

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.

Learners, teachers, campus administrations, and campus-based staff, at every school, need the district to adequately and appropriately staff and support campuses, so that all academic and social-emotional needs of students are met.

Part 1 – Review | Unmet Needs Statement Generation

Campus admin/teacher issues

Teachers need more support in classrooms

•“Teachers don't have enough support in classrooms, is leading to bullying behavior b/c teachers can't manage students.”

1 Mention: (1) Parent

Teachers are not paying enough attention to individual students

•"There are teachers that don't pay enough attention to individual students. Said teachers are not answering when parent reaches out. One of the daughters has a great attentive teacher while the other has a teacher that is dismissive and passive.”

1 Mention: (1) Parent

No follow through from campus to correct issues with schedule changes

•“One issue is that she received an elective class, Spanish AP, but never took Spanish before. Schedule changes were frequent. There was no follow through by the district after the issues with the schedule.”

1 Mention: (1) Parent

Middle school teachers are not able to provide adequate support for students in need

•“He's in a really good school but he doesn't enjoy school. He doesn't like the teachers there, it's middle school so they can't hold his hand throughout the day like elementary. He can't go from teacher to teacher to support him, it's not the same because all the teachers are busy. Garcia has good things for him, but the student hates going. Sometimes he gives it his all and sometimes he doesn't. Good days and bad days.”

1 Mention: (1) Parent

- Who: Learners, teachers, and campus administration, at every school
- What: need district to adequately and appropriately staff and support campuses
- Why: so that all academic and social-emotional needs of students are met

Unmet Needs Statement:

Learners, teachers, campus administrations, and campus-based staff, at every school, need the district to adequately and appropriately staff and support campuses, so that all academic and social-emotional needs of students are met.

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.

Remote Learning Students not Prepared for Classroom

- Students who were Freshmen during COVID are resistant from group learning and gravitate towards remote learning.
- Lost social skills cause kids to have difficult time adapting will have long-term academic & social/emotional repercussions.

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 confirmation that bond dollars cannot be used to hire teachers
- Staffing formulas; educator and student input is missing
- Balanced enrollment; over, under enrolled, large class sizes, stress on educators
- concerns around the lack of availability of substitute teachers (teacher shortage in COVID); at their campus, the individual teachers have to find their own substitutes for their classes – this is really stressful for teachers, and some substitutes are already covering more classes, and it's all contributing to teacher burnout

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 SY, 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, the 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

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

Learners, teachers, campus administrations, and campus-based staff, at every school, need the district to adequately and appropriately staff and support campuses, so that all academic and social-emotional needs of students are met.

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?