This completed fishbone diagram shows the problem that needs to be solved, factors that contribute to the problem, and the potential causes of each factor. The main problem is located on the far left with the potential causes cascading from the “major bones” (factors) of the diagram.

**Problem Statement**

Students in elementary grades are below proficient in math and low-income students are disproportionately represented among those students.

**Factors**

- Teachers need additional supports to provide effective math instruction
- Teachers are new to the school’s math curriculum
- Teachers have received limited professional development on math instruction that promotes engagement
- Teachers have limited access to tools and models for developing instructional activities
- The curriculum lacks open, authentic tasks
- Math activities are too procedurally focused
- Students are more focused on procedures than concepts
- Students have difficulty visualizing math concepts
- Some students just look to get the "right answer"

**Causes**

- Students are not engaged in their learning
- Participation in class activities is not equitable across students
- Students lack language and listening skills
- Students don’t see the relevance of math in their lives
- Students lack confidence in math

**Students lack deep understanding of math concepts**

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