

### 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.*

Parents and staff need official ongoing tech. training regarding software platforms and clear communications if/when the platform changes to better facilitate learning at home/school and maintain proper district-to-parent communications.

## Part 1 – Review | Unmet Needs Statement Generation

### Technology Literacy

#### Lack of tech literacy and access among communities/families is a barrier

- barrier to parent engagement
- PSS are asked to handle this - are developing a manual/videos to help
- non-english parents struggling especially
- “Aren't enough computer classes or families don't have a computer at home; this will help them help their kids.”
- “Sometimes parents get new phones and new emails and don't update in the system, so they don't get communication. They don't understand why they are not getting communication. This limits their communication capabilities.”

*10 Mentions: (8) AISD Staff/Educator, (2) Parents*

#### Parents have no communication/ resources to know what apps/where homework is on student devices to help with homework

- “Student has an iPad, I wish there was more communication surrounding what the iPad is used for, where homework is, what apps are used for. At first, there was SeeSaw app for homework and then they switched to Dream Learning and other apps that I'm confused so I can know what homework is and where it is.”

*1 Mention: (1) Parent*

#### Need Technology support for online/virtual learners

- “Tutors, technology, etc. to support students and parents. More equitable distribution of technology across campuses. Better technology support for online learners, most PSS not qualified to help. Let's Talk has slow response times for technology issues. Better resources for who to contact with all the different issues that might come up. Currently calls get 'passed around' to a lot of people and don't get resolved. Impacts parents and PSS.”

*1 Mention: (1) AISD Staff/Educator*

- **Who:** Students, parents & staff (Students should be directly engaged / polled)
- **What:** Official technology training & communication of utilized software platforms (continuing/ongoing support)
- **Why:** to facilitate student learning & maintain proper district-to-parent communication

#### Unmet Needs Generation Draft:

*“Students, parents & staff need official technology training regarding software platforms & clear communication if/when the platform changes to better facilitate student learning and maintain proper district-to-parent communications.”*

#### Finalized Unmet Needs Statement:

**Parents and staff need official ongoing tech. training regarding software platforms and clear communications if/when the platform changes to better facilitate learning at home/school and maintain proper district-to-parent communications.**

### 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.*

- AISD is working with PSS's to give basic training and support so they are more effective in the existing systems which will make it easier to reach out to families.
- Training videos in multiple languages, training for at-home learning.
- 1-1 devices during remote learning was heavily used during COVID, but is still heavily used by disadvantaged families to be a portal to the digital world in many ways, such as job searching for parents.
- Teachers desperately need training & to have tasks taken off of their plate in order to be more successful.
- Concern over training, class sizes, & the way the district handles in-classroom support for teachers is the crux of successful learning technology.
- DRM's take a broken device and log it into the system - this is spotty because DRM role is an added responsibility and is usually a vice principal.

### 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.*

- The lack of technology training & the consistent changing of software platforms presents a barrier to both parents and students to access necessary information.
- Lack of the appropriate amount of dedicated staff is causing bottlenecks for IT support and training.
- More training for parents to use AISD platforms to assist engagement with students.
- Consistency across the platforms for how teachers display information to students & parents. Assignments & grades being distributed from various platforms causes confusion.

### 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.*

#### Training/Professional development contributes to teacher technology use in the classroom

- Roughly 20% of survey respondents felt that technology integration with students' learning was not necessary for the courses they currently teach. This usage implies that technology was viewed only as a mode for organization and planning rather than for instruction.
- There were many requests from teachers for professional development activities to learn how to use podcasts and video production for student instruction.<sup>1</sup>
- The most- preferred professional development format for learning additional technology skills was conference- style sessions, while Saturday trainings were least popular.<sup>1</sup>

#### Source:

1. [Technology Integration & Implementation And Project Based Learning \(PBL\) Survey Results](#)

The survey was available to potential respondents for 2 weeks at the end of January. A total of 1,739 teachers and librarians responded; weighted samples based on proportional strata were used to examine all results.

#### Teachers report low level of competence in using technology-based activities for teaching

- Results indicate a low-level of integrated technology use for student learning and a low level of teacher competence in implementing technology-based learning activities.<sup>1</sup>
- Only 27% of respondents presently use technology to integrate collaboration opportunities.<sup>1</sup>

#### Source:

1. [Technology Integration & Implementation And Project Based Learning \(PBL\) Survey Results](#)

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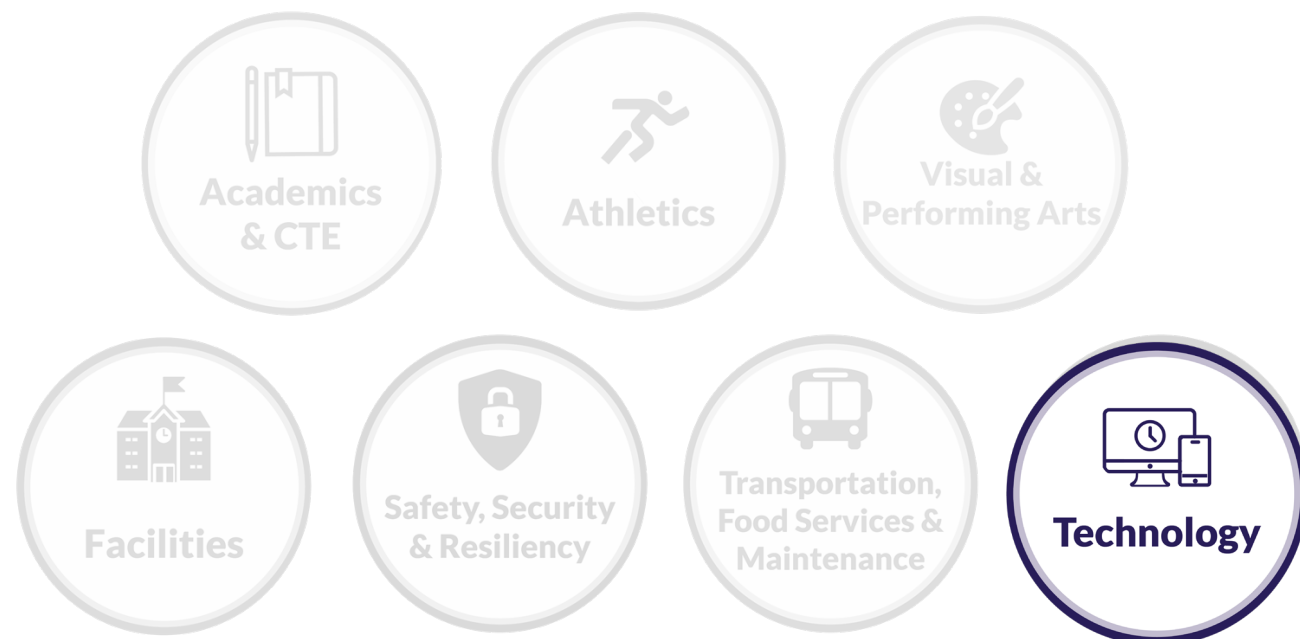
### Part 3 – Reflect | Guiding Questions

*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

Parents and staff need official ongoing tech. training regarding software platforms and clear communications if/when the platform changes to better facilitate learning at home/school and maintain proper district-to-parent communications.

#### 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?