Root Cause Analysis Module

Learning Target:

You will be able to use the Fishbone diagram and 5 Whys method to help determine the root cause and desired outcome of your primary need.
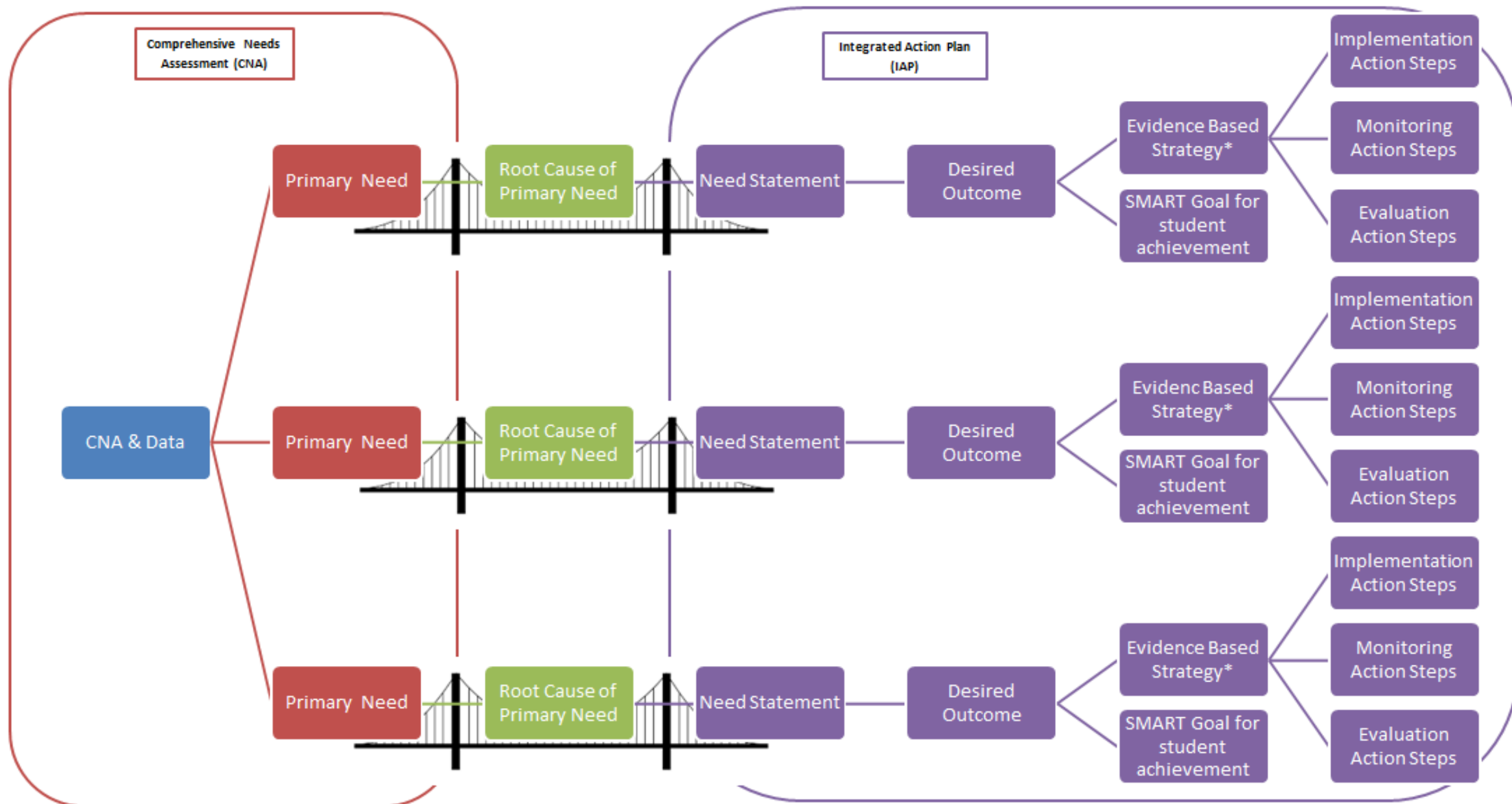
Support and Innovation
Improved Outcomes for All

Support and Innovation Unit
Arizona Department of Education
Created by: *Christina Pou and Jennifer Cooper*
Recorded by: *Lea Bryant*

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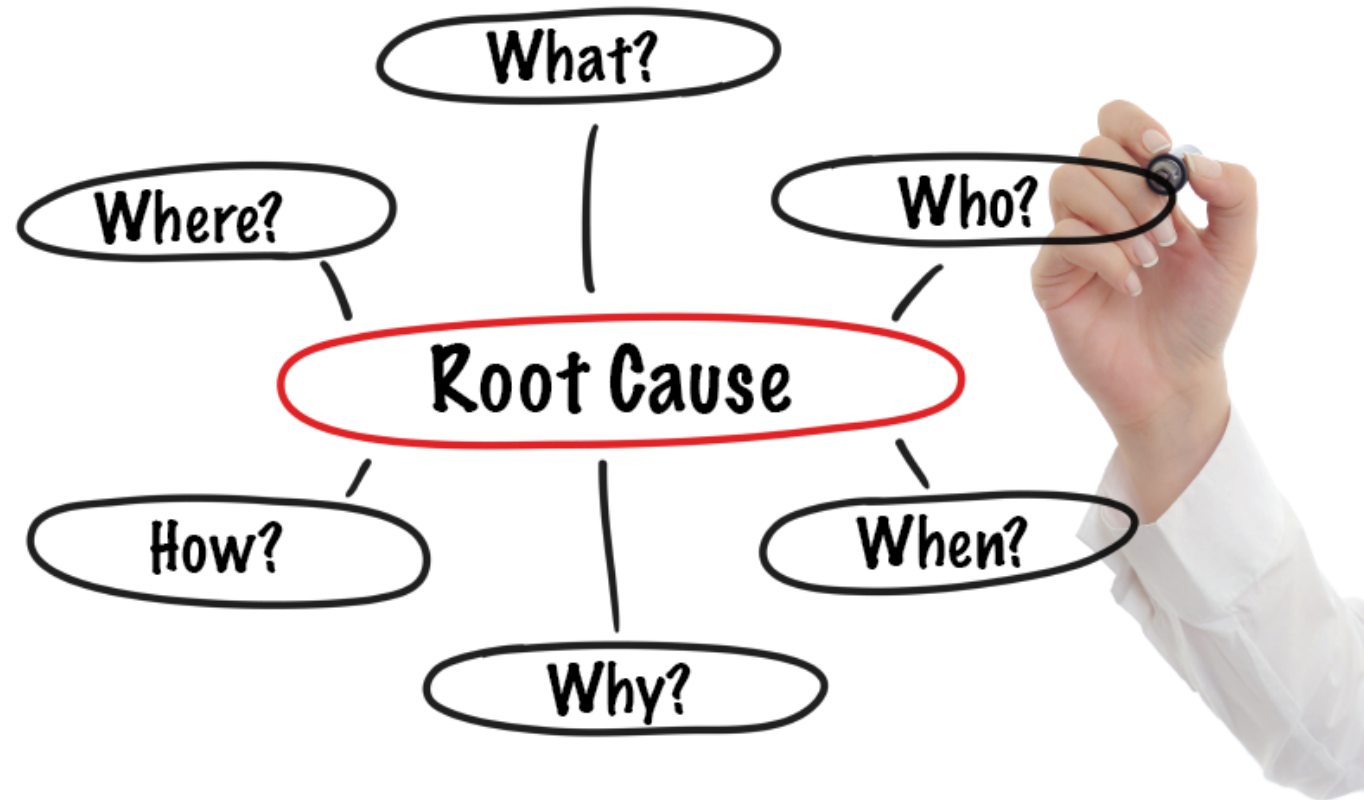
Identifying Primary Needs

- Divide chart paper in half
- Headings:
  - Strengths
  - Areas of Development
- Review CNA Final Summary Page and discuss your strengths and areas of development – list the indicators in each column
- Discuss patterns, trends and data that showcased your need
- Highlight the Top 3-4 needs on chart

Have a primary need, now what?

The Fishbone Problem Solving Process

Fishbone template for Schools
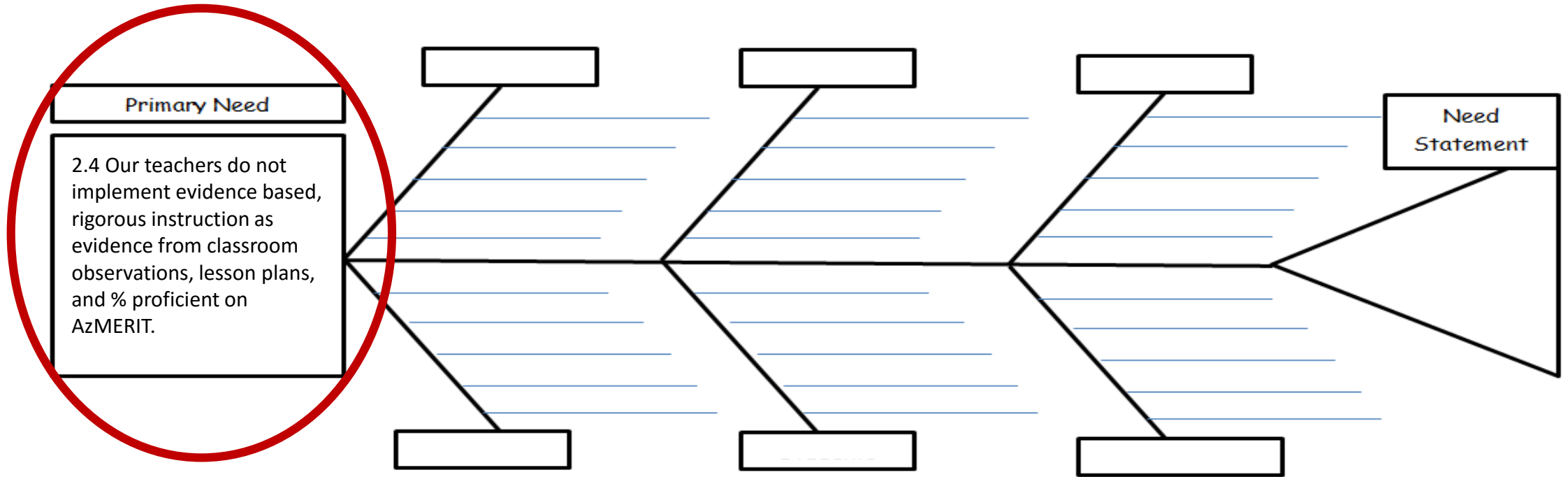
Primary Need

2.4 Our teachers do not implement evidence based, rigorous instruction as evidence from classroom observations, lesson plans, and % proficient on AzMERIT.

Need Statement

Desired Outcome (Positively Restate your Needs Statement):

_____

Fishbone diagram.

Primary Need

2.4 Our teachers do not implement evidence based, rigorous instruction as evidence from classroom observations, lesson plans, and % proficient on AzMERIT.

Instruction

Curriculum

Community

Teachers

Students

Infrastructure
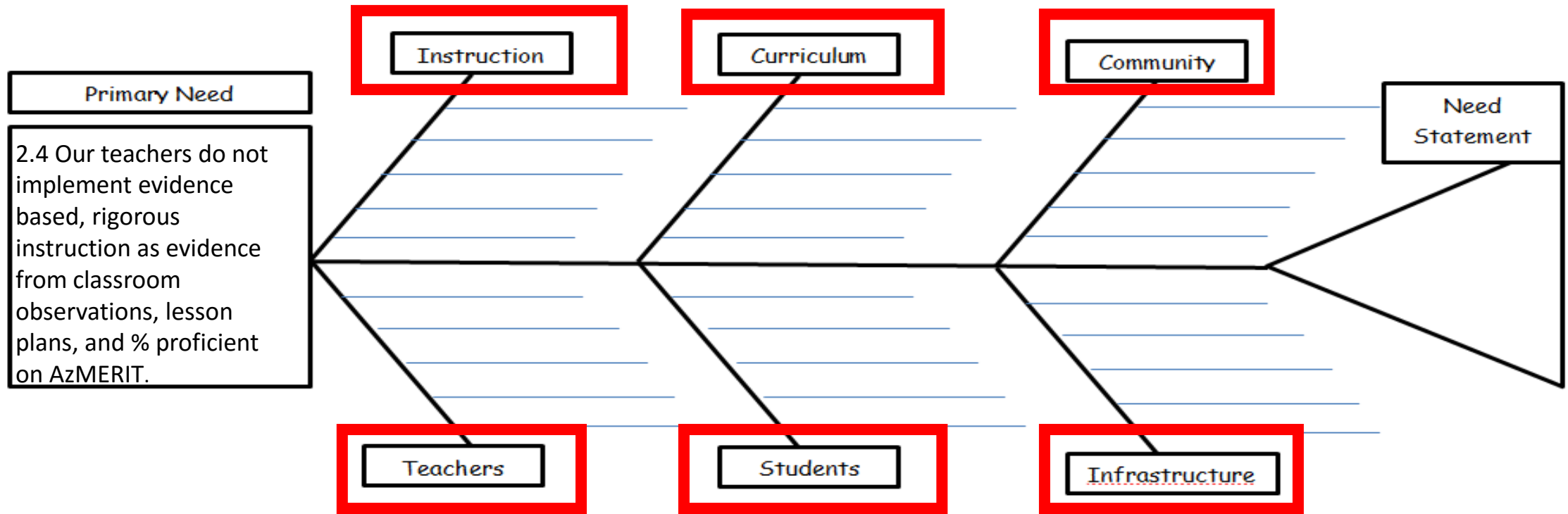
Need Statement

Desired Outcome (Positively Restate your Needs Statement):

_____

Possible Additional Fishbone Categories
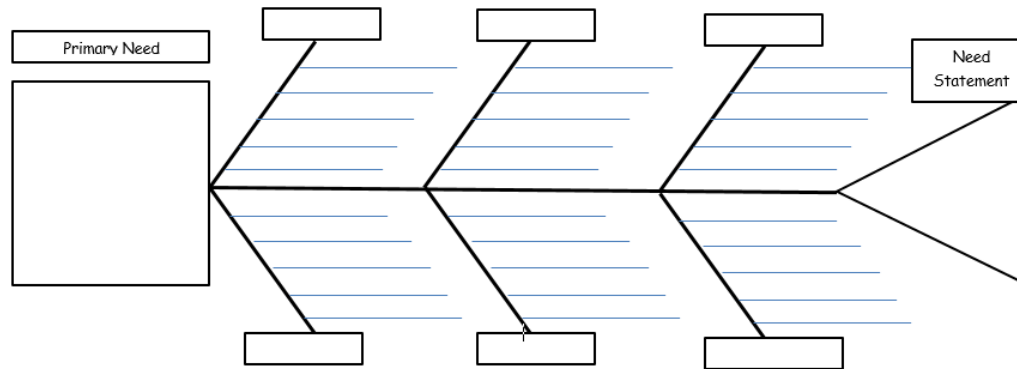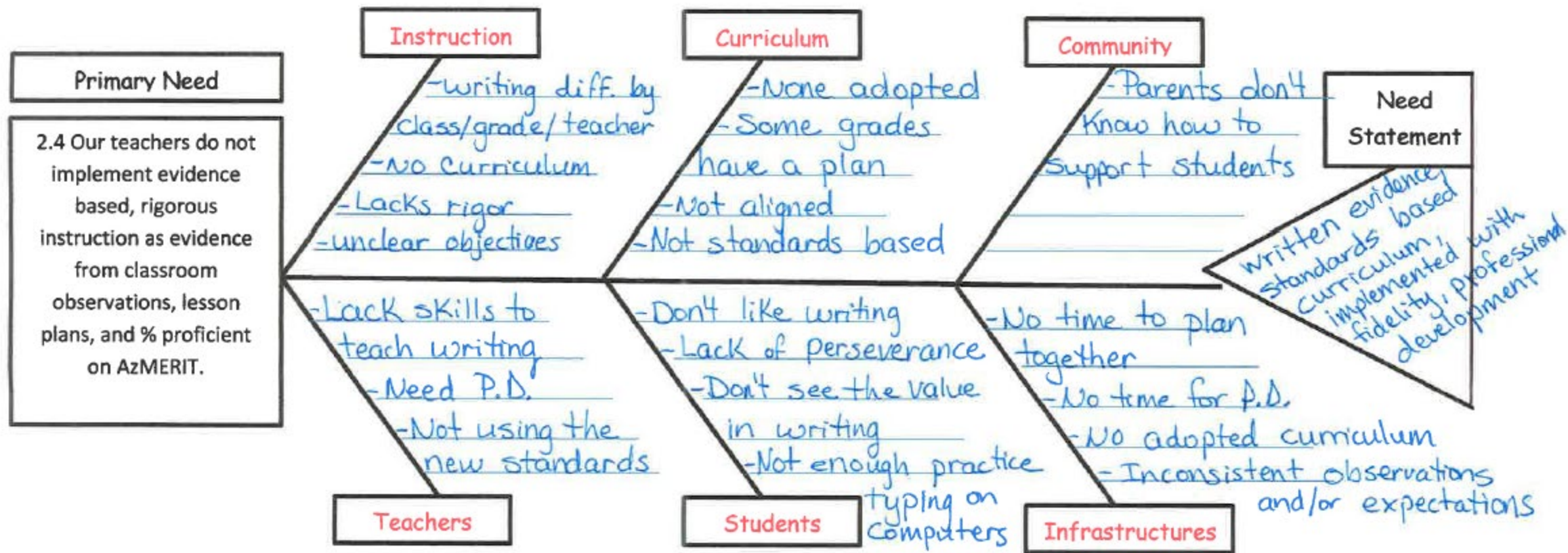

- Leadership
- Assessment
- Transportation
- Attendance
- Time
- Professional development
- Climate/culture
- Subgroups

This is a fishbone (Ishikawa) diagram.

Primary Need

2.4 Our teachers do not implement evidence based, rigorous instruction as evidence from classroom observations, lesson plans, and % proficient on AzMERIT.

Need Statement

written evidence standards based curriculum, implemented with fidelity, professional development

Instruction
- writing diff. by class/grade/teacher
- No curriculum
- Lacks rigor
- unclear objectives

Curriculum
- None adopted
- Some grades have a plan
- Not aligned
- Not standards based

Community
- Parents don't know how to support students

Teachers
- Lack skills to teach writing
- Need P.D.
- Not using the new standards

Students
- Don't like writing
- Lack of perseverance
- Don't see the value in writing
- Not enough practice typing on computers

Infrastructures
- No time to plan together
- No time for P.D.
- No adopted curriculum
- Inconsistent observations and/or expectations

Desired Outcome (Positively Restate your Needs Statement):

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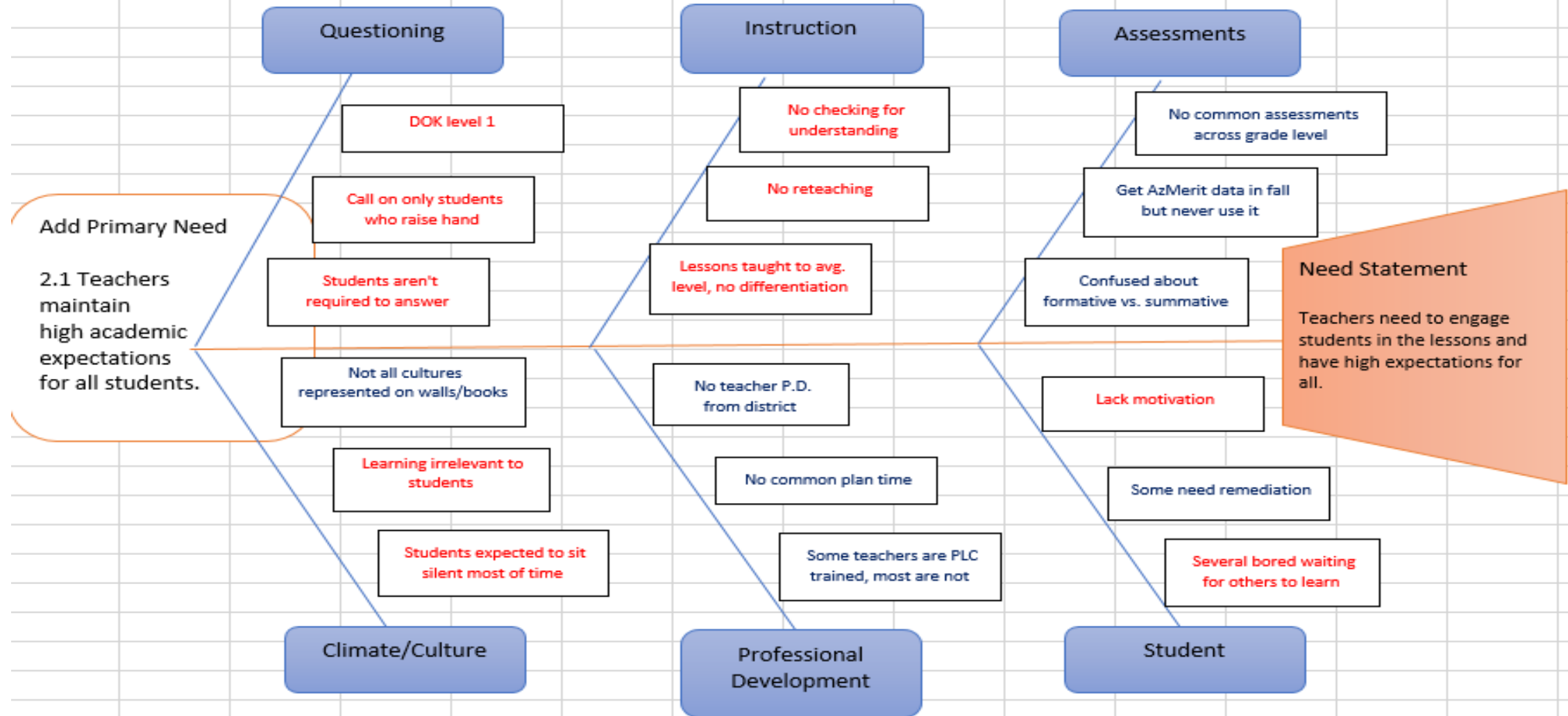
Sample Target Questions

- How do you know the problem exists? What are the people in the school doing?

- 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?

What if my tail is too big?

Fishbone Diagram

Questioning

- DOK level 1
- Call on only students who raise hand
- Students aren't required to answer
- Not all cultures represented on walls/books
- Learning irrelevant to students
- Students expected to sit silent most of time

Instruction

- No checking for understanding
- No reteaching
- Lessons taught to avg. level, no differentiation

Assessments

- No common assessments across grade level
- Get AzMerit data in fall but never use it
- Confused about formative vs. summative
- Lack motivation

Climate/Culture

Professional Development

- No teacher P.D. from district
- No common plan time
- Some teachers are PLC trained, most are not

Student

- Some need remediation
- Several bored waiting for others to learn

Add Primary Need

2.1 Teachers maintain high academic expectations for all students.

Need Statement

Teachers need to engage students in the lessons and have high expectations for all.

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.

Sometimes you have to dig a little deeper...
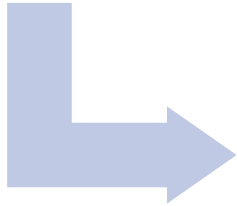
WHY?
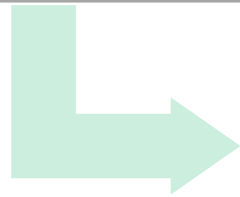↳ **WHY?**
↳ **WHY?**
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↳ **WHY?**
Real solution is found here

How to Use the 5 Whys
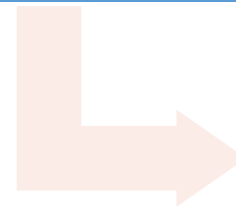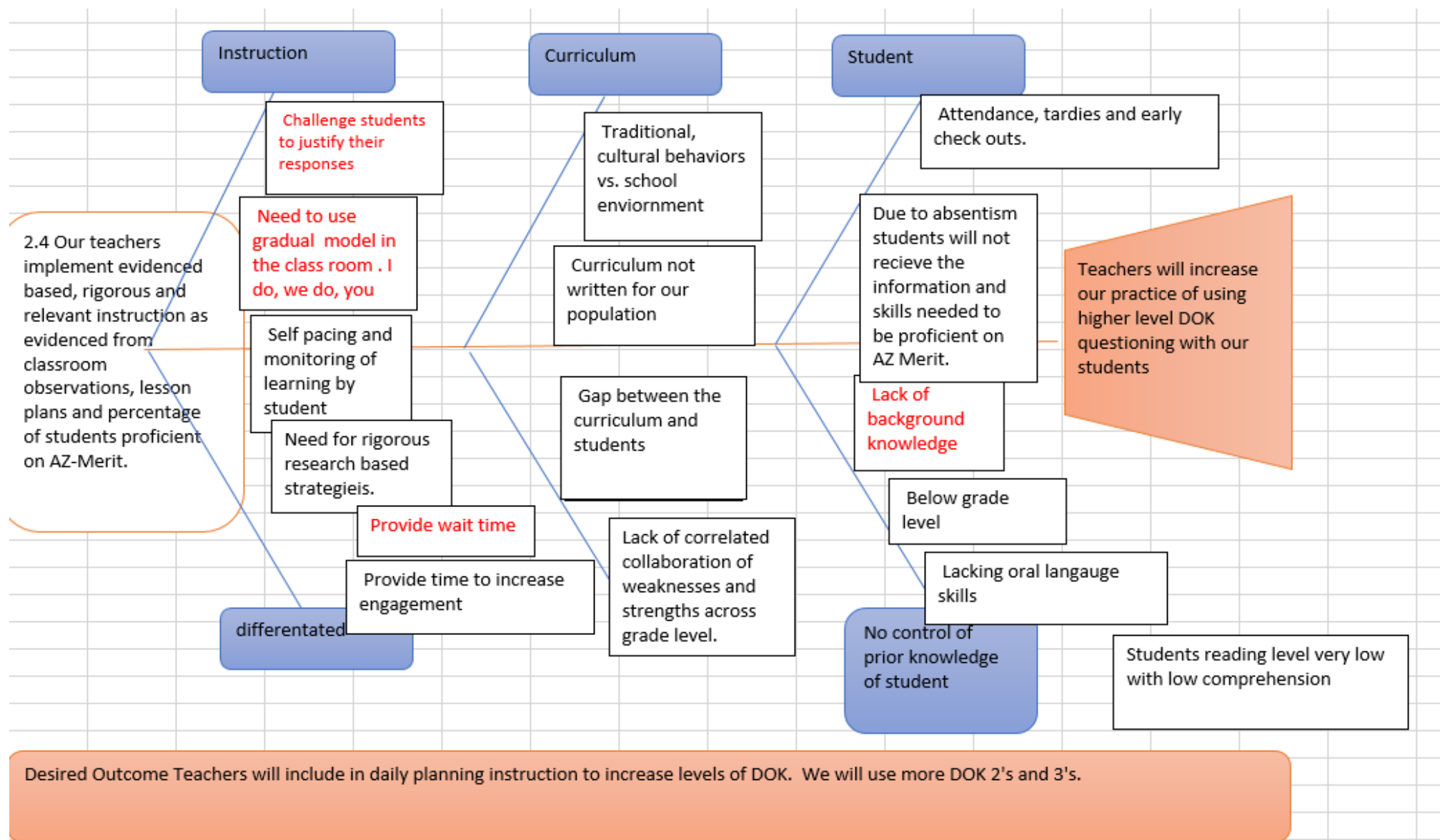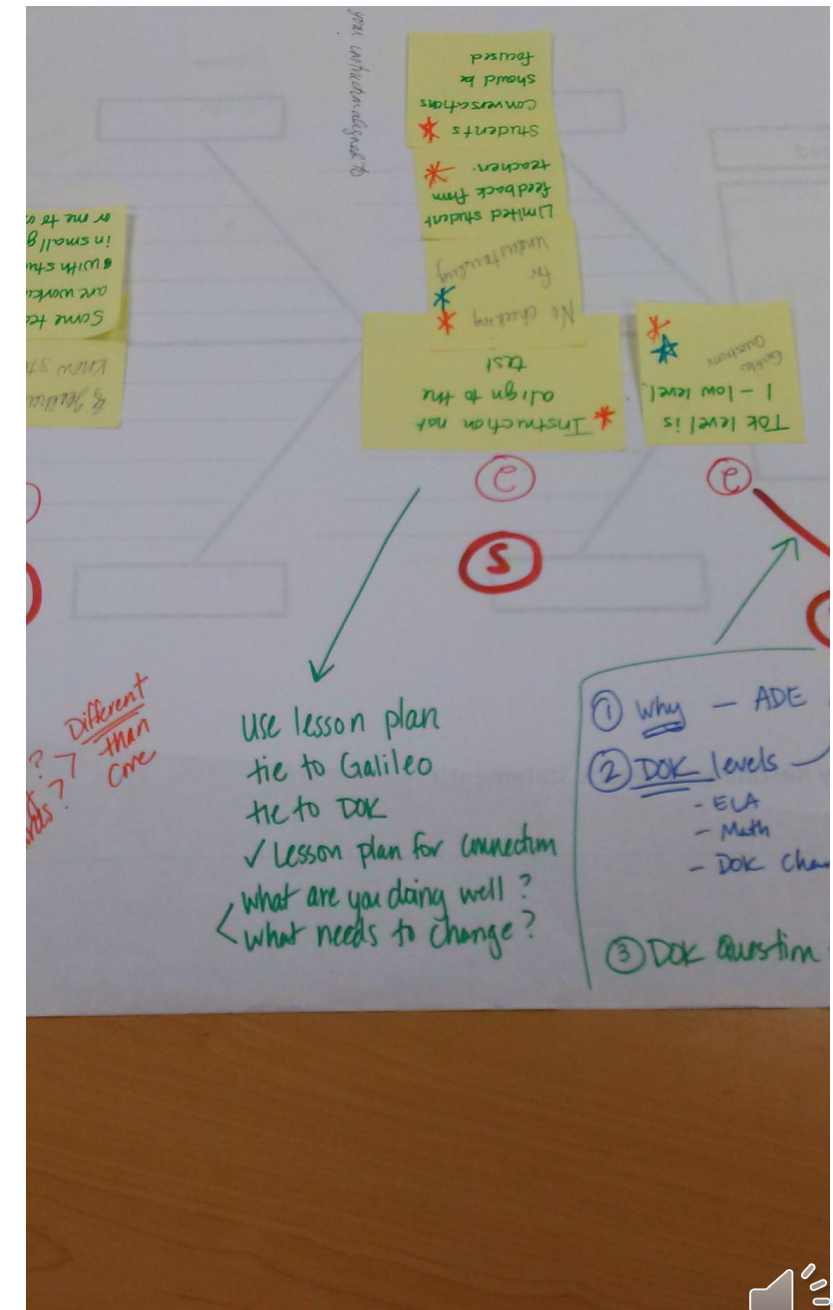
Additional Fishbones from Schools in Improvement

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

NAOTO KAN

Instruction

Challenge students to justify their responses

Need to use gradual model in the class room . I do, we do, you

Self pacing and monitoring of learning by student

Need for rigorous research based strategieis.

Provide wait time

Provide time to increase engagement

differentated

Curriculum

Traditional, cultural behaviors vs. school enviornment

Curriculum not written for our population

Gap between the curriculum and students

Lack of correlated collaboration of weaknesses and strengths across grade level.

Student

Attendance, tardies and early check outs.

Due to absentism students will not recieve the information and skills needed to be proficient on AZ Merit.

Lack of background knowledge

Below grade level

Lacking oral langauge skills

No control of prior knowledge of student

Students reading level very low with low comprehension

2.4 Our teachers implement evidenced based, rigorous and relevant instruction as evidenced from classroom observations, lesson plans and percentage of students proficient on AZ-Merit.

Teachers will increase our practice of using higher level DOK questioning with our students

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

Instruction

content

Data

S connection

ToK level is 1 – low level.

Evidence of using Standards

No checking for understanding

Some teachers use data to plan instruction

Repetition on Testing

Lack of real world connection

Relevance

Assignment does not engage student

& Teachers don't know students

Not know students

Student generated questions

Using Galileo data to plan instruction.

Different? > than core

Use lesson plan
tie to Galileo
tie to DOK
✓ Lesson plan for connection
< what are you doing well?
< what needs to change?

① Why — ADE
② DOK levels
- ELA
- Math
- DOK cha
③ DOK Question

Instruction should be focused

Limited student feedback from teacher.

Students

© S © ©

NEED STATEMENT:

The school needs to create a ~~committee~~ team/person to develop & implement both formal & informal opportunitie for parents, family & other stakeholder 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.
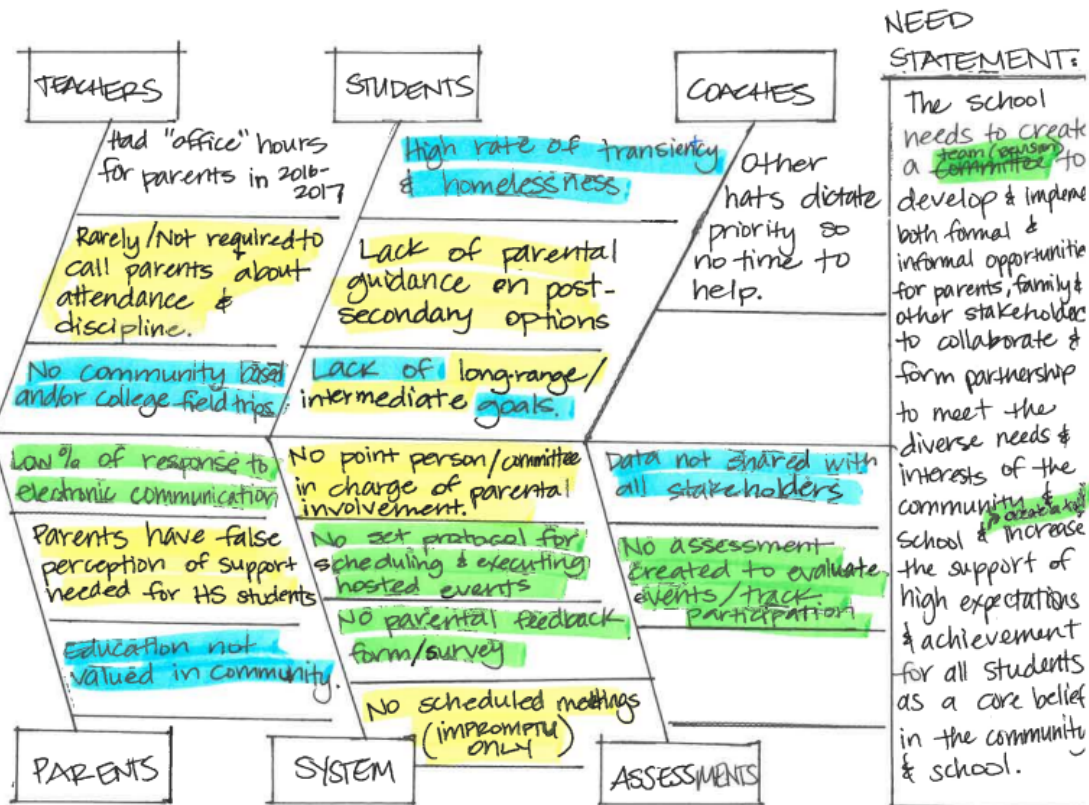
PRIMARY NEED:

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

TEACHERS
- Had "office" hours for parents in 2016-2017
- Rarely/Not required to call parents about attendance & discipline.
- No community based and/or college field trips.

STUDENTS
- High rate of transiency & homelessness.
- Lack of parental guidance on post-secondary options
- Lack of long-range/intermediate goals.

COACHES
- Other hats dictate priority so no time to help.

PARENTS
- Low % of response to electronic communication
- Parents have false perception of support needed for HS students
- Education not valued in community.

SYSTEM
- No point person/committee in charge of parental involvement.
- No set protocol for scheduling & executing hosted events
- No parental feedback form/survey
- No scheduled meetings (impromptu) only

ASSESSMENTS
- Data not shared with all stakeholders
- No assessment created to evaluate events/track participation
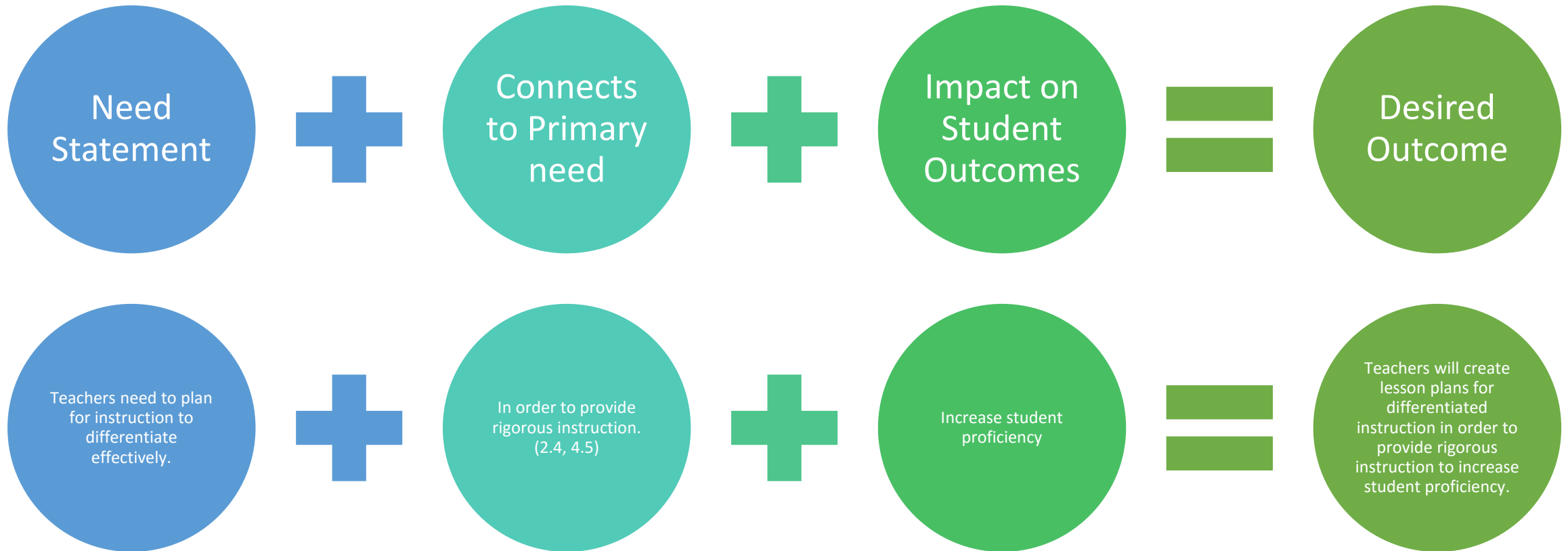
DESIRED OUTCOME:

The school creates a ~~committee~~ rev. 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 & a tracking system for all students achievement

Creating Your Need Statement

Problem **+** Action Needed **=** Need Statement

Teachers are not effectively differentiating instruction **+** Design instruction and assessment that differentiates **=** Teachers need to plan for instruction to differentiate effectively.

Creating Your Desired Outcome

Additional Sample Need Statements and Desired Outcomes

Need Statements

- Need to provide opportunities for parents and community to get involved in the school

- Need a written evidence and standards based math curriculum implemented with fidelity and professional learning for evidence based math instruction.

Desired Outcomes

- Provide multiple opportunities for parents and community to get involved to promote collaboration and increase student achievement.

- Evidence and standards based math curriculum aligned to grade level and content standards implemented with fidelity to increase math proficiency on state assessment.
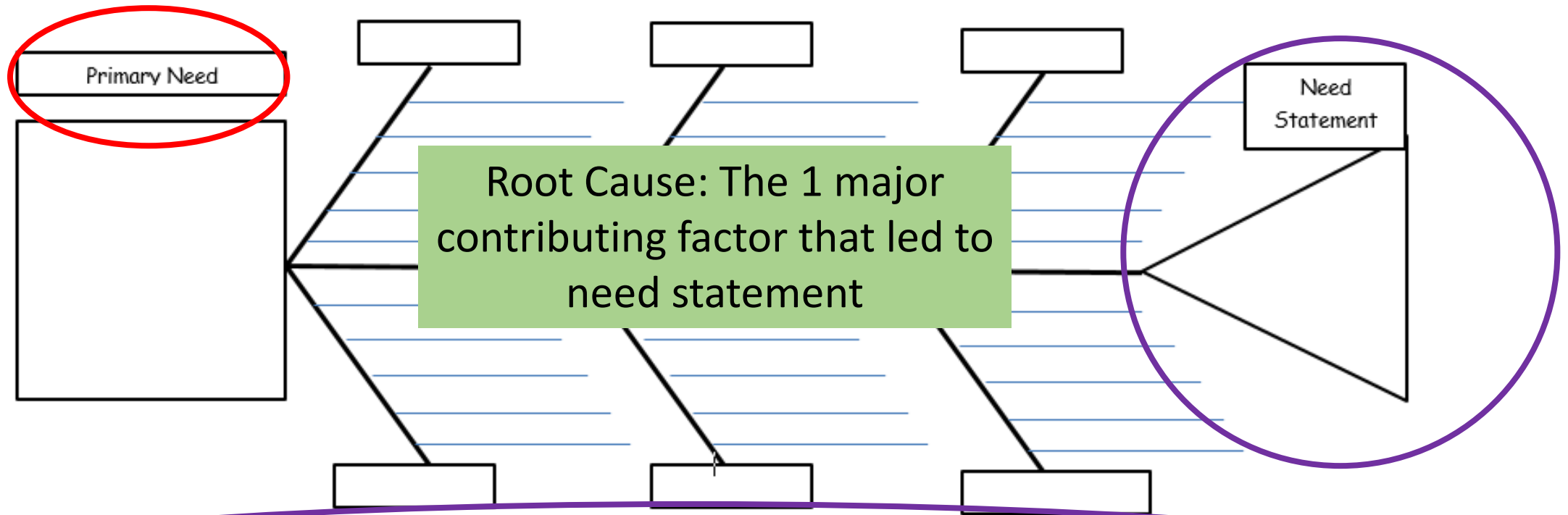
Thank you so much for your time today!

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

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All documents are posted below the module.

If you need additional support, or have any questions, please contact your Specialist or send a message to:

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Improved Outcomes for All