

### 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.*

Students, staff/educators, and community need access to appropriately sized, well-maintained, functional, and culturally sensitive common spaces to support full-range of everyday use and campus and community events in partnership with community resources and voice.

## Part 1 – Review | Unmet Needs Statement Generation

### Common spaces do not meet staff, student, community, and enrollment needs

#### Undersized or outdated library/media center

- “We need a bigger, modern library. Nothing has changed since 1970. While that may not seem like long ago, a lot has changed. We modernized tables, computers, technology, and a bigger selection of media. Our current library is too small. Having a more modernized library would support students. I want students to walk into a nice library, see that it's beautiful, get excited, and think: ‘We get to go to the library!’”

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

#### Cafeteria is undersized/needs improvements

- “We need a bigger cafeteria. Ours is too small. It hasn't changed since the 1970s. Because there isn't enough space, the kids eat in shifts. Pre-K lunch starts at 10:00 AM, but they just ate. The kids aren't hungry yet, but they "have to do it." Because we don't have the space, lunch starts early.”

1 Mention: (1) AISD Staff/Educator

#### Spaces for community lacking - both gathering, private meetings, and PSS Services

- “Need is growing because refugees are coming - need dedicated room for these parents/community, many times don't have any other place to go - need support have experienced trauma due to transition and other changes in life.”

5 Mentions: (3) AISD Staff/Educator, (1) Parent, (1) Group Parent Interview

- **Who:** students, staff/educators and community
- **What:** size and functionality of common spaces (library, cafeteria, etc.)
- **Why:** to support both everyday use and large campus and community events

#### 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

- Consider COVID and other potential health concerns in Common Spaces
- These comments need to be considered with enrollment of school - under enrolled vs. over..
- Can we balance capacities across school campuses by improving investments in historically underserved campuses?
- Identify overlap/connections with other committees.
- Plan lunch lines effectively to ensure students have sufficient time to eat. Both serving function in addition to sufficient cafeteria/dining space. Need to encourage healthy nourishment by making the eating experience efficient and pleasant. Outdoor eating spaces and alt. eating spaces will serve more students to insure their needs. Consider Grab & Go options. Meet people where they are at.

#### Finalized Unmet Needs Statement:

**Students, staff/educators, and community need access to appropriately sized, well-maintained, functional, and culturally sensitive common spaces to support full-range of everyday use and campus and community events in partnership with community resources and voice.**

### 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.*

#### Community Suite:

- No existing schools outside the 2017 Bond have a designated community room/suite (typically a classroom, office, portable that's make do);
- Timeline is as quickly as we can pass bonds; there's not a specific timeline to do that
- Could see a world in which we're not rebuilding a school but you scab on a community suite
- There's a timeline in the sense of the FMP and LRP; but that's as much as we have
- Ideally in a 25-year plan for the district modernization, but not specific to the community suite

#### Campus Gathering /+ Learning Spaces

- That feedback has been handled through the FMP (now LRP) and eventually bond planning
- There isn't an existing avenue for this information to be gathered outside of bonds/planning efforts.
- Have had a request for a second lunch line that came through as a work request
- Adapting to enrollment is also part of the long-range planning effort

### 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.*

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## 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, staff/educators, and community need access to appropriately sized, well-maintained, functional, and culturally sensitive common spaces to support full-range of everyday use and campus and community events in partnership with community resources and voice.

- 11/25 underserved schools in ESA qualitative analysis have lack of / minimal community spaces or access
- 5/25 have insufficient space for special programming

### Sources:

Qualitative ESA Data 2021

Strategies to utilizing the school not just as a building but in the context of its community include:

- Expand potential of using available community resources to help pupils to learn<sup>1</sup>
- Allow community members to use the school's facilities and equipment to further their own education and improve their skills. <sup>1</sup>
- Involve community stakeholders in the planning and use of school facilities<sup>1</sup>

### Sources:

1. [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.

Schools as community hubs for resources can be a key support for migrant and refugee families.

- One key goal of the National Community Hubs Program in Australia is to enhance social inclusion and cohesion, particularly for migrant communities
- Community Hubs on campuses provide opportunities for families to make connections in a new community, act as gateway to services, information around school and community resources and learning/training. <sup>2</sup>
- A study identified the following benefits of this program: supports transition into school for vulnerable populations, improves family engagement, improves school-readiness for culturally and linguistically diverse early learners. <sup>2</sup>

### Sources:

2. [Exploring the impact of Community Hubs on school readiness: Full report](#) (Murdoch Children's Research Institute, 2017)

A case study review of the NCHP program in Australia to evaluate the effectiveness of the program and understand if the Community Hubs have an impact on school readiness in early learners from migrant and refugee families.



### 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

Students, staff/educators, and community need access to appropriately sized, well-maintained, functional, and culturally sensitive common spaces to support full-range of everyday use and campus and community events in partnership with community resources and voice.

#### 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?