**School Structure:**

See the attached master school year calendar. The calendar includes summer orientation for students and staff, official school days, and professional development days for staff.

In addition, see the tables below for YES Prep’s approach to school scheduling, staffing, and student-teacher ratios.

1. **Schedule Framework**

|  |  |  |
| --- | --- | --- |
| **Topic** | **Consideration** | **Recommendation** |
| **Class Size** | * + Maximum number of students recommended per teacher in a single class.
 | * The max student to teacher ratio in a classroom is 35 to 1. Ideally, classes should be less than 30 to 1, especially at the HS level
 |
| **Length of** **School Day** | * + Minimum/maximum number of hours that students are required to be at school.
 | * **Minimum:** 8.5 hours from bell to bell on full days.
* **Maximum:** 8.75 to 9 with manager approval
	+ Start time 7:30-8:00am / Dismissal 4:15 – 4:45pm
	+ Consider community factors, transportation issues and commuting factors for staff and families when determining the length of the school day.
 |
| * + Wednesday dismissal
 | * + 1:30 dismissal on Wednesday.
 |
| **Bell Schedule** | * Recommended number of class periods in a school day
 | * 8 academic periods (allows for integrated interventions more effectively)
 |
| * Do schools have the option of having a block schedule? Modified block schedule?
 | * With approval from manager
 |
| * Minimum/maximum length of a class period
 | * All classes on regular days should be at least 50 minutes in length.
 |
| * What is the recommendation for utilizing Wednesday classes?
 | * It is recommended that Wednesdays are a mini-version of the full day schedule. With a 30 minute period, it is important to message to teachers that they plan strategically and don’t try to teach a full lesson cycle in 30 minutes. Wednesday is a great time for differentiation, reteaching, assessment, etc.
 |
| * Passing period considerations
 | * Depends on the size of campus, ability to pass quickly, etc.
* Innovative ideas: flipped or elevator schedules need manager approval.
 |

1. **Program Requirements and Recommendations (By Grade Level)**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Considerations** | **Recommendations / Notes** |
| **6th Grade** | * + ELA (Reading and Writing)
	+ Math
	+ Science
	+ Social Studies
	+ Electives
	+ Reading Intervention (Tier 2 & 3 required)
	+ Tier I is more of an enrichment than intervention
	+ Math Intervention (Tier 2 & 3 required)
		- Tier I is more of an enrichment than intervention
 | * Core classes should be heterogeneously grouped.
* Reading and math intervention should be homogenously grouped.
* Schedules should be created so that even students who need both math and reading intervention can still take an elective, whenever possible. (This is not possible with just an 8 period day but is possible with some campus models.)
 |
| **7th Grade** | * + ELA (Reading and Writing)
	+ Math
	+ Science
	+ Social Studies
	+ Electives
	+ Reading Intervention (Tier 2 & 3 required)
	+ Tier I is more of an enrichment than intervention
	+ Math Intervention (Tier 2 & 3 required)
		- Tier I is more of an enrichment than intervention
	+ 7th grade – if you are not on grade level you have an intervention
	+ Foreign language (this should only be for a select group; no one is doing it now and there is limited evidence that it is successful to start in 7th grade.)
 | * Core classes should be heterogeneously grouped.
* Reading and math intervention should be homogenously grouped.
* Schedules should be created so that even students who need both math and reading intervention can still take an elective, whenever possible. (This is not possible with just an 8 period day but is possible with some campus models.
* Starting the foreign language requirement can be delayed for students who need reading intervention classes.
 |
| **8th Grade** | * + Algebra
	+ 8th Math
	+ Science
	+ Social Studies
	+ ELA
	+ Reading Intervention?
	+ Foreign language? HS credit?
	+ Electives expectations? HS credit?
	+ Character development expectations?
 | * Starting the foreign language requirement can be delayed for students who need reading intervention classes.

  |

**High School Graduation Requirements**



|  |  |  |
| --- | --- | --- |
| **High School** **Core Classes** | * + English (4 credits)
		- Double-blocked is required
		- Provides Reading I, II and III credits
	+ Foreign Language (3 credits)
	+ Math (4 credits)
		- Seniors must graduate with pre-calculus
		- What math will you offer for seniors that have already taken pre-calculus, but are not interested in calculus? AP Stat was an option in past
	+ Science (4 credits)
		- Will juniors in algebra 2 be required to take physics? See NC pilot
		- What non-AP science will you offer seniors? Not a lot of success with AP science for general population
	+ Social Studies (4 credits)
		- Do you have the personnel to offer an AP social studies classes?
		- Consider the personnel strongly when offering these courses;
		- Andy’s experience with offering AP WH – allows for more dedicated support for non-AP kids.
 | * English double block required per recommendations below

**AP Recommendations*** Utilize content specialists as a resource for selecting and evaluating ability of teachers to do AP. Do not use first year teachers to teach AP, as a best practice.
* Be selective with AP offerings. Quality over quantity out of the gate is key. Decision on which AP classes to offer is largely personnel-based.
 |
| **High School Electives** | * + Electives – Required (3 credits)
		- Fine Arts (1)
		- Health (.5)
		- PE (1)
		- Communications Applications (.5)
	+ Other Electives
 |  |
| **High School Seminar Classes** | * + Now that courses are state credits, need to ensure classes are in alignment with YES Prep *Standards and Skills* document.
	+ Credits are now as follows:
	+ Freshman Seminar (0.5); Comm App (0.5)
	+ Sophomore Seminar (1.0), or Sophomore Seminar (0.5);Webmastering / Tech Applications (0.5)
	+ Junior Seminar (1.0)
	+ Senior Seminar (1.0)
	+ Ethics is a local credit (0.5). Capstone is not required nor is Ethics (handbook needs to be revised)
 | * Freshman Seminar is paired with Communications Applications.
* The Sophomore Seminar curriculum allows for the possibility of making this course a full year of career and college exploration and student non-cognitive skills. If needed, could also pair class with Web mastering if desired, but since technology is not officially required, it does not need to be paired.
* Consider strong teachers for FS and SS and not just CCs to be.
* Junior Seminar – full year course (test prep and college exploration)
* Senior Seminar – full year course that can also be paired with local credit Ethics course – highly recommend teacher of this course can devote time needed for course rather than sporadic and inconsistent.
 |

1. **Teacher Recommendations**

|  |  |  |
| --- | --- | --- |
| **Topic** | **Considerations** | **Recommendations** |
| **Planning Periods** | * + How many planning periods/planning time should a teacher have each day?
 | * Teachers should have 2 planning periods per day, or equivalent to 100 minutes, not including lunch.
 |
| * + What additional daily expectations do you have for teachers that have excessive planning periods?
 | * Teachers should have similar expectations for staff culture.
 |
| * + Courses with multiple teachers teaching the course.
 | * Teachers teaching the same course should have a daily common planning time during the school day.
 |
| **Preps** | * + Core teachers
 | * + Core teachers should teach no more than 2 preps. This includes tiers for reading and math classes.
 |
| * + Elective teachers
 | * Elective teachers should teach no more than 3 preps.
 |
| **Classroom Assignments** | * The number of classrooms teachers are asked to teach in.
 | * Teachers should not be asked to teach in more than 2 classrooms. Put planning period between room switches.
* Teachers should have a planning period prior to having to switch classrooms.
* Efforts should be made to avoid asking teachers with multiple preps to teach in different classrooms.
 |
| **Grade Level Chairs** | * Grade level chairs should have an additional off period when possible.
 | * Attempt to schedule all grade level chairs in middle school, and all grade level chairs in high school to have a common off-period.
 |
| **Literacy Specialists** | **Recommended: Literacy Specialists should teach no more than four periods per day.*** Literacy Specialists have a large amount of critical out-of-class responsibilities, including data collection, data analysis, instructional support for reading teachers, professional development, meeting facilitation, and parent/staff communication.
* Most literacy specialists are also LEP coordinators, which is an extremely time-consuming role.

**Recommended: Scheduling should be arranged so that LSs are able to observe other reading teachers and develop as instructional leaders during their off periods.*** The LS role includes providing instructional support to other reading teachers on campus. When all interventions are scheduled concurrently, LSs have a much harder time observing and providing feedback to other reading teachers.
* As much as possible, LSs should be included in Instructional Support training such as the ILI, and they should have regular check-ins with an on-campus manager, dedicated to their growth as a leader of an instructional team. At some campuses, the LS may be invited to sit on the Instructional Team.
 |  |
| **Course Leaders** | **Required*** Course leaders with multiple preps must have an additional planning period.
* Senior course leaders must have an additional planning period (recommendation is 2)
* Course leaders must teach the course for the grade and content in which they were hired for the course leader role.

**Recommended: Allow any course leaders on your campus to have a course leader planning period. Do NOT schedule them with the same load as a full time teacher.*** Senior course leaders must have an additional planning period (recommendation is 2) Experience has consistently shown that course leaders who have a CL planning period are MUCH more effective in their roles.
* CLs who are stretched too thin are less likely to create exemplary resources or support teachers adequately.
* CLs who do not receive a planning period are less likely to return to the CL position or even to YES due to stress and non-sustainable job situations.
* Any course leader who has two preps should always be allowed to have the course leaders planning period.
 | If an additional planning period cannot be provided for a course leader, then an effort needs to be made to allow for additional work time by eliminating responsibilities such as homeroom, duty, or other campus-based requirements. |
| **Qualifications** | * AP (highly recommended that they majored in content area and would have attended an AP institute)
* Highly-qualified
* Substitute teachers
* At least 60 hours of coursework ideally
* Degrees (PE / Coaches / Tech)
* LLSs do not need to be certified when hired but must be working toward it in first year. If not certified, they cannot sign off on ARDs and such.
 |  |

1. **Non-Instructional Recommendations**

|  |  |  |
| --- | --- | --- |
| **Topic** | **Considerations** | **Recommendations** |
| **Athletic Director** | * + Teaching expectations for Athletic Directors.
 | * Most fully grown out schools have AD teach 1-2 periods a day. A lot of them coach. (Gulfon – teaches 4 periods; NF – teaches 3 periods)
* Recommendation, in growing out school, you have an athletic coordinator. As you get fully grown out or close to it (11th grade) you have an athletic director with possible hours from 10-7.
 |
| **College Counselors** | * + The recommended teaching load for a college counselor?
 | * Based on current structure of program (established vs. emerging), DCC/CC can teach freshman and sophomore seminar in earlier years and then solely junior and senior only when fully established.
* Recommended DCC should not teach more than 2 classes max whereas CC teach no more than 3 max to allow for counseling/one-on-one work and other responsibilities. Highly recommend that campuses follow EE model where DCC doesn’t teach at all and is a resource / support to all team members (instructionally and overall support), as well as focus on alumni support if needed.
 |
| * + The recommended staffing structure for a college counseling team.
 | * Structure can be modified in different ways but for established campus the recommendation is 6 full-time positions when fully grown out (through first group of alumni in college)
* Director of College Counseling and Alumni Programs (1)
* College Counselor (2)
* Student Opportunities Coordinator (1)
* Sophomore Seminar teacher (1)
* Freshman Seminar teacher (1)
* 1:30 is the recommended ratio
* Recommendation for emerging campus to grow department as grade levels added to high school
* Up to 10th Grade – Hire DCC (coordinates and oversees seminars and student opps.)
* Up to 11th Grade – Hire 1st CC to assist along with seminar teachers for either Freshman and Sophomore (coordinates and oversees seminars and student opps.)
* Up to 12th Grade – Hire 2nd CC to assist, along with seminar teachers for both Freshman and Sophomore (coordinates and oversees seminars and student opps.)
 |
| **Data Czar** | * + Stipend or planning period
	+ What are the responsibilities of a data czar?
	+ Size of campus makes a difference for these responsibilities.
 | * There is great advantage in thoughtfully integrating DCzar into the instructional team.
* Gulfton, SW and NC do have a separate model where Data Czar operates not directly on the ILT and it works.
 |
| **Deans of Instruction** | * + Teaching expectations for a Dean of Instruction and # of teachers to support.
 | * DOIs should not teach more than 2 periods. If they teach 2 periods, they should support a maximum of 12-14 teachers.
* If DOIs do not teach, they should support a maximum of 18 teachers.
* If a DOI is new to blue, it is recommended that they teach 1-2 periods in order to gain credibility.
* Director of Academics – should not be teaching.
 |
| * + Consideration of testing coordination responsibilities.
 | * If a DOI is a testing coordinator, they should have a reduced load of at least 2 teachers.
 |
| **ISS** | * + Teaching expectations and responsibilities of an ISS
 | * ISS should teach 4 periods and then small group teacher support (depends on campus)
* If they ever evaluate they are a DOI.
 |
| **Learning Lab Specialists** | * Recommended teaching load for a learning lab specialist
 | * It is not recommended for LLSs to teach any general education courses. They can teach tier 3 intervention courses.
 |
| * Recommend staffing structure for a learning lab
 | * Consider the number of SpEd students and type of disabilities in your SpEd population when staffing the lab. General guidelines:
	+ - 1 LLS for 1 grade school
		- 2 FTEs (incl. at least 1 LLS) for 2-3 grade school
		- 3 FTEs (incl. at least 2 LLS) for 4-5 grade school
		- 4 FTEs (incl. at least 2 LLS) for a 6-7 grade school
		- A full staff member may need to be dedicated to one –five students depending on those students’ needs.
* If you only have 2 LLSs in a larger school, then more of their time will be taken up with paperwork.
* As it expands, consider who will become or who should be the Lead LLS.
 |
| * Role of 504 Coordinator
 | * If you will have one of your LLSs serve as 504 coordinator, that is a significant responsibility for a large school or a school with large numbers of 504 students. Any part of LLSs’ time spent on 504 services needs to come out of general funds and not from SPED funds.
 |
| **Student Support Counselors** | * Teaching recommendations for SSC.
 | * SSCs should not teach any general education courses.
 |
| * Staffing structure for SSC.
 | * Schools beyond year 1 must have an SSC.
* Schools in their first year should consider sharing an SSC.
* Fully grown out schools should have 2 or more SSCs.
 |
| **Other Positions** | * Community Outreach, Special Programs, Dept. of Student Involvement
 | * If you have a special position request, talk to 4SQR manager and then it would run through HR to make it consistent.
 |

1. **Programming and Content Recommendations**

|  |  |  |
| --- | --- | --- |
| **Recommendation** | **ELA & Reading** | **Required, Recommended, Nice to Have?** |
| **English Language Arts**  |
| **Teach reading and writing together, not separately.** | * Separating reading and writing is an artificial separation of two subjects that are inextricably linked.
* Team unit plans are presented as integrated reading & writing unit plans.
* Many rich opportunities for integration and deeper student learning are lost when reading & writing are separated.
* Although it seems easier on teachers in the short term to focus on just reading or writing, it actually handicaps them in the long run as an ELA teacher who only knows how to teach reading or writing. A reading teacher cannot teach reading as well without knowing how to teach writing, and vice versa.
* Observations of splitting reading and writing
* Team teaching situations – sometimes end up being split into reading and writing (This is more ideal then split reading and writing sections)
 | Recommended |
| **Allocate at least 100 minutes to reading and writing combined.**  | * ELA is CRITICAL in middle school to reach our goal of getting kids “caught up” by the time they reach high school. In order to fully teach all that is necessary in ELA, 100 minutes is the minimum amount of time kids should spend daily on reading and writing. Students need targeted mini-lessons and practice daily in vocabulary, grammar, reading, and writing. There is simply not enough time in less than 100 minutes to get kids where they need to be.
* Teachers who have only 75 minutes are routinely behind on the team unit plan, forcing them to cut many things that should be taught. The other unintended consequence is that teachers teach for most of the period, allowing little time for practice and assessment – two critical pieces! Finally, these teachers are the most stressed and least satisfied with their teaching since they feel there is never enough time.
* *Caveat: If your campus has an ADDITIONAL reading class for ALL students during the school day, 75 minutes in ELA may be sufficient depending on your population.*
 | Recommended |
| * **Literacy Interventions**
 |
| **6th and 7th Grade- Schedule ALL Tier 2 and Tier 3 students into separate, dedicated 50-minute intervention periods every day – NOT pull-outs.** | * The pull-out system has been shown repeatedly to be the *least* effective structure for intervention. Interventions for our lowest students must be consistent (daily), structured, and uninterrupted.
* Scheduling a period into the day for Tier 2 & 3 interventions is the only way to ensure interventions happen daily.
* Tier 2 & 3 students have entirely different instructional needs, so these classes must be completely separate, not one “intervention” class lumped together.
 | Required |
| **Schedule EVERY student in 6th and 7th grade into a reading intervention period, not just Tier 2 and 3** | * When every student has an extra intervention period, all students receive the targeted instruction they need. Lower kids will get the interventions they need, and higher kids in Tier 1 can be pushed to the next level.
 | 6th- Required if students don’t have at least 100 minutes of ELA.7thRecommended |
| **Plan at least one or two additional intervention periods for students in 8th grade and HS who need reading or writing interventions.** | * No matter how excellent the 6th and 7th grade intervention structure, there will be students in older grades who still need additional support in literacy, either because they came in many years behind grade level, or because they did not receive intervention in the 6th and 7th grade.
* Including older students in a 6th/7th grade reading intervention is culturally disastrous. These students struggle with reading, most likely have for a long time, and often have feelings of shame associated with reading. Placing them in a class with much younger students will especially trigger these feelings of shame, and they will act out as a result.
 | Recommended |
| **Balance scheduling of Tier 1, 2, and 3 classes to ensure that homerooms are not homogenous by ability** | * In the past, some campuses have scheduled all tier 2 and 3 interventions at the same time, which results in those students being in a homeroom comprised of students with significantly lower academic ability.
* This implicit “tracking” of students has been shown to create severe cultural and academic challenges, and is a strain on core class teachers, who struggle to adapt their lessons for classes of widely varying abilities.
 | Recommended |
| **Schedule intervention teachers to have a common off period with the LS, and ensure LS can observe other reading teachers.** | * Part of the LS role is to serve as an instructional leader of the team. In order to pop into classes and provide coaching feedback, ensure the LS has the freedom in scheduling to observe other reading teachers.
* LS’s need to lead weekly literacy meetings to share-out expectations and lead conversations and set action steps around progress monitoring data. These meetings will only happen regularly if intervention teachers have a common off period.
 | Nice to Have |
| **Schedule the majority of intervention classes to be taught by dedicated intervention teachers.** | * Dedicated intervention teachers will teach higher quality intervention classes since they are focused on interventions, can become “experts” at the curriculum, and can attend all intervention meetings at content days.
* Non-ELA teachers (such as science or social studies) struggle to teach literacy interventions, and they are not nearly as invested or successful in intervention classes as someone with ELA experience.
* Non-ELA intervention teachers cannot attend intervention team meetings at content days since they are with another content area, causing them to be further disconnected from the intervention team.
 | Recommended |
| **Schedule one intervention teacher to have a period each day to conduct one-on-one reading support for non-readers, non-English speakers, or the severely disabled.** | * Campuses generally have 1-5 extremely high need students each year (non-readers, non-English speakers, and/or severely disabled students).
* Highest-need students will not benefit from inclusion in tiered reading classes and require targeted, one-on-one instruction at their level.
 | Nice to have |
| **Recommendation** | **Math** | **Required, Recommended, Nice to Have?** |
| **Core Mathematics**  |
| **Allocate 1.5 blocks for Core Math Instruction in grades 6 and 7** **(at least 75 minutes)** | * Most students are entering math one grade level or more behind in math. A single block of core math is not enough time to remediate gaps and move students forward in a pre-AP curriculum.
* Practice time is CRITICAL for all math courses. Rushing to the practice time in a single block often pushes students to independent practice before they are ready to *successfully* practice on their own. Practicing *unsuccessfully* increases the likelihood that students are going to continue to make the same mistakes.
* Core Math classes should be heterogeneously grouped.
* The 1.5 blocks should be consecutively scheduled rather than spread out.
 | Required |
| **Allocate a double block for 8th grade math and for Algebra 1****(at least 90 minutes)**  | * 8th grade math students are taking the course because they have significant gaps in their middle school math skills. These students need the extra time to master basic skills, and to solidify the foundation for high school math.
* Algebra 1 is the foundation for high school math courses. 8th grade students in Algebra 1 have been most successful when they have a double block of instructional time. In a pinch, a block and a half can be adequate for 8th grade Algebra 1. 9th grade Algebra 1 students typically struggle with math, and MUST have the extra time to establish a firm foundation.
* The double block should be consecutively scheduled rather than spread out, and the same teacher should teach both blocks.
 | Required |
| **Allocate 1.5 blocks for all HS math classes after Algebra 1** | * About 50% of our student population is struggling to achieve at college ready levels in high school math courses. The conceptual understanding required for success at these levels takes time to develop and teachers are either pushing to independent practice before students are conceptually ready, or they are skipping independent practice to focus on the development of conceptual understanding. Neither scenario sets our students up for the kind of success that our bottom 50% are going to need in college, and many are struggling with basic mastery necessary for success on EOC.
* The double block should be consecutively scheduled rather than spread out, and the same teacher should teach both blocks.
 | Nice-to-Have |
| **Math Interventions** |
| **Allocate a single block for a math intervention for tier 2/3 students in 6th and 7th grade.** | * The pull-out system has been shown repeatedly to be the *least* effective structure for intervention. Interventions for our lowest students must be consistent (daily), structured, and uninterrupted.
* Scheduling a period into the day for Tier 2 & 3 interventions is the only way to ensure interventions happen daily.
* Tier 2 & 3 students have entirely different instructional needs, so these classes must be completely separate, not one “intervention” class lumped together.
* For 6th grade, even Tier 1 students are coming to YES with skill gaps. A math lab class is a way to target what they need and remediate so that they continue to be successful at YES.
* Math core class (1.5 period block) plus math intervention (1 period block) for all students is good.
* In terms of math intervention, these classes should be strategically scheduled so that students are homogenously grouped and Tier 2/3 classes are smaller whenever possible.
* Another option is to have a double block of core math class and only have math intervention for tier 2 and tier 3 students.
* For higher 7th graders, a technology based math lab class can be an effective way to prepare them for algebra. For higher 7th grade students, this time is a “nice to have.”
 | Required |
| **Schedule the lowest 8th grade math students into an additional intervention class.** | * For our lowest 8th graders, even a double block is not enough to prepare them high school math. This class should be used for a very small group of the lowest students. The 8th grade math teacher should teach this class and should be skilled in motivating students and building relationships.
 | Nice to have |
| **Schedule intervention classes to be taught by dedicated intervention teachers.** | * Dedicated intervention teachers will teach higher quality intervention classes since they are focused on interventions, can become “experts” at the curriculum, and can attend all intervention meetings at content days.
* Non-math teachers (such as science or social studies) struggle to teach math interventions, and they are not nearly as invested or successful in intervention classes as someone with math experience.
* Non-math intervention teachers cannot attend intervention team meetings at content days since they are with another content area, causing them to be further disconnected from the intervention team.
* Intervention classes should not be marketed to teachers as “study hall” or as a “no prep” class.
 | Recommended |

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| --- | --- | --- |
| **Recommendation** | **Science** | **Required, Recommended, or Nice to Have?** |
| Reduce student-teacher ratio in science classrooms (especially middle school): max of 35:1, ideal is less than 30:1 | * It is critical that our students can carry out labs, get meaningful feedback and support to develop scientific process skills. With a large number of graduates struggling in science in college, I think this is a necessary step.
 | Required |
| Allocate more time for science courses* Minimum Class Time = 50 min
 | * Without 50 minutes per class, most labs are impossible to complete. With labs being an essential part of a science course, it is important that teachers have enough them. time to complete
 | Required |
| Allocate at least one double block per week for AP science courses:* Use a zero period
* Use lunch/advisory/study hall
 | * For AP courses, we are not meeting the minimum recommended amount of time for the course.
 | Recommended |
| Allow science teachers to teach in a single classroom | * With labs, it is very challenging and in some cases not safe for teachers to switch classrooms and supplies. If a teacher doing a lab with chemicals accidently spills some in a busy hallway, we have a major issue/lawsuit.
 | Recommended |
| **Recommendation** | **Social Studies** | **Required, Recommended, or Nice to Have?** |
| Social Studies, 6th-11th: 50 minute classes, year long | * In order to cover the curriculum in its entirety, this type of schedule allows the optimal amount of time. Additionally, it is particularly important to have this amount of time in SS classes because of the amount of information students now need to know to be successful on STAAR.
* Matt has an alternate model where they take science in one semester and social studies in one semester but the misalignment with other schools presents logistical challenges. The semester split has produced strong results.
 | Required |
| 12th grade Econ/Gov: One semester for Econ (1st) and one semester for Gov (2nd) | * The curriculums have been built with this structure in mind. Additionally, most schools in the system already follow this structure, which means that teachers can give tests at the same time and be able to compare results.
 | Highly Recommended |
| AP classes: Year-long (even AP Gov’t) | * We have been successful with AP tests when they are year-long classes. When we have tried to confine them into a semester, we haven’t had as much success. So even though Government is traditionally a semester –long class, if schools are going to offer AP, we recommend that they find a way to offer it for the entire year, and still ensure that students take Econ.
 | Highly Recommended |
| **Recommendation** | **Spanish** | **Required, Recommended, or Nice to Have?** |
| Spanish should be taught 5 days a week. | * If your school has reached the AP Spanish levels students need to attend Spanish class every day.
 | Required |
| Teachers should not have more than 2 Spanish preps. | * As we continue to increase the rigor in all of our classes it is recommended that teachers only have 2 Spanish preps so that they can focus on developing quality lessons for their classes.
 | Recommended |
| AP Language should have frequent access to Computer Lab  | * With the need of recording for the AP exam it is important the students are able to practice using the technology, and we have noticed that computer labs work best with it.
* Suggestion: Technology teacher and AP Language teacher have different planning periods” so that the Spanish teacher can have secured access to the lab during the times that Tech teacher is not teacher (even if it is for only 2 periods).
 | Recommended |
| 15 students per AP Literature and Culture class | * Small classes are ideal for AP Literature and Culture class so that teacher can focus more on students and lead students through the difficult material that they are covering
 | Nice to have |
| 20-25 students per Pre AP and AP Language class | * This is a requirement from College Board
 | Nice to have |