



OFFICE OF THE SUPERINTENDENT

To: OUSD Board of Education  
From: Kyla Johnson-Trammell, Superintendent  
Charles Wilson, Executive Director Enrollment and Registration Management  
Subject: Online Enrollment System Update & Recommendation for School Mint for 2018-19  
Date: April 25, 2018 - Spring Update #2

**Enrollment Improvements Program Year 2 – Stabilizing & Increasing Enrollment  
May 2017 - May 2018**

The scope of Year 2 is best illustrated in the context of four goal areas, each goal focuses on process improvement activities that will contribute to stabilizing or increasing enrollment:

- Goal 1:** Improve family experiences, communication, and change narratives
- Goal 2:** Improve assessment and data use
- Goal 3:** More Equitable Access to Quality Community Schools
- Goal 4:** Align enrollment planning and school portfolio management

For the Spring Update # 2 we are focusing on the results of Goal 1 and the progress towards Goal 3.

**Goal 1: Improve Family Experiences, Communication, and Change Narratives**  
**Project Name:** Technology Upgrade

**Narrative:**

The entire Student Welcome Center and the project team feel great pride and a sense of achievement as we approach the end of the 2nd year of the improvements work. Overall, the results of the project met or exceeded the expectations of Goal 1. The new enrollment system, from the opening of the enrollment season to the closing of the confirmation phase was implemented successfully. While there remain aspects of the technical system that can be further enhanced to improve the the application flow and other end user areas, the system performed as planned. Families were able to apply, and confirm their assignments online. Families did not have to wait in line or to fill out a waitlist form (previously called the “Appeals Form”.) Families were able to immediately see their waitlist number at any school ranked higher than the one they were offered. While we received to public records requests and questions about whether the lottery correctly placed students based on priority, we have not found any evidence that new lottery system failed to place students appropriately per OUSD Open Enrollment policies. Overall the families that did share their thoughts about the online system had positive comments. They found it to be convenient and easy to use, and often thanked us.

We also received many follow up calls, emails, and text message thanking us for our 1:1 attention, empathy and response time. While we are certain there is still much we can improve it was a great pleasure to speak with as many families as we could. It was a humbling privilege to listen to families share their expressions of joy and heartbreak about their school assignment. Every aspect of education is an emotional journey for families, starting with what is, for too many Oakland families,



the first obstacle: enrollment in a school they are confident will be a right fit for their children.

The week of April 30 we will send a short survey to all applicants to learn more about their experience of the new online system, as well as learn more about their enrollment experiences. We will share this information at the June Board Meeting.

The resounding message from families that were not offered seats at any of their selected schools has been one of deep anger, fear, and sadness. Some of the solutions to this still reside within Enrollment Improvements Program. Most of the solutions and work remain part of improving the number of quality seats available in each neighborhood.

### Successes

- Majority of families, school staff and enrollment staff had positive experiences with the online confirmation phase.
- Since the opening of the Enrollment Window on 11/13/17, The student Welcome Center staff received over **8,800 face-to-face visits to our two offices, and more than 12,300 phone calls, emails and text messages that resulted in more than 25,100 staff interactions.**<sup>1</sup>

<sup>2</sup>Additional successes have been noted in the accompanying board presentation.

### Challenges:

Due to the complexity of the technical integration, coupled with insufficient resource capacity both in terms of time and staff capacity, there are a few areas that are left room for improvement. These areas are outlined below as future-focused goals

- Early communication about how new confirmation and waitlist process works and provide clarity on how priorities are applied and appeals / corrections can be made. This was not possible this past year because of the time constraints.
- Earlier communication with schools and more access to the new enrollment system. This past year, again due to time constraints were not able to turn on more features for school sites to use because there was not enough time to properly train school staff.

### Planned Improvements for May 2018 - May 2019

As of March we have started the process of requesting and securing philanthropic funding to support some of the work in Year 3. Additional funding may be needed to further customize the new enrollment system in order to drastically improve Special Education enrollment services.

- Further enhancements to the pre-filled online application experience
- Additional changes to practices and procedures to address which school applications require address verification documents, and enhancements to the online system to

---

<sup>1</sup> This is in addition to the more than 2,000 initial language assessments conducted by our office, with each assessment requiring on average more than 45 minutes each.

<sup>2</sup> This was possible due to the implementation of the Qless and Zendesk ticketing systems. We are still working on extracting and analyzing the data from Zendesk to determine more information about the different kinds of interactions



- support policy changes
- Customize enrollment system for use by Principals and school clerical staff
- Support school sites with micro fairs (site based enrollment fairs)
- More communication with families earlier
- Primary focus is on increasing outreach and consultation efforts from the Student Welcome Center, and from our school sites.
- Train enrollment staff on using decision making practices during planning phases vs. using reactive decision making practices during processing phases
- Deepen SEL training with Student Welcome Center staff
- Create the first Student Welcome Center 3 year department plan. Plan to be reviewed and refreshed, as needed annually.
- Implement Online registrations to be ready to launch March 2018.
- Migrate Special Education enrollment to the SchoolMint enrollment system. Identify how the enrollment system can help decrease transportation costs for Special Education students, one of driver of cost is the inability to align SDC assignments with transportation planning early enough to reduce costs.

**Goal 3: More Equitable Access to Quality Community Schools**  
**Project Name: Policy Development**

- Work has begun to build the policy testing sandbox in the new enrollment system. Below is the list of policies we will be testing.

<b>Proposed Policy Change</b>	<b>Description</b>	<b>Rationale</b>
<b>Clean up language related to No Child Left Behind</b>	Update language from No Child Left Behind that is now outdated	Ensure policies are updated and in line with requirements in ESSA
<b>Prioritize staff at school sites</b>	Give higher priority to OUSD staff relative to general public	Incentivizes longer tenure with OUSD staff
<b>Pilot SES requirements</b>	Save spaces in schools for low income students to improve socioeconomic diversity	Allows schools to reap academic, socioemotional, and economic benefits of diversity
<b>Prioritize students at site ECE or state pre-K</b>	Give students from state early childhood programs higher priority relative to general public	Improves equity by allowing low-income families increased opportunities to enroll in desired elementary



<b>Prioritize OUSD 8th graders</b>	Give higher priority to OUSD 8 <sup>th</sup> graders relative to general public	Awards loyalty for staying with OUSD through 8 <sup>th</sup> grade
<b>Implement programmatic/cohort feeder patterns</b>	Allow groups of students to stay together through consistency in program or relationships	Awards loyalty for staying with OUSD programs; allows students and parents to build deep relationships
<b>Prioritize higher performing feeder for low performing schools</b>	Give students who go to low performing schools a higher performing feeder school	Improves equity and mitigates compounded impact of low-performing schools

### Planned Improvements May 2018 - May 2019

- Ongoing testing after policy sandbox is in place
- Policy change operationalization: legal review, network buy-in, community engagement, functionality enabled in SchoolMint
- Community and board engagement regarding potential policy changes; build upon successes of Integration Conference in April 2017
- Will create a committee/group to review and study the data from the sandbox and determine how to best implement policy changes

### Past Board Meetings & Community Engagements: 2015- Present

#### 2015-2016 (Year 0)

- December 2, 2016 (Better Enrollment Oakland Study Session)
- January 25, 2016 (Community Engagement Enrollment Improvements Projects)
- June 8, 2016 (Enrollment Improvements Program Year 1)

#### 2016-2017 (Year 1)

- February 8, 2017 (Superintendent's Report, Enrollment Projections Overview)
- February 27, 2017 (Feeder Pattern)
- March 22, 2017 (Feeder Pattern)
- May 10, 2017 (SchoolMint Contract for Tech Upgrade Phase 1-School Apply & School Finder Annual Maintenance)
- May 24, 2017 (Enrollment Improvements Program Plan Year 2, including Phase 2 technology costs)

#### 2017-2018 (Year 2)

- February 28, 2018 (Enrollment Improvement Program Year 2 - Spring #1 Update)
- September 13, 2017 (Enrollment Improvements Program Year 2 - Fall Update)



**OFFICE OF THE SUPERINTENDENT**

- September 27, 2017 (Summary of day 20 counts)
- October 11, 2017 (Enrollment Improvement Program Year 2 - Technology Contract)