

TIP SHEET FOR STAGE 5: FINE-TUNING, READJUSTMENT, AND ASSESSMENT

Tip from the experts: Run/print a *Section Size* report daily as you fine-tune and adjust the master schedule at the end of the school year and prior to the opening of the new school year. If there are many student class changes or additions, some new irregularities in section size may occur. You may need to adjust for sections that are too large or too small as well as any section imbalance in multi-section course offerings.

Tip from the experts: Have counselors and pathway leads give each student's schedule a final check for any possible course omissions or errors. This should happen at the end of the "old" school and again before the beginning of the new school year. This should take into account any changes in credits earned, any grade changes, as well as a check on progress toward meeting both graduation and college entrance requirements.

Tip from the experts: The school should develop a strategy to reduce the number of grade "reversals." Since students are typically scheduled into the next level of math, foreign language, English, etc. based on their spring course enrollments (often whether they were passing or not), not all of the student course placements in the new school year may be accurate.

A student may have been passing United States History and doing well on exams, but failed to write the required term paper and received a D or F for the second semester. In a District that requires a benchmark score on the end of course exam, a student may not have passed the final exam in Spanish II and may not now be eligible to take Spanish III.

Some schools have systems in place that catch these grade "reversals" early and assure students opportunities to make up missing work and earn credits or improve a "D" grade; they may offer Saturday School, Twilight school, peer tutoring, and/or academic mentoring during the school year, "personalized" summer sessions, and regularly check on student grades and progress. Similarly, some schools may offer a summer time "boot camp" review that prepares students to retake and pass a required benchmark "end of course" exam.

Some solutions may involve standards-based approaches to grading so that the student missing the term paper might be on contract to finish this and earn credit for the 2nd semester without repeating the entire semester course. Some schools support students in taking online courses to make up missing credits and stay "on grade-level track" with their pathway student cohort.

Tip from the experts: Keep careful track of any course adjustments to the master schedule made during Stage 4 and 5 (post-building the master schedule). For example, if you need to combine Japanese 3 with Japanese 4, document this. If you need to add an additional English II section and drop an English III section, document this change. Keep a record of any course changes made in your Master Schedule Notebook.

Tip from the experts: Maintaining Lists: Master schedule teams maintain a list of the students with scheduling conflict/s, a brief description of each conflict, and the record of how each conflict was resolved as part of a year-to-year record. (See Master Schedule Notebook)

Master schedule teams maintain lists of students with *dropped classes* and the substituted class/classes as part of their records.

Tip from the experts: As part of your annual assessment of the Master Schedule process and product, review the Student Request for Class Change Request forms submitted. Document the number of class request changes and the reasons for class request changes.