

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 students and staff/educators need access to functional, program-specific, age-appropriate, and user-appropriate facilities to support current, high-performing teaching and learning.

Part 1 – Review | Unmet Needs Statement Generation

Facilities don't support key educational and everyday functions

Facilities unable to support programming (need maintenance/renovation)

- “Fine arts - no practice rooms, poor ventilation leads to mold in instruments. We don't have good dance or theater rooms, cafeteria stage is outdated and a lot of the outlets for lighting don't work, no proper dressing room.”

6 Mentions: (3) AISD Staff/Educator, (1) CAC Meeting, (1) Parent, (1) Group Parent Meeting

Technology infrastructure doesn't support student devices/needs

- “More outlets in classrooms, now that everyone is on devices.”

1 Mention: (1) CAC Meeting

Preference for single-user restrooms over group restrooms

- “I don't know if this sounds... when kids say, "wanna go restroom." They should have the single bathrooms.”

1 Mention: (1) Parent

More student restrooms needed. Not enough for the number of students

- “There are few bathrooms and many students. They are not enough.”

1 Mention: (1) AISD Staff/Educator

Building is outdated and doesn't support learners

- “Issues include heavy doors in the PK/K units - the students struggle to open the doors.”

1 Mention: (1) AISD Staff/Educator

Inadequate spaces for staff/educators

- “Dining room for teachers.”
- “No mothers room.”

2 Mentions: (2) AISD Staff/Educator

Educational

- **Who:** students and staff/educators
- **What:** need functional, age-appropriate, user-appropriate, and forward-thinking facilities
- **Why:** to support teaching, learning

Unmet Needs Generation Draft:

“All students and staff/educators need access to functional, program-specific, age-appropriate, and user-appropriate facilities to support current, high-performing teaching and learning.”

Insights

- Committee opted to separate ESA and FCA related comments into two unmet needs
- This unmet need is ESA/education focused

Finalized Unmet Needs Statement:

All students and staff/educators need access to functional, program-specific, age-appropriate, and user-appropriate facilities to support current, high-performing teaching and learning.

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.

- Need a path to determine if it's M&O or a bond; let's not kick it down the line but get everyone in the room
- Leads back to the one-system point - anyone can put in a request for anything and it wouldn't get lost (put in a ticket, and if the problem is complex, then multiple departments can address a single ticket or request so individuals can be assigned to it and they can all be at the table together, and CMD doesn't have to just add SF
- It all gets lost and people don't know where to go to solve their problems
- Have a *Let's Talk* platform for our people and then it gets sent to the correct people to address (need a knowledgeable intake person)
- Lack of clarity on who does what and issues get caught in a black hole and a knowledgeable-ish dispatcher that can send requests/issues down the line
- Need a system that puts a clock on it that triggers follow-ups (approval tree)
- Part of the purpose of the LRP is to make a plan to support improvement of learning spaces so that they can properly support teaching and learning.

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.

- Need Small group spaces for specialist
- Natural light in classrooms is priority – like a prison without windows
- Portables are used forever and ever-too long
- School buildings is old – electrical needs out weigh the supply
- Water fountain access for water bottle refill

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.

The most common qualitative ESA issues among the 25 schools evaluated are:

- inadequate SPED spaces (20 schools)
- poor acoustics in learning studios (19 schools)
- No secure vestibule (19 schools)
- lack of / minimal transparency (17 schools)
- missing learning neighborhood spaces (17 schools)
- lack of power for technology (15 schools)

Sources:

ESA 2021

School facility investments lead to modest, gradual improvements in student test scores and large immediate improvements in student attendance as a result of exposure to higher quality facilities.

- Improved learning facilities continuously improved student outcomes over time and with increased access/exposure to improved facilities, particularly for underserved and disadvantaged students and communities.¹

Sources:

1. [Measuring the Efficacy and Efficiency of School Facility Expenditures](#) (Lafortune & Schönholzer, 2019)

A 10 year study tracking the changes in student performance and attendance as a result to exposure to improved school facilities through a LAUSD bond program.

Age-appropriate learning spaces that offer flexible learning opportunities that pupils can adapt and personalize are shown to positively affect academic outcomes.

- 16% variation in student outcomes and progress in reading, writing, and mathematics was attributed to the physical learning environment.²
- Connections between learning spaces that are easy to navigate and that may provide additional learning opportunities were shown to contribute to student outcomes.²

Sources:

2. [The Impact of School Infrastructure on Learning](#) (Barrett, Treves, Shmis, Ambasz, Ustinova, 2019)

A report published by the International Bank for Reconstruction and Development that compiles key findings from a variety of international studies aimed at maximizing the benefits of school infrastructure.

3. [The impact of classroom design on pupils' learning: Final results of a holistic, multi-level analysis](#) (Barrett, Davies, Zhang, Barrett)

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 students and staff/educators need access to functional, program-specific, age-appropriate, and user-appropriate facilities to support current, high-performing teaching and learning.

Reflection Questions

What might be causing this unmet need to happen?

Cross-Committee Connections



What causes might be connected to the work of other committees?