



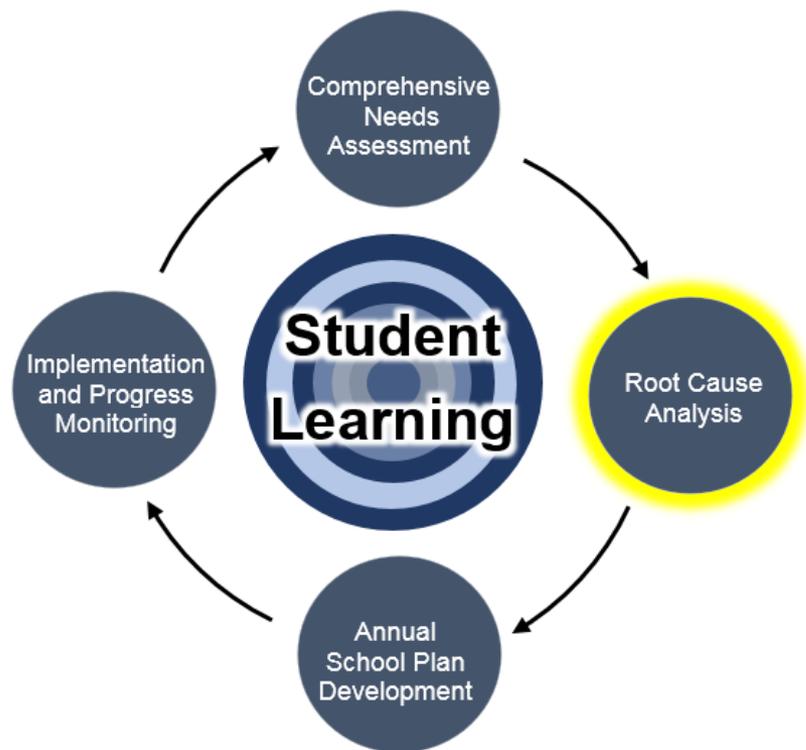
Annual School Planning process

Root Cause Analysis



Overview of the Annual School Planning process

- Annual School Planning Process composed of four steps:
 - Comprehensive Needs Assessment
 - Root Cause Analysis
 - Annual School Plan Development
 - Implementation and Progress Monitoring





Review the Previous Step

- The Comprehensive Needs Assessment establishes baseline facts about the school.
- These baseline facts will allow us to develop questions about the data, needs assessment, and prior interventions in order to identify areas of need.



Root Cause Analysis Overview

Data provides the story of “where a school is now and where it is expected to be.” Data analysis will help identify the school’s areas of need.

Once the needs are isolated, a root cause analysis explains why the needs exist. Now we can begin to address them.

Intervention strategies are approaches we think will best address the school’s identified problems. SMART goals and SMART action steps are how we will implement and evaluate the interventions.



Importance of Root Cause Analysis

- Moving from data to action
 - Our analysis of the quantitative and qualitative data tells us **what** is happening in the school.
 - Root cause analysis helps us identify **why** it is happening and to select the areas of need to address.





Completing a Root Cause Analysis

A real-world example of a root cause analysis:





Example of a Root Cause Analysis

- School Performance Report: Chronic Absenteeism

Overview
Demographic
Academic Achievement
Student Growth
College and Career Readiness
Climate and Environment
Staff
Accountability
Narrative

School X
2016-2017

CC-DDDD
Grade Span PK-08

The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the ESSA Accountability plan. Chronic absenteeism provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

This table presents the percentage of students in grades K-12 who were chronically absent districtwide and by subgroup. This table also shows whether the district and each student group met the accountability targets for 2016-17.

| Student Group | % Chronically Absent: | 2016-17 Target | Met 2016-2017 Target |
|---|-----------------------|----------------|----------------------|
| Schoolwide | 10% | 11% | Y |
| White | 11% | 12% | Y |
| Hispanic | 11% | 14% | Y |
| Black or African American | 7% | 9% | Y |
| Asian, Native Hawaiian, or Pacific Islander | 14% | 12% | N |
| American Indian or Alaska Native | | | |
| Two or More Races | | | |
| Economically Disadvantaged Students | 10% | 13% | Y |
| Students with Disabilities | 13% | 13% | Y |
| English Learners | 16% | 1% | N |

Days Absent

The graph displays the percentage of K-12 students districtwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.

| Number of Absences | Percentage of Students |
|--------------------|------------------------|
| 0 | 3% |
| 1-5 | 26% |
| 6-10 | 34% |
| 11-15 | 22% |
| Over 15 | 12% |

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display
 ** ESSA accountability targets are only included if data is available for at least 20 students.



Example of a Root Cause Analysis

- Investigating the Data: Chronic Absenteeism

| N-Size of Population at School by Subgroup | |
|--|------------|
| Subgroup | N-Size |
| White | 159 |
| Hispanic | 234 |
| Black | 95 |
| Asian | 12 |
| FRL | 475 |
| SWD | 45 |
| LEP | 125 |
| School Total | 500 |



Example of a Root Cause Analysis

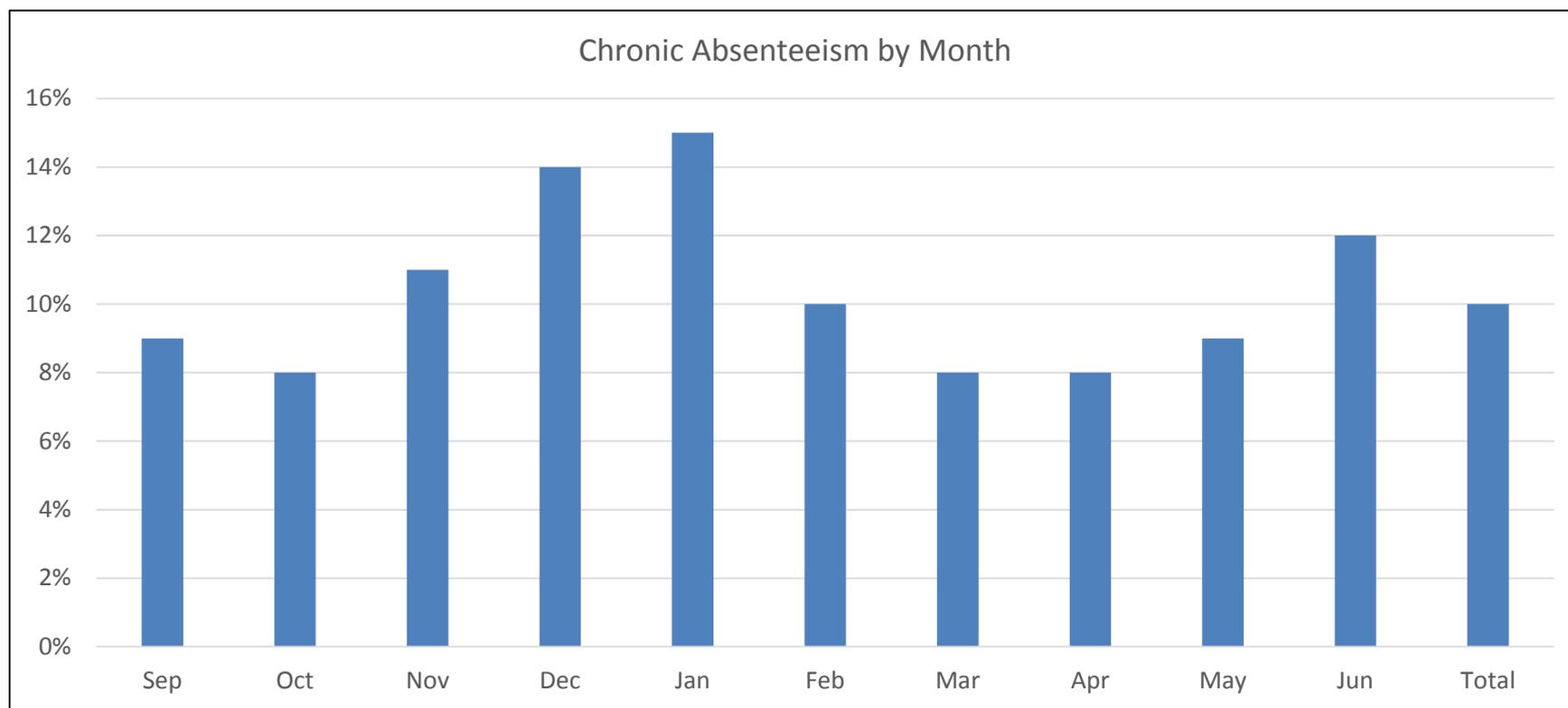
- Key Question:

WHY?



Example of a Root Cause Analysis

- Month-by-Month: Chronic Absenteeism





Example of a Root Cause Analysis

- Subgroup Performance: Chronic Absenteeism

| | Schoolwide | White | Hispanic | Black | Asian | FRL | SWD | LEP |
|---------|------------|-------|----------|-------|-------|-----|-----|-----|
| Sep | 9% | 10% | 10% | 8% | 16% | 9% | 14% | 21% |
| Oct | 8% | 10% | 7% | 6% | 14% | 8% | 12% | 16% |
| Nov | 11% | 11% | 9% | 7% | 13% | 10% | 13% | 15% |
| Dec | 14% | 11% | 16% | 8% | 14% | 12% | 14% | 22% |
| Jan | 15% | 11% | 16% | 8% | 14% | 15% | 14% | 21% |
| Feb | 10% | 11% | 8% | 6% | 13% | 11% | 13% | 14% |
| Mar | 8% | 10% | 9% | 6% | 13% | 9% | 12% | 12% |
| Apr | 8% | 10% | 8% | 7% | 13% | 8% | 12% | 11% |
| May | 9% | 10% | 9% | 7% | 13% | 9% | 13% | 14% |
| Jun | 12% | 11% | 14% | 8% | 15% | 11% | 14% | 18% |
| Average | 10% | 11% | 11% | 7% | 14% | 10% | 13% | 16% |



Next Step in the Process

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Intervention strategies are approaches we think will best address the school’s identified areas of focus. **SMART goals and SMART action steps** are how we will implement and evaluate the interventions.