VERMONT
AGENCY OF EDUCATION

COFFEE AND CONVERSATIONS

SESSION TWO

4 MARCH 2020

- Overview
- Identifying Priority Problems of Practice
- Root Cause Analysis

HOSTS

- Vermont AOE
  - Patrick Halladay, Director, Education Quality Division
  - Lori Dolezal, AOE Continuous Improvement Coach
  - Donna Stafford, AOE Continuous Improvement Coach
  - Josh Souliere, Asst. Director, Education Quality Division
  - Kevin Doering, Education Quality Coordinator
  - Toni Marra, Education Quality Coordinator
  - Marianna Charalabopoulos, Education Quality Coordinator
- National Partners
  - Evangeline Ambat, Education Development Center
  - David Blumenthal, American Institutes for Research

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GO TO WEBINAR

- Question Tab
- Chat Tab
- Raise Hand
- (Un)Mute

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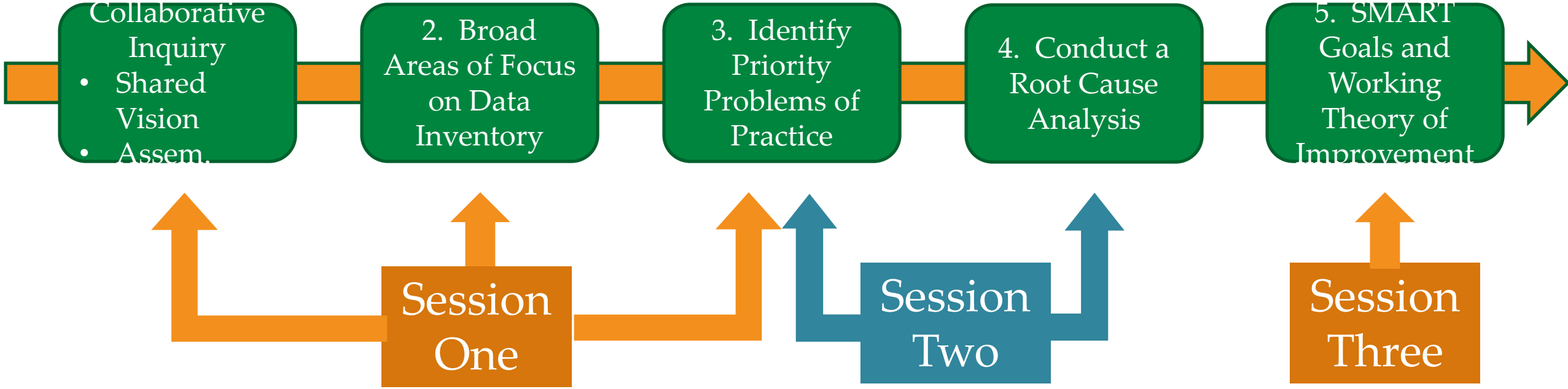
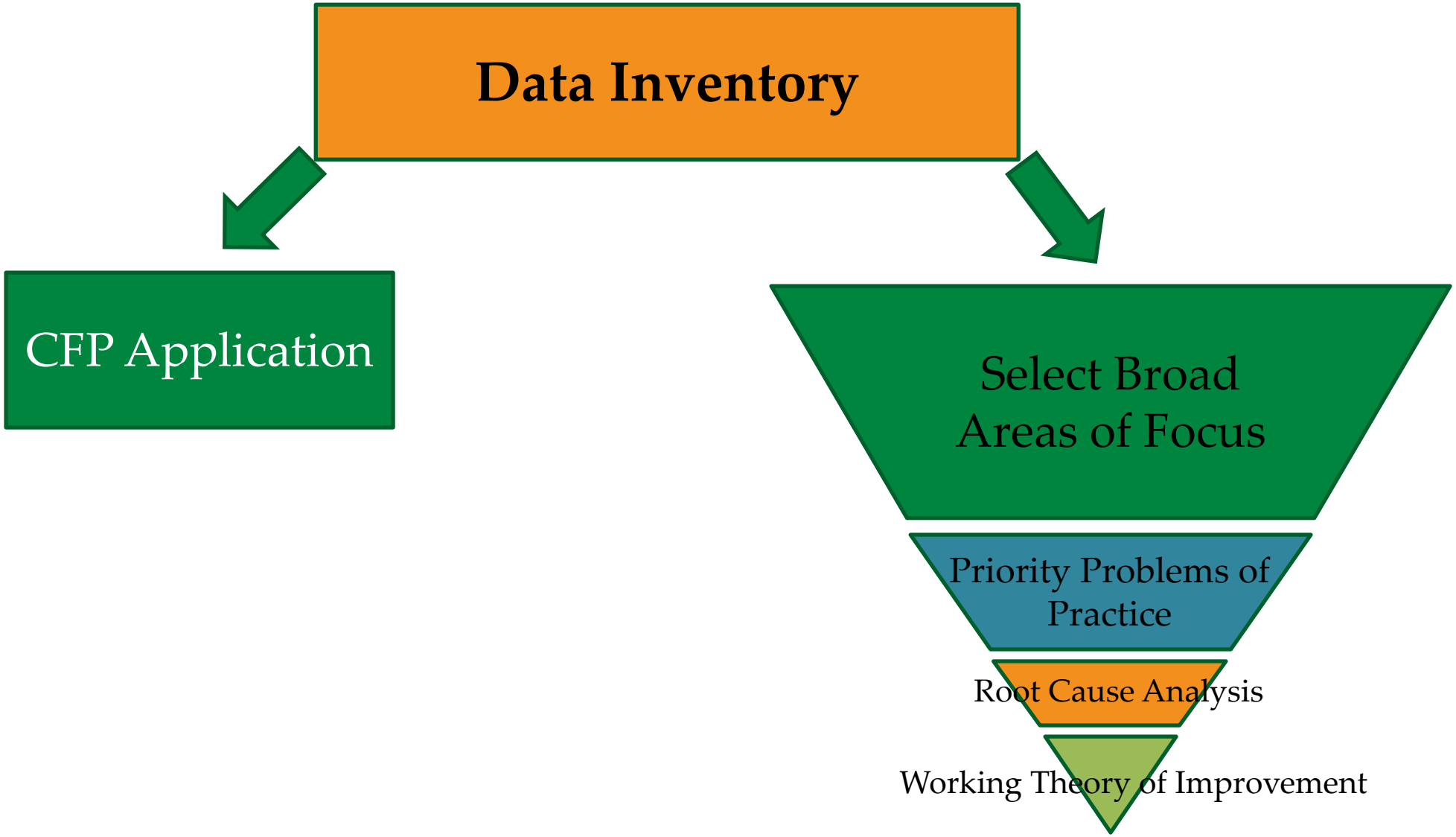
OVERVIEW


Collaborative Inquiry
• Shared Vision
• Assem.
2. Broad Areas of Focus on Data Inventory
3. Identify Priority Problems of Practice
4. Conduct a Root Cause Analysis
5. SMART Goals and Working Theory of Improvement
Session One
Session Two
Session Three



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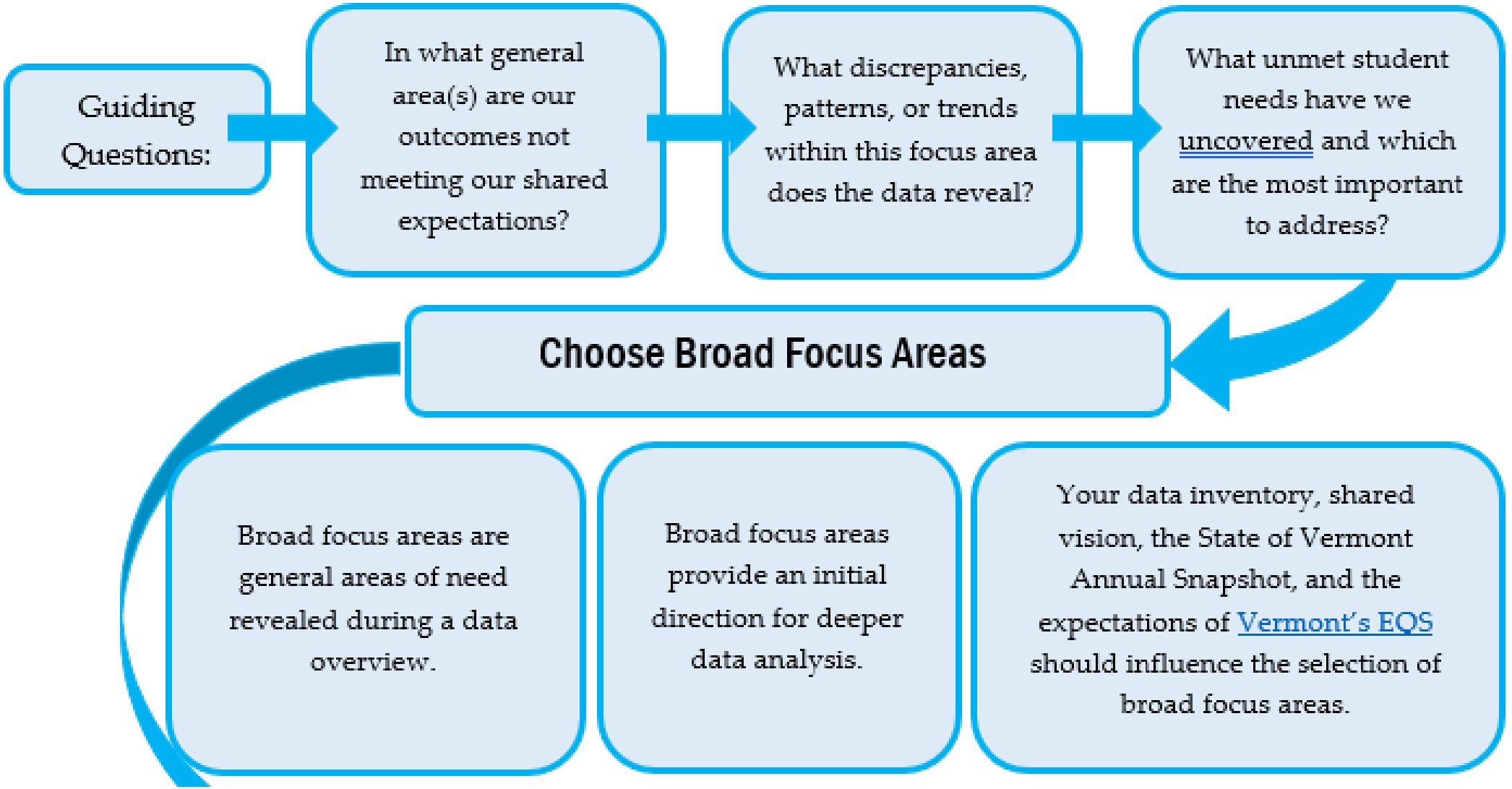
IDENTIFY PRIORITY PROBLEMS OF PRACTICE


Guiding Questions:
In what general area(s) are our outcomes not meeting our shared expectations?
What discrepancies, patterns, or trends within this focus area does the data reveal?
What unmet student needs have we uncovered and which are the most important to address?
Choose Broad Focus Areas
Broad focus areas are general areas of need revealed during a data overview.
Broad focus areas provide an initial direction for deeper data analysis.
Your data inventory, shared vision, the State of Vermont Annual Snapshot, and the expectations of Vermont's EQS should influence the selection of broad focus areas.

Recognize Trends in the Data

With a focus area agreed upon, a further examination of the data occurs in three steps:

1. The team identifies and collects additional data related to this area as needed.

2. The team makes factual observations about the data and only states what the data shows.

3. Once the team has a clear picture of the facts revealed by the data, you move on to making inferences about what the facts are telling you.

Identify Priority Problems of Practice

Once enough data has been collected, observations made, and inferences drawn, a tentative conclusion can be made.

This conclusion becomes a problem of practice-a hypothesis that has enough evidence supporting it to merit further analysis.

A problem of practice may be revised as new data is explored and insights are gained.

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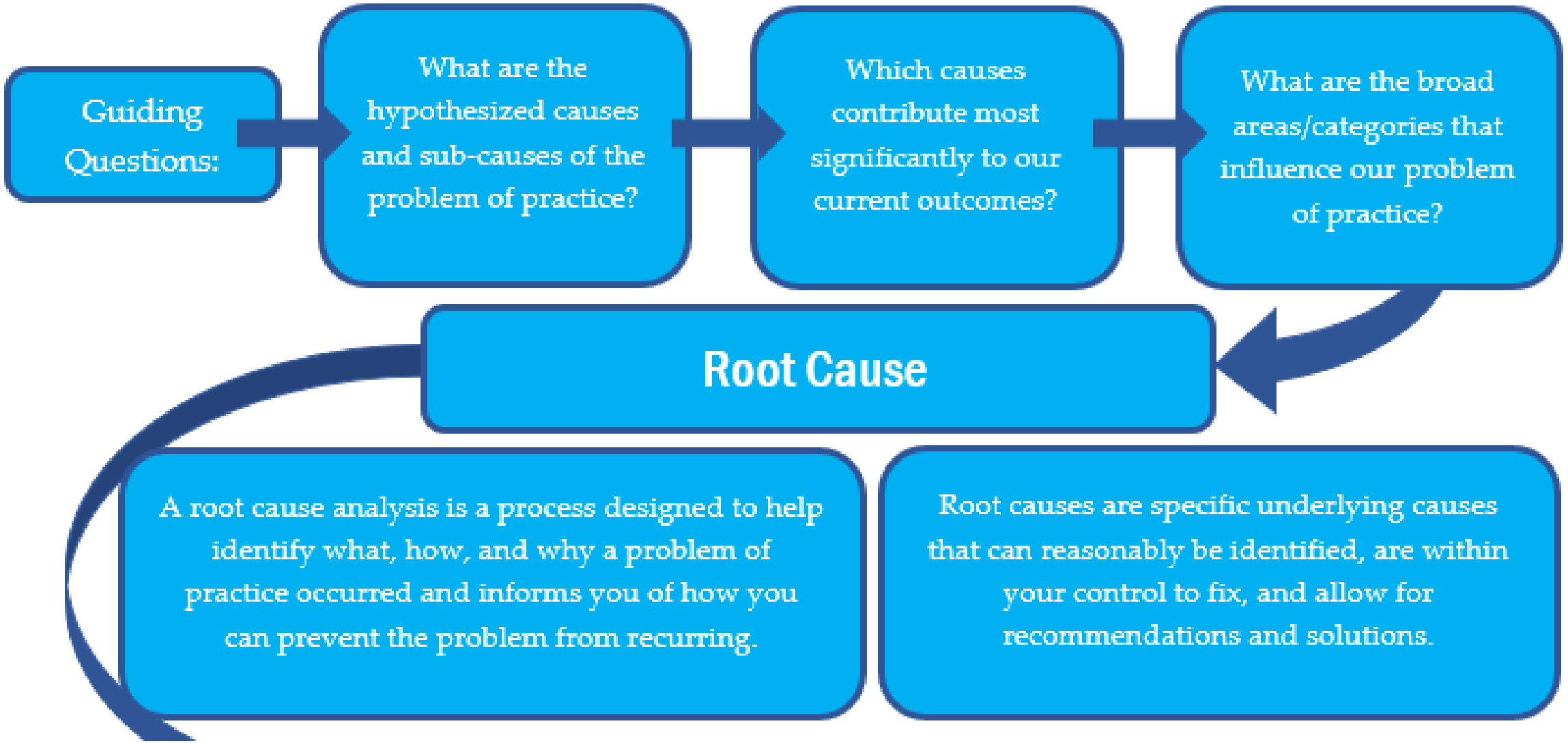
ROOT CAUSE ANALYSIS


Guiding Questions:
What are the hypothesized causes and sub-causes of the problem of practice?
Which causes contribute most significantly to our current outcomes?
What are the broad areas/categories that influence our problem of practice?
Root Cause
A root cause analysis is a process designed to help identify what, how, and why a problem of practice occurred and informs you of how you can prevent the problem from recurring.
Root causes are specific underlying causes that can reasonably be identified, are within your control to fix, and allow for recommendations and solutions.

Fishbone Diagram

A fishbone diagram, also known as a cause and effect diagram, is a graphic tool used to examine possible root cause(s) of a certain effect or problem of practice.

Causes directly influence the outcome or goal of an improvement project whether as part of the system or outside of it. There are many causes that contribute to an effect or problem.

Recommended categories of causes:

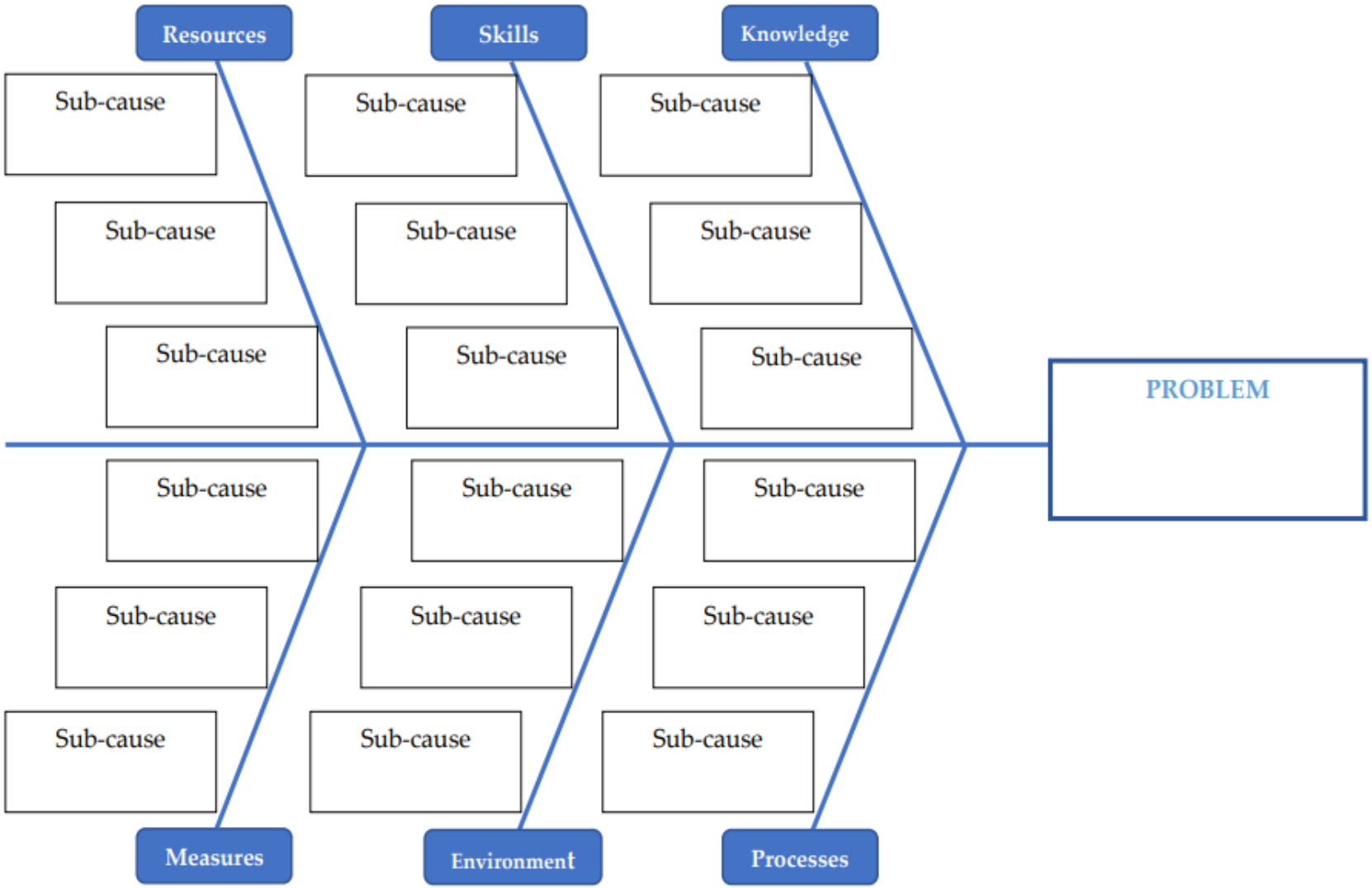
- Resources
- Skills
- Knowledge
- Measures/Data
- Environment
- Processes

The Five-Whys

The Five-Whys is a brainstorming tool that can help teams identify the root cause(s) of a problem.

Select one problem of practice that has been identified, ask "why" questions to reach the specific root cause(s). Use data to support your reasoning.

Teams will know they have reached a root cause when they have identified a reason that is within their control to address and, if when the identified cause is addressed, it will most likely result in the problem going away.



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TIMELINE

- 15 February—CIP application window opened
- 1 April—CFP application window opens
- 30 June—CFP application submitted for substantial approval to obligate funds at the start of the fiscal year
- CIP must be approved in order to have CFP approved

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NEXT STEPS AND RESOURCES

- Session Three: Planning and Testing Change Ideas
  - 11 March, 2:00-3:00pm
- Data Inventory with sample: https://education.vermont.gov/documents/cfp-cip-data-inventory
- Comprehensive Needs Toolkit: https://education.vermont.gov/documents/edu-comprehensive-needs-assessment-toolkit
- FAQ: Coming Soon!

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