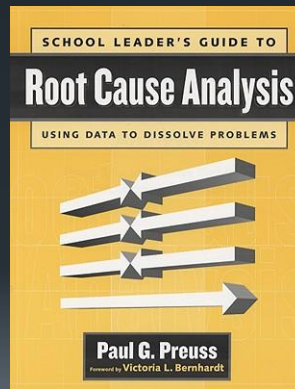


Root Cause Analysis

September 8, 2011
Ames Facility

1



Root Cause

The deepest, underlying cause(s) that, if dissolved, would result in elimination or substantial reduction of the symptom(s)



Root Cause Analysis

Process for identifying the deepest, underlying cause(s) that, if dissolved, would result in elimination or substantial reduction of the symptom(s)



4

Purpose of Root Cause Analysis

To bring about system changes that will improve student performance



"To address this mistake we must use root-cause analysis. I'll begin by saying it's not my fault."

Traits of Root Cause Analysis

- Focuses on systems, not people
- Positive approach to system changes
- Multidisciplinary
- Root Cause Analysis can help identify successful areas or weak points in processes

Minimum Scope of Root Cause Analysis for Educational Issues

- Key system issues:
 - Staffing
 - Training
 - Communication
 - Culture
 - Instructional

Root Cause Comparison

Non-Root Cause

- Poor instruction in mathematics
- Lack of student engagement in writing activities
- Student intervention processes not aligned to student need

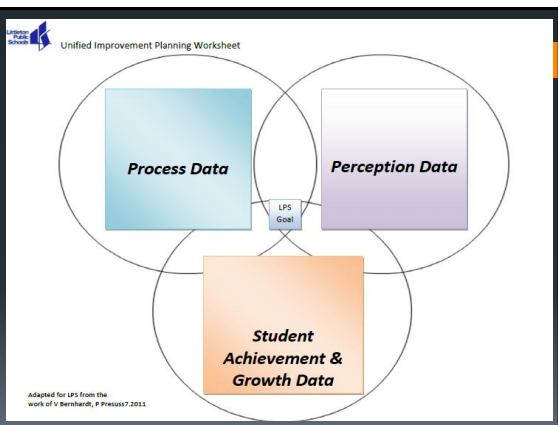
Root Cause

- Lack of staff development in mathematics instructional strategies
- Ineffective instructional activities embedded in adopted writing program
- Unorganized Response to Intervention process absent of key staff members

Root Cause Analysis Protocols



"20 Hunches" Protocol



"20 Hunches" Protocol

Performance Challenge:

Key:

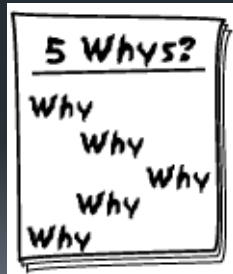
OUT = Not in Sphere of Influence PN= Person Specific PR= Practice Specific ST= System Specific

Hunches:	OUT	PN	PR	ST
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Most Compelling Hunch:

"5 Whys" Root Cause Analysis Protocol

13



"5 Whys" Worksheet

Performance Challenge: _____

Most compelling possible root cause from "20 Hunches": _____

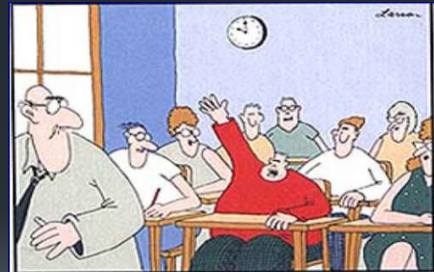
	Evidence		
	Perceptual Data	Student Learning Data	Process Data
Why #1:			
Why #2:			
Why #3:			
Why #4:			
Why #5:			

Root Cause: _____

UIP Quality Check

Performance Challenge example : GT students not making academic growth

1	2	3	4
Achievement and Growth Outcomes	Performance Challenge	Root Cause	Improvement Strategy
Lack of achievement and growth	If this performance challenge improves the achievement and learning outcomes will increase	If this root cause is eliminated the performance challenge will be improved	If successfully implemented this improvement strategy will eliminate the root cause
All students not academically achieving or demonstrating growth	GT students not achieving or demonstrating growth	Lack of differentiated instruction for GT students	Professional development and implementation with fidelity of differentiated instruction



"May I be excused? My brain is full."

Next Steps:

1. Finalize your root cause analysis at your building
2. Connect with your level director if you need individual building assistance
 - District support to facilitate team planning
 - Substitutes can be provided for team members
3. Once root cause is completed, move forward in identifying major improvement strategies

Unified Improvement Plan - Timeline

- **September 8th** - Root Cause training
- **September 15th** - Goal sheets due to Level Directors
- **Sept. – Nov. 1st** - Learning Services will support sites with Root Cause work
- **November 1st** - Root Cause Analysis is due to Level Directors
- **December 15th** - Data Narrative and Action Planning Sheets are due