

Root Cause Analysis Inquiry Guide

*Special Education Common
Problems of Practice Edition*



**SYSTEM
IMPROVEMENT
LEADS**



COMPLIANCE AND IMPROVEMENT
MONITORING

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Introduction

The Root Cause Analysis Inquiry Guide: Special Education Common Problems of Practice Edition is a supplementary resource designed to support teams in conducting root cause analysis investigations that incorporate qualitative and quantitative data. The intention of this guide is to support school teams in identifying the causes behind problems in their Special Education programs. The ultimate goal is to successfully address the common issues that plague our school systems and improve outcomes for students with disabilities.

Equity Statement

“Every system is perfectly designed to get the results it gets.”

—W. Edwards Demming

Educators operate in a system in which student outcome data is relatively stable and predictable. Students with disabilities, students of color, English learners, socioeconomically disadvantaged, and foster and homeless youth (and the many different intersections) typically have poor outcome data.

The Root Cause Analysis Inquiry Guide is a tool that can be used to enable teams to disrupt the status quo, assessing specific needs within a system by accessing data and their sources, analyzing processes within the system, and gathering user perspectives to understand the system within different contexts.

Educational equity means that **each child** receives what they need to develop to their **full academic and social potential**.

—National Equity Project

Key Definitions and Data Sources

Root Cause Analysis: Root cause analysis is a strategy to thoroughly examine practices, processes, and routines to determine their impact on outcomes. It answers the “Why?” behind each identified area in need of improvement. In the School Leader’s Guide to Root Cause Analysis: Using Data to Dissolve Problems, Paul Pruess defines root cause analysis as “the deepest underlying cause or causes of positive or negative symptoms within any process that, if dissolved, would result in the elimination or substantial reduction of the symptom.” More information on root cause analysis can be found on the California Department of Education’s Continuous Improvement website: <https://www.cde.ca.gov/sp/sw/t1/narcafaq.asp>.

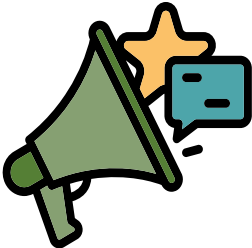
Common Problems of Practice: For the purposes of this resource, the focus will be specifically on Common Problems of Practice in Special Education. A problem of practice is a common function of the field (i.e., instruction, goal development, etc.), which, based on data (qualitative or quantitative), shows a gap in student performance. Problems of practice are:

- Directly observable
- Actionable
- Connects to a broader strategy
- High leverage

California School Dashboard: The California School Dashboard is an online tool that shows how local educational agencies and schools are performing on the state and local indicators included in California’s school accountability system. The Dashboard is a key part of major shifts in California K-12 schools, changes that have raised the bar for student learning, transformed testing, and placed the focus on equity for all students.

State Performance Plan Indicators: State Performance Plan indicators measure child and family outcomes and measure compliance with the requirements of the Individuals with Disabilities Education Act (IDEA). Each state is required to submit a state performance plan (SPP) every six years. Local educational agencies’ progress on the SPP indicators is assessed annually and reported via the Local Education Agency’s (LEA’s)/district’s Annual Performance Report (APR).

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As the user of this guide, your feedback is essential. Please use the following link or QR code to submit feedback on this resource:

<https://www.surveymonkey.com/r/RCAInquiryGuide>



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How to Use the Common Problem of Practice Handouts

The Root Cause Analysis Inquiry Guide: Special Education Common Problems of Practice Edition is best utilized by a diverse group of educators encompassing various roles and responsibilities (e.g., special education director, general education administrators, special education teachers, CAASPP testing manager, etc.). There is a handout for each Common Problem of Practice, each with several fields. The contents of each field and the intention for their use are explained below.

Common Problems of Practice Categories

- Student and Family Engagement
- Academics and Achievement
- Inclusive Educational Environments
- Preschool Environments
- Individualized Education Program (IEP)
- Assessment and Eligibility
- School Climate and Positive Behavior Supports
- Staffing and Retention

Key Questions:

1. These questions are intended to support an LEA/district team in beginning the Root Cause Analysis (RCA) process with broader, intentional thinking around the area of improvement.
2. The Key Questions (as well as Primary Data Sources, Supplemental Data, Processes, and User Perspective sections) on each page are by no means exhaustive and are meant as starting points or additional points to consider.
3. To ensure all potential questions specific to the LEA/district and the problem of practice are considered, it is recommended that teams end by asking, “What other key questions must be answered?”

Primary Data Source

- Identifies where the LEA’s/district’s data related to the problem of practice is located.

Supplemental Data

- Considering multiple data sources provides teams with a more comprehensive picture of the problem and potential areas for improvement.
- In addition to exploring the data point utilized in each common problem of practice (as indicated in the Primary Data Source section), teams are encouraged to analyze supplemental data related to the area of focus.
- A non-exhaustive list of related data sets is included in this section as a starting point for LEA/districts investigating their systems.

Related Processes

- Each problem of practice will have multiple related processes for teams to consider when conducting a root cause analysis of their system.
- Identifying and analyzing processes is critical to conducting a thorough root cause analysis.
- A non-exhaustive list of related processes is listed within this section for LEA/district consideration.
- For the referenced processes, each team should consider process mapping the process as it currently exists. An introduction to process maps can be found here: <https://vimeo.com/546166719>

User Perspective

- Each stakeholder or user in a school system will have a different perspective on the problems it faces and potential solutions. Exploring user perspectives is critical to developing a fuller understanding of the problem. The goal is to evoke stories and emotions.
- Accessing valuable user perspectives can be accomplished through empathy interviews, observations, or focus groups.
- A non-exhaustive list of sample questions for use in empathy interviews or focus groups is included in this section. Sample questions are specific to the problem of practice and organized by type of user (e.g., student, family, an educator).

Common Problem of Practice Handouts

Student and Family Engagement

Engagement is the process in which school systems nurture relationships and create meaningful experiences for students and families.

Key Questions:

1. What structures exist to measure student engagement? How is that data utilized? What programs exist to address the needs of students?
2. What structures are in place for engaging parents/guardians in order to facilitate their active participation in the IEP process? What structures are in place to provide opportunities for parents/guardians to access IEP documents to ensure preparation for an IEP meeting?
3. What home-to-school communication routines exist at the school? How are they monitored?
4. How is absenteeism monitored? What supports are available when absenteeism is a concern?
5. What barriers exist for students to engage in school and school-related activities?

Primary Data Sources

- **California Dashboard**
 - » Chronic Absenteeism
 - » Suspension Rate
 - » Local Indicator – Parent and Family Engagement (Priority 3)
 - » Local Indicator – School Climate (Priority 6)
- **Annual Performance Report**
 - » 1 Graduation Rate
 - » 2 Dropout Rate
 - » 8 Parent Involvement

Supplemental Data

- Universal screener data
- Attendance Records
- Student GPA
- Discipline data (referrals, suspensions, Behavior Intervention Plans)
- Transition Plans
- Course of Study and course enrollment
- Parent/Guardian Engagement Surveys
- Communication Logs with Parents/Guardians
- Student Culture and Climate Survey (California Healthy Kids Survey)

Student and Family Engagement (cont.)

Related Processes

- Academic, social-emotional, and behavioral intervention processes
- Attendance monitoring processes
- Class registration process
- Transition plan assessment, implementation, and monitoring
- Child find process
- Developing IEP meeting norms
- Scheduling IEP meetings
- Process of securing Translation/Interpretation
- Following up with parents who have not attended an IEP meeting, not responded to an IEP meeting invite, or have not signed an IEP following the meeting

User Perspective: *Students*

- What does your school do well to support students? What are the barriers to you engaging in school?
- Tell me about your experience in IEP meetings.
- What do you think your role is in IEP meetings? What is your parent's role? What is your teacher's role?
- How does it feel to share your perspective in the IEP meetings?

User Perspective: *Families*

- What does your child's school do well to support students?
- How often does your school communicate with you? What is the nature of those communications?
- Tell me about your experience in IEP meetings.
- Describe your relationship with the staff at your child's school.
- What makes you feel involved in the IEP process?

User Perspective: *Educators*

- What do supports look like for students at your school? Are there any barriers to engaging with students?
- What communication methods do you use to communicate with parents/guardians? What method is most effective? Why?
- What is the primary reason you reach out to parents/guardians? Why?
- What do you believe supports parent/guardian engagement in the IEP process? When parents have not been involved, or have not felt involved, what were the barriers they expressed, or that you observed?

Academics and Achievement

Academic achievement is a measure of student engagement. It is a gauge used to measure the current level of student learning and whether students are meeting grade-level standards.

Key Questions:

1. How are students with disabilities provided with ongoing access and exposure to grade-level curriculum?
2. What is the process for aligning IEP goals with grade-level standards?
3. How is progress toward academic goals monitored for students with disabilities? How is this progress shared with the student, family, and other service providers?
4. How are IEP goals and services revisited when a student is not making progress in the areas of ELA or math?
5. What instructional strategies are in place to support students with disabilities?
6. How are accommodations and modifications delivered in classrooms? How do special education and general education teams work together to ensure students are receiving their support?

Primary Data Sources

- **California Assessment of Student Performance and Progress (CAASPP) Data file**
- **English Language and Proficiency Assessments for California (ELPAC) initial and summative**
- **California Dashboard**
 - » Academic Performance
 - » English Learner Progress
 - » Local Indicator – Basic Services and Conditions (Priority 1)
 - » Local Indicator – Implementation of State Academic Standards (Priority 2)
- **Annual Performance Report**
 - » 1 Graduation Rate
 - » 3a Statewide Assessment Participation Rate
 - » 3b Statewide Assessment Proficiency Rate, Grade Level Standards
 - » 3c Statewide Assessment Proficiency Rate, Alternative Standards
 - » 3d Statewide Assessment Gap in Proficiency Rates

Supplemental Data

- Grading policies
- Graduation requirements
- Student Information System
- Learning Management System(s)
- Attendance records
- Test Operations Management Systems (TOMS) record and accommodations reports
- Individual CAASPP and ELPAC student score reports
- Interim or Benchmark assessment data

Academics and Achievement (cont.)

Supplemental Data, cont.

- Classroom-level data (e.g., student grades, assignment grades, behavior data)
- Formal and informal English Language Development data
- Missed instructional opportunity data (e.g., suspensions, partner classrooms, absences, etc.)
- Curricular guides, lesson plans, and syllabi
- Service Logs or pull-out schedules for students with disabilities

Related Processes

- Academic, social, emotional, and behavioral intervention processes
- School-to-school student transfer processes
- Child find process
- Transition plan assessment and implementation
- Process for ensuring implementation of IEP accommodation and modifications
- Attendance monitoring
- Make-up testing process
- Determination of appropriate testing accommodations during IEP meetings

User Perspective: *Students*

- How do you feel about learning?
- What do you do well in reading and math?
- Tell me about what might help you do better in school.
- What do you do well in school?
- What supports do you have in class? How do you feel about them?

User Perspective: *Families*

- How do you feel about your child's reading and math skills?
- How does your child feel about school?
- Tell me about your child's accommodations. How do the accommodations support your child in accessing class instruction and materials?
- How does your child's school communicate with you about grades?

User Perspective: *Educators*

- What is your school's grading policy? How do you feel about it?
- What are some barriers to students receiving passing grades?
- What instructional strategies are in place to support all students at your school?
- How do you know if a student is not passing a class and what processes are in place to support that student?

Inclusive Educational Environments

To the best extent possible, every student is educated in an environment that is designed equitably to meet their unique needs.

Key Questions:

1. How do IEP teams determine the type, frequency, and location of specialized services for students with disabilities?
2. During IEP meetings, how are the potentially harmful effects of placement in a more restrictive environment discussed with families and as a team? What data is used to support this conversation?
3. How does the IEP team ensure that accommodation and support options have been exhausted before consideration of a more restrictive environment? How do general education and special education administrators support this process?
4. For students who are in regular class less than 80% of the time, what are some of the reasons or barriers? Are there any identifiable patterns or trends in the data based on school-site eligibility categories or student demographics?
5. What beliefs do our educators, students, and families hold about the least restrictive environment?

Primary Data Sources

- **California Dashboard**
 - » Local Indicator – Access to a Broad Course of Study (Priority 7)
- **Annual Performance Report**
 - » 5a Least Restrictive Environment – In a Regular Classroom, more than 80%
 - » 5b Least Restrictive Environment – In a Regular Classroom, less than 40%
 - » 5c Least Restrictive Environment – In Separate School

Supplemental Data

- Interim and benchmark data
- Attendance data
- Service logs or pull-out schedules
- Student course enrollment data
- IEP placement and discussion notes, pertinent assessment information
- Accommodations and modifications included in IEPs
- Parent input data
- CA School Dashboard Data comparison to all students or other student groups
- Behavior data

Inclusive Educational Environments (cont.)

Related Processes

- Process for ensuring implementation of IEP accommodation and modifications
- Process of considering harmful effects of a more restrictive environment
- Process for recommending a more restrictive environment
- The process of returning to a less restrictive environment
- Master scheduling process

User Perspective: *Students*

- What is it like to be a student at your school? Tell me about a typical school day for you.
- Tell me about your experience in IEP meetings. What is typically discussed? How does that feel?
- If you could change one thing about your school day, what would it be?
- Tell me about your experiences with other students at school.

User Perspective: *Families*

- Tell me about your experience in IEP meetings.
- Tell me about an IEP meeting you remember well. How did the team discuss and determine services and placement for your child?
- How do you feel about your child's services? Do you believe they are working for them?
- How would you describe an ideal educational environment for your child?

User Perspective: *Educators*

- Tell me about your experiences serving students with disabilities at your school.
- How and where are special education services typically delivered? Why?
- Tell me about a time you were part of an IEP team. How did the team discuss and determine services and placement for the student?
- What would you need to feel more successful in meeting the needs of students with disabilities?

Preschool Environments

To the best extent possible, every preschool student is educated in an environment that is designed equitably to meet their unique needs, including their ability to build social-emotional skills, acquire and use knowledge and skills, and display age-appropriate behaviors.

Key Questions:

1. How do IEP teams approach determining the level of service a student needs to address their disability? What structures are in place to support the IEP team in making this determination?
2. What is the current continuum of programming options?
 - a. What structures are in place to identify general education preschool partners that will support the implementation of an IEP?
 - b. Do the options available allow for inclusive opportunities to meet the needs of our students?
 - c. What processes are needed to increase general education participation for preschool students?
3. What is the process for increasing access to a regular preschool setting? What structures are in place to assist the IEP team and making this decision?
4. What structures are in place for progress monitoring? What processes are in place to support the IEP team in reviewing data and determining a student's level of need is appropriate?
5. What processes are in place to monitor and support the social-emotional-behavioral skill development of students? Who is involved in these processes?

Primary Data Sources

Annual Performance Report

- 6a Preschool Least Restrictive Environment – In Regular Program
- 6b Preschool Least Restrictive Environment – In Separate Program
- 6c Preschool Least Restrictive Environment – Home Setting
- 7a (1) Preschool Outcomes - Positive Social-Emotional Skills – Substantially Increased
- 7a (2) Preschool Outcomes - Positive Social-Emotional Skills – Within Age Expectations
- 7b (1) Preschool Outcomes - Acquisition & Use of Knowledge & Skills – Substantially Increased
- 7b (2) Preschool Outcomes - Acquisition & Use of Knowledge & Skills – Within Age Expectations
- 7c (1) Preschool Outcomes - Use of Appropriate Behaviors – Substantially Increased
- 7c (2) Preschool Outcomes - Use of Appropriate Behaviors – Within Age Expectations

Supplemental Data

- Enrollment data by disability and over time
- Student data by disability category
- Service logs
- Parent input data
- Desired Results Developmental Profile (DRDP) reports
- Childcare data reports
- Assessing student behavior in the classroom

Preschool Environments (cont.)

Related Processes

- Initial intake assessment process
- Process of determining the appropriate LRE
- Communication process between community agencies and the LEA/district regarding student progress
- Development and implementation of student behavior plans
- Progress monitoring including; IEP goal progress, DRDP results, and behavior plans

User Perspective: *Students*

Consider: classroom observations and engaging in or observing play to gather information about the student's perspective and experience

User Perspective: *Families*

- At school, what does your child love to do?
- How do you feel your child's current classroom setting is working for them?
- What challenges /successes have you observed?
- What would you like to see for your child's educational experience?
- How do you feel about your child's social-emotional skill development?

User Perspective: *Special Education Preschool Staff*

- Tell me about your experience including students with disabilities in regular education activities.
- How do you feel about the student placement processes in your LEA/district? How do those processes approach LRE?
- What do you see as barriers to including students with disabilities? What successes do you see?
- How do you support positive social-emotional skills in the school setting?
- When students make significant progress in positive social-emotional skills, what factors have you seen that contribute to that?

User Perspective: *Regular Education Preschool Staff*

- What questions do you have about preschool students with disabilities?
- How would you describe your access to and relationship with special education preschool teachers?
- What is your approach to serving preschool students with disabilities in your setting?
- What else would you like me to know about preschool students with disabilities and your setting?

Individualized Education Program (IEP)

The practices and policies developed to support a student's ability to receive the educational benefit from their Individual Education Plan.

Key Questions:

1. What assessment procedures are used to determine special education eligibility?
2. How do IEP teams determine the type, frequency, and location of specialized services for students with disabilities?
3. During IEP meetings, how are the potentially harmful effects of placement in a more restrictive environment discussed with families and as a team? What data is used to support this conversation?
4. How does the IEP team ensure that accommodation and support options have been exhausted before consideration of a more restrictive environment? How do general education and special education administrators support this process?
5. How are students' goals determined and monitored throughout the school year?
6. How often are file reviews conducted for students with disabilities?

Primary Data Sources

Annual Performance Report

- 5a Least Restrictive Environment – In a Regular Classroom, more than 80%
- 5b Least Restrictive Environment – In a Regular Classroom, less than 40%
- 5c Least Restrictive Environment – In Separate School
- 11 Child Find
- 12 Early Childhood Transition
- 13 Secondary Transition
- Compliance
 - » Any Late IEPs/Initials
 - » Late IEPs/Initials or No Improvement

Supplemental Data

- Assessment and evaluation data
- IEP Placement and discussion notes
- Annual and Triennial Tracker
- Goal progress data
- Report cards
- Behavior data

Individualized Education Program (IEP) (cont.)

Related Processes

- Assessment processes (Part B eligibility, initial, triennial, Individual Transition Plans, Educationally Related Mental Health Services) including proper assessments for English Learners
- Process for goal development and progress reporting
- Process for ensuring implementation of IEP accommodation and modifications
- Process of considering harmful effects of a more restrictive environment
- Process for recommending a more restrictive environment
- Process to return to a less restrictive environment
- Transition process from Part C to Part B
- Development and implementation of ITPs

User Perspective: *Students*

- How often do teachers discuss your IEP with you?
- What questions do you have about your IEP?
- Have you ever been invited to your IEP meeting? Have you attended an IEP meeting? How were you involved in the IEP meeting?
- What do you hope to get out of your IEP?

User Perspective: *Families*

- Tell me about support and services available for all students at your child's school. How do you feel your child's services are working for them?
- Tell me about your experience in IEP meetings.
- What makes you feel involved in your child's IEP process?
- How were your goals developed? How involved are you in the process?

User Perspective: *Educators*

- How do you feel about the spectrum of support available to all students at your school?
- How do you feel about the support and resources available to meet the needs of students struggling to progress in any area?
- How is student progress monitored?
- How are IEP-related processes and procedures communicated to staff and faculty?

Assessment and Eligibility

The processes and procedures to determine a student's eligibility for special education services and the primary basis for educational benefit for that student.

Key Questions:

1. What child find processes are in place? How are staff, families, and community partners informed about child find?
2. When reviewing the LEA/district's referral process(es):
 - a. What methods are utilized to track and analyze referrals?
 - b. What was the length of time between referral/initial SST and assessment for special education eligibility?
 - c. What academic interventions are used before assessment? How long are they utilized before assessment?
 - d. Is the intervention process clearly defined and student progress tracked effectively during interventions?
 - e. What data is used to measure the student's response to utilized interventions?
 - f. What social-emotional interventions are used before assessment? How long are they utilized before assessment?
 - g. Are the interventions being used evidence-based?
3. Do assessment providers have a standard assessment report template to use?
4. What assessment procedures are used to determine special education eligibility? What is the process of ensuring that a student is assessed in all areas of suspected disabilities?
5. What structures are in place to ensure that culturally relevant factors are considered when determining a student's eligibility for Special Education? How are these considerations documented?
6. What processes are in place to review the eligibility of students eligible for special education?

Primary Data Sources

Annual Performance Report

- 9 Disproportionate Representation
- 10 Disproportionate Representation by Disability
- 11 Child Find
- Compliance
 - » Any Late IEPs/Initials
 - » Late IEPs/Initials or No Improvement

Supplemental Data

- Referral systems, RTI and MTSS
- Assessment and evaluation data
- Intervention and Universal Screening

Assessment and Eligibility (cont.)

Supplemental Data, cont.

- Discipline information and referrals
- Parent requests for assessment
- School culture/climate data
- Social/emotional data (curriculum/assessments)
- Academic data by student group

Related Processes

- File review for new students
- MTSS/RTI2 processes to identify students in need
- Process for identifying English learners
- Training of staff on child find obligations
- Child find processes including notices, communication, and identification.
- Process of incorporating the following in-classroom curriculum and teaching:
 - » culturally responsive practices
 - » trauma-informed practices
 - » English Language Acquisition supports
- Assessment processes (Part B eligibility, initial, triennial, Individual Transition Plans, Educationally Related Mental Health Services) including proper assessments for English Learners

User Perspective: *Students*

- Tell me about your experience at school.
- What do you like about school? What do you dislike?
- What do teachers do that make you feel supported? What else could they do to help students feel supported?

User Perspective: *Families*

- What was your experience with the special education referral process?
- How do you feel the school is doing in meeting the needs of your child?
- Describe the support and services available for all students at your child's school.

User Perspective: *Educators*

- What is the referral process for students in need of further intervention and support? What is effective about the process? What is ineffective?
- What trends have you observed in referral and identification for special education? Why do you think that is?
- How do you feel about the support and resources available to meet the needs of students who are struggling to make progress in any area?

School Climate and Positive Behavior Supports

The policies, practices, and culture developed to support positive student behavior inside and outside of the classroom.

Key Questions:

1. What are the discipline policies and practices at the school? How do students, families, and educators feel about the discipline policies and practices at the school?
2. What data collection systems are in place? Disaggregate data by student group, staff person, location, and time of day.
3. What structures are in place to regularly collect and analyze disciplinary data (including office referrals and expulsions) by a multi-disciplinary group of staff? How often does that group meet? How are those individuals selected? What training and administrative support is provided to the group?
4. What are positive alternatives to suspension offered at individual school sites? What training has been provided school-wide or district-wide related to alternatives to suspension? Are supports available to teachers and school leadership teams to facilitate the growth of programs that offer alternatives to suspension?
5. If a student with a disability receives a disciplinary referral or is suspended, how is the IEP team informed? What are their next steps?

Primary Data Sources

- **California Dashboard**
 - » Suspension rate
 - » Local Indicator – School Climate (Priority 6)
- **Annual Performance Report**
 - » 4a Discipline Rate Overall
 - » 4b Discipline Rate by Race

Supplemental Data

- Academic, social, emotional, and behavioral intervention processes
- Discipline data (office referrals, suspensions, expulsions, and manifestation determination)
- Attendance data
- Restraint and seclusion data
- Educational or psychological assessments
- Ed-data.org - Comparison of suspension rates

School Climate and Positive Behavior Supports (cont.)

Related Processes

- Suspension process
- Office referral policy
- Standardized procedures for reporting/ recording suspension and alternatives to suspension
- Process of monitoring and responding to discipline data
- Monitoring the consistent implementation of restorative practices
- Positive Behavior Intervention and Supports (PBIS) system
- Process of educating all teachers/staff on implementing consistent behavior policies
- Re-entry process after suspension

User Perspective: *Students*

- How do you feel when you are at school? What do you like? What feels hard or challenging?
- Tell me about your relationships with adults (teachers and staff) at school. Who is your go-to adult at school when you are having a hard time?
- Describe your experience in class.
- If you could change one thing about your school's discipline policy, what would it be?

User Perspective: *Families*

- Tell me about your child's relationships with school staff.
- What are your thoughts on the school's ability to meet the behavioral needs of students?
- Describe how your child's school approaches the use of suspensions.
- What do you feel your child's school could do to support student behavior?

User Perspective: *Educators*

- Tell me about suspensions at your school site.
- Describe the effectiveness of suspensions in supporting student behaviors at your school.
- Tell me about alternatives to suspension at your school site.
- What supports do you believe staff members need to avoid using suspensions?

Staffing and Retention

The extent to which a Special Education department identifies and invests time and resources into recruiting and retaining staff that supports the mission and vision of the program.

Key Questions:

1. How are teachers recruited?
2. How does the LEA/district ensure that new teachers have all of the materials, curriculum, and supplementary resources needed to begin the school year?
3. What supports are in place for new teachers? Do they have access to consistent coaching, training, and resources?
4. What information do educators have about why teachers are leaving?
5. What structures exist to support collaboration within and between different teams?
6. What retention strategies are in place?

Primary Data Sources

California Dashboard

- Local Indicator: Basic Services and Conditions (Priority 1)

Supplemental Data

- Teacher and staff culture and climate survey
- Unfilled positions
- Exit Interviews
- Professional Learning calendar
- Ed-data.org - staff

Related Processes

- Credentialing
- Recruiting processes
- Hiring and onboarding processes
- School and position placement
- Coaching structures (i.e., identifying needs and supports, feedback loops)

Staffing and Retention (cont.)

User Perspective: *Students*

- Describe your ideal teacher. What traits or qualities do they have?
- Tell me about your relationships with your teachers.
- What do you think about the support you receive from your teachers? What is missing?
- If you could give your teachers one piece of advice, what would it be?

User Perspective: *Families*

- How do you feel the school is doing in meeting the needs of your child?
- Describe the ideal traits of a teacher or staff member responsible for working with your child.

User Perspective: *Educators*

- How long have you been at your school/district?
- How do you think your school/district is doing with retention? Why?
- What do you think keeps teachers coming back?
- Describe a time when you felt supported at your school by fellow teammates, administration, or other constituents.