



## **INTERNAL ASSESSMENT OF A MASTER SCHEDULE District Version**

Each year the District needs to conduct an internal assessment regarding District support for both the Master Schedule process and final product/s – the Master Schedule/s itself.

Basically, any internal assessment should answer the following questions:

- Does the resulting master schedule (or Do the resulting master schedules) accurately reflect what your District believes about the importance of students, learning, achievement and equity?
- To what extent was each student successfully scheduled into the classes he/she requested and/or needed? (Including special education students, English Language Learners, and other student populations?)
- To what extent does every senior have each and every class he/she needs to graduate and to meet college pre-requisites?
- To what extent were student-and-learning-centered, fair and justifiable master scheduling requests from pathways/academies/SLCs and/or teachers able to be honored?
- To what extent does the master schedule support expanded learning time for both students and teachers?
- To what extent does enrollment ach pathway/academy/SLC reflect the diversity of the school as a whole?
- To what extent are classes within each pathway/academy/SLC “pure” (made up of students from that particular academy/pathway? And heterogeneous – (reflecting a range of perceived ability levels), and inclusive of special education, English Language Learners, students identified as gifted-and-talented, and other student sub-groups?

- To what extent are classes within each pathway/academy/SLC “blocked” or offered as “linked” classes in order to allow each pathway/academy longer blocks of instructional time and flexible use of time?
- To what extent do teachers in the pathway/academy/SLC community of practice share a common planning period? OR for large pathways/academies/SLCs/SLCs or small schools comprised of one or two pathways, to what extent do pathway/academy/SLC teachers who share students in common (grade level cohorts, etc.) share a common planning period?)
- To what extent do all stakeholders view the resulting master schedule fair and balanced? View the master schedule process as having been open and inclusive?
- Does the master schedule support rigor, relevance, and relationships/personalization for all students?
- Do all students have access to advanced courses and/or dual enrollment opportunities?
- To what extent does the master schedule support work-based learning opportunities for all students? Every pathway/academy?
- (If appropriate) Does the master schedule successfully accommodate time for Student Advisories/Advocacies?
- How effective were other strategies, such as career interest surveys, community-wide Pathway Showcases, virtual and actual tours of pathways, Pathway Parent Nights, etc. to support students and parents in making informed pathway choices?
- How effective were District efforts to market pathways/academies to students, parents, and the community?
- How effective was the District in supporting pathway recruitment and selection processes?
- (Other questions as appropriate to your District/community context)

There are also quantitative data to gather and analyze as part of the assessment:

- What percent of pathway/academy/SLC (and all other) students were successfully scheduled and were free from any major schedule conflicts?
- What percentage of pathway students were enrolled in their 1<sup>st</sup> choice pathway?
- For each high school, what were the what percent of students were fully scheduled into the correct classes and correct pathways? (Analyze percentage by grade level, by each particular pathway/academy/SLC, and by whole school.)

- Of students who did need to be scheduled by hand, what percentage of these students was scheduled into all classes requested/ needed?
- To what extent did the master schedule/s reflect a balance in the number of classes offered/students enrolled each period?
- To what extent did the master schedule/s reflect a balance of teacher prep periods/non-teaching sections each period?
- To what extent were class sizes balanced throughout the master schedule?

#### FORMATIVE AND SUMMATIVE ASSESSMENT

Ideally, the assessment of the Master Scheduling Process will occur in several cycles.

**There should be formative assessment at each of the stages along the way.** What worked in the Planning stage? What worked in the Student Pathway/academy/SLC and Course Selection and Tallying stage? What worked in the Master Schedule Construction stage? What worked in the Analysis and Adjustment Stage? What could be improved upon in each of these stages?

Review the log of parking lot issues/concerns that arose during master schedule construction as well as the written record of how various conflicts/issues were addressed.

**ADVICE FROM THE EXPERTS:** Build in an opportunity for master schedule teams to bring copies of their almost finished master schedule to share with other District master schedule teams. Use a sharing protocol that allows each team to present its work along with any challenges that still remain. Other master schedule teams can provide feedback, insights, and recommendations while learning from the master schedule practices from throughout the district. Invite comments, concerns, and suggestions. Make any reasonable adjustments based on input.

After tentative student class schedules, teaching schedules, and pathway/ academy/ SLC program of study class schedules for the following school year are distributed/posted in the Spring, survey students and teachers and possibly parents with regard to their satisfaction with their personal schedule (or with their child’s schedule), with the scheduling process and results, with their perception of the quality of communication about important aspects of the scheduling process, etc.

Invite all interested stakeholders to a *“What Worked? What Can We Improve Upon? Dialogue about Master Scheduling”*.

When school reopens for the fall term (first semester, first trimester, etc.) of the new academic year, keep track of:

- How well information on credits earned in summer school is incorporated and how well the schedule is able to accommodate needed student changes.
- How many student schedule changes are needed?
- What percentage of student schedule changes is the result of students having earned credits during summer school? For what other reasons do students request class changes?
- How many new students (never previously enrolled) are admitted during the first few weeks of school? To what extent are new students able to be scheduled into the pathway/academy/SLC of their choice?
- Are there any classes or course sections that need to be consolidated or dropped? Are there any course sections that needed to be added? Are these changes due to an unanticipated reduction or increase in student enrollment, or to other reasons? If due to other reasons, document those reasons.

The District and the master schedule teams should review the agreed upon Master Scheduling Guiding Principles and Master Scheduling priorities? How well did the District and the sites adhere to the guiding principles and/or use them in the decision-making process? Are these the right principles? Are there any changes sites might recommend?

The District and the master schedule teams should review the entire master scheduling process both stage-by-stage and as a whole:

How well did the master scheduling process go?

What were the strengths of the master scheduling process?

What were the main challenges to the master scheduling process?

In terms of support and technical assistance for the Master Schedule process, what should the District continue to do and/or expand upon?

In terms of support and technical assistance for the master schedule process, what does the District need to stop doing, change, or refine?

Are there any changes in the process or in any aspect of the stages of the master schedule you need to make and/or recommend for the coming year when you make a Master Scheduling report to the Superintendent and/or School Board.

How well did the District function as a facilitator and support provider for the Master Scheduling process? ? Are there any changes or enhancements you might make or might recommend for the coming year when you make a master schedule report to the Superintendent and/or School Board?

The Director of Master Scheduling should prepare both a written report for stakeholders and an oral presentation on the Master Schedule process and products to be given at a Cabinet and/or Board meeting. The report should include both findings and recommendations.

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

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