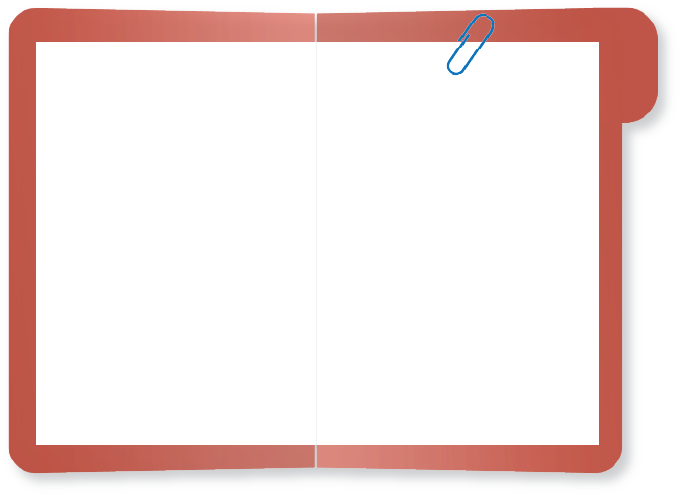
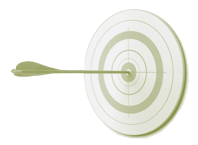
|  |
| --- |
| 4.3A Determining Significance and Control |



*To rate the significance of each of the proposed causes and the level of control that the district or school has over each.*

The team may not have to use this tool each time root cause analysis is conducted; however, it is particularly useful when the team is having difficulty reaching consensus on which cause is the one to act upon*.*

About 30 minutes



## Directions:

1. Create a Significance/Control Matrix on a piece of chart paper similar to the *Significance and Control Matrix Template* on page28.
2. Write each of the possible causes identified in tools **3.5A Data Analysis Protocol, 3.5B Data Carousel Protocol, or 3.5C Placemat Protocol** on a separate sticky note.
3. Place each possible cause in a quadrant of the matrix based on the team’s judgment about its significance as a cause of the underlying problem.
4. When all of the possible causes have been place in a quadrant of the matrix, revisit them, starting with Quadrant I (high significance). As a team, discuss the degree of control that the district or school has over each of the causes in Quadrant I.
5. Reposition each of the Quadrant I possible causes along the degree of control axis to indicate the control that the district or school has over that cause.
6. Repeat this process for the possible causes in each of the quadrants of the matrix.
7. When all of the possible causes have been positioned on the significance and control axes, those in Quadrant I represent the causes that are most significant and over which the district or school has the most control. These are the causes that should be easiest to address and which, if appropriately addressed, will have the greatest impact on student outcomes.

## Significance and Control Matrix Template

High Control

Low Control

Low Significance

High Significance

Quadrant I

Quadrant II

Quadrant III

Quadrant IV

**Figure 1. Charting Significance and Control**