Training Needs Analysis

Introduction:
ABC Academy (ABC) is a public virtual charter school that provides academic services for Kindergarten through 12th grade. Enrollment in the middle school (grades 6-8) has been steadily increasing since its creation in 2007. This year the middle school enrollment increased by 27% and more specifically 6th grade enrollment increased by 133%. With the number of new students increasing drastically, ABC has created a process to help new students succeed at ABC.

The homeroom teacher is the main source of communication for a student and his/her learning coach (usually a parent or grandparent) and will also be monitoring the student's progress throughout the year. The administration has received several complaints from new learning coaches (LC) and grade level chairs that lead them to believe that homeroom teachers are not following the procedures that have been put in place to help new families.

This analysis will examine what homeroom teachers are supposed to be doing for new students and compare it with what they are actually doing. It will also recommend a solution system to fill any gaps between what is expected and what is actually occurring. To narrow this analysis, I will focus on the problem from a sixth grade point of view. The sixth grade had the most new students in the middle grades and the two sixth grade level chairs were the ones that brought their concerns to the administration.

Source of Analysis:
Interviews were conducted with the assistant principal and the two grade level chairs. Discussions were also had with several content teachers to determine if they noticed any new students that were struggling. I also examined current policies and procedures.

The target audience for this analysis is the sixth grade homeroom teachers at ABC. Twelve of the eighteen teachers responded to my initial email survey and provided the data for this analysis.

Four teachers are new to ABC this year but not new to teaching. Five teachers have been with ABC for one to three years and three teachers have been with ABC for at least three years.

Homeroom Teacher's Roster Numbers
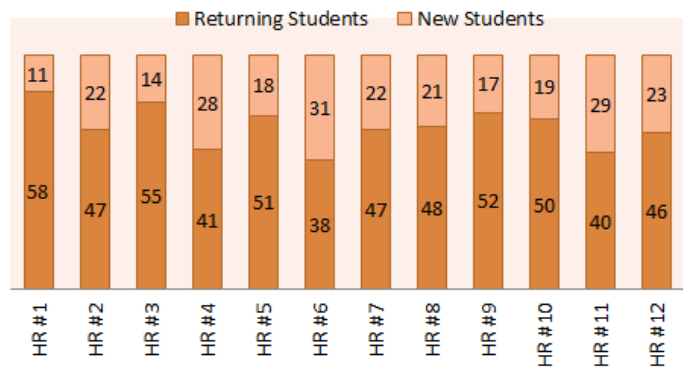
Each homeroom teacher has 69 students on his/her roster. The chart to the right shows the breakdown of returning students versus new students for each teacher. New students are classified as having started after the school's start date, August 12th.

Gap Analysis:
In order to determine what homeroom teachers are expected to do, current policies and procedures were examined. I also conducted interviews with the assistant principal, a grade level chair, homeroom teachers, content teachers and new and returning families. The

following list of optimals were created to determine if homeroom teachers were performing as expected.

Optimal: All homeroom teachers will make initial contact with new student within 24 hours of being placed on homeroom roster.
> **Actual**: 50% of HR teachers contacted a new student within 24 hours of being placed on their homeroom roster by email or phone.

Optimal: All homeroom teachers will check that the student is in the age appropriate grade (AAG), that he/she has all required Online Learning System (OLS) courses and is scheduled for all required Class Connect sessions.
> **Actual**: 8% of the teachers checked AAG, 42% checked OLS courses and 42% checked Class Connect schedules

Optimal: All homeroom teachers will explain the OLS, Class Connect sessions and Study Island to new students within 72 hours of being placed on homeroom roster.
> **Actual**: 50% explained the OLS, 42% explained Class Connect sessions and 42% explained Study Island.

Optimal: All homeroom teachers will follow up with a new student during the student's second week at ABC by checking attendance, logins, OLS progress, and not mastered lessons. The homeroom teacher will also check to see if the family has any questions.
> **Actual**: 66% checked logins and attendance, 33% of teachers checked OLS progress and not mastered lessons, 33% followed up with new families

<u>Causes and Drivers:</u>
A survey and interviews with 12 6th grade homeroom teachers revealed the following causes and drivers of the performance gaps.

Causes/Drivers	Description
Knowledge, Skills, Expectations and Information	
Unclear Expectations	Four new teachers did not know when they had new students. Eight teachers did not know they needed to explain OLS, Class Connects and Study Island.
Changing Protocols	All 12 teachers said they have received many emails changing the protocols in the last eight weeks.
Too Much Information to Remember	All 12 teachers said they could not remember all of the information about what to check, when to do it and what information to give.
Lack of Feedback	All 12 teachers said they did not receive feedback from the administration. Three teachers said they received positive feedback from one or more parents.
Frequency	Six teachers said they receive new students every other week. Five receive students new once a week and one teacher receives new students twice a week.
Motivation	
Importance	All teachers recognize the importance of communicating with families and monitoring student progress.

Environment	
Information Location	All 12 teachers said they could not locate information they needed and became frustrated when they couldn't find what they needed.
Time/Competition from more Urgent Tasks	Six teachers cited more urgent tasks for not following up with new students.
Software	Seven teachers said they had trouble tracking data and who they have called and who they haven't.
Software	Eight teachers said monitoring OLS progress and checking attendance was too time consuming.
Incentives	
No Positive Recognition	All 12 teachers said there were no incentives to retain new students.
No Consequence for Not Doing It	All 12 teachers said no one noticed if you didn't do it.

Recommendations:

In order for homeroom teachers to properly communicate information and monitor new student progress, the following solutions have been recommended:

1. An electronic document will be created in a location that is easily accessible to all teachers. It will contain the most up to date policies and procedures regarding new students. Teachers will also be shown how to access the document and expectations regarding communicating and monitoring new students will be expressed during a staff meeting. *(causes addressed: unclear expectations, changing protocols, too much information, location of protocols, frequency and time)*

2. A job aid will be created to assist teachers with the information that needs to be communicated to new families. It will also contain a timeline and checklists. *(causes addressed: too much information, frequency, time)*

3. A spreadsheet will be created and distributed to homeroom teachers to make monitoring student progress and tracking communications with the family easier. A job aid will also be provided that assists teachers with the types of reports they can run and what data each type of report will provide. *(causes addressed: software, time, frequency)*

4. In order to provide feedback to homeroom teachers to let them know if they are supporting new students well enough, surveys will be provided to new families two months after enrollment to determine how satisfied they are with the enrollment process and their current progress at GCA. Results will be provided to each homeroom teacher with data about his/her students. *(causes addressed: feedback, incentives)*

5. An incentive plan will be implemented for teachers who have the fewest new student withdrawals. *(causes addressed: incentives)*