



THE LEADERSHIP TEAM
AND
ROOT CAUSE ANALYSIS

LEA Determinations

In making district determinations, the Bureau considers the totality of information reported by each district (as outlined in the LEA Determination Risk Rubric). The score for each Risk Section is determined by the percentage of points a district receives in each individual section. Overall LEA Determination is established by each LEAs combination of risks.

There are four areas outlined in the Determinations Rubric for which LEAs receive scores. They are...

- Results Based
- Assessment Risk
- Compliance Risk
- Additional/Other Factors Risk

Based on the scores, LEAs will fall into four categories of determination. They are...

- Meets requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

The New Hampshire Department of Education (NH DOE) Bureau of Special Education Support (Bureau) has required LEAs, identified as Needs Intervention or Needs Substantial Intervention, to gather a diverse leadership team and attend regular meetings.

LEA Determinations

LEAs identified as Needs Intervention or Needs Substantial Intervention will...

- receive a timeline
- be assigned an education consultant for ongoing assistance and follow-up
- assemble a leadership team
- begin the Root Cause Analysis process
- submit an action plan
- receive technical assistance and/or training based on identified areas of need
- submit periodic and final progress reports to the Bureau

Requirements for LEAs identified as...

Needs Intervention:

- Leadership attends a group Orientation meeting
- Leadership Team attends a group Root Cause Training
- 1 initial meeting (virtual or face-to-face)
- LEA will schedule the dates of their leadership team meetings
- Bureau available to provide TA or Tiered Supports in identified area
- Three periodic check ins with progress reports to the Bureau

Needs Substantial Intervention:

- Leadership Attends Orientation meeting
- Bureau provides Root Cause Training
- Initial meeting (virtual or face-to-face)
- Bureau education consultant will attend monthly LEA leadership team meetings
- Bureau available to provide TA or Tiered Supports in identified area
- Three periodic check ins with progress reports to the Bureau

The Leadership Team

Evaluating data and identifying specific problems touches many parts of an LEA and frequently requires working across departments and schools. In order to effectively identify and cultivate solutions to specific problems, LEAs will need to engage a Leadership Team.

Leadership Team – a group of administrators, teachers, staff members, families, and community stakeholders assembled together to problem-solve long standing challenges. They make important governance decisions in a school and coordinate school-improvement initiatives.

Items for consideration and action when building a Leadership Team:

- Missions and Goals
- Roles and Responsibilities
- Effective Group Processes
- Ground Rules
- Decision Making



Leadership Team: Converting Data to Wisdom



Convene a leadership team that...

- represents multiple perspectives related to the problem
- listens to and values input from all team members
- understands and utilizes relevant data
- has the power to make changes (sometimes radical) to the system
- uses shared analysis, contemplation, and honest reflection

Meeting Protocol <https://www.ideadata.org/data-meeting-toolkit>

The steps outlined below will help ensure the team's attentiveness to the happenings during the meetings as well as to the intentional planning before meetings and effective follow up after.

Before the meeting, the team leader plans the meeting with input from other team members.

- Determine objective
- Identify data
- Identify participants and key responsibilities
- Organize data to present
- Prepare and distribute agenda

During the meeting, a designated facilitator guides the data discussion.

- Do introductions
- Review key messages
- Present the data
- Discuss observations
- Discuss interpretations
- Discuss implications
- Determine next steps
- Reflect on the meeting's effectiveness

After the meeting, the team leader recaps the meeting and next steps.

- Distribute meeting notes
- Confirm next steps
- Confirm timeline for additional actions
- Update action plan

Root Cause

Root Cause...the underlying cause(s) of an observed challenge.

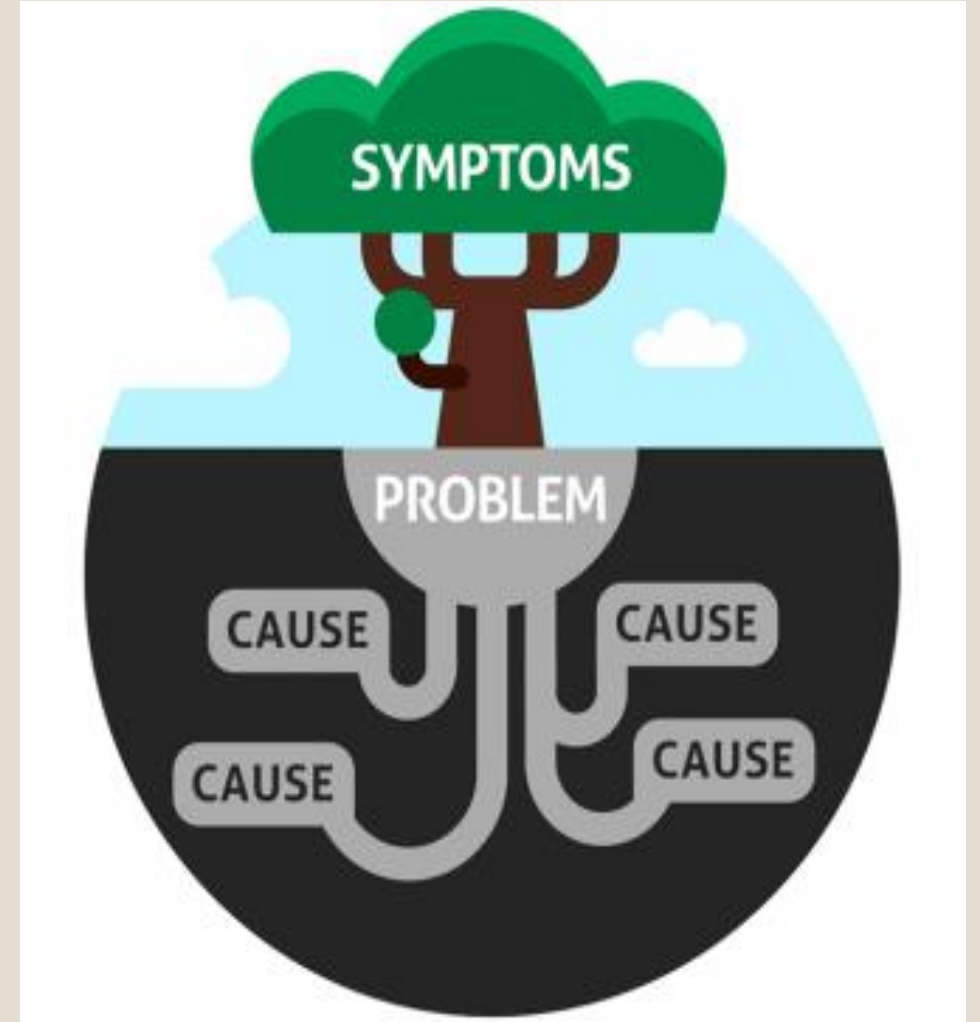
Why Identify a Root Cause?

In education, we often identify the problem and jump immediately to a solution...

then wonder why our solution failed!

Root Cause Analysis requires...

- the formation of a leadership team
- an intentional review of the data
- identifying potential causes of the problem
- digging deeply to get to the root(s)
- proposing and implementing systems change



Conducting a Root Cause Analysis can...

- be difficult
- force the acknowledgement of challenges
- surface conflicting points of view
- get easier with time



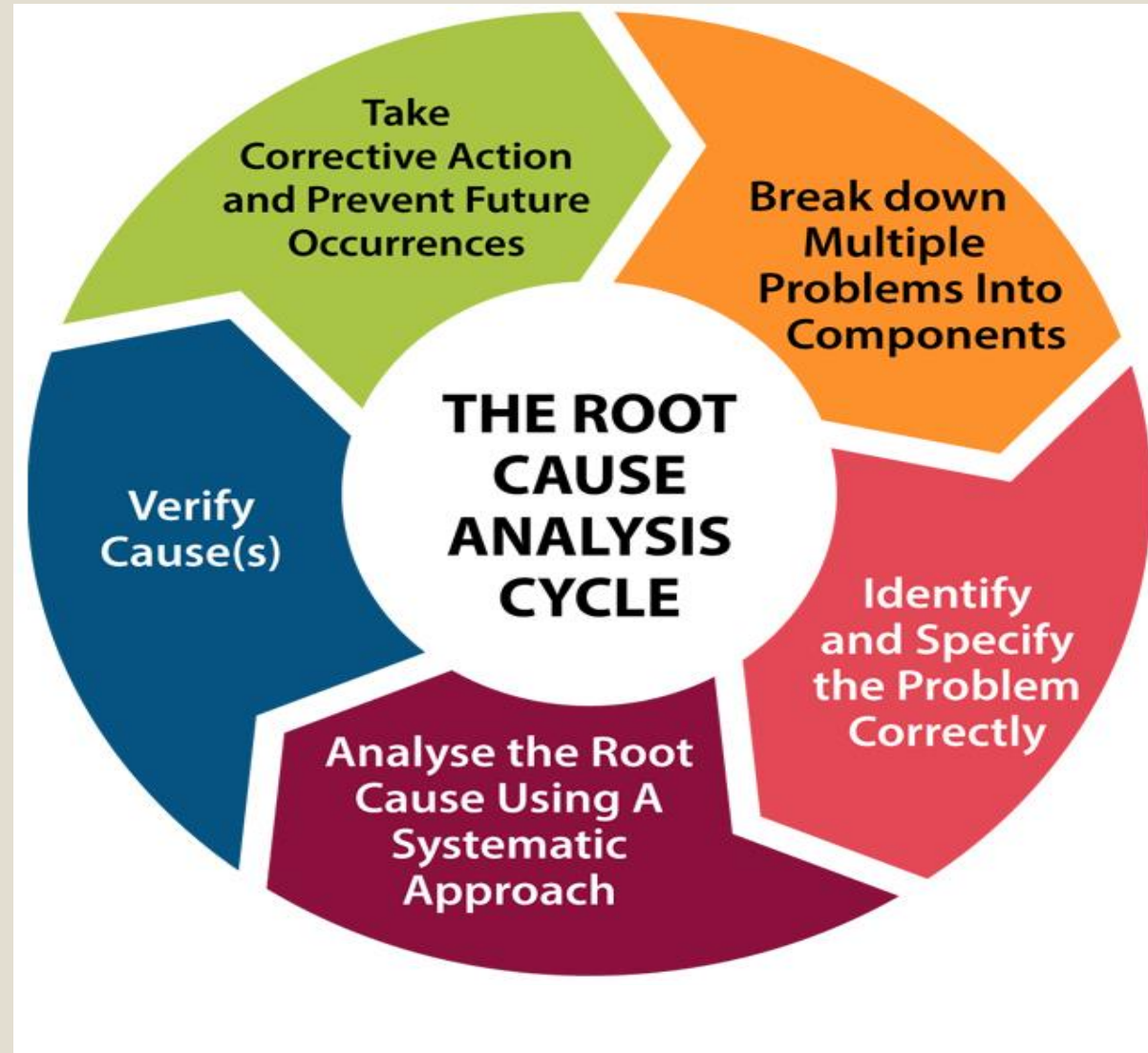
“To address this mistake we must use root-cause analysis. I’ll begin by saying it’s not my fault.”

Key Components to Root Cause Analysis

Leadership teams typically generate four types of outputs during a root cause analysis:

- **Problem Statement:** the central problem being investigated.
- **Underlying Causes:** hypotheses of cause(s) of the primary problem.
- **Contributing Cause:** underlying cause that may add to the problem but is not central to eliminating or preventing the problem from recurring.
- **Root Cause:** identifying the underlying cause(s) that if resolved will eliminate or substantially reduce the symptom or prevent the problem from reoccurring.

Common steps in approaching Root Cause Analysis



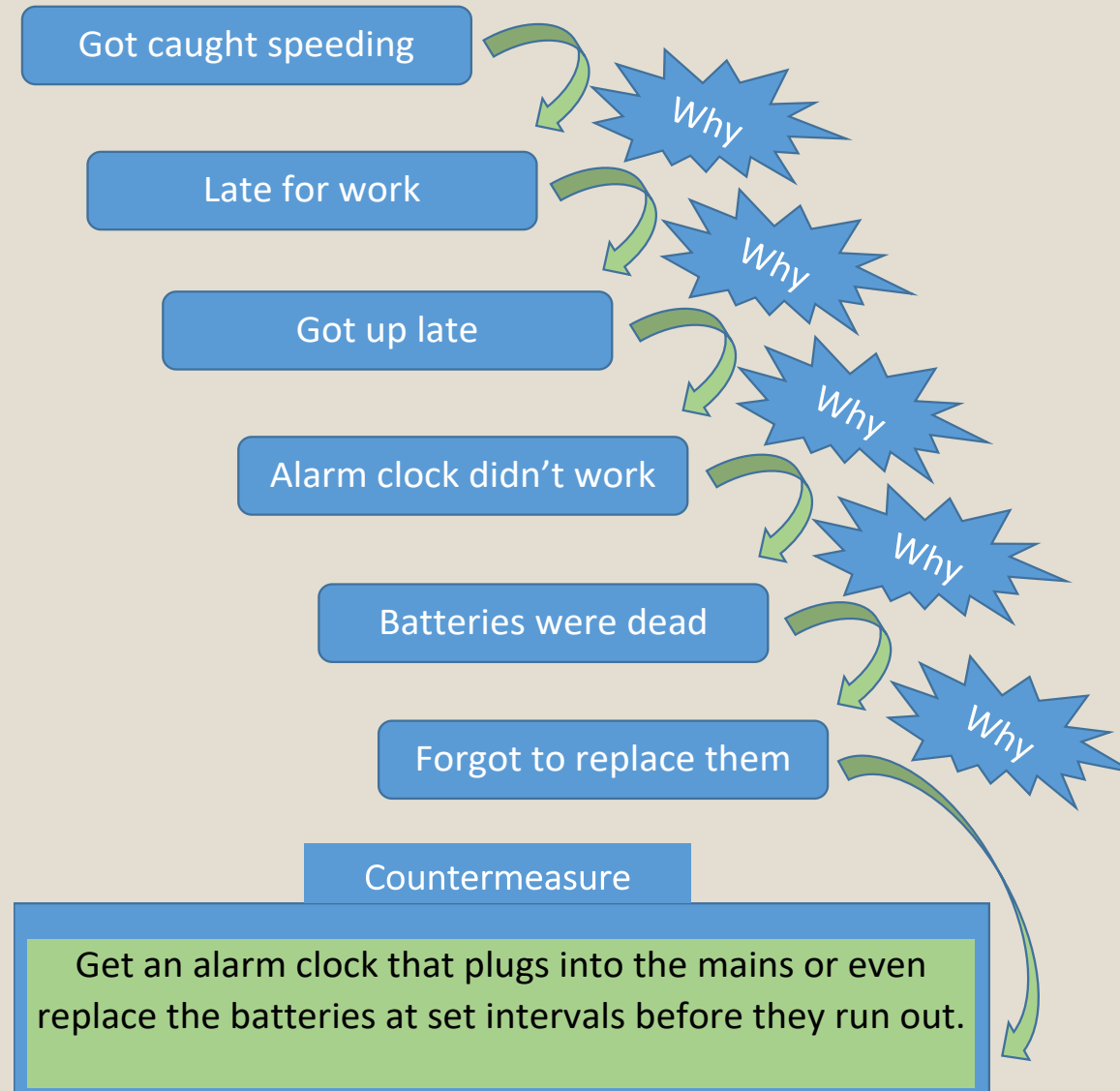
There are multiple ways to conduct a Root Cause Analysis...

Depending on the context, Root Cause Analysis may involve any one or a combination of tools.

The three most accessible and straightforward approaches commonly used in educational settings are...

1. The “Five Whys” Exercise (a recommended and encouraged approach by IDC – IDEA Data Center)
2. The Fishbone Diagram
3. The Circle Map

Root Cause Technique: The Five Whys



Root Cause Action Plan

The action plan describes goals, tasks, and timelines for addressing the root causes of a problem. A well-thought-out action plan will help a leadership team stay on track amidst competing priorities, predict and neutralize potential barriers, and measure progress toward goals.

Problem	Got caught speeding due to being late for work
Identified Root Cause	Alarm clock did not go off due to dead batteries
Goal	Get an alarm clock that plugs into the mains or replace the batteries at set intervals to avoid them going dead.

Action Steps

Action Item	Due Date	Person Responsible	Status Update
Locate outlets in the room	5/14/2022	Self	As of 5/14/2022 outlets identified
Research different alarm clocks	5/21/2022	Self	Top three alarm clocks selected as of 5/21/2022
Buy extra batteries	5/21/2022	Self	Extra batteries bought as of 5/21/2022



Template for Root Cause Action Plan and Progress Reporting

Leadership teams can use this form to develop an action plan that describes goals, tasks, and timelines for addressing the root causes. Keep in mind, a well-thought-out action plan will help the team stay on track amidst competing priorities, predict and neutralize potential barriers, and measure progress toward goals.

Problem	
Identified Root Cause	
Goal	

Action Steps

Action Item	Due Date	Person Responsible	Success Criteria	Completed



New Hampshire

Department of Education

Bureau of Special Education Support

LEA Determination Process

101 Pleasant Street, Concord, New Hampshire 03301 – (603) 271-3741 – www.education.nh.gov

Progress Reporting

Date	Narrative: (key questions to answer) 1. What have been your successes? 2. What barriers did you encounter? How have you resolved them? 3. What resources or technical assistance do you need to move your process forward?



QUESTIONS?