**Cause and Effect Diagram For Student Tardiness**

**Family**

**Obligations**

**Parent**

**Apathy**

**STUDENT**

**Apathy**

 Staying up late the Allows students to stay Taking a

 night before school up late on school nights younger sibling to

 Making an extra stop before school

School (cougar burger). Parent brings student to school late

 Student works to support

 Student is on campus already family finacially

 just walks to class slowly

 Lack of clear expectations Students are unaware Student lives far from school

 regarding tardiness of how tardiness will effect

 Ineffective consequences their ability to reach goals Student relies on a parent to

 take them to school

 Inability to identify/redflag

 students early on.

 Traffic

 Cannot afford a bus pass



**Lack of Effective Tardy Policy**

**Lack of Understanding Educational Impact**

**Transportation**

**Barriers**

**Student Tardiness**

**CAUSE**

What causes students to be tardy? A root cause analysis using the Fishbone Diagram revealed root causes seem to be classified under 6 major domains, via: parental apathy, student apathy, family obligations, lack of an effective tardy policy, lack of an understanding of educational impact, and transportation barriers.

Collecting Data

**Data Collection Table (Tallies): Tardies Day 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Experts** | Parent | Student | Institution | Values | TransportationBarriers |
| Student 1 |  |  |  |  |  |
| Parent 1 |  |  |  |  |  |
| Student 2 |  |  |  |  |  |
| Parent 2 |  |  |  |  |  |
| Student 3 |  |  |  |  |  |
| Parent 3 |  |  |  |  |  |
| Student 4 |  |  |  |  |  |
| Parent 4 |  |  |  |  |  |
| Student 5 |  |  |  |  |  |
| Parent 5 |  |  |  |  |  |
| Student 6 |  |  |  |  |  |
| Parent 6 |  |  |  |  |  |
| Student 7 |  |  |  |  |  |
| Parent 7 |  |  |  |  |  |
| Student 8 |  |  |  |  |  |
| Parent 8 |  |  |  |  |  |

**Sample Student Reflection (Condensed Version)**

**Tardiness - Student Reflection** Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe the reason you were late. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Sample Parent Reflection (Condensed Version)**

**Tardiness - Parent Response** Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe the reason your child was late. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What is the driving this issue?**

**Aim:** Tardiness reduction amongst chronically tardy students (students with 1 or more tardies per week or 4 per month). Reduce tardiness by 25 percent within a period of three weeks.

**Measures:** I have accurately counted how many students have been tardy within a 3 week period and having them explain why they are tardy. I have followed up with parents as a means to check to see if students readsons for tardiness are valid. In addition I have communicated with other teachers to see if these behaviors are consistent across class periods/classrooms or to see if another teacher has more information about a student.

**Drivers:** Teacher and Student Conferences, Parent Knowledge (Calling Parents Consistently), Student/Teacher Knowledge (How well do teachers know students), Are students engaged within the first 10 minutes of class (Is there an incentive for students to come to class)?

Pareto Chart – (Used to Determine the Root Causes of Tardiness

**PDSA Cycles**

PDSA Cycle #1:

Plan: I will implement interactive dialogue reflections, which will lead to a reduction in tardiness.

Do: A few students seemed frustrated by the fact that they had to reflect in writing

Study: As indicated by a tally of daily tardies, there didn’t seem to be a significant reduction in tardiness

Act: I will give students the option of reflecting orally instead of verbally and I will explain that grammar and syntax will not be graded.

PDSA Cycle #2:

Plan: If I implement reflections with instructions that specify that grammar/syntax will not be graded and give them the option of responding orally, there will be a reduction in tardiness.

Do: Some students seemed frustrated due to multiple prompts. Students who struggled with expressing themselves through writing generated reflective responses orally.

Study: I measured a reduction in tardiness of 25%

Act: Reduce the reflection to one prompt

PDSA Cycle #3:

Plan: If I minimize the reflection to one writing prompt it will lead to a reduction of tardiness.

Do: Students seemed to get used to the idea of writing a reflection when they are tardy. There answers included more depth and breadth. Also students were not as frustrated with the idea of filling out a reflection once they understood that its purpose was for me to learn more about their reasons for tardiness.

Study: For the second week in a row I measured a reduction in tardiness of 25%

Act: Give students focus surveys to determine if a reduction in tardiness is due to (teacher-given) reflections.