

### 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.*

All students need access to equitable transportation services to provide consistent, reliable, and safe access to school facilities.

### Part 1 – Review | Unmet Needs Statement Generation

#### Barriers to equitable access to bus services and mobility

##### Insufficient/unreliable bus services for campus/community

- Bus service is not provided in certain areas
- losing students to charters as a result
- parents unable to attend campus events because they don't have transport
- transfer students not provided transport
- causing tardiness issues
- transportation access across county lines
- bus service not provided to apartment complexes
- "Having a hard time getting a bus to pick up her children when they are out of the area and it's hard for her as a single parent to get them to and from school."
- "Funding is tied to attendance so we need to invest money in transportation so our students can get to school."

*13 Mentions: (6) AISD Staff/Educator, (5) Parent, (2) Group Parent Interview*

##### Sign up process for bus services is complicated

- "Have had issues. Bus was waking people up. Busses are unreliable / not always on time. But this year, a better driver and less issues. Why do people have to add both kids separately? Sign up process for school bus could be easier."
- "There are kids in this neighborhood that bully a bunch of kids, specifically mine. The issue was they were supposed to ride the bus, but because those kids ride the bus. It's an everyday issue. Maybe - another bus... two buses? I don't know how that works. You don't have that many buses for one property. It was supposed to be the special bus that she was on, but it doesn't look special. I tried speaking with the bus coordinator; I left her a message but she never got back to me. She's a sibling, but it took a month to get back to add her sibling to ride with her sister. CS - offers to contact transportation for parent. Parent agrees."

*2 Mentions: (2) Parents*

##### Inappropriate behavior from bus drivers

- "They take the bus. Driver could show more empathy. Driver has made derogatory comments towards her student."

*1 Mention: (1) Parent*

##### Access to SPED Transportation is not provided at every campus

- "My kids are special education, so I transferred my daughter. Right now I have kids in two different elementary schools - Widen and Houston. My son was able to ride the SPED bus, but not my daughter. Causes problem because one rides a bus, and the other doesn't and causes insanity."

*1 Mention: (1) Parent*

- **Who:** All students
- **What:** Equitable bus services and mobility
- **Why:** Provide consistent, reliable, and safe access to school facilities
- 

##### Unmet Needs Generation Draft:

~~"Students do not have reliable transportation to/from school due to insufficient & overly complicated access to bus services because of multiple imposed limits to access of bussing services."~~

##### Finalized Unmet Needs Statement:

**All students need access to equitable transportation services to provide consistent, reliable, and safe access to school facilities.**

### 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.*

2+ Mi or Hazardous Routes rules are TEA policies that are board approved and funded by State

- Shifted policy (by board approval) for 14 ES and 10 secondary schools that were identified as under enrolled and underserved.
- Collaboration with AISD PD to support bus service for hazardous neighborhoods.
- Any routes not under the 2+ mi or Hazardous Routes policy do not get state funding from TEA.
- The district has already started adding more routes/services this year that the district has identified as needing additional help – but those additional routes are not covered by TEA and the district needs to fund those routes themselves.

Austin ISD did not drop any routes for bus service (not true of neighboring districts) despite experiencing driver staffing shortages.

- Staff shortage partially due to lack of competitiveness with private businesses and surrounding districts.
- AISD drivers get good benefits, but do lots of overtime.
- There is currently a national staffing shortage.

SPED Bus Service is dependent on IEPs at the beginning of the year, which results in lag time for sibling SPED bus service, since it's dependent on availability after all SPED students are first accounted for.

Transfer student bus service is not feasible given the number of required routes and students in need per the community campus model.

- Transfer students are encouraged to catch the nearest bus to them that goes to their school (meet halfway).

Buses are limited to where they can go in apartment complexes based on turn radiuses and coordination with apartment managers.

Hazardous Routes Policy: Any time a hazardous route is identified based on construction, neighborhood safety, lack of line of site, district will immediately evaluate provide routes/stops/bus service if determined hazardous.

- These routes are covered by the TEA and funding is via board approval.
- Neighborhood safety, construction, and lines of sight for student safety are all criteria.
- All criteria for a hazardous route is posted on the district website.

### 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.*

- “I wish the district had a reimbursement for those parents who had to take their child to a different type of school because the neighborhood campus didn’t have access to the resource in my area (had to take child to McCallum across town in order to get access to a Fine Arts academy); many other children in the same position in that neighborhood; EITHER have the same type of facilities and programming across town or support families in getting kids to the programs they need”
- We need to do a mobility assessment - how do routes compare to where students are? Need more information on consolidations, where changes are planned down the line, accounting for growth etc.

### 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.*

#### Transportation by Program

The most commonly offered programs that provide transportation to at least some students are

- late activity (15)
- diversity choice (9)
- bilingual placement (9)
- sharing (8)

8 schools have bilingual placement programs that offer transportation to participants outside the attendance boundary.

5 schools provide transportation for those who wish to opt out of a 2-way dual language program in their neighborhood school.

8 high schools provide transportation during the day to students wishing to take shared classes at other high schools. These are offered at multiple times to work with student schedules.

5 high schools offer transportation to anyone wishing to participate in the P-TECH programs, including those outside the district (a stop is placed as

close to the boundary edge as possible where OD students can be dropped off/picked up).

14 schools offer transportation for late activity, including 4 high schools and 10 middle schools. Of the schools that DO offer late activity, 11 of them offer it to all students / all students are eligible for it.

9 schools offer diversity choice, and the majority of those students (95% or more at each school) are eligible for transportation.

2 elementary schools (Joslin and Dawson) offer transportation to dual language students.

1 elementary school (Hart) offers transportation from after school tutoring and 1 middle school (Burnet) offers transportation from an after school boys & girls club program.

#### Source:

2021-2022 Transportation Data

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### Part 2 – Read | Research and Data *CONT.*

*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.*

Overall, the district consists of 49% students who are eligible for district transportation, 31% "walkers" (students who live within 2 mi of a school and do not qualify for transportation), and 20% transfers who do are not eligible for district transportation.

#### Transportation for Transfers:

There are some schools within the district that are majority transfer students, meaning most students are not eligible for transportation. This includes 3 schools in which no students are eligible.

- Uphaus Early Childhood Center: 85% transfers, 15% walkers
- Becker ES - 75% transfer, 25% walker
- Ridgetop ES - 70% transfer, 30% walker
- Dawson ES - 59% transfer, 9% walker, 32% transpo
- Reilly ES - 55% transfer, 35% walker, 10% eligible for transpo
- Sunset Valley ES - 52% transfer, 37% walker, 10% eligible for transpo
- Blackshear ES - 50% transfer, 25% walker, 25% eligible for transpo

#### Top Walker Schools

41 of 110 schools have majority walkers, including four schools that have 85% walkers or more.

- Cook ES - 93% walkers
- Padron ES - 92% walkers
- Navarro HS - 88% walkers
- Pickle ES - 86% walkers
- Woolridge ES - 85% walkers

#### No Walkers

There is one single school where no students are walkers - Menchaca ES

#### Top Transportation Schools

44 of 110 schools have majority students who are eligible for provided transportation, including 9 schools that have 85% or above

- LASA HS - 99% eligible
- Oak Hill ES - 94% eligible
- Akins Early College High - 93% eligible
- Richards SYWL - 90% eligible
- Garcia YMLA - 90% eligible
- Menchaca ES - 90% eligible
- Burnet MS - 88% eligible
- Brentwood ES - 87% eligible
- Webb MS - 86% eligible

*\*note - ES eligibility could be due to neighborhood safety concerns; students who live within 2 miles but would have to walk through unsafe conditions are still eligible for transportation*

#### Sources:

Transportation Data

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### Part 2 – Read | Research and Data *CONT.*

*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.*

#### Neighborhood safety and access to transportation impacts student absenteeism.

- Students whose estimated routes to school require walking along streets with higher violent crime rates have higher rates of absenteeism throughout the year.
- Absenteeism is NOT associated with exposure to dangerous streets while riding on public transit OR exposure to petty crime.
- Data in this study was adjusted for student demographics, prior school attendance, violent crime around homes/schools, and differences in school preference / neighborhood selection.

#### Sources:

1. [Danger on the Way to School: Exposure to Violent Crime, Public Transportation, and Absenteeism](#) (Burdick-Will et al, 2019)

A study tracking student attendance and access to transportation for 4200 students in an urban public school district. The study compared student routes with the city's incident-level crime data to determine neighborhood safety.

#### TEA has clear policies under which conditions they'll support funding of district transportation services

- The following types of bus service are not state funded:
  - To/from Head Start or Even Start programs (not enrolled in ISD)
  - Summer school transportation without an IEP/for non-SPED students
  - To/from nonacademic activities (sporting events, fine arts events, field trips, etc)
  - Bus service for voluntary transfers is not funded by the state
- TEA establishes the 2 mi rule and exceptions therein.
- TEA requires SPED bussing eligibility be written into a student's IEP.
- TEA defines bounds for CTE-related bussing service, but explicitly excludes Athletics and VAPA.
- TEA defines bounds of state support/reimbursement for bus pass programs (ie partnerships with CapMetro)

#### Sources:

2. [TEA School Transportation Allotment Handbook \(2021-2022\)](#)

Texas Education Agency policy handbook for transportation services.

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### 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

All students need access to equitable transportation services to provide consistent, reliable, and safe access to school facilities.

#### 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?