

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 need expanded VAPA programming, applied consistently throughout the district, to fuel student interest through VAPA experiences and/other academic pursuits.

Part 1 – Review | Unmet Needs Statement Generation

Access to VAPA Programming

Need access to VAPA programming/ expanded VAPA at elementary

- “We need to feel a part of something. So, we started a play and choral performance a few years back. We used fog machines for the ghosts of Christmas, theater lights from a local partner, and we upped our game. It was a packed house. Including performing arts in that way really changes the community. Parents get excited. It's exciting! I had to turn parents away when making costumes. There were more parents wanting to make costumes than costumes to make.”
- “Second, more performing arts. It'd be nice to have what other schools have. We need options, options in addition to art, music, and PE. I'd love to see more theater, drama, and dance. These are the things that make kids excited to go to school.”

6 Mentions: (5) AISD Staff/Educator, (1) Parent

Programs are excellent but need to be offered everywhere

- “Pre-K & K don't currently have visual arts, but they should.”

1 Mention: (1) AISD Staff/Educator

See note in discussion

- **Who:** All students interested in VAPA programs (revise to add all students)
- **What:** Expanded VAPA programs consistently applied throughout the district
- **Why:** To fuel student interest through VAPA experiences and enhance engagement in academics (and beyond, more than academics, end in of itself to be pursued), include social emotional learning, well rounded child.

Unmet Needs Generation Draft:

“All students, ~~parents, and staff~~ need expanded VAPA programming, applied consistently throughout the district, to fuel student interest through VAPA experiences and/other academic pursuits. ~~creativity (in all forms) & generate excitement about education~~”

Insights

- Quote for topic “Programs are excellent but need to be offered everywhere” doesn't provide insight into first part of the summary.
 - *Action item:* follow-up on additional quote
- When will we have more data?
- Discussion around who: for all students; place emphasis on student experience (versus parents and staff).
- Discussion about the what: VAPA *experiences* are critical
 - Consider how needs are unique to cohort level (ES versus HS)
- Discussion about the goal: tying VAPA to academic outcomes
 - VAPA cannot be secondary, it must be a goal in of itself
 - Tying VAPA to academic outcomes is a strategy for funding and resources at a leadership level
 - Goal must also include well-rounded child, such as social emotional learning
 - Make the goal both/and (VAPA as end goal and student outcomes) as well as more succinct

Finalized Unmet Needs Statement:

All students need expanded VAPA programming, applied consistently throughout the district, to fuel student interest through VAPA experiences and/other academic pursuits.

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.

This is a systemic issue. Arts are critical to the value of the human experience. Systems don't acknowledge this need to ensure and appreciate soft skills that arts teach. They are quick to go because there aren't strict expectations around VAPA.

Expectation that campus will fill gaps

- Some campuses rely on community rather than district to provide VAPA
- Very little sharing of resources/extracurriculars between campuses to get more access

If programs aren't offered, students may not realize a talent or skill in a particular VAPA program

- Sometimes it take a teacher being placed at a specific school for students to recognize a talent

After-school participation requirements can limit all students from participation in VAPA

- Some students have to work after school

Inconsistent course offerings from school to school, cohort to cohort

- There is not a gold standard or set curriculum for pre-reqs at the high school level. Theater 1 could be very different than Theater 1 at a different school
- Some classes get filled with students who don't want to be there.

Competitive programs can limit access

- If students don't have access early in their education to VAPA programming, then they are not able to partake in the programs in Middle/High due to the competitive nature of the programs.
- The competitive programs require after-school tutoring in order to participate. If you can't get free tutoring or have the means, you won't be able to participate

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 more additional quotes for this area.

- Committee wanted to know when they would have more additional data.

VAPA cannot be secondary to general education, it needs to be a goal in and of itself

- VAPA should be tied to academic outcomes
- Tying VAPA to academic outcomes is a strategy for funding and resources at a leadership level
- Goal must also include well-rounded child, such as SEL
- Make the goal both/and

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.

Most high schools provide visual and performing arts classes.

- There are 22 visual and performing arts-related classes offered in AISD high schools
- Guitar, band, dance, orchestra, and theater arts are the most commonly offered high school visual & performing arts programs
- 7 of the 18 AISD high schools do not offer AP arts / music courses
- One high school (Rosedale School) does not offer performing arts classes'

Source

HS Academics Dataset 2021-2022 SY

Elementary and Middle Arts Programs are provided at almost every school

- Every middle school offers fine arts
- 2/3 of elementary and middle schools offer the Creative Learning Initiative program

Source

ES/MS Academics Dataset 2021-2022 SY

Campuses across the district are participating in the Creative Learning Initiative

- 94% of elementary and middle schools that fall in the "low" social vulnerability category for the District have Creative Learning Initiative offered

- 65% of elementary and middle schools in the "very high" social vulnerability category for the District have the Creative Learning Initiative offered
- 43 elementary and middle schools that have a high proportion of underserved students offer the Creative Learning Initiative, as compared to 21 schools with a lower proportion of underserved students.
- The majority of elementary and middle schools with the highest % of ELL students do not have access to CLI.

Source

ES/MS Academics Dataset 2021-2022 SY

Arts Facilities

- 27% of schools have a Visual & Performing Arts ESA score of unsatisfactory or worse (ESA 2021)
- There is no significant correlation between social vulnerability and Visual & Performing Arts ESA score, or proportion of undeserved students and Visual & Performing Arts ESA score (ESA 2021)
- The Performing Arts Center has a very high facility condition score - it is in good condition (FCA 2021)

Source

ESA 2021 & FCA 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.

VAPA course participation is correlated with greater student success.

- This study finds that a positive relationship exists between average 4-year participation rates in visual and performing arts and average 4-year graduation rates.

Source

[Participation in Visual and Performing Arts Courses and High School Graduation Rates](#)

The purpose of this study is to examine if an association exists between the types of arts programs available to students, average schoolwide participation rates, and graduation rates.

ELL attendance rates were greater in creative teaching classrooms.

- This study finds that a positive relationship exists between average 4-year participation rates in visual and performing arts and average 4-year graduation rates.

Source

[The Creative Learning Initiative Benefits AISD English Language Learners](#)

Study Information: the purpose of this study is to examine the impacts of CLI on ELL Students

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 need expanded VAPA programming, applied consistently throughout the district, to fuel student interest through VAPA experiences and/or other academic pursuits.

Reflection Questions

What might be causing this unmet need to happen?

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

Cross-Committee Connections

