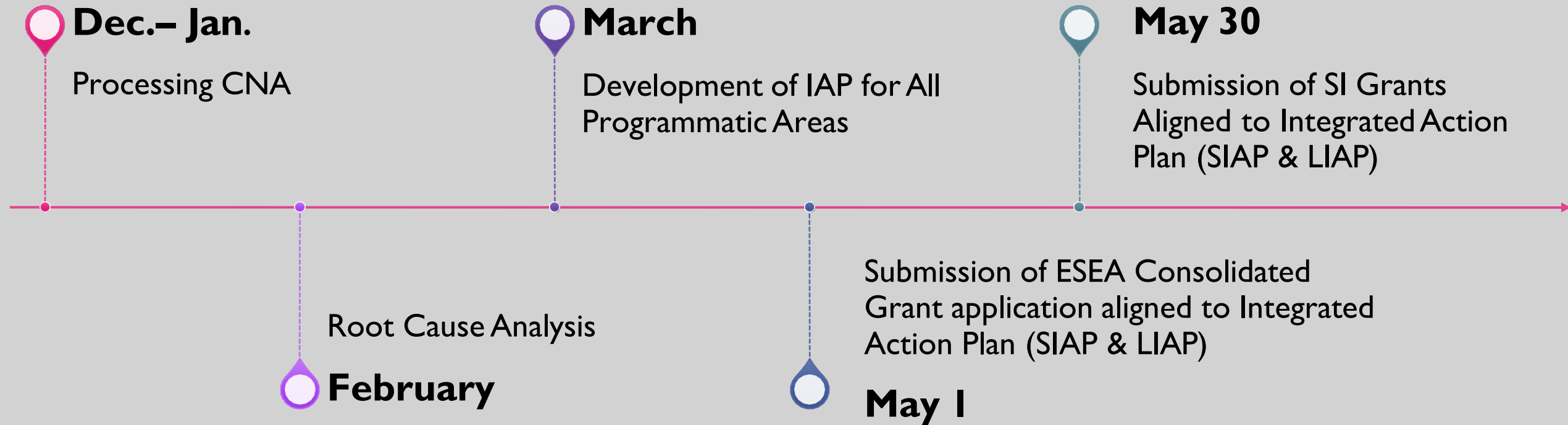
Final Summary Chart

Summary and Needs Identification - Using the summary of your data above and your three fishbone root cause analyses, complete the Summary and Needs Identification chart below for your top three primary needs. Use one row for each primary need.

Primary Needs Indicator #	Step 1) Identify Your 3 Primary Needs	Step 2) Identify Root Causes	Step 3) Write Primary Needs Statements	Step 4) Write Desired Outcomes
Indicate the principle and indicator for each of your primary needs, (i.e., 2.3)	Write the description of the CNA indicator. - (Head of the fishbone)	List the one major contributing factor to the problem. - (Body of the fishbone)	Write Primary Need Statement - List the action needed to solve the problem. - (Tail of the fishbone)	Describe what you will do and how it will impact students. This is a positive restatement of your need statement.
* 2.3	* Based on all available student data, teachers do not intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing Universal Design for Learning.	* Teachers do not consistently use data to design effective instruction for all learners.	* Teachers need to create success criteria and develop, deliver, and analyze daily formative assessments to drive instruction.	* Teachers will create success criteria in order to develop, deliver, and analyze daily formative assessments that drive instruction.
* 2.4	* Our teachers do not implement evidenced-based, rigorous and relevant instruction.	* Teachers are not utilizing strategies to engage all learners in their learning.	* Teachers need to plan for and know how to implement engagement strategies in their instruction.	* Teachers will implement strategies in their instruction that engage students in their learning.
* 5.2	* Our staff does not create an environment which builds mutual respect among leadership, teachers, students, and families.	* We have no way to collect meaningful student input and feedback	* We need to develop a system to collect student input and/or feedback on school-wide practices and policies	* Leadership will develop a system/protocol to collect student input and/or feedback on relevant school-wide practices and policies.



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


Kelly 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
Marnie Lord
Sue Edman
Eric Henderson





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

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

Thank You

