

### 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.*

Staff, students, and educators on secondary campuses, and buses, need additional support in order to maintain a learning environment where students and staff feel physically and emotionally safe.

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

#### Lack of supervision leads to student behavior issues

##### Safety in the classroom - students feeling unsafe due to behavior of other classmates

- cultural differences of normalcy of reporting behaviors
- “Feels unsafe in the classroom, her son will wear a beanie, but classmates will grab it and throw it around.”
- “There are differences culturally from kids/family country of origin - can report sexual harassments or other concerns that works differently here than in home country.”

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

##### Bullying incidents because of limited supervision

- on bus, before school, after care, MS level, generally
- “There's 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.”
- “The only complaint is about son in Middle school. A lot of bullying and fights at school. Feels like teachers and staff are not doing enough to prevent fights – its sad. Son was saying that his friend was getting bullied and tried to defend him with words. Tried to talk to the bully to stop bullying his friend. The bully tried to fight the son and he backed off because did not want to fight. Son is doing well with teachers, but they turn an eye when it comes to bullying.”

*4 Mentions: (4) Parents*

##### Lack of educator attention during outdoor activities (leads to fighting)

- “The parent also has an issue with teachers being inattentive during recess or outdoor activities. The students can be seen fighting but since the teachers are talking amongst each other nothing will be done.”

*1 Mention: (1) Parent*

##### Lots of fighting on campus (or any fighting at all) is a concern for parents

- “Wishes there was more security at her other kid's secondary schools. Recent altercation at her child's high school that was very concerning. Wants to ensure her kids safety.”

*2 Mentions: (2) Parents*

- **Who:** Secondary campus staff/educators, students, bus (transportation for students)
- **What:** additional proactive support to reduce unsafe behavior (including incidents of bullying and violence)
- **Why:** to create a safer learning environment

##### Unmet Needs Generation Draft:

*Staff, students, and educators on secondary campuses, and buses, need additional support in order to maintain a learning environment where students and staff feel physically and emotionally safe.*

##### Insights

- Potential Root Cause: Trauma
- Potential Solution: Support of students to deal with trauma in productive ways, engage with UT and HT students in mentorship, (counseling, relationship building, family support, emotional support, student peer support, etc,)

##### Finalized Unmet Needs Statement:

**Staff, students, and educators on secondary campuses, and buses, need additional support in order to maintain a learning environment where students and staff feel physically and emotionally safe.**

### 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.*

- By state law, district has to address bullying both proactively and reactively.
- AISD PD has different curricula for proactive support around bullying, cyberbullying, relationship safety, etc, but currently lacks staff to implement and teach curricula at all secondary campuses.
- Campus practices and process vary across the district, so access to mediation with a counselor/SRO, restorative circles, and other proactive supports vary across the district.
- In past, annual Principals Trainings on how to respond to fights, behaviors, and what resources are available supported campuses to be able to respond better to student behavior and/or bullying incidents.
- When AISD PD (not SROs) or APD responds to an incident on campus, it becomes a 'criminal incident,' impacting the students long-term.

### 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.*

#### Emotional/psychological safety

- Hate Crimes – religious or ethnic groups are not included in current AISD underserved groups. How are they being impacted?
- Behavioral Specialists do not seem to exist in AISD (removed from vertical teams) - they help SPED and general student population
- Identity safety on campuses – what is tolerated?
- Mental Health topics not addressed – more social emotional learning, emotional outlets (brain room, heavy room, cool-down room)
- In discussion, went to root cause - trauma is the why

#### Impact on teachers

- Teachers are also acting as security and monitoring in halls, lunch rooms, etc taking away their focus on teaching
- More sufficient and stable staffing on campuses – reduce turnover – to help create safer environments.

### 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.*

Students of color feel less equipped to resolve a conflict with their peers than their white counterparts.<sup>1</sup>

Students, across all races, have begun to feel safer and reported improved relationships with their professors.

- In addition to behavioral environment improvements, middle school students reported significantly better relationships with teachers and other school staff and an improved sense of safety and overall respect, compared with last year.<sup>1</sup>

**Sources:**

1. [2020–2021 AISD Student Climate Survey](#)

Of the 29,794 students who took this year's survey (representing 61% of eligible students in grades 3 through 11), 68% indicated they were attending school virtually, 19% indicated they were attending school in person, and 13% indicated a combination of virtual and in-person learning.

Staff, students, and educators on secondary campuses, and buses, need additional support in order to maintain a learning environment where students and staff feel physically and emotionally safe.

- 32% of schools (35 schools) had a Safety ESA score of unsatisfactory or worse.
- Among the 25 underserved schools, 19/25 had no secure vestibule and 17 had lack of/minimal transparency
- 31% of schools score "unsatisfactory" or "very unsatisfactory" in the ESA security category.
- 19/25 schools evaluated do not have a secure vestibule.
- 17/25 schools evaluated are lacking or have minimal transparency.

**Sources:**

2021 Educational Suitability Assessments

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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.*

Student perceptions and feelings of safety and support in school has positive impacts on their experience and outcomes.

- The more students felt supported and encouraged to excel by their peers, teachers, and parents, the more likely they were to enjoy their school and succeed academically. <sup>2</sup>
- Higher students' perceptions of safety were associated with higher standardized test scores. <sup>2</sup>
- Institutional surveillance practices reduces the positive benefits of the academic learning environment and negatively influences student perceptions of school safety, which decreases their motivation and engagement. <sup>2</sup>
- Economically disadvantaged students or students with low socioeconomic status performed even worse in their academics in highly policed schools. <sup>2</sup>

**Sources:**

2. [School Climate for Academic Success: A Multilevel Analysis of School Climate and Student Outcomes](#) (Kwong, Davis 2015)

Utilizing the Educational Longitudinal Survey (ELS 2002), this large scale study of 16,258 students from 1954 schools nationwide examined the relationships between student perception of school climate, the built environment, and perceptions of safety as it related to learning outcomes.

### 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

Staff, students, and educators on secondary campuses, and buses, need additional support in order to maintain a learning environment where students and staff feel physically and emotionally safe.

#### 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?