

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.

All AISD students at all grade levels and all campuses need access to baseline, fundamental, and necessary academic programs and the district is accountable for equitably resourcing and funding those programs.

Part 1 – Review | Unmet Needs Statement Generation

Need for additional/improved courses, curriculum or academic programs

Need coursework about dealing with life in general/social awareness/professional life skills

•“Need classes that help with education about life in general (help with socially being able to handle school, and home) - not just teaching to pass a test. Need more education on social awareness and other things that can help benefit children outside of school; also, education on manners, mentoring for young boys to learn how to become model young men.”

1 Mention: (1) Parent

Unattractive elective offerings

•"He hates the electives all the way around. Only one he likes was home ec. He learned how to cook! My cousin is in the same grade as Ray, in their school they're doing criminal law classes. I was shocked to hear about it. They had to do some skits; she must do an actual case. That would be interesting!"

1 Mention: (1) Parent

Desire for elementary-appropriate STEM-offerings integrated into the curriculum

•“No robotics / coding in classes but they DO have them in after school programs.”

1 Mention: (1) Parent

Provide college-credit courses in MS

•“Some charters offer early college credits starting in 6th grade; we need to start our students earlier in early college credits.”

1 Mention: (1) Parent

Existing programs not challenging enough

•“Son is in the GT program, but has not seen anything progress from it. Need something more challenging - that leads to competitions. The GT program needs to be improved.”

1 Mentions: (1) Parent

- **Who:** AISD learners at all grade levels
- **What:** Equitable access to coursework and programs that are interesting and focus on developing skills relevant to the 21st century
- **Why:** to encourage graduation and success after high school

Unmet Needs Generation Draft:

AISD learners at all grade levels and all schools need universal access to equitable courses and programs that are interesting, appropriately-challenging, and focused on developing skills relevant to the 21st century to encourage graduation and success after high school.

Unmet Needs Statement (Final):

All AISD students at all grade levels and all campuses need access to baseline, fundamental, and necessary academic programs and the district is accountable for equitably resourcing and funding those programs

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 funding / staff to support Advanced/AP Courses

- Staff limitations and insufficient physical space are barriers to providing AP courses in underserved communities which forces AISD to be reliant upon local 2-Year colleges.
- Students are discouraged from AP courses due to necessity of electing to take college courses before they are prepared to decide if they are pursuing a college degree.

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.

- Information for parents regarding district-wide and campus programming
- [I'm] frustrated with the curriculum that's being pushed because it's not allowing educators to address the independent needs of each student to consume material in the best way for them (not always the best way for the students); there are set lists of bullet pointed curriculum (connected to TEKS) but it's being heavily monitored around the sequence, resulting in formulaic teaching
- Communication/publicity around amazing programs lacking
- Dual-language program offerings are very confusing and inaccessible – impacts enrollment in programs

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.

Teacher Data:

Teacher Demographics:

- In 2020-2021 school year, 51% of teachers were white, 37% were Hispanic, 8% were Black, and 3% were Asian. This is compared to 30% white students, 55% Hispanic students, 7% Black students, and 5% Asian students.
- Schools with a high proportion of underserved students have a higher percentage of Hispanic and Black teachers. The percentage of Asian teachers stayed consistent across categories.

Teaching Experience

- The average teaching experience for teachers in the district is 10.46 years, and 8.32 years for Tas.
- Schools with a higher SVI score have a higher percentage of Hispanic teachers. The percentage of Asian teachers stayed consistent across categories.
- In 2020-2021 school year, average years of professional/admin experience for teachers was lower at schools in very high and high vulnerability neighborhoods (9.63 and 9.97 years respectively), compared to an average of 11.58 years of experience in very low vulnerability neighborhoods. There was no significant difference across SVI categories for classified/TA experience.
- Teachers in schools with a high proportion of underserved students had a slightly lower average for years of teaching experience (9.8 years compared with 11.1 years for schools that had a lower proportion of underserved students.)

Source:

2020-2021 Teacher Data

Bilingual / ELL / Dual Language

- Bilingual support for special education students ends formally after elementary school
- 12/17 middle schools offer dual language programs
- *Elementary*
 - Every elementary school has some form of Bilingual / ESL program
 - 25/78 elementary schools offer 1-way dual language
 - 28/78 elementary schools offer 2-way dual language
 - Of those schools. 7 offer both 1-way and 2-way
 - 1 school (Summit) offers 1-way and 2-way Vietnamese
 - 22/78 elementary schools offer ESL
 - 12/78 schools offer Late Exit
 - A few schools only offer programs for certain grade levels (e.g. Zavala has 2-way for PK-1 and Late Exit for grades 3-5)
 - 10/78 elementary schools offer Foreign Language Experience (FLEX)
 - 2 elementary schools offer Foreign Language Immersion (Joslin and Doss which offers Mandarin)
- Further explanation of programs can be found here:
<https://www.austinisd.org/dual-language/program-finder>

Part 2 – Read | Research and Data

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High school AP Courses

- On average, high schools offer 13 AP courses.
- There are 5 high schools that offer no AP courses (Rosedale School, Clifton Career Development School, GPA at Navarro, GPA, and International High)
- On average, schools in very low vulnerability neighborhoods offer significantly more AP classes than high and very high neighborhoods (25 compared to 12 and 9.9)
- On average, schools with a high proportion of underserved students have access to 1/4 the number of AP classes compared to schools with lower proportions of underserved students

Middle School specific

- 2 middle schools do not offer transportation for their application-based programs: Small (Green Tech) and Covington (Fine Arts).
- All but three middle schools are accepting transfers. The three that are not: Lamar (audition-based fine arts program), Kealing (application-based advanced academics), and Gorzycki. Applications are also frozen at Murchison for SY21-22.
- 14/19 middle schools offer STEM.
- 6/19 middle schools offer early college prep, and all of them feed into early college high schools (Sadler Means [LBJ ECHS], Paredes [Akins ECHS], Martin [Eastside ECHS], Webb [Northeast ECHS], Garcia [LBJ ECHS], Dobie [feeder: Northeast ECHS]).
- 9/19 middle schools offer geometry
- Every middle school offers fine arts

CTE:

- All but one middle school offers CTE (School that does not is Covington, an audition-based fine arts academy)
- 6 high schools offer classes in the P-TECH program: Bowie, Crockett ECHS, Navarro ECHS, LBJ ECHS, Northeast ECHS, Travis ECHS). The classes include computer science, construction academy, electric pre-apprenticeship, health science, cybersecurity – IT, entrepreneurship, coding & computational thinking, UX and Design: Computer Programming, and hospitality & tourism management.

IB:

- Only one middle school (Murchison) offers IB
- Only one high school (Anderson) offers IB – Engineering Pathway

Other:

- Only 3 high schools provide transportation for their application-based programs
- Transportation is provided for students participating in the P-TECH program

Source: Academics Data Set 2020-2021

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

All AISD students at all grade levels and all campuses need access to baseline, fundamental, and necessary academic programs and the district is accountable for equitably resourcing and funding those programs.

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?