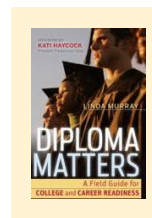


# DIPLOMA MATTERS

## *A Field Guide for College and Career Readiness*



### GUIDELINES FOR MASTER SCHEDULE ANALYSIS

Determine the number of college prep courses offered as a percentage of the overall. Districts which tend to be focused on college and career readiness have 80% to 85% of courses being those which advance college and career readiness. Special education classes should be included in the analysis; physical education classes should be excluded.

- Determine how far off this mark your high schools are and create a gap analysis.
- Disaggregate the courses by the subject areas (English, math, science...) in order to know exactly where the gaps lie.

Examine who is teaching which courses. Are the more experienced teachers teaching the more advanced courses with the novice teachers teaching the foundation courses?

- To help students access and be successful in rigorous courses, the most effective teachers need to be teaching those who are most in need. Create a spreadsheet of teacher assignments within disciplines that shows how they are distributed based on experience and credentials.

Look at course loads. Are the largest classes concentrated in the freshmen/sophomore years?

- The foundation classes must give students every opportunity for success so they can advance without failure and remediation, so their classes should be as small as possible. Create a spreadsheet that shows class sizes within subject area disciplines grade by grade.

Look at the use of instructional time and how it is used. Effective use of time is essential for students tackling a rigorous course of study.

- Does the bell schedule maximize instructional time?
- Are extra classes built into the regular master schedule to help struggling students who need daily support to master rigorous coursework?
- Are there extra classes available for students outside of the regular day for students who need more time to master rigorous coursework?
- Do any or all high schools use a block schedule or other nontraditional schedule? If so, which schedules are deemed most conducive to students engaged in college and career preparatory coursework?

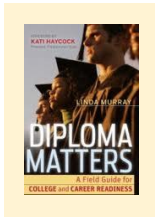
Examine the way the master schedule is built. A good master schedule puts student needs first.

- Do student needs come first as the master schedule is built?
- Do students sometimes get assigned to courses based on the need to fill seats in classes?
- Are there singleton classes which create barriers to college preparatory coursework?
- Are AP classes built into the schedule with the assumption of open access?



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- Do career-technical pathways exist with course sequences that lead to career ready skills?
- Do special education students have access to rigorous regular education courses?
- Are English language learners provided access to core academic content using specifically designed instructional strategies?

