
Appendix D:

Master Scheduling Self-assessment



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A Self-assessment for Strategic Master Scheduling

What: This self-assessment tool is based on the Master Scheduling Equity Framework. The assessment is organized around the four domains of strategic scheduling: project management, stakeholder engagement, improvement, and design. Alongside each practice are two checkboxes. The first, labeled “active,” indicates that the listed practice is already in place. The second, labeled “priority,” indicates that the practice is not in place but the team would like to add it, or that it is in place but the team would like to focus on improving it.

Who: School-based scheduling teams and district-level staff who support scheduling.

Why: The purpose of the tool is to give scheduling teams an opportunity to reflect on their master scheduling practices and identify areas for improvement. Are all domains represented in the process? Which would benefit from more attention and development?

When: The self-assessment is best completed at the beginning or end of a scheduling cycle as a way to reflect on the previous cycle and plan for the upcoming one.

How to use this tool?

1. Identify existing practices
 - Read each checklist item and check “active” for all that are part of your scheduling team’s process.
2. Identify priorities
 - Review your answers, and identify areas of scheduling to focus on as priorities. To determine priorities, consider the following questions:
 - What practices most closely address an urgent or ongoing challenge?
 - What practices can be adapted or adjusted on a shorter timeline? Which require a longer timeline?
 - Which practices need to be in place before other practices can be adopted?
 - Which elements are interdependent?
 - Which practices have been identified as priorities by stakeholders (e.g., staff, students, families)?

Self-Assessment: Strategic Master Scheduling

Project management	Active	Priority
The master scheduling timeline accounts for the timing of other strategic decisions (e.g., budgeting and staffing) and includes sufficient time to complete all phases of scheduling.	<input type="checkbox"/>	<input type="checkbox"/>
The scheduling team shares a draft master schedule for the upcoming school year with staff before the current school year ends.	<input type="checkbox"/>	<input type="checkbox"/>
Scheduling is team based, and the principal is an active member of the core scheduling team.	<input type="checkbox"/>	<input type="checkbox"/>
The scheduling team receives formal training on master scheduling, both on its technical aspects and its implications for equitable student access to opportunity.	<input type="checkbox"/>	<input type="checkbox"/>
System-level actors convene scheduling teams to collaborate, review audit data, and spend protected time on the master schedule.	<input type="checkbox"/>	<input type="checkbox"/>
Stakeholder engagement	Active	Priority
The scheduling team engages staff, students, and families in the scheduling process by conducting surveys, focus groups, and other conversations to understand their perspectives on and experiences with the master schedule.	<input type="checkbox"/>	<input type="checkbox"/>
The scheduling team engages a broader set of staff members in supporting the planning, design, and revision of the schedule.	<input type="checkbox"/>	<input type="checkbox"/>
The scheduling team shares key data with school staff to build understanding and buy-in for changes to the master schedule.	<input type="checkbox"/>	<input type="checkbox"/>
Improvement	Active	Priority
The district- and school-based scheduling team regularly (at least annually) audits schedules, transcripts, and general use of time to surface areas for improvement.	<input type="checkbox"/>	<input type="checkbox"/>
System-level actors establish and share guidelines and expectations for expanding access and opportunity through the schedule.	<input type="checkbox"/>	<input type="checkbox"/>
The scheduling team sets scheduling priorities and goals based on the results of audits and stakeholder feedback, goals should be specific about improvements expected for marginalized students' access and opportunity.	<input type="checkbox"/>	<input type="checkbox"/>
The scheduling team revises the master schedule as needed to align with scheduling goals and priorities.	<input type="checkbox"/>	<input type="checkbox"/>
Design	Active	Priority
The scheduling team prioritizes students' essential learning needs by building the schedule around those needs (in many instances, this means the priorities get scheduled first).	<input type="checkbox"/>	<input type="checkbox"/>
The scheduling team adopts a bell schedule and method of grouping and dividing students (e.g., teaming, cohorts, academies) in a way that maximizes learning and access to learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>
The scheduling team works in collaboration with other staff members (e.g., the counseling team) to remove "gatekeepers," which disproportionately exclude marginalized students.	<input type="checkbox"/>	<input type="checkbox"/>
Data, tools, and a commitment to equity	Active	Priority
The scheduling team regularly views data disaggregated by student subgroups and uses it to inform scheduling designs.	<input type="checkbox"/>	<input type="checkbox"/>
The scheduling team has access to user-friendly tools that let it effectively assess the impact of the schedule on students' access and opportunity.	<input type="checkbox"/>	<input type="checkbox"/>
The scheduling team has access to user-friendly tools that let it effectively and efficiently create a schedule that maximizes student access and opportunity.	<input type="checkbox"/>	<input type="checkbox"/>
The scheduling team intentionally and continually seeks out and addresses structural barriers and conditions that disproportionately affect marginalized students' ability to access learning.	<input type="checkbox"/>	<input type="checkbox"/>

