



2022 Committee of Practitioners Fall Forum

Drilling Down into Root Cause Analysis



Session Outline

- ❑ Importance of Root Cause Analysis (RCA)
- ❑ Group Dynamics
- ❑ RCA Process
- ❑ Grants Management

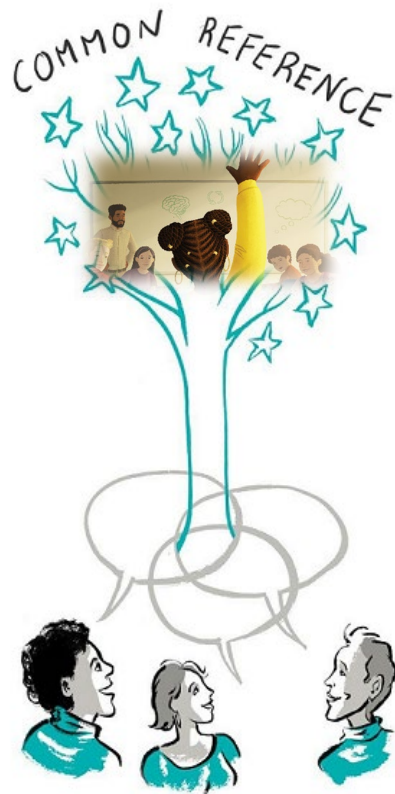




Why is Root Cause Analysis Important?



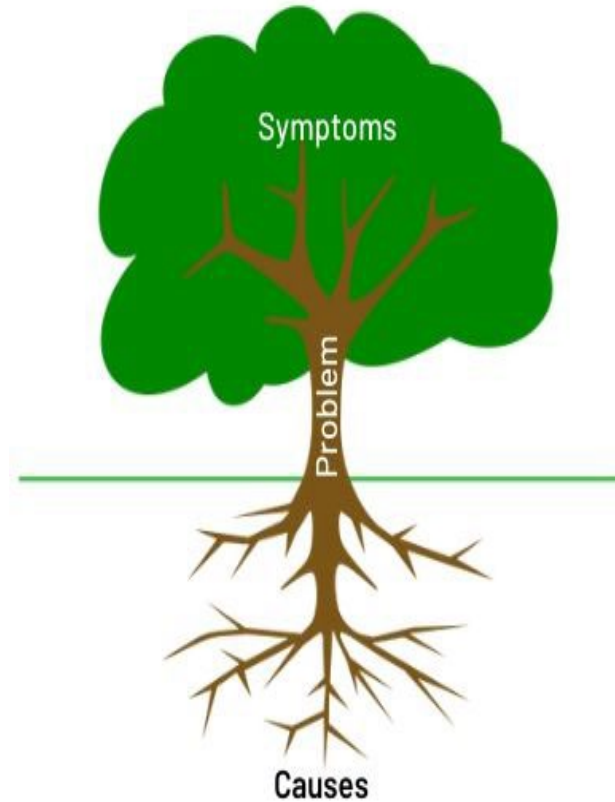
Group Dynamics



1. Remind staff of the common purpose of supporting students.
2. Set norms that support identifying issues to move towards a solution.
3. Create a climate conducive to sharing and listening.
4. Consider having peer-led RCA discussions.

RCA Process

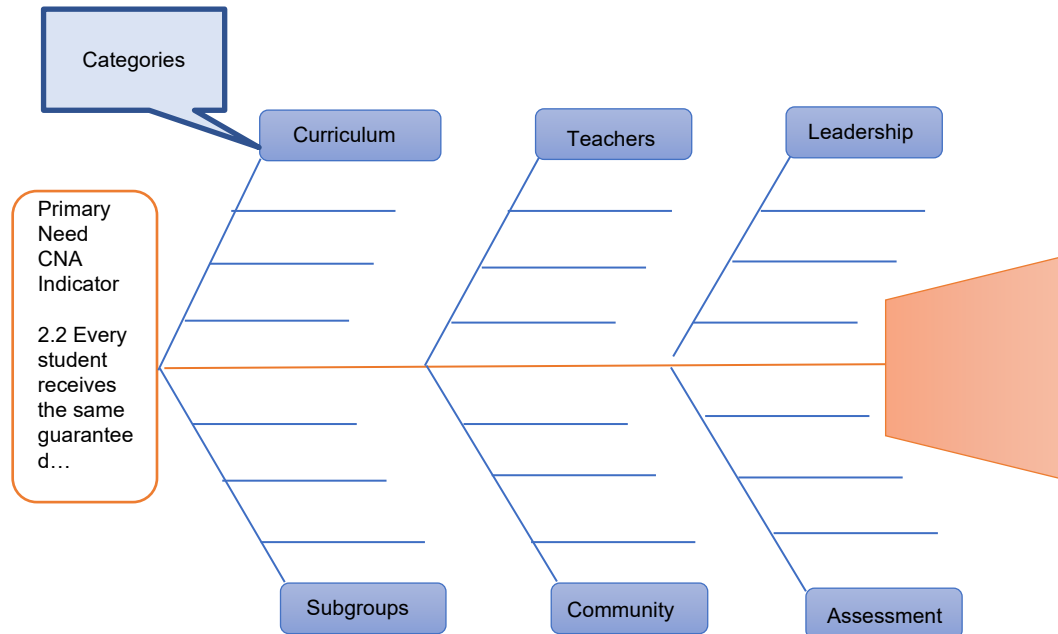
ASKING WHY



The Fishbone Problem Solving Process



Fishbone Discussion Model



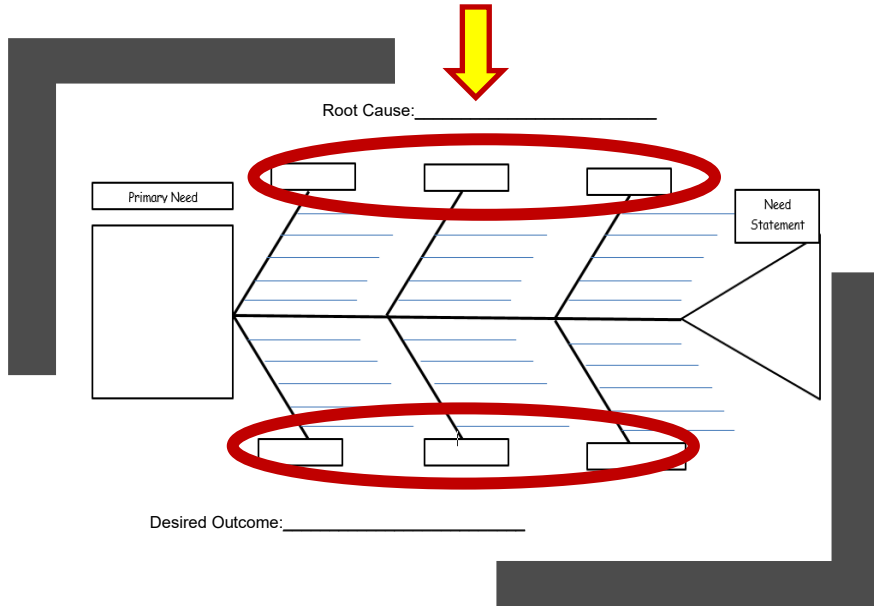


Go to www.menti.com



Possible Fishbone Categories

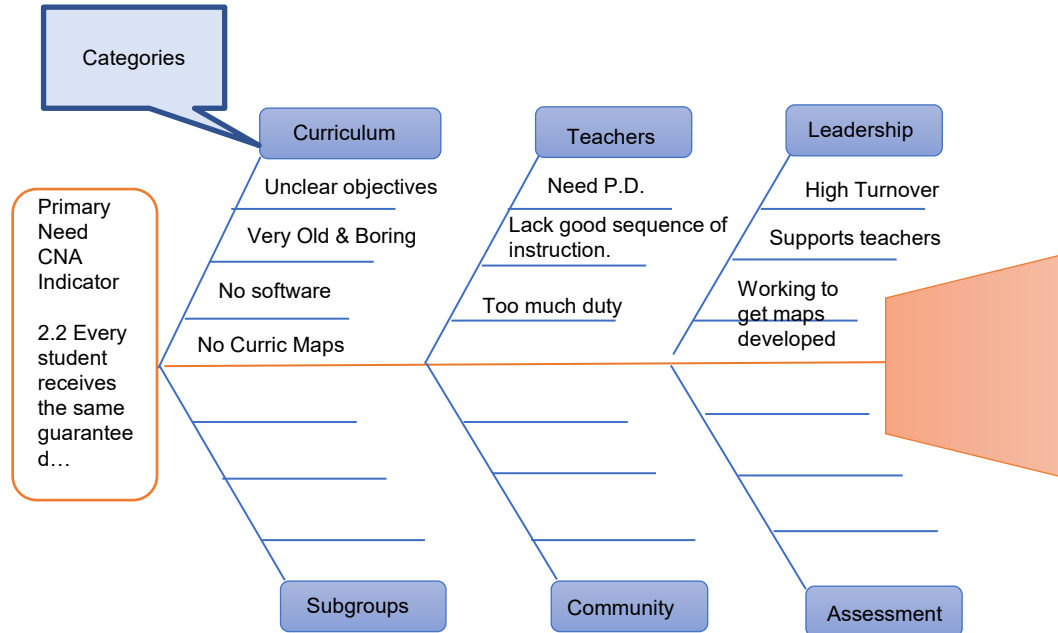
Categories are elements that impact educational outcomes.



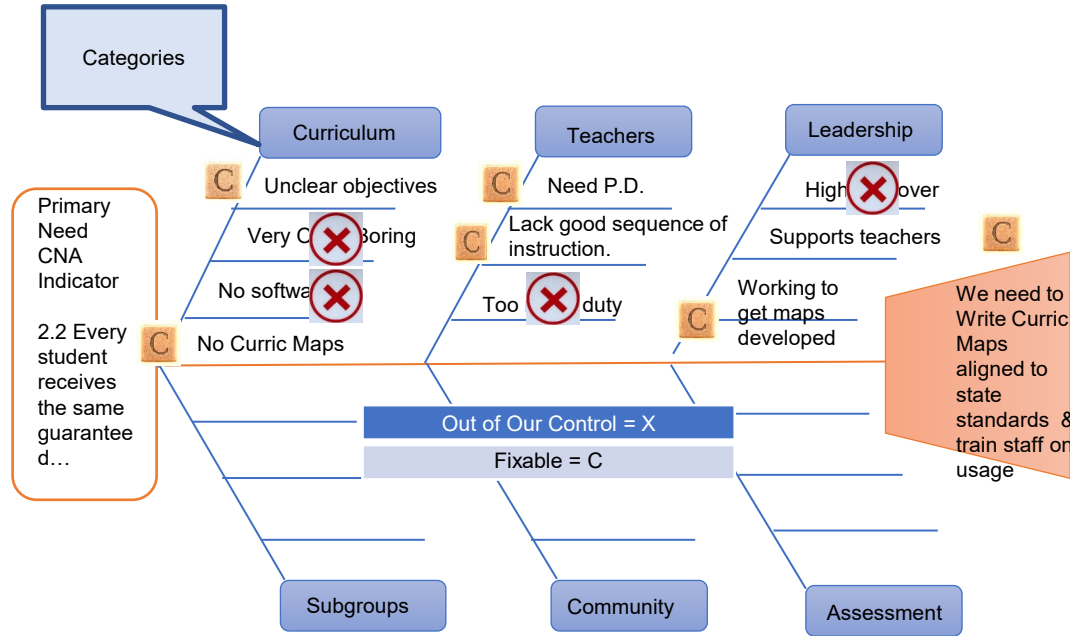
- Leadership
- Teachers
- Students
- Sub-Groups
- Community
- Curriculum
- Assessment
- Transportation
- Attendance
- Time
- Professional development
- Climate/culture
- Technology
- Infrastructures



Fishbone Discussion Model



Fishbone Analysis



We will assemble a curriculum map team, write the maps during the summer and plan training for the beginning of the year.

Sometimes you have to dig a little deeper...

Why?

↳ Why?

↳ Why?

↳ Why?

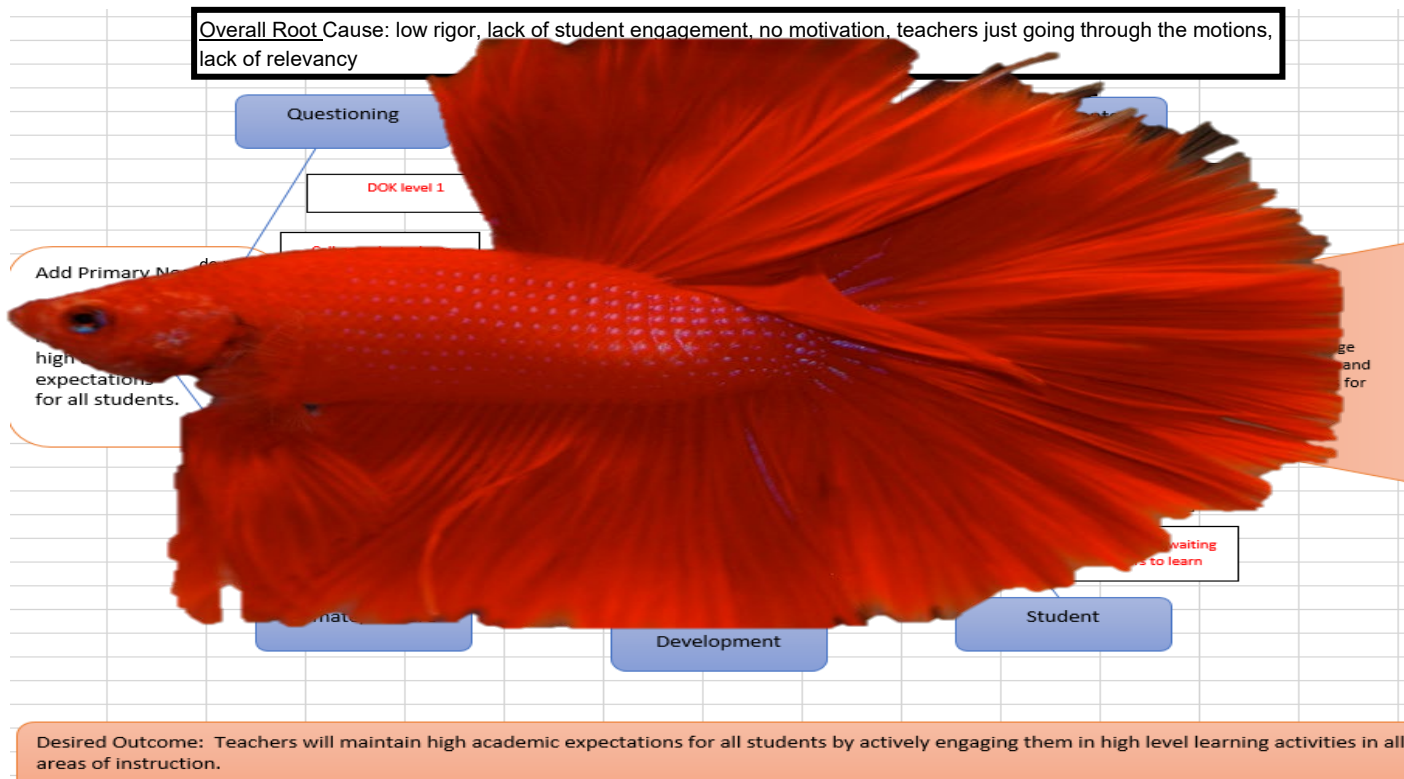
↳

Why?

(real solution found here)



Need Statement Reflection



Possible New Needs Statement:

Provide professional development for staff around the connection between positive relationships and student achievement.



Sample RCA Target Questions



1. How do you know the problem exists?
2. What are your teachers or staff doing or not doing to contribute to the problem?
3. What are students doing or not doing to contribute to the problem?
4. What is the community or family doing or not doing to contribute?

Scenario - RCA Problem

ABC Elementary lacks consistent curriculum delivery in reading classes.

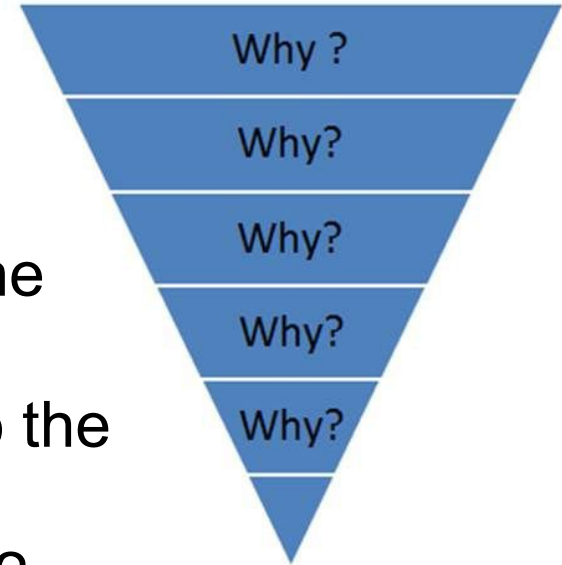
Evidence of problem:

- There are six third grade classrooms, the students are all learning different things in each of them despite having the same curriculum.
- The principal is having a hard time evaluating tier 2 interventions as a result.

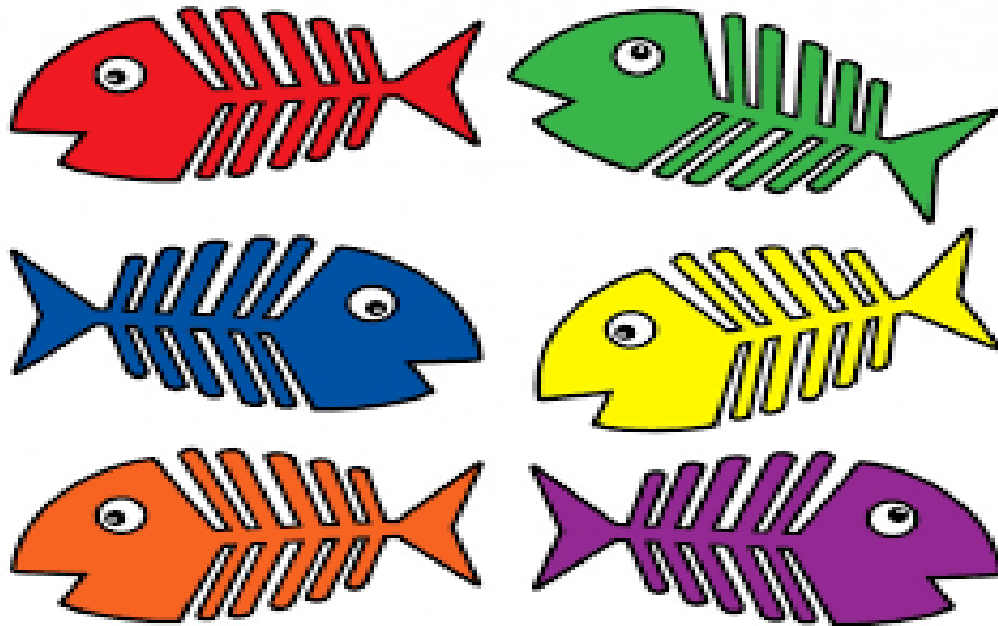
Using the chat, please enter target questions that will help this RCA Team get to the root cause.

Additional Examples of RCA Target Questions

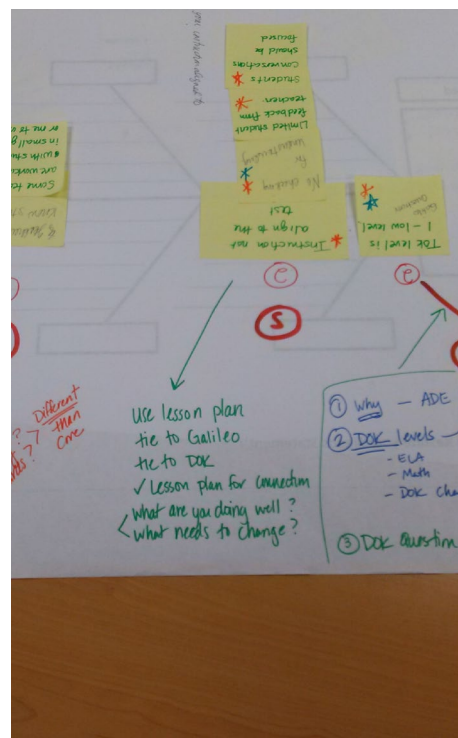
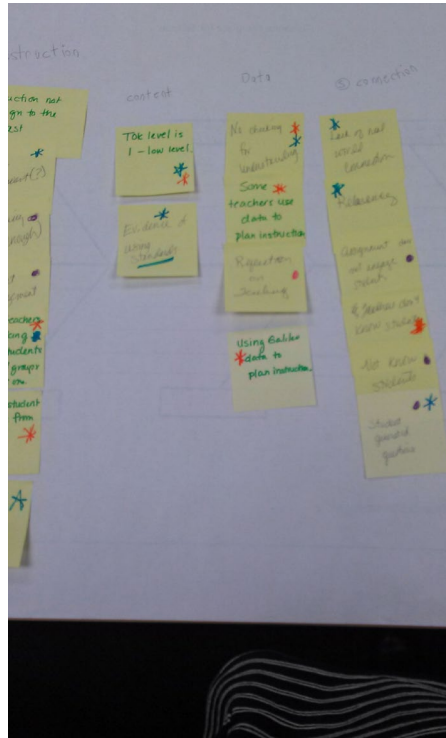
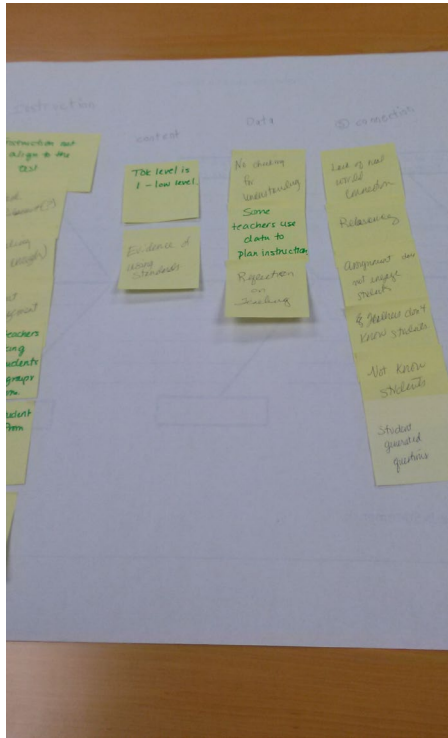
- What barriers are in place?
- How does the curriculum contribute?
- How does time contribute?
- Does the school schedule play a role in the problem?
- What causes the teachers to contribute to the problem?
- Why do students feel or act a certain way?
- How does instruction contribute to the problem?



Possible Fishbone Submissions

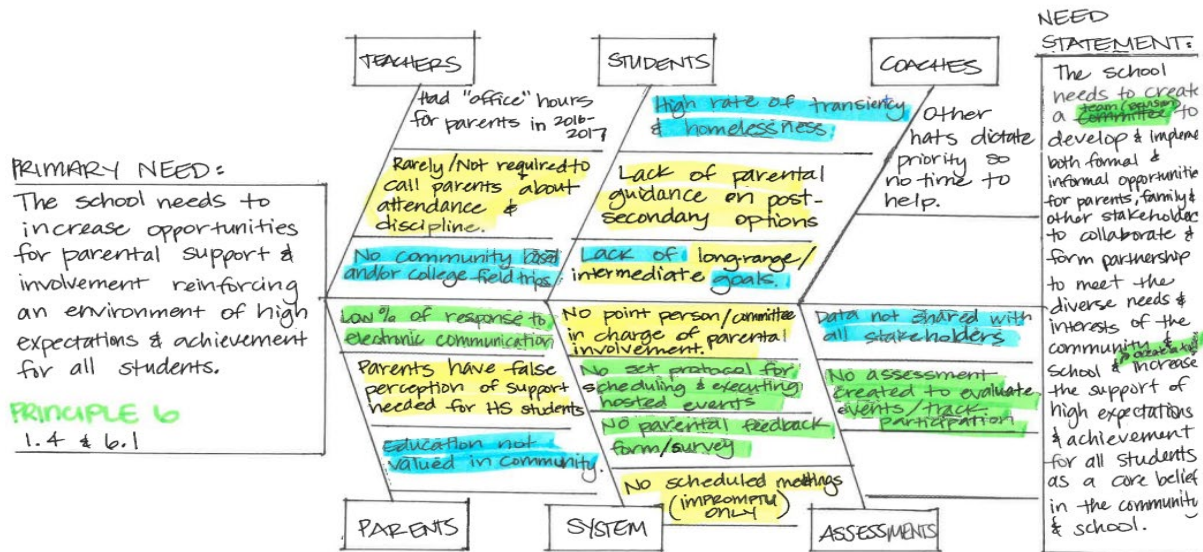


Posterboards & Stickies



Color Coding Elements

REVISED 4/2018



DESIRED OUTCOME:

The school creates a team 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 that reinforces the environment of high expectations & achievement for all student



Root Cause Analysis Fishbone Template



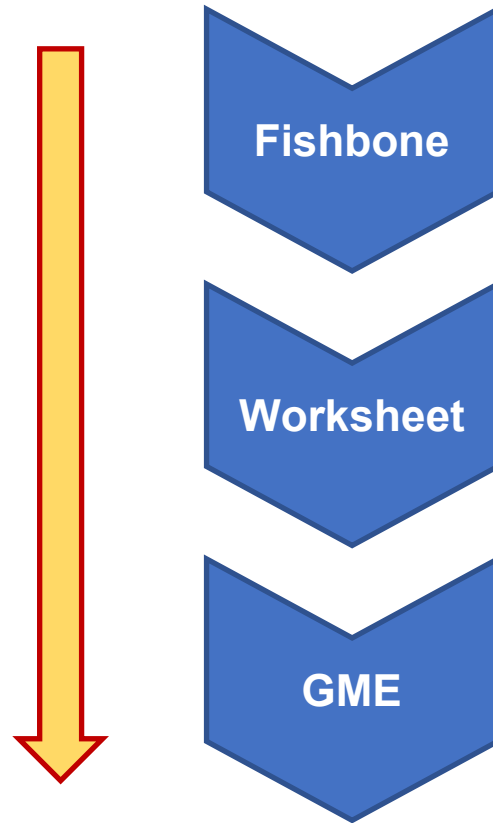
ABC School

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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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	Root Causes (label each category/headline and include details) These are the most influential contributing factors. <i>“Why is the problem existing? What is contributing to the problem? Who plays a role in contributing to the problem?”</i>			Need Statement <i>What must happen/change to address the root cause(s) and the primary need?</i> 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
	Students <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 	Parents <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 	Systems <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 <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 	Student Surveys <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 		

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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Connecting It All – Planning Tools Final Summary Page



INTEGRATED ACTION PLAN WORKSHEET 2022-2023

 Need #1	Primary Need: (head of fishbone) <u>2.2 Every student receives the same guaranteed....</u>	
	Root Cause: 2.2 There are no curriculum maps at the school which created inconsistent delivery of instruction.	
	Needs Statement: (tail of fishbone) We need to write curriculum maps and train staff on usage	
	Desired Outcome: (Needs statement restated in a positive) We will assemble a curriculum map team, write the maps during the summer and plan training for the beginning of the year.	
SMART Goals (Process & <u>Impact</u>) - <i>While considered best practice, SMART goals are only required if in school improvement</i>		
Strategy: Title: Create Curriculum Maps Description: Impact	Action Steps: AS#1: Assemble a Curriculum Team <i>(Title)</i> Description Person Responsible, Their Role Start Date/End Date AS#2: Design Curriculum Maps Description Person Responsible, Their Role Start Date/End Date	





Principle: Effective instruction occurs with quality teaching in a student-centered, safe environment where all students have high expectations for all students to succeed. Teachers have a solid knowledge of the content they teach and a common understanding of the standards and curricula. Effective teachers intentionally plan, emphasize evidence-based practices in their lessons, and utilize a balanced assessment system to make instructional decisions for all students.	Primary Need: (head of fishbone) <u>Element D</u> Are curricula implemented with fidelity?
	Root Cause: <u>2.2</u> There are no curriculum maps at the school which created inconsistent delivery of instruction.
	Needs Statement: (tail of fishbone) <u>We need to write curriculum maps and train staff on usage</u>
	Desired Outcome: (Needs statement restated in a positive) <u>We will assemble a curriculum map team, write the maps during the summer and plan training for the beginning of the year.</u>
	SMART Goals (Process & Impact) <u>While</u> considered best practice, SMART goals are only required if in school improvement

DRAFT

Strategy #1:	Action Step Title	Action Step Narrative	Start-End Dates	Person Responsible	Data to Collect
Title: Create Curriculum Maps for elementary science Narrative: Impact student instructional outcomes with consistently delivered curriculum	Assemble a Curriculum Team	Post the positions for summer curriculum work and interview interested staff	December -March	Principals & Director of Curriculum & Instruction	Qualifications of Applicants
	Design Curriculum Maps	Have several meetings to train staff of map expectations and then set up an evening and summer calendar for map work.	March-June	Director of Curriculum	Maps for Grade k-5 Science
	Provide Training for Staff	Provide training for the K-5 teachers for the new curriculum maps	<u>June</u> – August	Director of Curriculum and the Curriculum Map Team	Training Certificates for each K-5 Teacher
	Monitoring: Monitoring Staff usage of curriculum maps	Collect walkthrough data for each K-5 teacher during their math time. Collect all K-5 Science Lesson Plans.	August – December January -May	Principals & Director of Curriculum & Instruction	Walkthroughs Lesson plans
	Evaluating: Evaluate Curriculum Map Efficacy as compared to student achievement	Evaluate the walkthroughs comparing the data from the lesson plan to what was being taught to the curriculum Map. Identify areas of strong correlation and areas for improvement.	December June	Principals & Director of Curriculum & Instruction	Create a chart correlating science, lesson plans, actual science lessons and the curriculum map to find correlations.



GME Planning



Grants Management Enterprise GME

- GME Home
- Administer ▶
- Search ▶
- Reports
- Inbox ▶
- Entity Information
- Planning** ▶
- Monitoring ▶
- Funding ▶
- Reimbursement Requests
- Project Summary
- LEA Document Library
- Address Book
- Contact ADE
- Grants Management Resource Library
- Help
- GME Sign Out

Sections

istrict - FY 2020 - **Low Risk** - ESEA Consolidated - Rev 2

Application Status: LEA Authorized Representative Approved

Change Status To: [SEA ESEA Consolidated Program Specialist Approved](#)
or
[SEA ESEA Consolidated Program Specialist Not Approved](#)

[View ADE History Log](#)
[View Change Log](#)

Description ([View Sections Only](#) [View All Pages](#))

All

History Log

[History Log](#)

[Create Comment](#)

Allocations

[Allocations](#)

Private Schools

[Administration](#)

Title I LEA

[FFATA & GSA Verification](#)



Navigating GME

Planning Tool

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)
Data Analysis Assurance
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	



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 - (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.

Sample Timeline for Annual Planning

Dec.– Jan.

Processing
CNA

March

Development of IAP for
All Programmatic Areas

July 1

Director Approved
Applications are
Accessible for LEA
Use

Root Cause
Analysis

February

Submission of ESEA Consolidated
Grant application aligned to
Integrated Action Plan (SIAP & LIAP)

May 1





Questions?

Resources

- ✓ Fillable RCA Fishbone
 - ✓ IAP Worksheet
 - ✓ Facilitating Effective Conversations
 - ✓ Toolkit for Building a Culture of Data Use
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- ✓ Planning Tool Navigator | Arizona Department of Education (azed.gov)



- ✓ Support & Improvement: Professional Learning | Arizona Department of Education (azed.gov)
- ✓ Comprehensive Needs Assessment Integrated Action Plan Resources (azed.gov)

Feedback for ADE

Drilling Down into Root Cause Analysis

Padlet Link

<https://padlet.com/angiemadsen/lijbmwdsdx2eess3>



1. Please provide feedback on the tools, resources, and support for the Root Cause Analysis.
 - Which tools are most helpful?
 - Any suggestions for additional tools/ support?
2. Please provide feedback related to your use in transferring RCA information into GME.
 - What do you like best/ dislike?
 - What would make your life better?
3. Any additional feedback related to today's session.