MOTHER LODE UNION School District

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LCAP-BACT & District Technical Assistance Team Meeting #~~3~~ 5
3:30-5:30 P.M. MERC
March 19, 2018
SIGN IN

Print Name	Signature
Marcy Guthrie	
Bobbi Lowan	
Al Priestley	
Nisa Lyons	
Leslie Redkeys	
Lisa Donaldson	
Rhonda White	
Renee Smith	
Tina Kaupe	

The Mission of the Mother Lode Union School District is the successful education of every student.

Mother Lode Union School District

- Student Achievement & Success
- Student Engagement & Support
- Parent Engagement & Support
- Staff Engagement & Support

1

Overview for Today

Getting Started

Problem of Practice

Root Cause Analysis

Root Cause Prioritization

Next steps

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Where We've Been and Where We're Headed

- ✓ 1/16: Introduction to Improvement Science and initial data review
- ✓ 1/29: Review of local data measures
- ✓ 2/8: Data group work and identification of patterns; introduction to system approach
- ✓ 2/26: System survey discussion system component deep dive
- 3/19: Root cause activity
- 4/19: Review initial report of findings and LCAP implications

*from 5:00-5:30 work with Admin team

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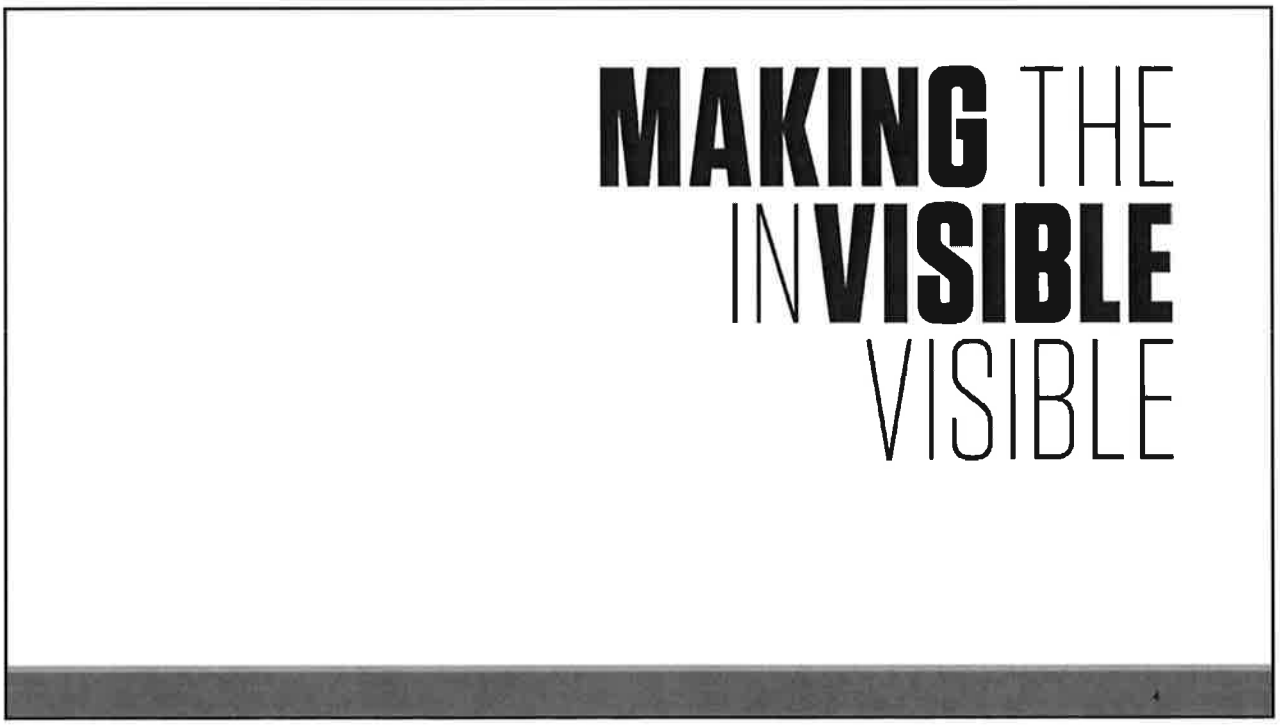

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What Is the Process?

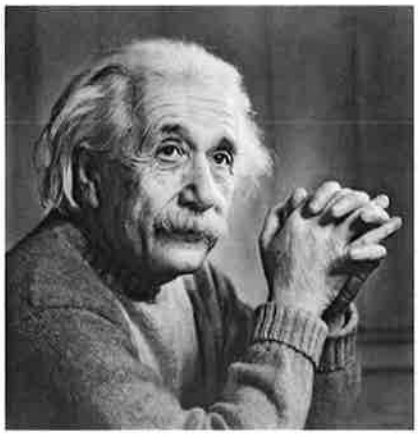
You are here.

Shift to a learning stance → Deeper dive to **understand why** we are getting the current results that we are getting for a group of students → Reflection on areas of strengths and needs. → **Determine what we need to do as a system** to improve student outcomes

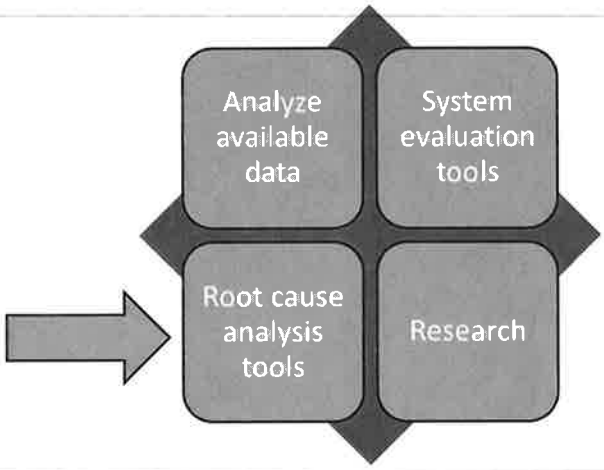
Understanding Why We Are Getting the Current Results…

"If I had one hour to save the world, I would spend fifty-five minutes defining the problem and five minutes solving it."

Albert Einstein



How Do We Understand the Problem and the System That Produces It?



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⚠WARNING

The process can be a bit messy…

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"Every system is perfectly designed to achieve exactly the results it gets."

-Paul Batalden, MD

What We Have Done So Far…

To better understand the problem and the system that produces it, the Mother Lode Differentiated Assistance Team has:

- Reviewed student data
- Conducted a comprehensive parent survey
- Conducted a comprehensive staff survey
- Completed an LEA self-assessment to identify areas of focus
- Used the LEA rubric to further explore:
  - Component 1.3: LEA Support for Safe Learning Environments and Student Engagement
  - Component 2.6: LEA Support for Interventions and Extended Learning Opportunities

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Problem Statements

A problem statement should be concise and include the following:

- A brief description of the problem and the metric used to describe the problem
- Where the problem is occurring by process name and location
- The time frame over which the problem has been occurring
- The size or magnitude of the problem

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Mother Lode's Problem Statement

Despite efforts to have all schools implement a multi-tiered system of supports, over the past three years, the number of **all** students who have scored in the "Met" and "Exceeded" ranges on the CAASPP **math** assessments has decreased from 42% to 40% to 39%.

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ROOT CAUSE ANALYSIS

Root cause analysis assumes that systems and events are interrelated. That is, an action taken in one area impacts the outcome of another action.

Successful identification of the root cause of a problem hinges on an investigation of all areas that could potentially contribute to the problem.

Teams should look for dominant causes, rather than symptoms.

Inquiry should continue until the team has extracted the most fundamental causes.

If multiple fundamental causes are identified, consider prioritizing causes.

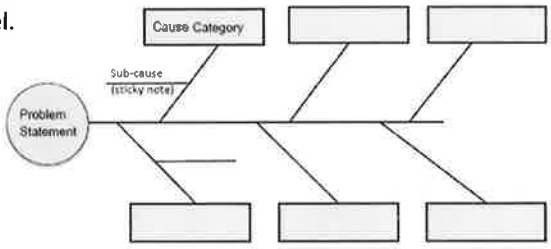
FISHBONE DIAGRAMS Refer to note-taking guide p.4

What Is It?

A summary of a group's understanding about the causes of the current problem.

Why Is It Useful?

Visualizes the causes of a problem at a high level.

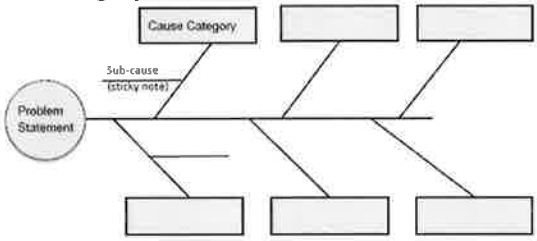


FISHBONE DIAGRAMS

Components of Fishbone Diagrams

The **problem statement** is recorded in the "head" of the fishbone diagram. The problem statement focuses on a concrete problem; either a gap in performance or unwanted variation in a system or process.

The **causes** of the problem are located on the "bones" of the fishbone diagram. Each bone is labeled with a **cause category**, and related **sub-causes** are located underneath.



FISHBONE DIAGRAMS

How to Create a Fishbone Diagram

1. Choose and clearly define the problem to be investigated. The problem should be quantified using existing data.
2. Assemble a diverse team responsible for investigating the problem.
3. Gather information about the problem by leveraging data, interviewing users, conducting observations and talking to diverse-stakeholders.
4. When it is time to summarize, individually record sub-causes on sticky notes.
5. Cluster the sub-causes together and label.
6. Record the analysis in the fishbone diagram.
7. Test your fishbone against data to validate/check proposed causes.

5 WHYS

Refer to note-taking guide p.4

Root Causes and the 5-whys

The **5-whys** is a simple improvement process to get down to the **root causes** of a problem. It is useful when the originally-stated causes seem to represent a surface level understanding and there is a need to dig deeper. It is not always necessary to ask why five times in order to get to the root cause. Stop asking when you get to what feels like a root cause.