

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.

Students, teachers, and staff need access to a school environment that supports emotional resiliency, mental health, and psychological safety.

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 to present to students 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.
- AISD PD/SROs are trained and intended to be mentors not problem solvers - asked to be a counselor, police officer, big brother, mentor, so that they can proactively stop threats, fights, and other incidents.
- Continuing education provided for SROs and officers is double the industry standard and utilizes outside experts for training on currently relevant challenges (including mental health crisis, interventions for students with disabilities, and racial intelligence training).
- AISD PD facilitates a 1-week free summer camp for 4th-8th graders (transportation and food provided) for character development and self-esteem training for at-risk students - but are now lacking curriculum providers.

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.

This unmet need was developed based on committee insights during the November 30th meeting.

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

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, teachers, and staff need access to a learning environment that supports emotional resiliency, mental health, and psychological safety.

- 55% of ES/MS/HS have access to at least one parent support specialist.
- All middle schools offer social emotional learning.
- 6 middle schools out of 19 have a family resource center.
- 20% of elementary schools have school mental health centers.

Students of color face disproportionate exclusionary disciplinary action (i.e., in-school or out-of-school suspensions)

- During the 2019–2020 school year, Black and Latinx middle school students were 5.4 times and 2.7 times more likely, respectively, to experience exclusionary discipline than were their White peers.¹
- Black female middle school students in AISD were 8.0 times more likely to experience exclusionary discipline than were their White female peers in 2019–2020.¹

Sources:

1. [Education Innovation and Research Grant: Culturally Responsive Restorative Practices, DRE 2021](#)

Performed in 2020-2021 academic year. AISD received a \$3.5 million federal grant to implement culturally responsive restorative practices at 10 AISD schools. The study monitored the impacts of the pilot program.

Exclusionary discipline causes harms to students.

- Studies have found that frequent use of exclusionary discipline is associated with greater academic disengagement, lower academic achievement, greater risk of dropping out, and greater likelihood of involvement in the juvenile justice system.¹

Sources:

1. [Education Innovation and Research Grant: Culturally Responsive Restorative Practices, DRE 2021](#)

Culturally responsive restorative practices have improved student sense of safety and relationships with staff/teachers.

- Cultivating a culturally responsive restorative school culture is theorized to correspond with improved perceptions of overall school climate, increased demonstration of staff's SEL skills, greater felt safety, and greater perceived use of restorative practices in the discipline process.¹

Sources:

1. [Education Innovation and Research Grant: Culturally Responsive Restorative Practices, DRE 2021](#)

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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 trust in teachers/adults in schools impacts their perceptions of safety and sense of belonging in school.

- For students, a strong sense of belongingness is dependent on high-quality relationships with their teachers and peers.²
- Identification with school, which refers to students' sense of belonging and valuing of school and school-related outcomes, has important implications for student success and well-being.²
- Students who identify with school are more likely to engage, achieve, and thus, also graduate.²
- When students trust their teachers, they are more likely to feel safe, and when they feel safe at school, they are more likely to trust their teachers - this correlation is higher as students get older, making trust between students and educators in middle school and high school critical.²

Sources:

2. [Student trust in teachers and student perceptions of safety: positive predictors of student identification with school](#) (Mitchell, Kensler, Moran 2016)

Sample of students from a large urban district in the Eastern United states, with students ranging from grades 3 - 12 across 49 schools. Data was collected in the 2008-2009 school year through randomly distributed surveys of students at all three cohort levels.

Psychological safety among teachers and campus leaders is important to create a strong learning community.

- In other words, in schools with strong organizational learning cultures, teachers are more likely to report higher levels of psychological safety, experimentation, and leadership that reinforces learning.³
- Organizational learning in this study is defined as the collective learning of a group in which individuals can learn from another and external resources together, towards a shared goal.

Sources:

3. [Examining organizational learning in schools: The role of psychological safety, experimentation, and leadership that reinforces learning](#). (Higgins, Ishimaru, Holcombe, Fowler, 2012)

A study that examines organizational behaviors and learning through the lenses of psychological safety, experimentation, and leadership in a large urban U.S. School District using data from 941 teachers across 60 schools.

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

Students, teachers, and staff need access to a school environment that supports emotional resiliency, mental health, and psychological safety.

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?