To introduce a process and tools for conducting a root cause analysis as part of a robust Needs Assessment
### Conducting a Needs Assessment

<table>
<thead>
<tr>
<th>Current Results</th>
<th>What or where is the problem?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Results</td>
<td>Where we need to be</td>
</tr>
<tr>
<td>Gap</td>
<td>Difference between current and desired results</td>
</tr>
</tbody>
</table>

Need a Root Cause Analysis to define the gap
Root Cause Analysis:

• Identifies factors that contribute to the problem

• Uses facts to support decisions

• Leads to interventions designed to prevent future harm
Root Cause Analysis:

- Is an inquiry process that requires a team and time

- Uses data to identify problems but cannot tell you why these problems are occurring
Root Cause Analysis Is Not:

A solo process

Identifying symptoms

Identifying causes out of your control
Root Cause Analysis Is Not:

- Guesswork
- Opinions
- Beliefs
The Five Whys in Action

Please click the link below to access the “Five Whys Jefferson Memorial Example” video

https://www.youtube.com/watch?v=BEQvq99PZwo
Root Cause Analysis Process

• Plan
  – Who will be on your team?
  – When will you hold meetings?

• Gather Data
  – What data will you need in addition to your state report card data?

• Summarize and Analyze Data
  – Where is the gap?
Root Cause Analysis Process

• Brainstorm
  – What are possible causes for the gap?
• Focus on:
  – system challenges, not symptoms
  – changes on the adults, not the students
  – what you can control, not what you cannot control
  – prioritize your most critical area or need
Root Cause Analysis Process

• Use a root cause analysis tool
• Verify Root Cause(s)
• Are there any other data you need to ensure you found the correct root cause(s)?
Tools to Conduct a Root Cause Analysis
The Five Whys

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fishbone or Cause and Effect Diagram

- Further visualize the possible causes of your systems challenges
- Drills down to factors associated with the problem
- Generates multiple perspectives
Root Cause Analysis

Example
Problem Statements

• Determine your most significant area of concern.

• Develop a problem statement based on the most concerning problems specific to your district/building/grade band.

• Use the problem statement to focus the root-cause analysis.
Root Cause Analysis Brainstorming

Affinity Post-It Notes
148 Notes
Root Cause Analysis Categories

- **Leadership**: Focus, Monitoring of Implementation
- **Time/Amount of Instruction**: Instructional Block, Attendance, Behavior/Mental Health
- **Core Instruction- what and how**: Quality of Instruction, Resources/Materials, Teacher knowledge, skills and beliefs, Science of Reading
- **Tiers of Intervention**
- **Data/Assessment**
- **Support for Our Families**
Leadership Affinity Post-Note Summary

**FOCUS**
- Inconsistency across years
- Lack Priorities
- Too many new program
- Improvement Plans not clear
- Misalignment PD, CIA

**MONITORING**
- Cause or Adult data not collected
- Lack fidelity measures
- Administrators lack knowledge to monitor
- Lack of knowledge of coaches
- Effective feedback not provided

Problem or Effect
Time/Amount of Instruction Affinity Post-Note Summary

- **TIME**
  - Literacy block not defined
  - Building schedule needed
  - Planning & data time needed
  - Behavioral interruptions
  - Professional development time without missing instruction

- **ABSENCE**
  - Chronic absenteeism
  - Tardy
  - Behavior concerns
  - Mental health/social emotional needs
  - Staff absence and turnover

Problem or Effect
Tiers of Intervention - MTSS - Affinity Post-Note Summary

TIERS 2-3

- Decision rules not utilized
- Focus on after school
- Alignment of partners
- Teacher knowledge and skills
- Intervention based on student need

Inclusive Practices

- Teacher collaboration
- Over identification instead of support
- Differentiation instead of only accommodations
- Relationships and knowing individual students support
- Inclusive practices in general education classrooms and LRE

Problem or Effect
Root Cause Analysis

Why didn’t students master skills in phonemic awareness that are expected by the end of Kindergarten?

• Because they did not receive adequate instruction in Kindergarten in phonemic awareness.
Root Cause Analysis

Why didn’t students receive adequate or enough instruction in Kindergarten in phonemic awareness?

• Because Kindergarten teachers were only incidentally teaching in phonemic awareness skills.
Root Cause Analysis

Why were Kindergarten teachers only incidentally teaching in phonemic awareness skills?

- Because the Kindergarten teachers did not receive training on evidence-based curriculum the district adopted two years ago for phonological awareness.
Why hadn’t Kindergarten teachers received PD on the adopted phonological awareness curriculum?

- Because when the curriculum was adopted, a reading specialist was trained to train on the curriculum, but she since left the district.
Root Cause Analysis Entries in the One Needs Assessment

Not all entries are root causes.
Did we get to the root cause?

Root Cause: I believe our poverty level, as well as transiency with students contributes to the impact.
Did we get to the root cause?

Adding another counselor to start tracking and analyzing data. We look at credits and develop plans, but probably need to look at additional ways to track and monitor.
Did we get to the root cause?

The underlying cause of homelessness is that it destroys many families. We need to improve networking with agencies within our county to support these families.
Did we get to the root cause?

If interventions were tracked to address tardiness, then we would see an improvement in attendance overall for all subgroups. There is a need for a flexible schedule option for some students.
One Needs Assessment and Root Cause Analysis Tips

One Needs Assessment

• Needs Assessment Tab
  – Determine your root cause and decide if it is a priority need.

• Priority Needs Tab
  – Consider diving deeper in these root causes.
Readiness

• Are we ready to identify our needs?
• Do we have the data we need?
• Do we have the right team members?
• Are we ready to do the work to get to root causes?
  – Engage in tough discussions
  – Engage without blame and focus on system issues
  – Engage with data, not opinion
### Effective Root Cause Analysis Leads to a Quality Plan

<table>
<thead>
<tr>
<th>Team and Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrow/Categorize</td>
</tr>
<tr>
<td>Tool for Process</td>
</tr>
<tr>
<td>Ensure Causes are Root Causes</td>
</tr>
<tr>
<td>Verify</td>
</tr>
</tbody>
</table>
Share your learning community with us!

#MyOhioClassroom

Celebrate educators!

#OhioLovesTeachers