

Stage 5: Fine Tuning and Readjustment; Assessment of the Master Scheduling Process, Product, and Outcomes

Months 10-15

Typically, May – September/October (includes summer and the first months of the new academic year)

NOTE: In Stage 5, the scheduling team updates some of the very same tasks completed as part of stage 4. The master schedule and the student and teacher schedules that were analyzed and adjusted in Stage 4 are now fine-tuned and readjusted to account for new admissions, summer school credits/grades, course changes related to grade reversals, changes in staffing or facilities, etc. Team also assesses schedule process and product.

During the last month of the “old” academic school year, during the summer prior to the start of new academic school Year, and during the first month of the new academic school year, the Master Schedule team is fine-tuning and readjusting to perfect the master schedule.

Fine-tunings and Readjustments include (among others):

- Adjustments for new admits/transfer students
- Adjustments for students who withdrew/transferred or were otherwise discharged to another site/district over the summer
- Adjustments for student grade “reversals.” (i.e., a student who was passing Spanish II, ended up failing the second semester of the course and needs to be rescheduled)
- Adjustments for student credits earned /courses successfully completed and/or made up over the summer
- Adjustments for changes in teaching personnel
- Adjustments for changes in FTE Allotment

The Master Schedule Team, with guidance from administration and in collaboration with counselors, will also:

- Ensure that counselors, pathway leads, or other adult advocates have checked each and every student’s schedule for any possible errors, omissions, alignment with pathway program of study, (in California) progress toward completion of a-g curriculum or (everywhere) progress toward completion of a program of study that indicates college and career readiness
- Ensure that a System is in place for registering and scheduling newly arrived students: Review, refine, and/or set up a formal process for registering new admits and deleting students who are transferring to other schools or other districts (includes review and updating of any related forms or procedures)

- Work with counselors and other student advocates to schedule and orientate new students who register over the summer or at the beginning of the new school year; assure access to pathway programs of study and elective courses
 - Ensure a System is in place for adjusting student schedules where needed: Assure a formalized (and transparent) policy and process is in place to address any student requests for either a change in the pathway program of study OR student request for a class change. *(Includes written policy with guidelines, deadlines, any required justification or signatures, etc.) (Includes review and updating of any related forms)*
 - Assign Homerooms and/or Advisories *(as appropriate)*
 - Work with administration, counselors, pathway leads, and other adult advocates and student ambassadors to help to coordinate or support any induction activities for new or returning students, such as a Summer Bridge or “Boot Camp” for entering freshmen (especially If these involve printing and distribution of updated student schedules)
 - Coordinate, with counselors and other student advocates, the printing and distribution of updated/revised student schedules (NOTE: These may be mailed or distributed as part of orientation activities.)
- The Master Schedule Team, with guidance from administration and in collaboration with counselors, will:
 - Provide final class schedules (that include any adjustments based on summer school credits) to all students and teachers one to two weeks prior to beginning of fall semester
 - Coordinate the printing and distribution (or electronic distribution) of teacher schedules that reflect any changes made over the summer and/or early in the school year (i.e., changes in student enrollment result in changes in FTE allotment and faculty additions or reductions; new construction expands availability of classrooms, etc.)
 - Coordinate printing and distribution of class rosters
 - The Master Schedule Team will rerun and reutilize several of the Post Building Schedule Reports from the Student Information System Schedule Builder to check on all aspects of the schedule. For example, the master scheduling team might utilize (among others): the Teacher Conflict Report, Teacher Maximum Load Report, Under-scheduled Students Report, the Room Conflict Report, and the Room Utilization report.
 - The principal (or vice-principal) regularly updates District Director of Scheduling or District Master Schedule Support Team and/or Associate Superintendent re status of master schedule and readiness to open school.

Authentic Performance Assessment: Anticipate and Prepare for your Master Schedule

Team's "really big" performance assessment: The first day of classes when no student needs or requests a class change and everyone is busy learning and teaching.

- Adjustments are made as needed during the first few weeks of fall semester
 - Students who were registered and don't appear are dropped from the schedule
 - Students new to the school are provided with information to make an informed choice of their pathway/not previously registered are added to the schedule
 - Pathways/Academies/SLCs and sections are adjusted as needed to maintain balance

Readjustments

- If you are in a school that has an influx of new students at the start of the school year, it is important to review enrollment almost daily during the first few weeks of school.
- An administrator and/or a member of the Master Schedule Team should check with coordinators, leads or chairs for Special Education, English Language Learners, pathways, and other special programs to assure that students are properly placed.
- An administrator and/or a member of the master schedule team should meet with counselors, with pathway/academy leads, and with department chairs to discuss the potential impacts of class size balancing and to collaboratively problem solve to meet the needs of students.
- If a major adjustment to the master schedule will be needed, open communication is essential. All involved, including students, teachers and parents, need to know the reasons for the changes and care must be taken to preserve pathway/academy student cohorts.

EXAMINING THE RESULTS Several weeks after the start of the new school year, the Master Schedule Team should meet to evaluate the success of the process and product. Ideally, this evaluation should include both an internal assessment and an external assessment.

• Internal Assessment:

- Administrators, team, counselors, and pathway/academy/SLC leads and department chairs to review master scheduling process and analyze what worked and what needs improvement
 - Team also works with stakeholders to analyze the resulting product – the master schedule itself. What are the strengths of the master schedule? What are the weaknesses?
 - Team works with stakeholders to identify causes for any perceived weaknesses.

- Team captures ideas and suggestions in the Master Scheduling Notebook and makes adjustments to Master Schedule action plan and timeline as needed.

NOTE: Often the internal assessment occurs twice. Once at the end of the school year or during the summer (pre-implementation of the new schedule) AND once in the early months of the new academic year (during early implementation of the new schedule.)

- **External Assessment:** Team surveys students, faculty, counselors, and parents to determine what worked well and what needs to be improved:
 - To what extent were students successfully scheduled into pathways/academies/ SLCs?
 - To what extent do pathway/academy/SLC teachers share common planning time?
 - What percent of students avoided major conflicts? (and/or were successfully scheduled into all of the courses they needed and wanted)
 - How satisfied are stakeholders with the process and results?

- Using internal and external input, Team analyzes strengths of and areas for improvement of the process, product, and results and recommends needed changes to the master schedule process, action plan, and timeline.

Relax, celebrate, and enjoy your success, but just for a moment, because the best Master Schedule Teams are already beginning the process of planning for next year's schedule.

- Re-entering the Cycle** – Beginning to plan the Master Schedule for the following school year:
- Administration and/or Master Schedule Coordinator reforms the Master Schedule Team, making changes as needed
 - Team reviews underlying principles and recommits to or reformulates them
 - Team incorporates analyses of previous year's master scheduling process, product, and results and maps out tasks for the year
 - The master schedule planning and development process begins anew

This resource was developed by the College and Career Academy Support Network at the Graduate School of Education, University of California.

Permission is granted for educational use with attribution.



College & Career Academy Support Network
UNIVERSITY OF CALIFORNIA • BERKELEY • IRVINE