



TEXAS CENTER
FOR DISTRICT & SCHOOL SUPPORT

ONLINE TAIS MODULES

Facilitator Guide

TAIS 201

Module 2.2

Content Focus:

Root Cause Analysis process and Root Cause Analysis reflection

Module Summary

The “Big Ideas”

As a result of the data analysis process covered during module one, the team developed problem statements. Based on the data analysis process, the team may have discovered new problems which did not exist before or a few persistent problems which have historically burdened the campus. The team may have also discovered a combination of new and persistent areas of concern for the school.

This activity will provide campus teams an opportunity to reflect on the root cause analysis process. The process will determine if the campus should revise or carry the root cause(s) over to next year’s targeted improvement plan. This process will also guide campus teams through a root cause analysis to address new problems that were identified as a result of the data analysis process.

Participants’ Learning/Outcomes

By the end of this training module, participants should be able to:

- Reflect on the root cause analysis process
- Conduct a root cause analysis
- Revise or identify a new root cause

Facilitator’s Activities to Support this Learning

During this training, the facilitator will engage participants in the following:

- Reflection
- Group Discussion
- Development of Next Steps

Tools and Resources

- Root Cause Analysis Process
 - Root Cause Analysis Reflection Cards
 - Root Cause Quality Checklist
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Topic	Facilitation Notes	Facilitator Talking Points	Slide/Supporting Materials
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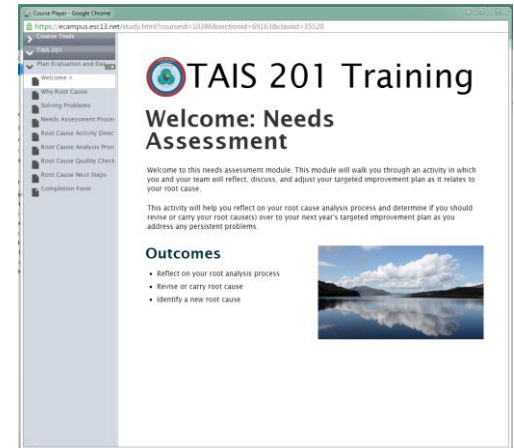
Welcome

Before beginning this module, verify that the team has completed the data analysis module and drafted new, updated problem statements.

Review outcomes with the team and ask if there are any questions before proceeding with module.

Never underestimate the power of an effective introduction. The introduction allows an opportunity to facilitate participants' learning by communicating the purpose of the activity, connecting it to prior knowledge, and encouraging the kinds of responses the activity requires.

- In the following module, your team will determine why problems are occurring through the needs assessment process which includes a root cause analysis.
- As a result of the data analysis process covered during module one, your team developed problem statements. Based on the data analysis process, your team may have discovered new problems which did not exist before or a few persistent problems which have historically burdened the campus.
- This activity will help your team reflect on your root cause analysis process and determine if you should revise the root cause. If your plan addresses any persistent problems, your root cause may carry over to the next year.
- You may be familiar with other root cause analysis processes, however the process we are reviewing today is a suggested process that has been developed by TEA and TCDSS.

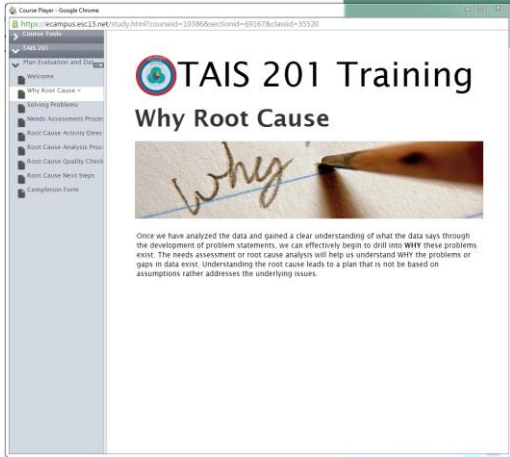


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Why Root Cause

Acknowledge the varying degrees of understanding regarding the root cause analysis process. Reiterate that some participants may be less familiar with the process and answer and address any questions participants may have

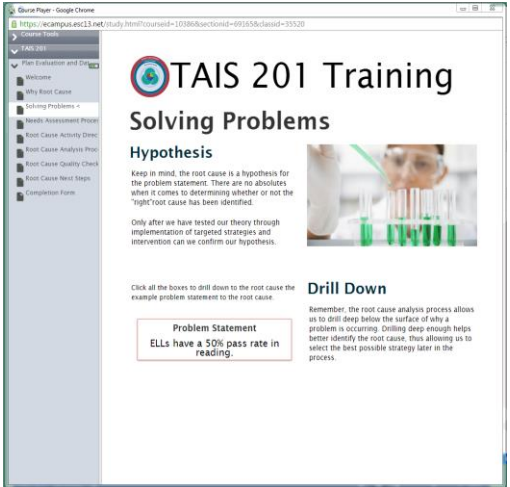
- Once we have analyzed the data and gained a clear understanding of what data reveals through the development of problem statements. Next, we can effectively begin to drill into WHY these problems exist.
- The needs assessment and root cause analysis will help us understand WHY the problems, or gaps in data, exist. Understanding the root cause leads to a plan that addresses the underlying issues.



Solving Problems

Click all the boxes to demonstrate a drill down to the root cause of the example problem statement shown on the bottom of the page.

- Again, the root cause is significant because it helps answer WHY the problem or gap based on data exists.
- Also keep in mind, the root cause is a hypothesis for the problem statement. There are no absolutes when it comes to determining whether or not the “right” root cause has been identified. Only after testing our theory through implementation of targeted strategies and intervention can we confirm our hypothesis.
- Remember, the root cause analysis process allows you to drill deeply below the surface reasons why. Drilling deep enough helps identify the root cause and allows us to select the best possible strategy later in the process.



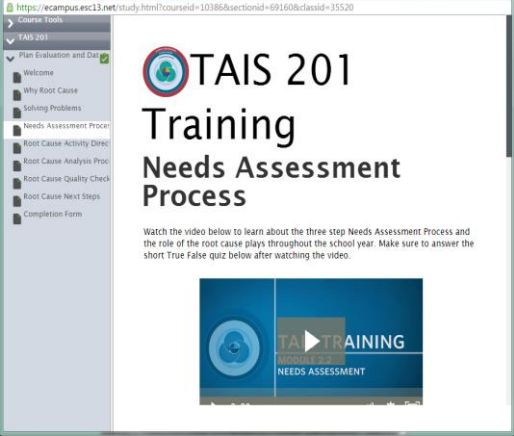
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Needs Assessment Process

Watch the video with the team for a high-level view of the needs assessment process and the role root cause plays throughout the year.

Emphasize the role root cause plays throughout the year in improvement planning.

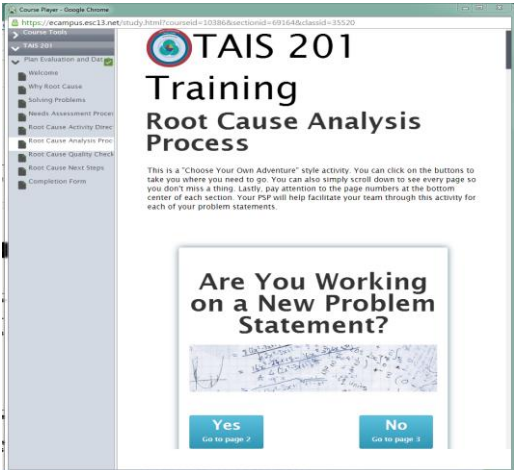
- As we go through this section, keep in mind the ways your campus/district may already practice examining the WHY of this work.
- Discuss the following:
 - Why is the root cause important in the planning process?
 - How can the team determine if the strategy is affecting the root cause during the year?
 - How might campuses know the impact of the root cause on the targeted improvement plan?



Root Cause Analysis Process

This section marks where the bulk of the work will take place. Therefore, collect all problem statements generated as a result of the data analysis process.

- During module one, your team developed problem statements.
- During your data analysis process, your team may have discovered new problems which did not exist before or a few persistent problems which have historically burdened the campus. Your team may have also discovered a combination of new and persistent areas of concern for the school.
- Regardless of whether the problem statement represents a new or persistent area of concern, the needs assessment process will help identify why the problem is occurring and assist with proper guidance of intervention.



Are you working on a New Problem Statement? (Page 1)

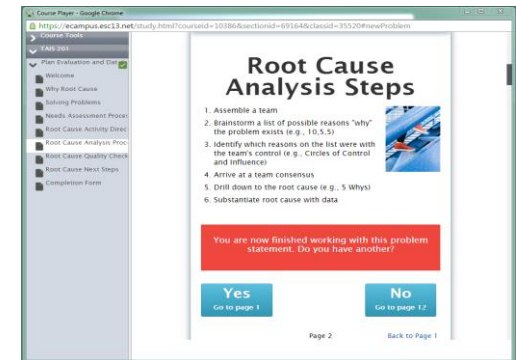
Begin with the first problem statement and follow the prompts listed on page one which begins with the question, "Are you working on a new problem statement?"

This is a "Choose Your Own Adventure" style activity. You can click on the buttons to take you where you need to go. You can also simply scroll down to see every page so you don't miss a thing. If you choose to scroll through the pages, please pay attention to the page numbers at the bottom center of each section.

Root Cause Analysis Steps (Page 2)

If working with a newly identified root cause, complete the root cause analysis activity. Refer to the Root Cause Analysis handout for step-by-step instructions on completion of the process.

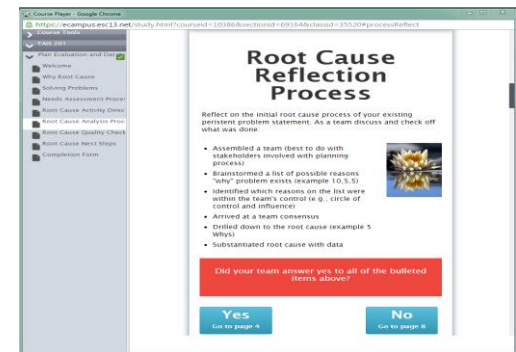
- Keep all conversations regarding root cause within your team's control. This will ensure that your team focuses energy on behaviors they can directly influence.



Root Cause Reflection Process (Page 3)

If working with a persistent problem, begin the root cause reflection process. Provide an overview of the Root Cause Analysis activity.

- You may also conduct the root cause reflection process activity by using the Root Cause Analysis reflection cards listed on the materials page.



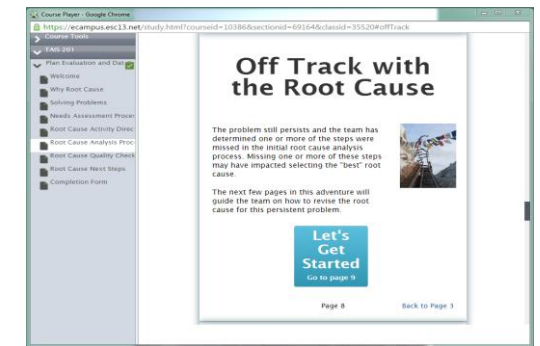
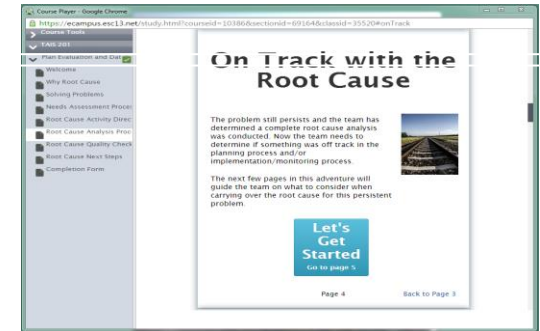
Page 3 (cont.) *This activity will guide the team in reflecting on why persistent problems exist on the campus. It will allow the team to evaluate the previous year's Root Cause Analysis process and determine whether the team is on track or off track with the root cause.*

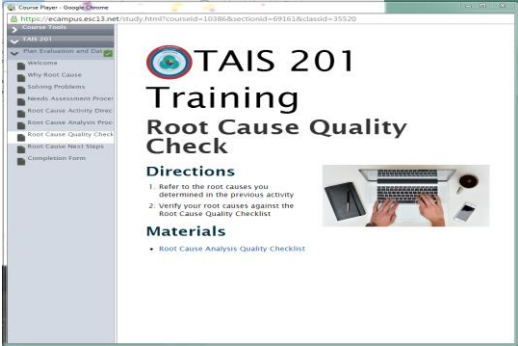
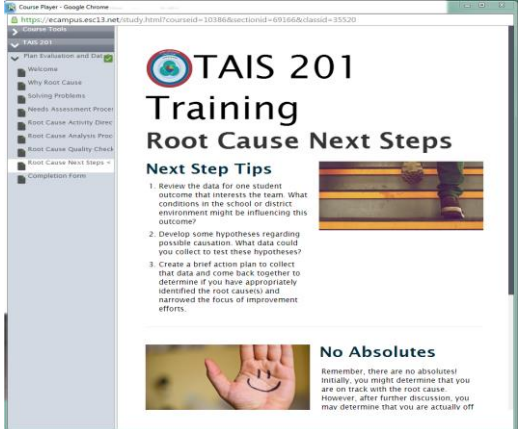
On Track with the Root Cause (Page 4) *If the team answered "yes" to all of the bulleted items on page 3, the team is "on track with the root cause."*

Off Track with the Root Cause (Page 8) *If the team answered "no" to all of the bulleted items on page 3, the team is "off track with the root cause."*

- If you are "on track", that means the team has determined a complete Root Cause Analysis was conducted. Now the team needs to determine if something went wrong in the planning process and/or implementation/monitoring process. You will determine if you should carry over your root cause to next year's plan.

- If you are "off track", that means the team has determined one or more of the steps were missed in the initial root cause analysis process. Missing one or more of these steps may have impacted selecting the "best" root cause. You will reflect on your root cause analysis and potentially revise the root cause.



Topic	Facilitation Notes	Facilitator Talking Points	Slide/Supporting Materials
Root Cause Quality Check	<p><i>Verify the root causes against the Root Cause Quality Checklist.</i></p> <p><i>Document the updated root cause statement(s) before proceeding to the next module.</i></p>	<ul style="list-style-type: none"> Each root cause should meet the criteria listed in the quality check. If the root cause does not meet the criteria, additional conversations driven by data are required. Revise as necessary. 	 <p>The slide is titled "TAIS 201 Training Root Cause Quality Check". It includes "Directions" with two steps: 1. Refer to the root causes you determined in the previous activity. 2. Verify your root causes against the Root Cause Quality Checklist. Under "Materials", it lists "Root Cause Analysis Quality Checklist".</p>
Root Cause Next Steps	<p><i>Review the tips with the group and provide time for questions.</i></p> <p><i>Ask the team if there are other next steps to consider.</i></p>	<ul style="list-style-type: none"> Remember, there are no absolutes! As you go through this activity you may think you may first determine that you are off track with your root cause. With more discussion, you may later determine that you are “on track” with your root cause. And vice versa... The idea of this activity is to engage in meaningful dialogue and discover to ensure you have chosen the “best” root cause. Maximizing team time and discussion will help your team get to the best root cause and guide your future actions. 	 <p>The slide is titled "TAIS 201 Training Root Cause Next Steps". It includes "Next Step Tips" with three steps: 1. Review the data for one student outcome that interests the team. What conditions in the school or district environment might be influencing this outcome? 2. Develop some hypotheses regarding possible causation. What data could you collect to test these hypotheses? 3. Create a brief action plan to collect that data and come back together to determine if you have appropriately identified the root causes and narrowed the focus of improvement efforts. A section titled "No Absolutes" states: "Remember, there are no absolutes! Initially, you might determine that you are on track with the root cause. However, after further discussion, you may determine that you are actually off".</p>

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Completion Form

Fill out the form as prompted on the screen.

Continue on to the next module as scheduled.



Topic

Facilitation Notes

Facilitator Talking Points

Slide/Supporting Materials

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