



INTERNAL ASSESSMENT OF A MASTER SCHEDULE

Each year the Master Schedule Team needs to conduct an internal assessment of both the Master Schedule process and final product – the Master Schedule itself.

Basically, any internal assessment should answer the following questions:

- Does the resulting master schedule accurately reflect what your school 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 attain college and career readiness?
- To what extent were student-and-learning-centered, fair and justifiable master scheduling requests from pathways/academies/SLCs and/or departments and individual 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 each 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?) 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 for both deeper learning 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 as 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?
- (Other questions as appropriate to your school/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?
- After constructing the master schedule and loading students and courses into the master schedule, what were the summary results of your first computer run? What percent of students were fully scheduled into the correct classes? (Analyze percentage by grade level, by each particular pathway/academy/SLC, and by whole school.)
 - If adjustments were needed, what were the results of subsequent computer runs? What was the result of the final master schedule computer run?
- Of students who did need to be scheduled by hand, what percent of these students were scheduled into all classes requested/needed?
- To what extent did the master schedule reflect a balance in the number of classes offered/students enrolled each period?
- To what extent did the master schedule 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.

Build in an opportunity for all stakeholders --- especially students and teachers --- to provide feedback to the "almost finalized" draft of the master schedule. Distribute a copy by email to faculty. Post a printout for student viewing. Invite comments, concerns, and suggestions. Make any reasonable adjustments based on input. (Sometimes student input helps you see your work with new eyes.)

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 Conversation about Master Scheduling?*

When school reopens for the Fall 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 master schedule team should review the agreed upon Master Scheduling Guiding Principles and Master Scheduling priorities? How well did you adhere to the guiding principles and/or use them in the decision-making process? Are these the right ones? Are there any changes to the guiding principles and priorities you might recommend when you make a Master Scheduling report to the faculty?

How well did you function as a Master Schedule Team? What were your strengths as a team? In what ways might you improve as a team?

The team should review the entire master scheduling process both stage-by-stage and overall:

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?

What should you continue to do and/or expand upon?

What do you need to stop doing, change, or refine?

Are there any changes or enhancements to the process or in any aspect of the work in a stage or 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 faculty?

The master schedule team should prepare both a written report for stakeholders and an oral presentation on the Master Schedule to be given at a Faculty/Staff meeting and possibly for parents and students. Recommendation: Not only share findings and recommendations at a faculty/staff meeting, but also present to Parent Teacher Student Association or Site Council and to Student Council.

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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