

Root Cause Analysis – Data and Context Packet

WHAT & WHY?

On Saturday, January 22nd, 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 14th 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 22nd Root Cause Analysis exercise(s). This statement was selected by the committee during the December 14th committee meeting.

Students who require specialized instruction need high quality, inclusive instruction that is not dependent on centralized placements and programs, but instead relies on supporting their individual needs at their home campus, in order to improve outcomes for all students.

Part 1 – Review | Unmet Needs Statement Generation

Need for appropriate, individualized, & integrated SPED learning experiences

Need better integration with other students (specials and grade-level wise)

- “Both kids are in life skills. When they go to specials, the teachers could introduce them to the class more and get them more involved, so they don't feel left out or different.”

1 Mention: (1) Parent

Virtual learning was not engaging/effective for SPED students

- “Zoom with a kid on special needs is not fun and engaging.”

1 Mention: (1) Parent

Need appropriate sensory manipulatives and outdoor learning/play areas for SPED students

- “Need more gardens and play areas for students and SPED.”
- “Need better sensory toys and tools for SPED.”

2 Mentions: (1) AISD Staff/Educator, (1) Group Parent Interview

SPED services need to be more individualized

- “Needs better special education services that are more individualized.”

1 Mention: (1) Parent

Limited services & support for autistic students

- “Had to send autistic son to different school than other son, because she couldn't place him in a dual language program (he only speaks English).”
- “Looking for private tutor for autistic son, because group tutoring offered through district doesn't provide the individualized support, he needs to get him up to his grade's reading level.”

2 Mentions: (2) Parent

- Who:** Students who require specialized instruction
- What:** High quality instruction in inclusive environments
- Why:** This will improve outcomes for all students

Unmet Needs Statement:

Students who require specialized instruction need high quality, inclusive instruction that is not dependent on centralized placements and programs, but instead relies on supporting their individual needs at their home campus, in order to improve outcomes for all students.

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.

Insufficient Staffing and Space to Support Students

- Short staffing is requiring SPED administrators to step into roles that they are not equipped to perform in due to significant changes in day-to-day role.
- Lack of space in each school has created need for a centralized SPED facility for faculty sowing confusion among administrators.

Lack of Communication from Program Leadership

- Lack of training is putting newly hired ill equipped teachers into classrooms which is causing additional barriers to education.
- Program Administrators do not clearly communicate department and district program expectations to lower level staff which causes confusion for parents and students.

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.

- Overreliance on central services for special education (programs haven't been studied, lack evidence and research); no data to back efficacy, outcomes like graduation, literacy
- Staffing formulas; educator and student input is missing
- Balanced enrollment; over, under enrolled, large class sizes, stress on educators

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.

AISD Special Education

- Every ES/ MS school offers at least one special education service¹
- The most common services offered are Basic Resource, Life Skills, PPCD, and SCORES¹
- Bilingual-specific support programs for special education end after elementary school.¹
- All but 5 elementary schools provide access to basic resources for students in need of special education services.¹
- 20 schools out of the 25 included in qualitative ESA analysis had inadequate SPED space.²
- 70% of students receiving special education services attend their neighborhood school.³
- While 70% of students attend their neighborhood school and receive special education support, two schools, Martin Middle and Dobie Middle show a 50/50 split on students who attend their neighborhood school and do not attend their neighborhood school; which is the highest percentage for a single school.³

Source:

1.Academics Data Set 2020-2021

2.2021 AISD Educational Suitability Assessment

3.Individual Student Data Set 2020-2021

Studies show that best practices include specialized instruction and not centralized placements and programs

- Most common findings among schools in AISD SPED survey show systematic, explicit, focused instruction are most effective and useful in instruction.¹
- Other effective practices include: Consistent, frequent interventions – support during and beyond the school day, use of appropriate materials, manipulatives, accommodations, technology, regular progress monitoring and communication among all teachers; teachers plan together.¹
- Teachers emphasize addressing individual needs of student; use data to ensure student gets most appropriate intervention and assessment; use small group instruction when possible.¹

1. AISD Special Education Best Practices Survey Results

Results summarized in this report represent all survey/interview respondents data available as of September 14, 2010. This is a summary derived from work with ARRA IDEA Eliminating the Gap project, and it highlights successful schools' best practices in supporting special education students' passing TAKS reading/ELA and math in 2009-10.

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 14th committee meeting.

Unmet Needs Statement

Students who require specialized instruction need high quality, inclusive instruction that is not dependent on centralized placements and programs, but instead relies on supporting their individual needs at their home campus, in order to improve outcomes for all students.

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?