



CONTINUOUS SCHOOL IMPROVEMENT

Superintendent Work Plan Area 2d

September 14, 2016

Feeder Patterns Background

We are seeking to understand the impact of feeder pattern policies on student movement to aid our efforts in developing quality schools that include pathways and feeder patterns in every neighborhood. Along these lines, it is important to define various types of feeder patterns (e.g. geographic, programmatic, relational) and uncover the extent to which these patterns serve the needs of our students. Planning began in August 2016 to look at enrollment trends, including feeder patterns; among other reasons families choose, exit, and transition among schools. This work will expand upon the existing rich data and analysis that within the District's annual Strategic Regional Analysis. Building a fact base related to feeder patterns involves answering a set of questions related to the following areas:

SAMPLE Questions Only

Analysis of Current State

- Where are students going? Where would they otherwise go?
- How do different populations of students choose or leave schools?
- What would backwards mapping of student trajectories over time look like over time? What are the profiles of the "success" stories?
- What role does our staff play in marketing and promotion of schools?

Defining feeder patterns

- How would we define feeder patterns? (Programmatically? Geographically? Others?)

Analysis of policy implications

- What are the policy implications?
- What has been the impact of our policies associated with feeder patterns? (Dual language? newcomer?)

Transportation

- What is the burden of distance for students?
- What is the distance students travel to and from school?

To date, the internal Committee has surfaced six areas related to feeder patterns, including:

- Easy to follow information on school programs
- Community engagement and empowerment
- Facilities capacity
- Transportation resources
- Broader systems level structures/policies
- Alignment among internal departments

Over the next few months, we will engage a diverse range of stakeholders to understand our current state and determine potential opportunities. Understanding feeder pattern implications is part of a broader study. The process for the study is outlined below:

- Develop work plan (September)



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- Determine methodology/scope for data fact base (August – September)
- Develop data fact base re: Feeder Patterns (September – December)
- Internal stakeholder input/external stakeholder inquiry (September – December)
- Planning / Implementation Sessions (September – December)
 - Grounding session (August)
 - Brainstorm opportunities to define feeder patterns (August – September)
 - Get input on data fact base (December – January)
 - Review extended list of brainstormed ideas from multiple stakeholders (December – January)
 - Policy implication (December – January)
 - Initial next steps identified (January)
 - Initial resource requirements planning (January - TBD)
 - Plans for 2017 and beyond (January –TBD)

The study seeks to engage the following **advisory groups** for input:

- All City Council
- Parent Organizations
- District Staff
- Oakland Public School Leaders
- Bargaining Units
- OUSD Department Leaders
- Faith-Based Organizations
- City Council Members
- Community Based Organizations