

1. Record Nr.	UNINA9910965693303321
Autore	Preuss Paul G. <1942-, >
Titolo	School leader's guide to root cause analysis : using data to dissolve problems / / Paul G. Preuss
Pubbl/distr/stampa	New York : , : Routledge, , 2013
ISBN	1-317-92626-9 1-315-85496-1 1-317-92627-7 1-283-52488-0 9786613837332 1-61442-086-6
Edizione	[1st ed.]
Descrizione fisica	1 online resource (225 p.)
Disciplina	379.1/58 379.158
Soggetti	Educational evaluation - United States Educational leadership - United States School management and organization - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	First published 2003 by Eye On Education.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Cover; Title Page; Copyright Page; Foreword; Acknowledgments; Table of Contents; Introduction; 1 Root Cause Basics; Why Root Cause Analysis?; What is "Root Cause"?; Modalities of Root Cause Analysis; Examples of RCA Modalities; An Example of a "Positive Reactive" Modality; An Example of a "Positive Proactive" Modality; An Example of a "Negative Proactive" Modality; An Example of a "Negative Reactive" Modality; Levels of Root Cause; The Longitudinal Stream; When is a Cause a Root Cause?; Summary; 2 Key Indicators of Student Success; The Importance of Key Indicators; The Verification Process Other School Indicators Using Key Indicators of Student Success; Means vs. Ends-Student Results-Focused Goal Statements; Some Data on Goal Statements; Examples of Complete "Ends-Focused" Goal Statements; Key Indicators and Goal Statements; Terminology; One Final Example: The Moose River CSD; A Key Indicators Discovery Process-Half Day; Facilitator's Comments; Templates; Summary; 3 Root Cause Processes;

Observations and Suggested Remedies; Root Cause Processes; The Importance of Facilitation; A Brief Word about Paretoing; The Questioning Data Process; Facilitator Guidelines  
Example 1: Applying the Questioning Data Process to Student Failure RatesQuestions About the Students; Questions About the School and Its Processes; Questions About the School in Comparison to Itself OverTime and to Other Schools; Example 2: Using the Questioning Data Process to Assess a System; The Diagnostic Tree Process; Facilitator Guidelines; The Creative Root Cause Analysis Process; The Five Whys; Force Field Analysis; Presenting Root Cause Products; Templates; Summary; 4 Using Root Cause Analysis; Where Does Root Cause Analysis Fit?; Two Nonacademic Examples; Two Academic Examples Systems PlanningRCA and Required Planning Processes; Summary; 5 Considerations; How to Use This Chapter; The Issue of Leadership; Central Leadership; Distributed Leadership; Contexts for RCA; Change, Transformation, and RCA; The Obvious and Not So Obvious; A Timetable for Meetings; Prior to the First Meeting; First Meeting-2 Hours; Between the First and Second Meeting-1 to 3 Weeks; At the Second Meeting-2 Hours; Between the Second and Third Meeting; At the Third Meeting-2 Hours; Between the Third and Fourth Meetings; The Fourth Meeting-2 Hours; Using Gantt Charts; The Team Charter Why Write a Team Charter?Foundations-Systems, Data, and Variation; Systems Thinking; Russell Ackoff on Systems; What Is Systems Thinking?-A Summary; Data; What Kinds of Data?; Levels of Data; Transforming Data; Squishy Data Warning; Variation; Summary; 6 Models and Stories; A Multiple Measures Model; Steps to Take; An Assessment Analysis Model; Models of Nontraditional Data Sets; The National Transportation Safety Board-AModel; Root Cause Stories; Root Cause Story 1: Proctor High School (Utica, N.Y.) Lifted from Probation; Root Cause Story 2: A First-Year Superintendent Root Cause Story 3: The First-Year Principal

---

#### Sommario/riassunto

Don't jump from problem to solution without first investigating root causes. This book helps you more accurately focus on school improvement issues, so you can avoid wasting precious time and resources. It is clearly written, contains lots of real examples, and is presented in a style and format designed for the non-expert. It will help you make decisions which will improve learning for all students.

---