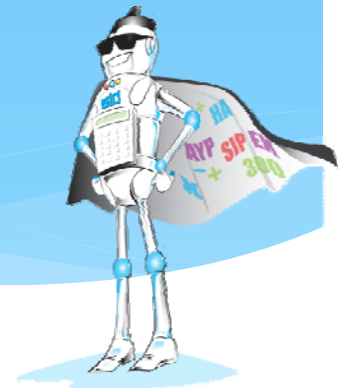


Root Cause Analysis: School Level Teams



**Assessment, Accountability, Research,
and School Improvement Division**





AARSI TEAM:

Lisa Biesinger
Brett Campbell
Sue Daellenbach
Krista Donnelly
Sue Egloff
Ramona Esparza
Jeff Halsell
Laura Love
Greg Manzi

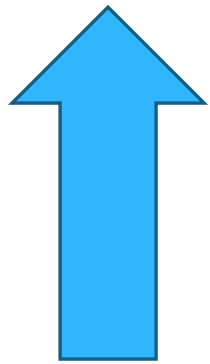
Kim Mauk
Becca Meyer
Stacie Nelson
Deb Roberson
Wayne Roberson
Nathan Trenholm
Lakeisha Young
Tim Zeidler

Talk a Mile a Minute



- * Find a partner
- * One person is designated the “Talker” and the other the “Receiver”
- * The “Talker” will give clues to each of the words on the list without saying the word
- * The “Receiver” tries to guess the words on the list by the clues

Things associated with the Growth Model



Student Growth Percentile

Catch up

Academic Peer Group

Move Up

MGP

Median Growth Percentile

N- count

Keep Up

SGP



Things associated with the School Performance Framework

Academic Growth

Median Growth Percentile

Academic Achievement (Status)

Median Adequate Growth
Percentile

Academic Growth Gaps

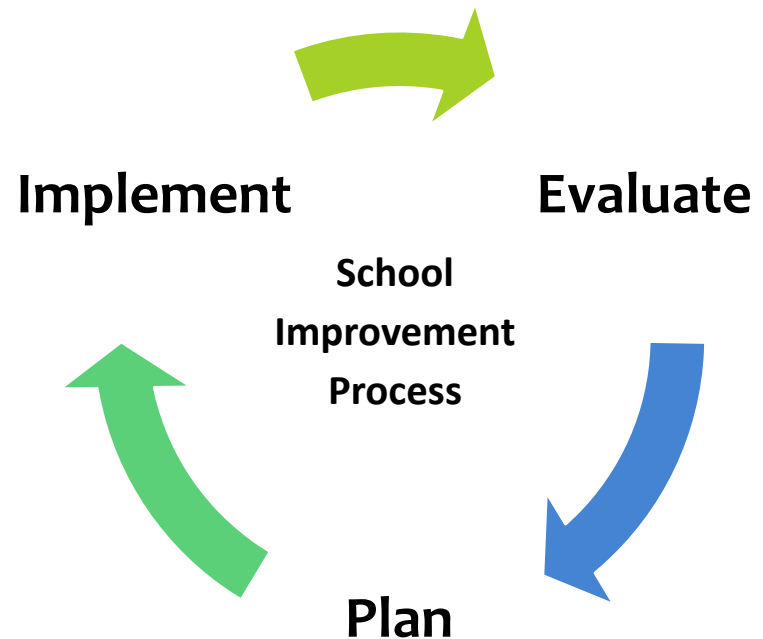
Disaggregated Groups



Purpose

The most powerful use of root cause analysis in schools occurs within a systemic process of school improvement.

(Preuss, 2003)



Session Outcomes – pg. 3

- * **Complete the 7 steps of Root Cause Analysis:**
 - * Review identified performance concerns
 - * Write ALL possible explanations
 - * Categorize and sort explanations based on 4 levels of RCA
 - * Decide if it is really a cause
 - * Narrow the focus
 - * Complete Why/Because
 - * Validate root causes
- * **Time to complete Inquiry Process and Plan Next Steps**

Norms for Today

- * Be present, participate, and engage fully.
- * Listen to learn, limit sidebars.
- * Monitor personal technology.
- * Pay attention to hand signals.
- * Provide feedback in the “Parking Lot.”
- * Response Cards at your table.
- * Keep an open mind.



Crucial Conversations

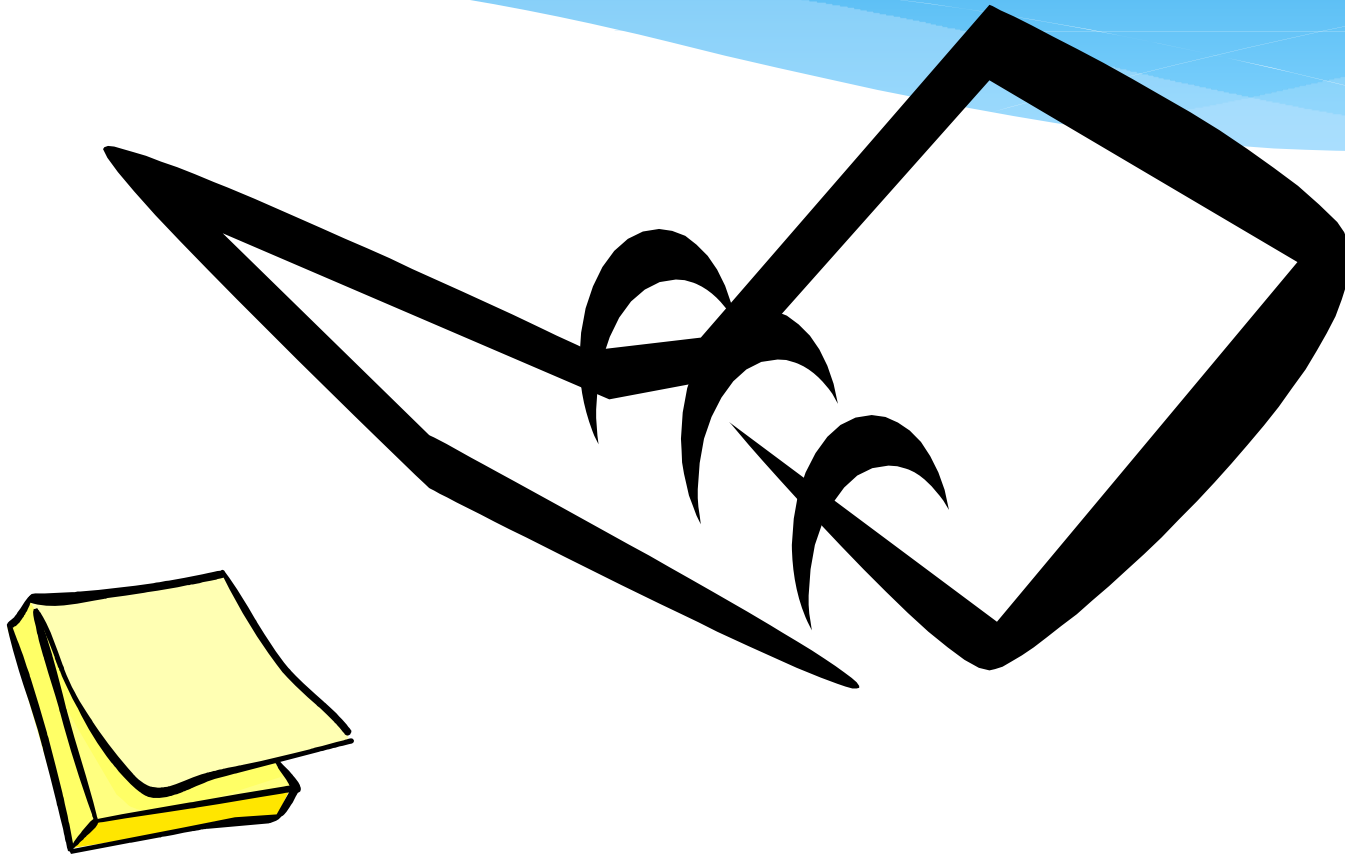


At your table, share:

Your current level of comfort in facilitating crucial conversations at the school level (select one):

- * A discussion with a colleague about his/her individual classroom data results within a grade level meeting.
- * Data walls are displayed in the hallway by grade level. How does a site create a culture for focusing on student learning versus staff placing blame upon others for lack of progress?
- * A discussion with site administration about a lack of school process or structure (e.g. criteria for students to be placed into Tier II interventions).

Materials



Agenda

Identify and Focus on concerns from Trends

Consider External Data and factors that cause performance challenges

Brainstorm possible causes for the concern

Group like causes together

Narrow explanations

"Why ...Because" Process

Validate Root Cause with other Data Sources

Review Homework



- * Completed the Performance Data Inventory (pg. 6-7).
- * Utilized additional performance data that was used to finalize your trend analysis.
- * Completed performance trend analysis (Section III of SIP Inquiry Process).
- * Finalized prioritization of concerns (chose 2-4 areas on which to focus improvement efforts).

Data Trends Review (pg. 5)

- * Review written trends:
 - * Content area from School Performance Framework (SPF) and data support from Green & Whites, 3 Year Trend Report, or site-based data
 - * Identify measures/metrics
 - * Which students (grade and disaggregated group)
 - * Direction of trend (increasing, decreasing, or stable)
 - * Amount of increase, decrease, etc.
 - * Time period (at least 3 years)
 - * Performance indicator: Academic Growth & Academic Achievement

Data Trends Checklist

Completed

- *Use Quality Criteria (pg.8) to evaluate Performance Trends.
- *Indicate that your team is ready for a facilitator to provide feedback about your positive and negative performance trend statements.

In Progress

- * Finalize Data Analysis.
- * Use Performance Data Inventory (pg. 6-7) to write positive/negative trend statements.
- * Identify 2-4 priority concerns.

Priority Concerns Review

Priority Concerns ARE ...

- *Specific statements about **performance***
- **Strategic focus** for the improvement efforts
- About the **students**

Priority Concerns are NOT...

- What caused or why we have the performance challenge
- Action steps that need to be taken
- Concerns about budget, staffing, curriculum, or instruction
- About the adults

Apply Quality Criteria: Performance Trends and Priority Concerns Discussion

- Use the Quality Criteria for Performance Trends and Priority Concerns (pg. 8-9).
- Consider:
 - *How are the trends and priority concerns similar and/or different from that reflected in quality criteria?*
 - *How could these sections be improved upon?*

Agenda

Identify and Focus on concerns from Trends

Consider External Data and factors that cause performance challenges

Brainstorm possible causes for the concern

Group like causes together

Narrow explanations

"Why ...Because" Process

Validate Root Cause with other Data Sources

Why Root Cause Analysis?

- * Eliminates unfounded opinion, prejudice, and organizational myth
- * Reduces false starts, patching of symptoms, and waste of scarce resources
- * Converts data to information, knowledge, understanding, and wisdom
- * Improves data-based decision making

(Preuss, 2003)

Root Causes

- * Professional Read (pg. 10-13) and highlight central ideas
- * Review root cause analysis terminology (pg. 22-24)
 - * ✓ = “I got it”
 - * ? = Could use further clarification
 - * * = New term or new definition for a familiar term

Reading Key Ideas

- * Identify deepest and most basic concern & barriers to increasing student performance
- * Determine if they are within the school's control and evidence based
- * Treat the cause, not the symptom
- * Focus on the adult actions of the leaders and teachers
- * Consider climate/culture, organization, structures, processes, curriculum & instruction



Utica HS – RCA Process – pg. 15

- * In 1996, Utica's Proctor High School was under New York State's list of "Schools Under Regents Review" due to the high dropout rate - in 1993 (14.7%) and in 1994 (14.6%). These rates were the third highest in the state. The school would need to reduce dropout rates or face state sanctions or closure.

Utica HS – RCA Process

Red Flags

- * Failure to dropout record keeping.
- * Students feared for their safety.
- * School climate/culture was lacking.
- * Discord between school and BOE, and parents.

Red Flags

- * Ninth graders were added with no advanced planning.
- * Fights were common occurrences on campus.
- * Discipline was inconsistent across classrooms.

Utica HS – RCA Process

Root Cause Findings

- * Low attendance was a concern.
- * Students who were falling behind in their freshman year had difficulty catching-up to graduate.
- * Some students opted to work instead of completing high school career.
- * Some students had extenuating family situations that prompted them to drop out.

Utica HS – RCA Process

Solutions/Strategic Improvement Strategies

- * Night School implemented to accommodate work schedules/family situations
- * Partnership with Community College for dual credits incentive program
- * Academic Plans were created prior to ninth grade
- * Mentoring Program and caring culture established for students to feel safe and successful
- * Alternative Route for non-proficient students implemented for GED/technical vocational programs

Utica HS – RCA Process

- * In 1996, Utica's Proctor High School had decreased the drop out rates to (8.1%), in 1997 to (4.2%), and in 1998 to (4.3%).

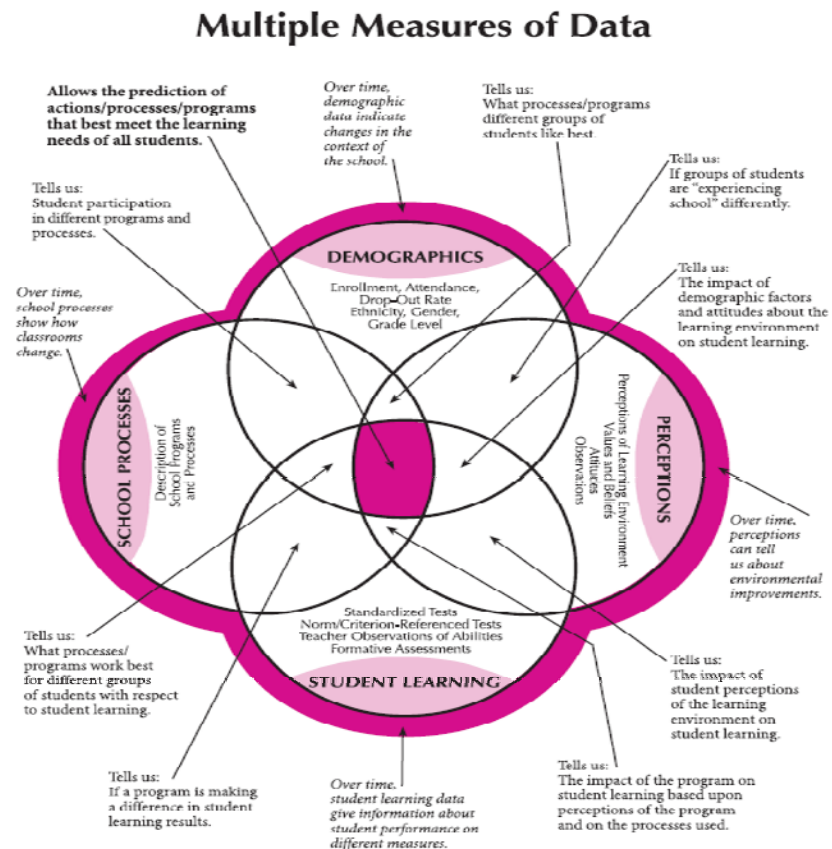
Sorting Levels of RCA

- * Incident or Procedural
- * Programmatic
- * Systemic
- * External

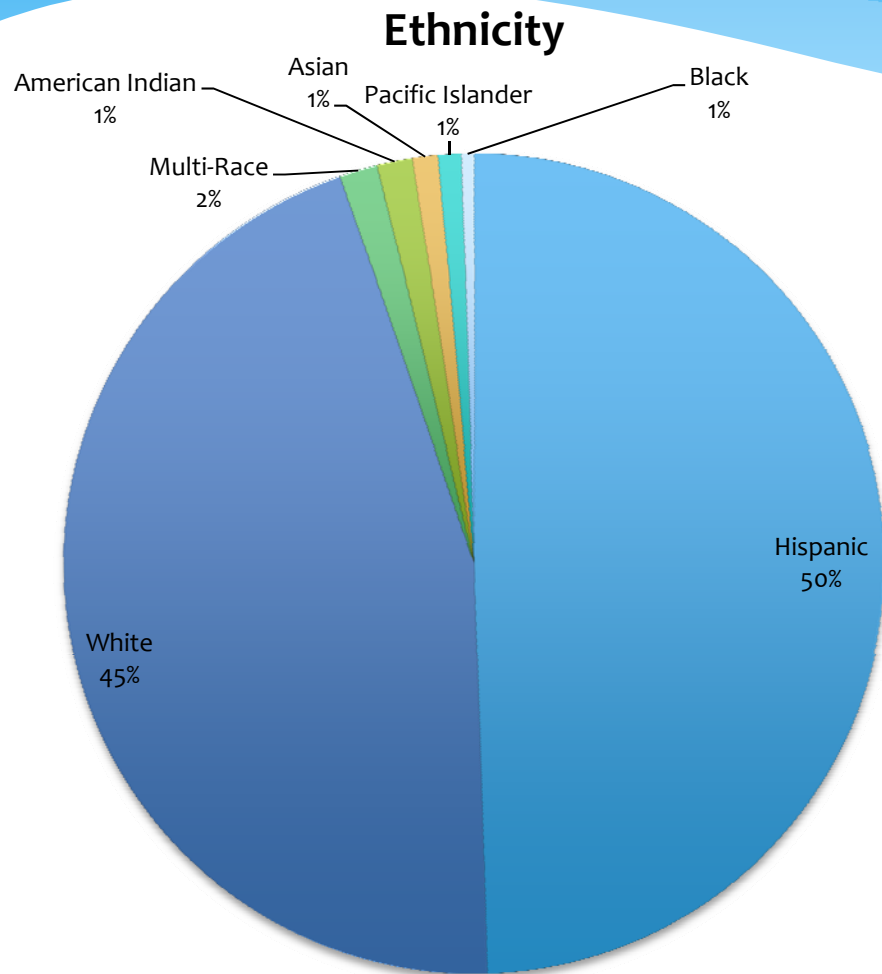


Multiple Measures – pg. 26

- Demographics
- School Processes
- Perceptions
- Student Learning



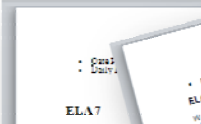
Demographic Evidence



Subgroups

IEP	11.2%
LEP	32.8%
FRL	67.2%

Evidence:

- Lesson Plans
 - Meeting Minutes
 - Team
 - Dept.
 - FOSL Data
- 

Minutes for 6th Grade Math Team Meeting

October 31, 2011 7:05 7:35

Meeting called for and attended by Chris Stacey and Amanda LaTurner.

Business:

Promethean responders use were reviewed.

We reviewed our pacing using the Curriculum Engine to be sure everything would be covered by CRTs.

Math Camps and tutoring was discussed. Invitations for tutoring will be given out in our classes. Math Camps could be held the three Saturdays after Spring Break.

We reviewed the week's lessons and checked for any papers that needed to be created and/or copied. We made sure all materials necessary were available to us both.

Outline of the week's lessons:

- ✦ **Mondays:**
 - ✦ Warm-up: Graphing to create a Molluscan picture
 - ✦ The L-Problem will be done in journals
 - ✦ No Homework
- ✦ **Tuesdays:**
 - ✦ Warm-up: a poem to extend and describe
 - ✦ Class will work on various problems to extend and describe
 - ✦ Homework:
- ✦ **Wednesdays:**
 - ✦ Solving equations using addition and subtraction
 - ✦ Homework: Practice 6: 6-8 and 6-7 in textbook
- ✦ **Thursdays:**
 - ✦ Solving equations using multiplication and division
 - ✦ Homework: Practice 6: 8-9 and 6-9 in textbook
- ✦ **Fridays:** Wrap up the week's activities. Half the day in the computer classroom.

6th Grade Team Meeting
9.02.2011 Friday, 7:05-7:30

9.02.2011 Friday, 7:05-7:35

Meeting called by: Grade Team Leader: Amanda LaTurner

Attendees: Diane Olds, Jason Thomas, Kelli Mitchell, John Noel, Chris Stao
Christy Davis

Agenda

Old Business:

- ❖ We decided to shred the documents given us from VVES.

New Business:

- ❖ Christy shared some information on two students we should keep an eye on. They are:

- Giselle Abarca will be evaluated for a 504 – She refuses to speak at school.
- Hailey Bellamy has had several family situations (3 deaths in couple of years). Need to move her from the Woe is Me stage

Future Business:

- ✧ We will set up dates and requirements for some hall activities.
- ✧ Watch for students who need some attention or interventions.

Performance Zone 1 Worksheet Data Report									
School:		GWC		RIS		Updated:		10/26/2016 1:04 PM	
Program:		HS							
Subtest/Year	N	% CMT	Grade Level	N	% CMT	Subtest	N	%	N
1	12	0	1	12	0	Mathematics	12	0	12
2	12	0	2	12	0	Reading Arts	12	0	12
3	12	0	3	12	0	Writing	12	0	12
4	12	0	4	12	0	Science	12	0	12
5	12	0	5	12	0	History/Social Studies	12	0	12
6	12	0	6	12	0	Foreign Language	12	0	12
7	12	0	7	12	0	Art	12	0	12
8	12	0	8	12	0	Physical Education	12	0	12
9	12	0	9	12	0	Music	12	0	12
10	12	0	10	12	0	Health	12	0	12
11	12	0	11	12	0	Career/Technical Education	12	0	12
12	12	0	12	12	0	Performing Arts	12	0	12
13	12	0	13	12	0	Visual Arts	12	0	12
14	12	0	14	12	0	Computer Science	12	0	12
15	12	0	15	12	0	Engineering	12	0	12
16	12	0	16	12	0	Environmental Science	12	0	12
17	12	0	17	12	0	Language Acquisition	12	0	12
18	12	0	18	12	0	Individualized	12	0	12
19	12	0	19	12	0	Other	12	0	12
20	12	0	20	12	0	Unassessed	12	0	12
21	12	0	21	12	0	Unassessed	12	0	12
22	12	0	22	12	0	Unassessed	12	0	12
23	12	0	23	12	0	Unassessed	12	0	12
24	12	0	24	12	0	Unassessed	12	0	12
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36	12	0	36	12	0	Unassessed	12	0	12
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38	12	0	38	12	0	Unassessed	12	0	12
39	12	0	39	12	0	Unassessed	12	0	12
40	12	0	40	12	0	Unassessed	12	0	12
41	12	0	41	12	0	Unassessed	12	0	12
42	12	0	42	12	0	Unassessed	12	0	12
43	12	0	43	12	0	Unassessed	12	0	12
44	12	0	44	12	0	Unassessed	12	0	12
45	12	0	45	12	0	Unassessed	12	0	12
46	12	0	46	12	0	Unassessed	12	0	12

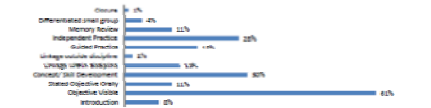
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Students Understand the Learning Objective



Comprehension and Use of Elliptical Sentences

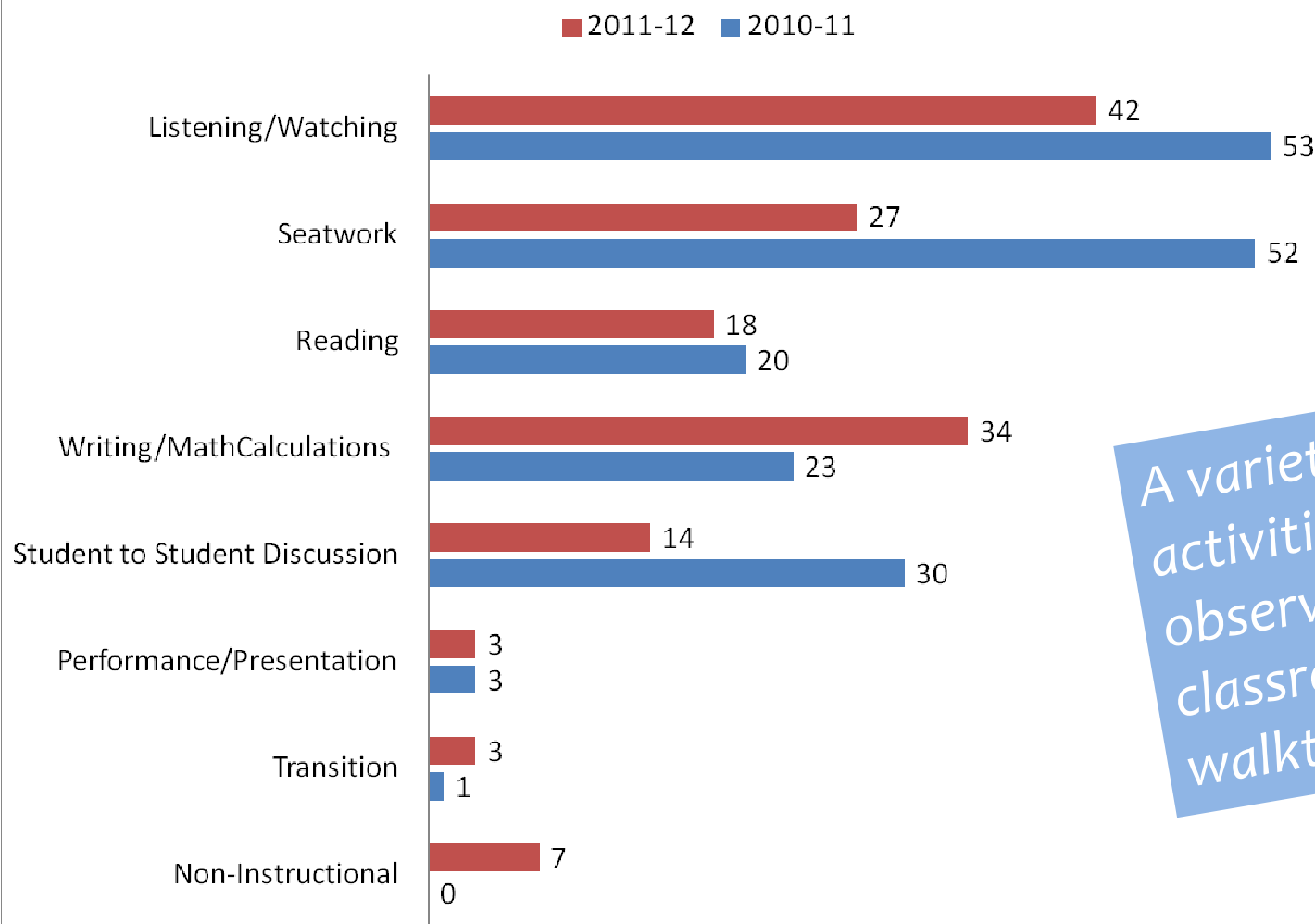


Page 3 of 4

[AARSU Data Coordinator](#)

School Process Evidence – 2 yrs.

FOSL Comparison Chart



A variety of learning activities are observed during classroom walkthroughs

School Process/Perception

Evidence:

- Block Schedule Plan
- Teacher Survey
- Survey Results
- Block Schedule
- Staff Development Activities

Day A					Day A				
		1st					2nd		
Per 1	Per 3	LUNCH	Per 5	Per 7	Per 1	Per 3	Per 5	LUNCH	Per 7
7:55	9:22	10:45	11:19	12:46	7:55	9:22	10:49	12:12	12:46
9:18	10:45	11:15	12:42	2:09	9:18	10:45	12:12	12:42	2:09
Day B					Day B				
		1st					2nd		
Per 2	Per 4	LUNCH	Per 6	Per 8	Per 2	Per 4	Per 6	LUNCH	Per 8
7:55	9:22	10:45	11:19	12:46	7:55	9:22	10:49	12:12	12:46
9:18	10:45	11:15	12:42	2:09	9:18	10:45	12:12	12:42	2:09

HMS Block Schedule Survey

* Required
1. What is your overall feeling about being on the block schedule this year? *

I absolutely don't like it! 1 2 3 4 5 6 7 8 9 10 It is absolutely awesome!

2. How do you think block scheduling has and will affect student achievement? *

- ☐ Student achievement will increase dramatically
- ☐ Student achievement will increase somewhat
- ☐ Student achievement will stay about the same
- ☐ Student achievement will decrease somewhat
- ☐ Student achievement will decrease dramatically
- ☐ I don't know

3. How comfortable do you feel in teaching and keeping students engaged for 80 minute periods? *

- ☐ Very comfortable
- ☐ Somewhat comfortable
- ☐ Neutral
- ☐ Somewhat uncomfortable

Teacher	1. What is your overall feeling about being on the block schedule this year? *	2. How do you think block scheduling has and will affect student achievement? *	3. How comfortable do you feel in teaching and keeping students engaged for 80 minute periods? *	4. How important is it to you that you have a block schedule? *	5. How important is it to you that you have a block schedule? *	6. How important is it to you that you have a block schedule? *	7. How important is it to you that you have a block schedule? *	8. How important is it to you that you have a block schedule? *	9. How important is it to you that you have a block schedule? *	10. How important is it to you that you have a block schedule? *	11. How important is it to you that you have a block schedule? *	12. How important is it to you that you have a block schedule? *	13. How important is it to you that you have a block schedule? *	14. How important is it to you that you have a block schedule? *	15. How important is it to you that you have a block schedule? *	16. How important is it to you that you have a block schedule? *	17. How important is it to you that you have a block schedule? *	18. How important is it to you that you have a block schedule? *	19. How important is it to you that you have a block schedule? *	20. How important is it to you that you have a block schedule? *
12/10/11 14:07 18	Student achievement will increase somewhat	Very comfortable	Very comfortable	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important
12/10/11 13:20 19	Student achievement will increase somewhat	Very comfortable	Very comfortable	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important
12/10/11 14:07 20	Student achievement will increase somewhat	Very comfortable	Very comfortable	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important
12/10/11 13:20 21	Student achievement will increase somewhat	Very comfortable	Very comfortable	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important

Hughes Middle School Staff Development Agenda for January 23, 2012	
** Some teachers and staff members will be attending district-wide professional development training in Las Vegas. **	
7:00 - 7:35	Schedule overview - continental breakfast - mix and mingle
7:35 - 8:00	School Update
8:00 - 9:30	School Performance Framework - Achievement Gaps
9:45 - 10:15	High Expectations for all students
10:15 - 11:00	Self-to-4th interaction while teaching on the block
11:00 - 11:30	School Curriculum Audit
11:30 - 12:30	Lunch provided by Hughes Middle School
12:30 - 1:30	Committee Meetings as assigned
1:30 - 2:15	Team Meetings
	Mouse Perkins Stephen Richers Sue Chen Christy Davis Team Leaders
	Block Committee Teams School Improvement Teams

Perception Evidence

Teacher Perception of Block Schedule Effectiveness

Effective Not Effective

June 2011
Survey

97% 3%

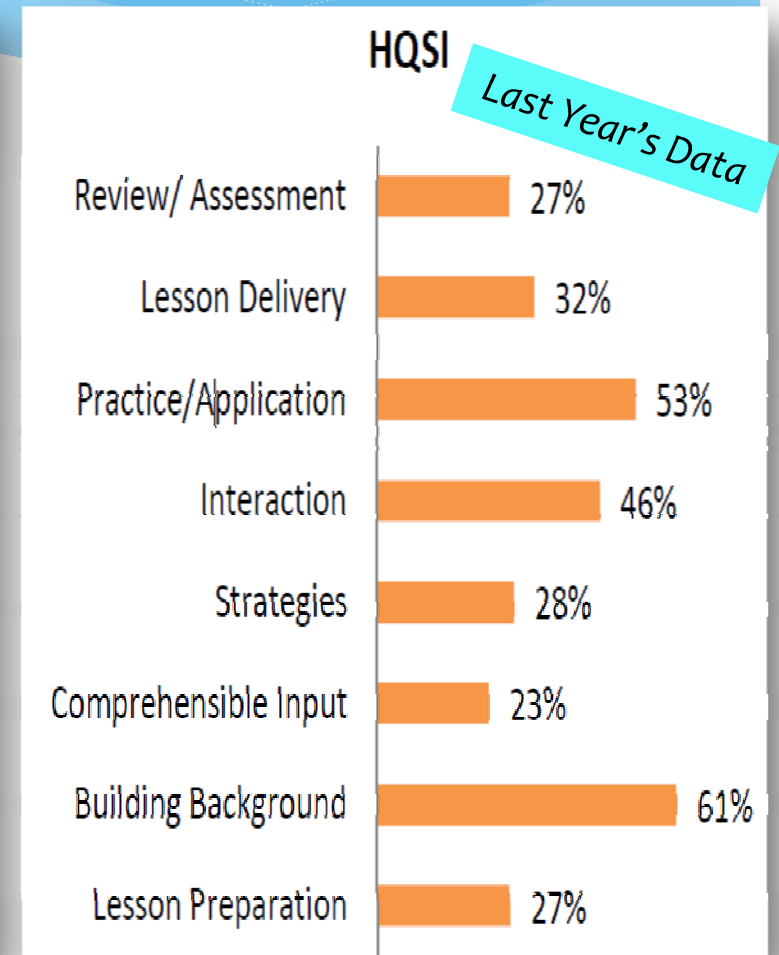
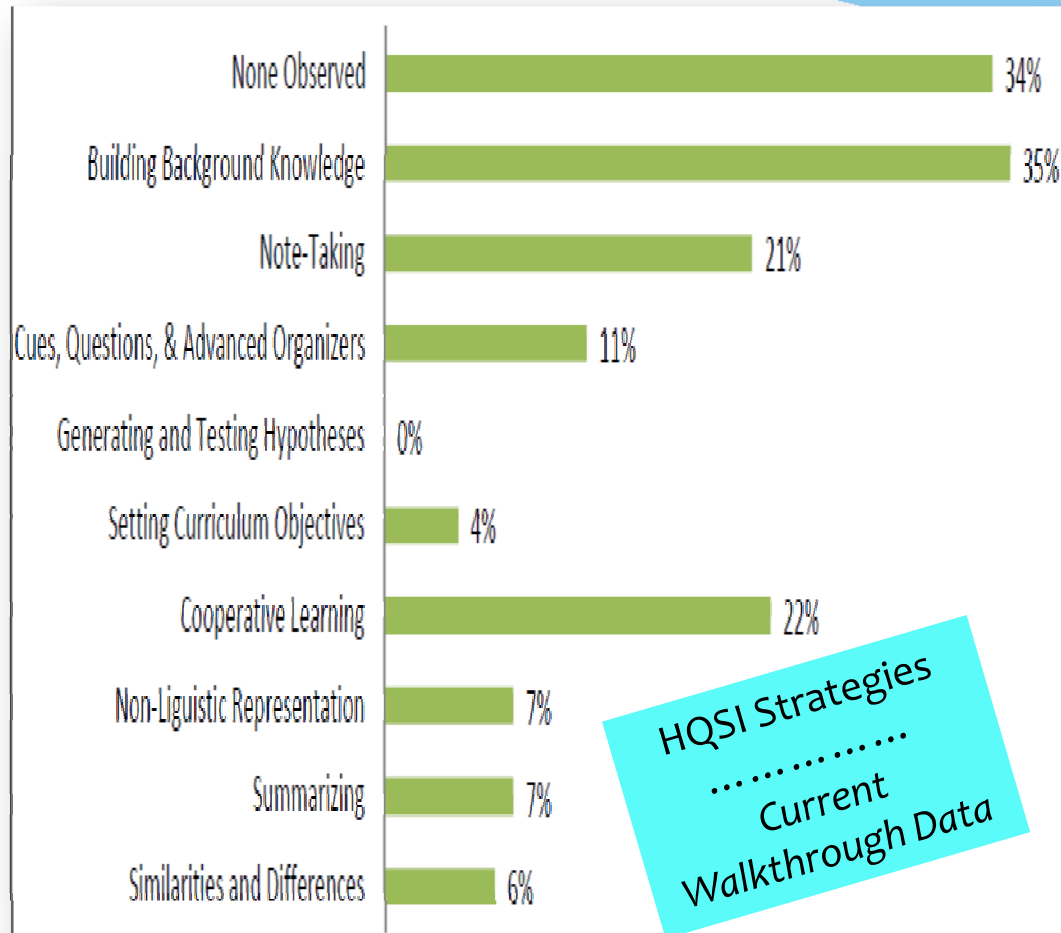
December
2011
Survey

72% 28%

Teacher's December
response:

"I feel like I have
enough time to get the
students engaged in
the lesson. I feel like in
class we have time to
teach and time for the
students to practice
what has been
taught."

School Process Observation Evidence



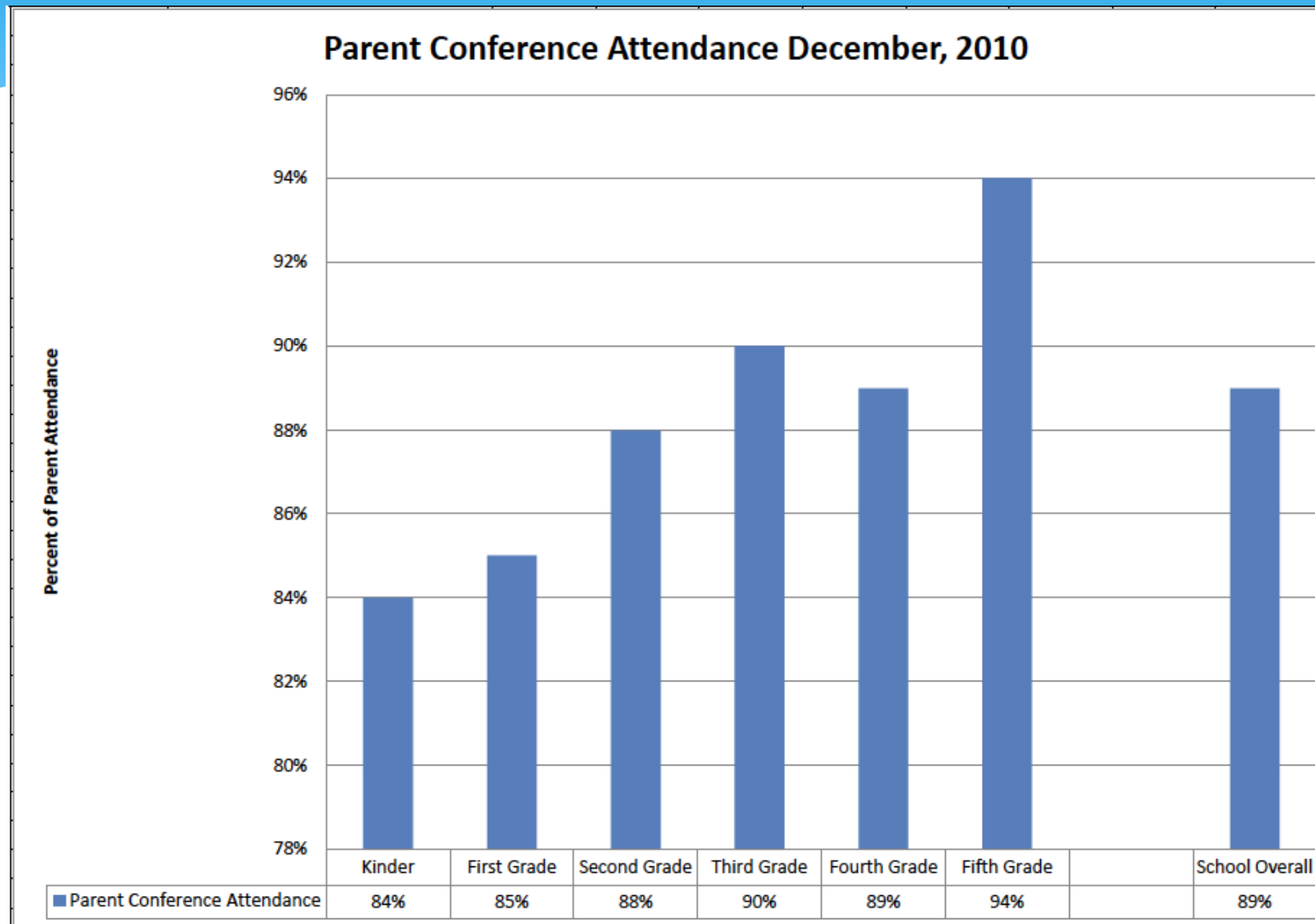
School Process Evidence

Middle School 2011-2012 Proficiency and Intervention Data

Middle School GRADES 6-8 Total							
2010 - 2011 CRT Data							
2010-2011 ELA CRT N Count =	1092	Number	Percent		2010-2011 Math CRT N Count =	1093	Number Percent
Total Students ELA Proficient		406	37%		Total Students Math Proficient	585	54%
Total Students ELA Nonproficient		687	63%		Total Students Math Nonproficient	508	46%
GRADES 6-8 TOTAL Intervention Program Data							
2011-2012 Grades 6-8 Total N Count =	1202	Number	Percent		2011-2012 Grades 6-8 Total N Count =	1202	Number Percent
Total Students Identified for ELA Intervention		691	57%		Total NP Students Targeted to Make ELA Proficiency	121	10%
Total Students Identified for Math Intervention		660	55%		Total NP Students Targeted to Make Math Proficiency	121	10%
ELA Intervention Programs		Number	Percent		Math Intervention Programs		Number Percent
Response to Instruction (RTI)		67	6%		Response to Instruction (RTI)		67 6%
PASS GenEd		383	32%		PASS GenEd		383 32%
ELLP Tutoring		139	12%		Compass Learning		18 1%
					HSGI Program		25 2%
Mentoring Program*		67	6%		Honors Algebra Tutoring		25 2%
HSGI Program*		35	3%				

*Mentoring & HSGI Programs do not provide direct academic instruction, but focus on overall behavior, attendance, and general academic intervention.

School Process Evidence



Reflective Activity

- Discuss what other measures of data you should collect in the 2012-13 school year.

RCA Process

Identify and Focus on concerns from Trends

Consider External Data and factors that cause performance challenges

Brainstorm possible causes for the concern

Group like causes together

Narrow explanations

"Why ...Because" Process

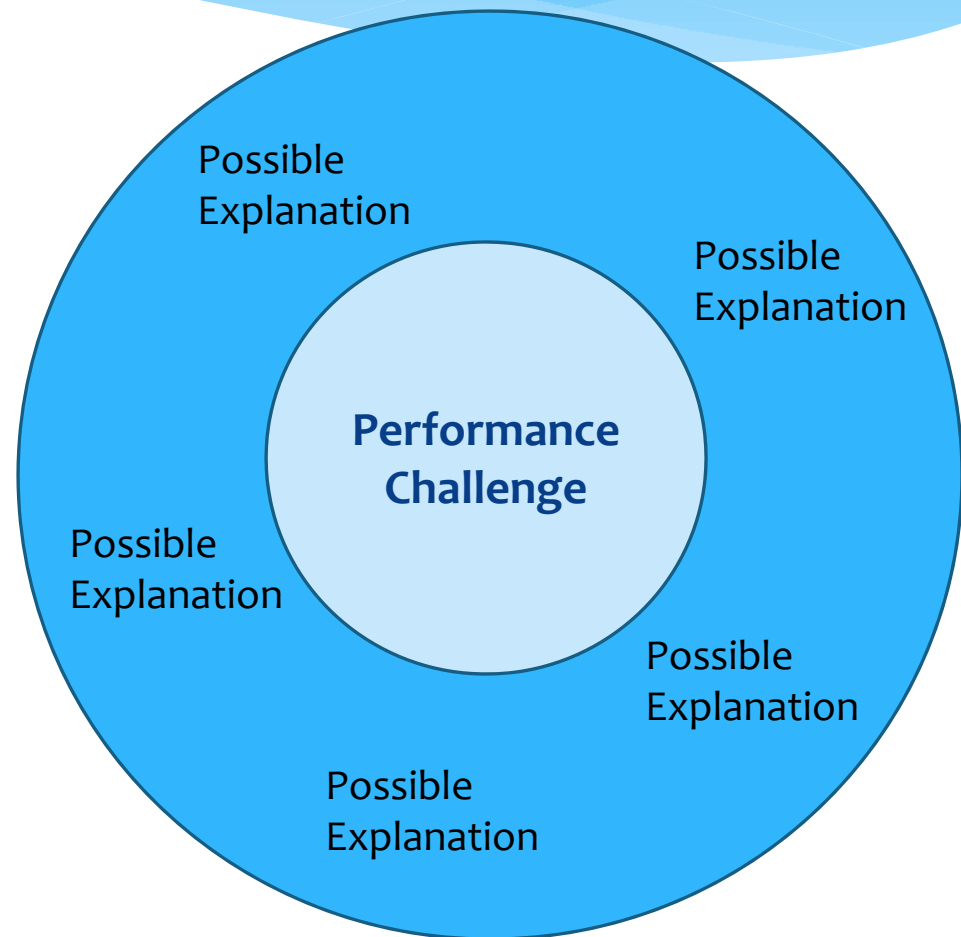
Validate Root Cause with other Data Sources

How do we identify root causes?



Step 3: Identify Root Cause Activity

- * Draw a circle map and write your main performance challenge.
- * Use sticky notes to write down ALL possible explanations related to student learning, demographics, school processes, and perceptions.



RCA Process

Identify and Focus on concerns from Trends

Consider External Data and factors that cause performance challenges

Brainstorm possible causes for the concern

Group like causes together

Narrow explanations

"Why ...Because" Process

Validate Root Cause with other Data Sources

How do we identify root causes?



Step 4: When is a Cause a Root Cause?

1. Would the problem have occurred if the cause had not been present?

If no... then root cause

If yes... then contributing cause

2. Will the problem reoccur as the result of the same cause if the cause is corrected or dissolved?

3. Will correction or dissolution of the cause lead to similar events?

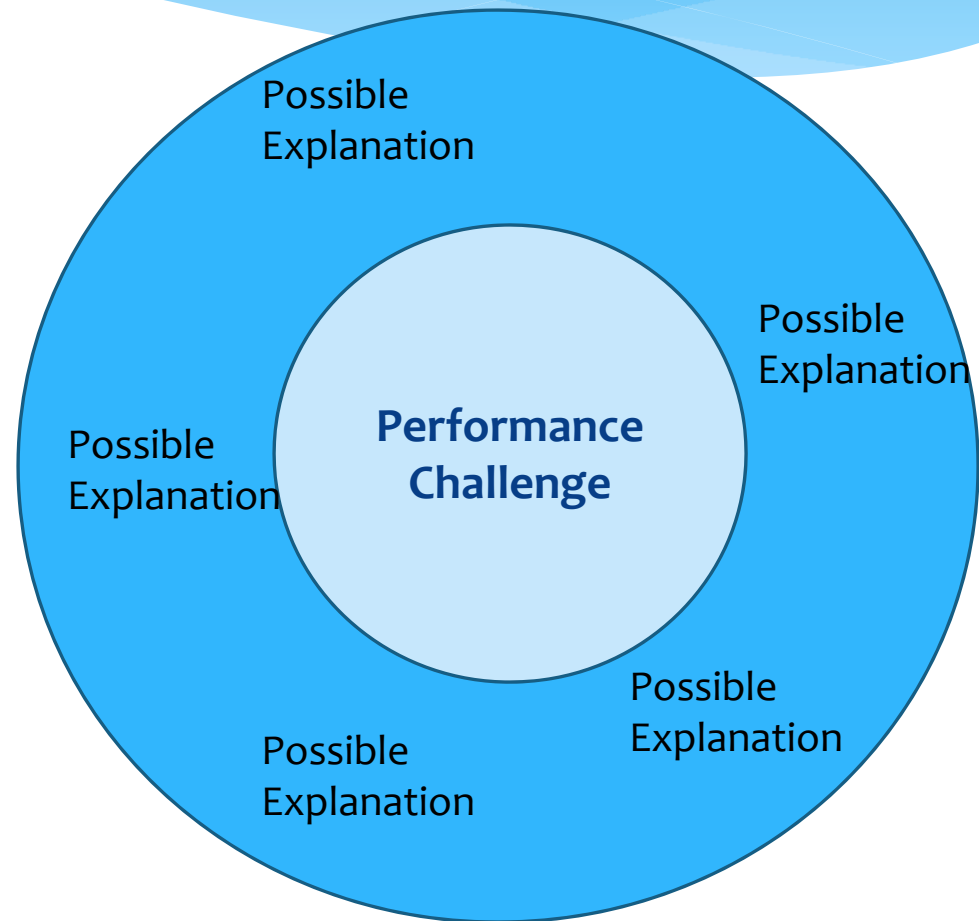
Other indicators: dead end, all agree, controlled, dissolved, logical and makes sense.

Step 4: When Do We Stop Seeking a Cause?

- * A professional judgment call is made.
- * Sufficient data is available.
- * A solid effort has been made to arrive at a reasonable root cause.

Step 4: Sort & Categorize Explanations

- * Sort and group similar explanations into the 4 levels of RCA – see pg. 14.



Agenda

Identify and Focus on concerns from Trends

Consider External Data and factors that cause performance challenges

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Narrow explanations

"Why ...Because" Process

Validate Root Cause with other Data Sources

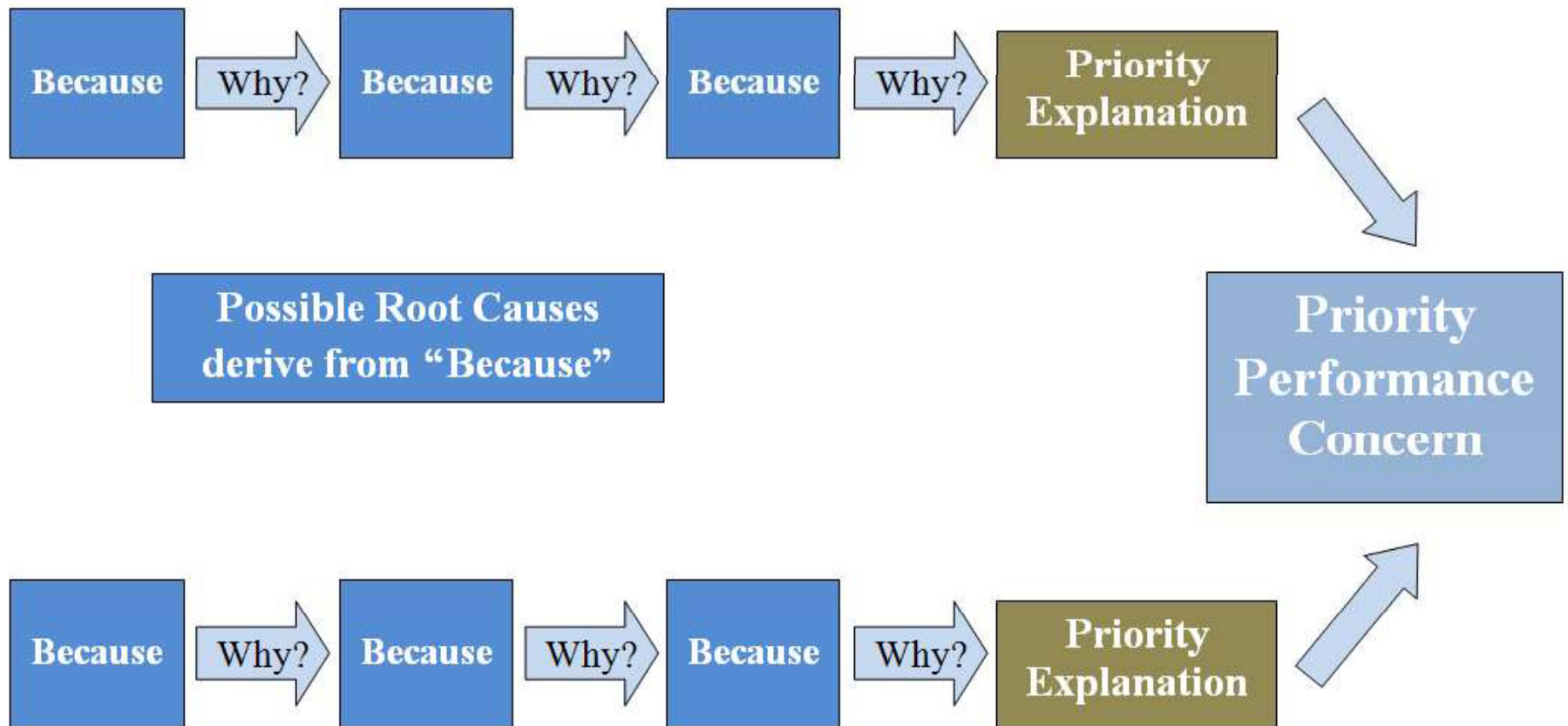
Step 5: Narrow Focus Activity

Use RCA pg. 17 to narrow root cause focus

- * 1. Eliminate explanations that are not within our control.
- * 2. Evaluate the quality of your explanations (reach consensus on which ones to keep).
- * 3. Clarify the language used in your explanations.

Step 6: Why... Because Activity- pg. 19

Getting to Root Causes



Agenda

Identify and Focus on concerns from Trends

Consider External Data and factors that cause performance challenges

Brainstorm possible causes for the concern

Group like causes together

Narrow explanations

"Why ...Because" Process

Validate Root Cause with other Data Sources

Step 7 : Validating Root Cause – pg. 20

1. What is the proof that this cause exists?
2. What is the proof that this cause could lead to the stated effect?
3. What proof is there that this cause actually contributed to the problem?
4. Is anything else needed, along with this cause, for the stated effect to occur? EX: Are the special education student schedules the only factor that prevents them from grade level curriculum exposure, or is there another key factor?
5. Can anything else, besides this cause, lead to the stated effect?

Step 7 : Validating Root Cause Activity

- * Use Validating Root Cause to determine that this is the root cause (pg. 21).

Inquiry Process in SIP Template

- * Time to work with your site team to complete the inquiry process, Section III of SIP template
- * Facilitators will assist with clarification of questions
- * Collaborate with feeder schools
- * Title I Overview Meeting (if applicable)

Root Cause Analysis Homework

- * What data sources are still needed for Root Cause Analysis validation?
- * What school processes/structures need to be analyzed further?

Taking it back to the school

Next steps:

- * Complete the Inquiry Process
- * Finalize Data Trends-Positive/Negative
- * Determine Key Strengths & Priority Concerns
- * Identify Root Cause(s)