

### Root Cause Analysis – Data and Context Packet

#### WHAT & WHY?

On Saturday, January 22<sup>nd</sup>, each committee will brainstorm causes for the unmet needs selected for analysis. This is hard work that needs a deep understanding to be successful. You will receive readings for context around all three unmet needs selected during the December 14<sup>th</sup> Committee Meeting. Reading this packet will help you get the most out of the activities, including:

1. Provide a deeper understanding of the context around unmet needs.
2. Jumpstart your thinking on causes through guided prompts.

#### PART 1 REVIEW

Review the final unmet needs statements developed by your committee to perform a root cause analysis upon. Review the context from the Community Interviews and the “who”, “what”, and “why” identified in the development of that unmet needs statement.

#### PART 2 READ

Learn more about the context around each unmet need by reading the following perspectives:

1. Expert Interviews
2. Committee Insights
3. Research and Data

estimated time: 20 minutes or more

#### PART 3 REFLECT

Using the readings from Part 2, begin your initial brainstorm using the following prompts:

1. What might be causing this unmet need to happen?
2. What causes might be connected to the work of other committees?

recommended time: 10 minutes or more

### Part 1 – Review | Unmet Needs Statement

*This is one of three unmet needs statements prioritized by this committee for the January 22<sup>nd</sup> Root Cause Analysis exercise(s). This statement was selected by the committee during the December 14<sup>th</sup> committee meeting.*

The district must establish VAPA staffing minimums in AISD's staffing formula, separate from general staffing formula, a VAPA department structure that has the capacity to offer the full range of VAPA programs to all students at every campus, and professional development specific for VAPA educators.

### Part 2 – Read | Expert Interviews

*This page contains contextual information related to district practices, operations, and constraints as it relates to the identified root cause. Some of this information may have been relayed verbally during committee meetings. This information was provided by AISD staff selected by the PMs for the knowledge provided by their roles.*

#### Professional development specific to VAPA is lacking

- Relevant, modern and timely PD needed. Leverage the talent within the AISD district/department.
- There are specific safety courses and instructions for running theater/production on stages that teachers are not equipped with if they don't have the training
- Repeated many times

#### Growing programs poses a challenge to retention and program offerings

- Usually use existing gen ed staff or different VAPA staff to start a program or plug a gap. Over time, this person is doing double duty.
- Takes a lot of time to build a program and district resources/allocation don't recognize this
- Success of growth changes year to year depending on principal, teacher, admin
- Teachers can opt out of the middle school "contest" setting up disappointed students who were told they would compete and didn't.

#### Leadership needs to anticipate needs, communicate in a timely fashion and prioritize needs of the VAPA departments.

#### Resources, stipends and leadership differ from school to school.

- Some schools have multiple stipends for directors of programs
- Some schools get multiple directors for a program

### Part 2 – Read | Committee Insights

*This page contains any feedback from committee members across all committees from the November 30th committee meeting discussion around unmet needs not yet expressed or identified that the committee members were aware of or wanted to share. These have been organized as they relate to the existing unmet needs or grouped into new ones.*

**This unmet need was identified as missing and drafted by the committee during the 11/30 Committee Meeting.**

#### Staffing done at school/principal level

- No staffing formula for VAPA; loose guidelines and done campus by campus
- If students aren't aware of offerings, they won't know to select it
- Lack of guidelines allows the disparities among campuses to continue. Disparity keeps growing under the current approach, resulting in further inequities.
- General limitations with number of existing staff.

#### Teacher retention is a hinderance to advancing VAPA goals

- Affects training
- Some are spread too thin as gen ed teachers and VAPA instructors because they have the skill
- Overworked hours, extra duties and lack of admin support

### Part 2 – Read | Research and Data

*This page contains key findings from the additional data sources identified by committees during the October 26th committee meeting, as well as key findings from validated external resources and research from the AISD Department of Research and Evaluation.*

Additional staffing information has been requested from the District, but is not yet available for committee review at this time.

### Part 3 – Reflect | Guiding Questions

*This page contains guiding questions to brainstorm causes and reflect on connections between the work of different committees. The cross-committee connections highlighted on this page were identified by the PMs and/or committees prior to and during the December 14<sup>th</sup> committee meeting.*

#### Unmet Needs Statement

The district must establish VPA staffing minimums in AISD's staffing formula, separate from general staffing formula, a VPA department structure that has the capacity to offer the full range of VPA programs to all students at every campus, and professional development specific for VAPA educators.

#### Cross-Committee Connections



#### Reflection Questions

What might be causing this unmet need to happen?

What causes might be connected to the work of other committees?