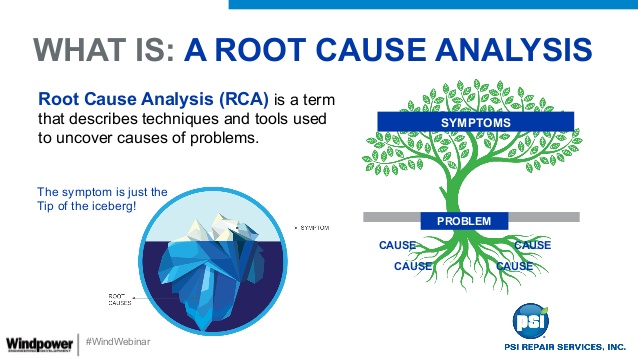
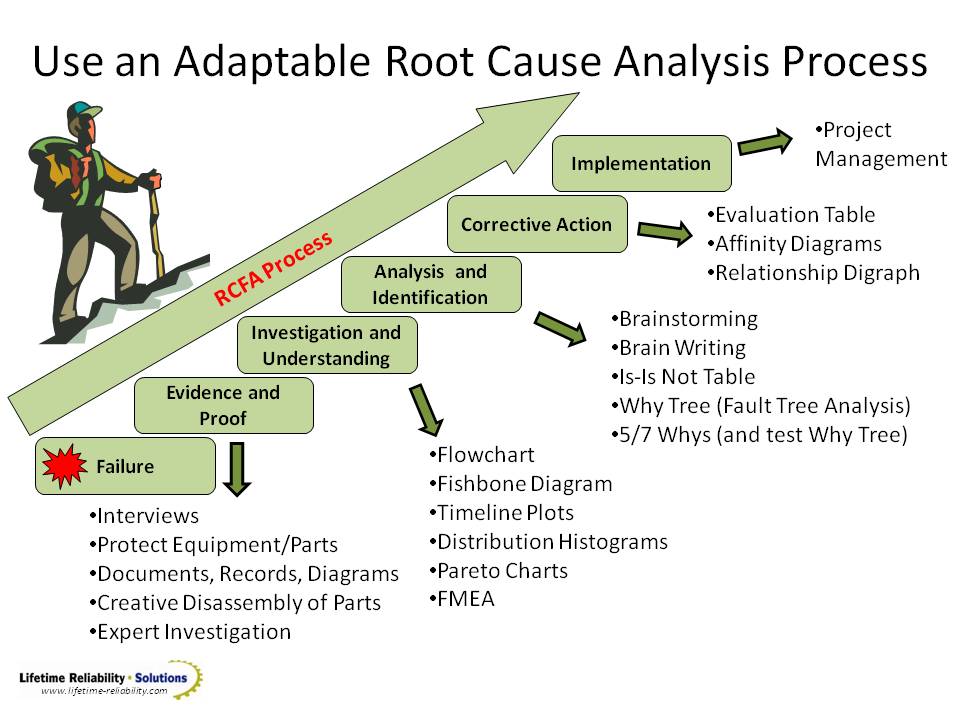
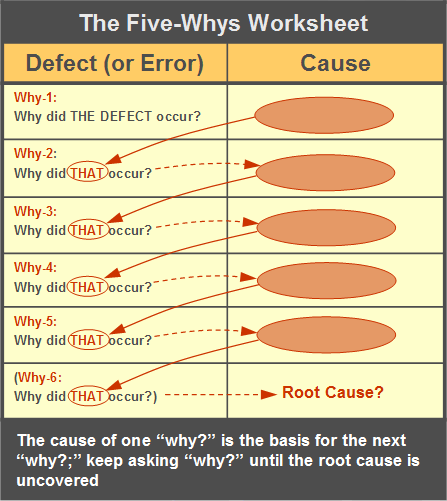
**ROOT CAUSE ANALYSIS *Resources***





**Fishbone Diagram Example**





Concern

**Problem/Concern**

|  |  |
| --- | --- |
| Problem/Concern Statement\* |  |
| Why? |  |
| Why? |  |
| Why? |  |
| Why? |  |
| Why? |  |
| Root Causes | 1.  2.  3.  *…ask the following: If you removed this root cause, would this event or problem have been prevented?* |



**Root Cause Analysis Checklist**

**Example**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Problem Statement | Potential Causes | This is something we can affect. | This is a root cause and not a contributing cause. | We have the data we need to inform planning. | If we need data, where can we get it? |
| Multiple data sources reveal there is a breakdown in the use of data to help guide decisions at both the school and district level. | We lack the communication in clearly articulating the roles and responsibilities around data and decision making. | Yes | Yes | Yes |  |
| We are constantly starting over every 2 – 3 years with leadership decisions. | Yes | Yes | Yes |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Problem Statement | Potential Causes | This is something we can affect. | This is a root cause and not a contributing cause. | We have the data we need to inform planning. | If we need data, where can we get it? |
| There is a lack of communication between the district leadership team, the school leadership team, and the instructional leadership team. | The past is driving the present. | Yes | Yes | Yes |  |
| There is a high turnover in administration. | Yes | Yes | Yes |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Problem Statement | Potential Causes | This is something we can affect. | This is a root cause and not a contributing cause. | We have the data we need to inform planning. | If we need data, where can we get it? |
| Three out of four of the reporting schools have “low” parental involvement in being active in their child’s learning. | Parents don’t have the educational background to gain knowledge or bring knowledge to help their students. | Yes | Yes | No | We might need site-based data (.e.g. change registration form). |
| Parents lack the resources to be physically and visibly involved. | Yes | Yes | No | Compile all resources (e.g., social worker may have resources that are not available to all staff or students). |
| All stakeholders lack concern and respect for the profession. | Yes | Yes | No | Consider a survey or personal interview of teachers. |
| The realities of generational and societal life stressors of home and community prevent them from being involved. | Yes | Yes | No | Consider reviewing current demographic data (e.g. undocumented parents, home foreclosures, transient) population, homeless, etc.). |
| Poor communication among all stakeholders leads to a lack of confidence. | Yes | Yes | Yes (e.g., website not current, messages sent in English and Spanish). | Poor communication among all stakeholders leads to a lack of confidence. |