



Pre-AP®

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# Pre-AP® Annual Opportunity Report

2021-22 Academic Year



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# Welcome

## **One teacher stands out in my memory.**

She was a “warm demander.” I knew she cared. I knew she believed in me, but she demanded excellence. Always. After earning an A in her class, I thanked her for giving

me the grade. She replied, “I didn’t give you anything. You earned it.” As a student who struggled with self-doubt, realizing I had the ability to earn an A transformed how I thought about myself and my abilities. I went into teaching because I wanted to be that teacher for someone else.

Pre-AP® provides an environment where students develop not only academic skills but also the self-confidence they need to take risks and pursue their dreams. Pre-AP provides a foundation where *all* students have an access point to rigorous instruction. In a classroom with a wide range of academic levels, sometimes we think we’ve given access points, but in reality, there are kids who are on the outside. As an AP® teacher, I had students who had never read a novel and never discussed literature before they arrived in my senior AP Literature class. The unevenness in their preparation was astounding. Pre-AP opens the door to everyone early in their high school journey, which begins to even the playing field.

Teaching ninth graders, I sometimes see self-doubt take over initially. Students want to shut down. They don’t think they can engage in the challenging work of reading and analyzing texts critically. But as a Pre-AP teacher, I patiently start to lay that foundation. In a couple of months, the students begin to transform, each student having their own moments of triumph. After the Unit 2 Performance Task one year, I used one of my student’s responses as the example for all my classes. Word got to her. (“Ms. Greene-Bennett is using your task as the example!”) She was so proud. She’d never considered herself a model for others in the classroom.

In this report, you’ll learn about the impact Pre-AP is having around the world—increasing readiness and opening opportunities to advanced coursework to more students than ever before. This reflects what I see in my own classroom: students who begin to realize their own potential because of the foundation laid by Pre-AP courses. I feel confident that students are developing the skills that will prepare them for success in AP and college-level coursework, and beyond.

Most important, Pre-AP lets my students see what they’re capable of. A student who knows what they can do is unstoppable.

**Krystal Greene-Bennett**

**Pre-AP English 1 Teacher, Rancho Verde High School, California**



## Executive Summary

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Pre-AP is committed to offering equitable learning opportunities to all students. We're excited to share participation and performance data that show the impact of Pre-AP on all students.

Pre-AP courses leverage frameworks back mapped from existing AP course content, expectations, and skills—and are hyperfocused on the most important material to prepare students for what's next. Pre-AP courses aren't honors courses. Instead, they invite *all* students to engage with high-impact, grade-level material that builds a foundation of academic readiness, addresses unfinished learning, and honors students' unique strengths.

The Pre-AP student population reflects the diversity of the national K-12 student population, paving the way for more diversity in AP courses, colleges, and universities.

The 2021-22 academic year data shows that Pre-AP is meeting its goals.

Early findings show that states, districts, and schools are using Pre-AP to expand AP access to a more diverse group of students. The data below are from two distinct groups:

**Cohort 1:** This group of students took their first Pre-AP course(s) in fall 2018 as part of the program pilot. They graduated spring of 2022. Therefore, College Board analyzed data for their entire high school career.

**National Launch Year:** This group took their Pre-AP courses during the 2020-21 academic year. College Board collected pretests and posttests (PSAT™ 8/9 or PSAT™ 10) for this group of students.

(continued on next page)



### Finding #1:

**Black/African American students who participated in Pre-AP were more likely to take two or more AP Exams.**

While there was a positive trend for Pre-AP students across all demographics, students identifying as Black or African American enrolled in Pre-AP had a statistically significant, greater likelihood of taking two or more AP Exams by the end of 12th grade when compared to the national group. [Cohort 1] Students who take two or more AP Exams are more likely to graduate college on time than students who don't take an AP course.<sup>1</sup>



### Finding #2:

**Pre-AP students were more likely to achieve the College Readiness Benchmark (CRB).**

For both Math and Evidence-Based Reading and Writing (ERW), Pre-AP students were more likely to meet the SAT® Suite of Assessment benchmarks, which indicate whether a student is on track for college and career readiness at each grade level. [National Launch Year 2020-21]



### Finding #3:

**Pre-AP teachers and administrators agree that Pre-AP helps students succeed in future AP courses.**

A feedback survey at the end of the 2021-22 academic year found that teachers, across Pre-AP courses, believed the skills and content learned in Pre-AP would help their Pre-AP students succeed in future AP courses.

The same survey found most administrators strongly agreed that they would recommend continuing to offer Pre-AP at their school and also recommend the program to colleagues in other districts or schools.

1. Beard, J. J., Hsu, J., Ewing, M., and Godfrey, K. E. (2019). Studying the relationships between the number of APs, AP performance, and college outcomes. *Educational Measurement: Issues and Practice*, 38(4), 42–54. (<https://onlinelibrary.wiley.com/doi/abs/10.1111/emip.12295>)



# Pre-AP Today

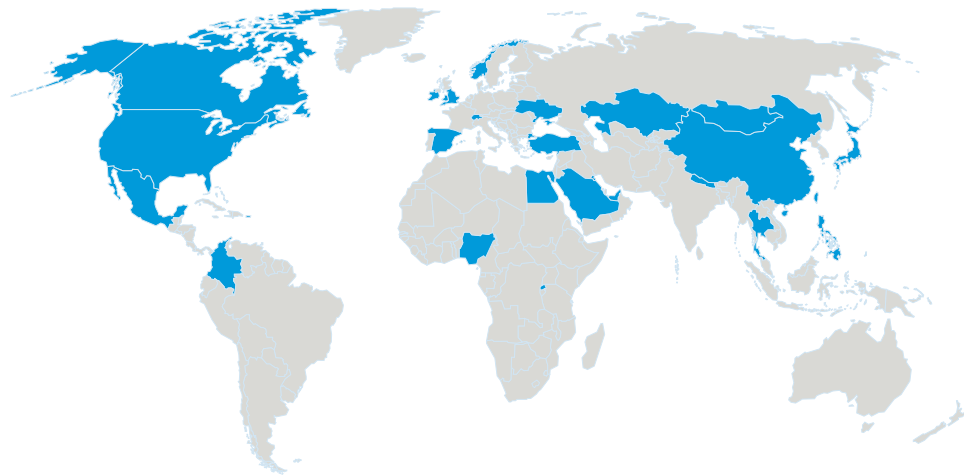
Since launching Pre-AP in the 2020-21 academic year, we've collected longitudinal data to help us better understand the program's impact and effectiveness.

## Pre-AP Reach

Schools across the world are excited to offer Pre-AP courses, and the number of schools is growing year over year. In the 2021-22 academic year, Pre-AP was offered to students in over 1,000 schools, increasing 45% from the initial launch in 2020-21.

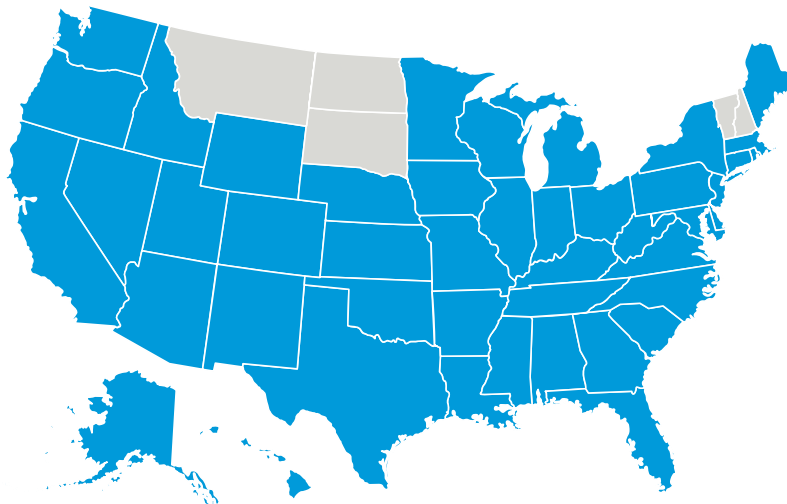
Schools in over 25 countries offer students access to the Pre-AP Program.

### Figure 1



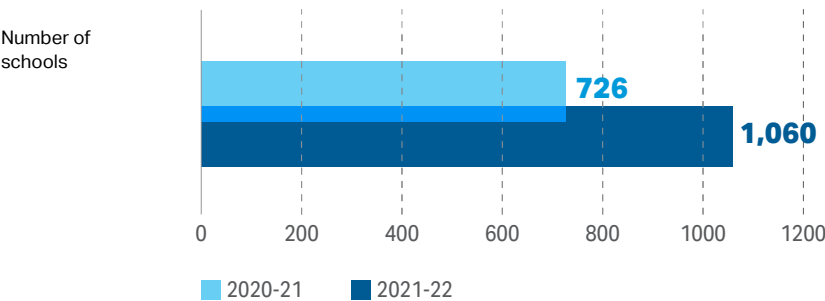
Within the U.S., schools in nearly every state offer Pre-AP.

## Figure 2



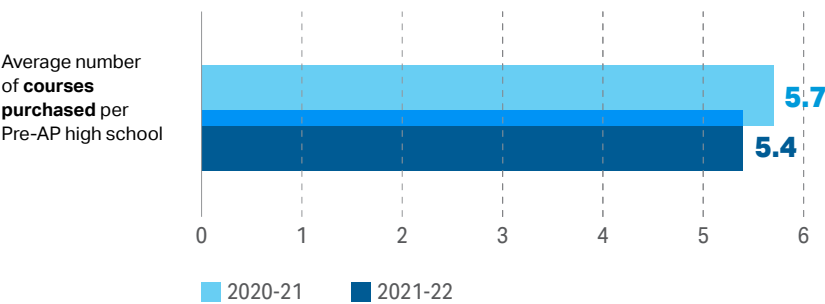
## Number of Schools and Average Number of Courses

Figure 3



On average, schools offer five courses. Schools that implement more courses benefit from the multiplier effect of horizontal alignment of Pre-AP shared principles.

Figure 4



Note: Average number of courses calculated based on all courses (including arts) for all schools that include at least one grade 9–12.



## Enrollment Data: 2021-22 Academic Year

State	Schools offering Pre-AP courses	Number of teachers <sup>2</sup>	Number of students <sup>3</sup>
Alabama	7	61	7,592
Alaska	4	42	2,796
Arizona	20	223	21,241
Arkansas	17	135	10,360
California	64	399	38,454
Colorado	28	218	14,160
Connecticut	12	70	4,442
Delaware	1	3	390
District of Columbia	5	65	5,159
Florida	114	650	56,388
Georgia	21	123	9,163
Hawaii	5	38	2,425
Idaho	13	49	4,100
Illinois	26	330	27,551
Indiana	6	30	2,594
Iowa	2	4	165
Kansas	3	9	350
Kentucky	6	24	3,095
Louisiana	15	101	5,906
Maine	1	4	120
Maryland	1	28	2,652
Massachusetts	19	264	11,175
Michigan	9	63	4,196
Minnesota	4	20	3,427
Mississippi	2	8	670
Missouri	4	9	745
Montana	0	0	0
Nebraska	1	3	150
Nevada	11	134	14,613
New Hampshire	0	0	0
New Jersey	18	92	15,900
New Mexico	11	84	5,921
New York	47	290	22,893
North Carolina	17	113	9,376
North Dakota	0	0	0
Ohio	16	144	10,736
Oklahoma	6	22	6,028
Oregon	3	9	2,190
Pennsylvania	9	37	2,291
Rhode Island	8	31	1,532
South Carolina	5	32	1,031
South Dakota	0	0	0
Tennessee	30	148	23,866
Texas	376	2,083	243,806
Utah	4	26	1,840
Vermont	0	0	0
Virginia	5	13	1,297
Washington	24	192	26,661
West Virginia	1	1	25
Wisconsin	9	76	6,282
Wyoming	1	8	323
Northern Mariana Islands	1	14	990
Puerto Rico	2	9	145
Canada	5	19	555
China	8	67	2,262
United Arab Emirates	5	20	1,000
Other International	28	125	5,904
<b>Total</b>	<b>1,060</b>	<b>6,771</b>	<b>646,933</b>

<sup>2</sup> Count of teachers who have completed the Course Audit process. Teachers may be authorized for more than one course.

<sup>3</sup> Self-reported from each school. Students may be enrolled in more than one Pre-AP course and may be counted more than once.



## Enrollment Data per Course: 2021-22 Academic Year

Course	Number of Schools <sup>4</sup>	Number of Teachers <sup>5</sup>	Student Enrollment <sup>6</sup>
Pre-AP Algebra 1	476	891	76,669
Pre-AP Biology	437	917	87,377
Pre-AP Chemistry	340	580	63,260
Pre-AP Dance	56	29	5,719
Pre-AP English 1	652	1,558	132,063
Pre-AP English 2	495	1,185	105,204
Pre-AP Geometry with Statistics	310	620	55,998
Pre-AP Music	95	60	11,595
Pre-AP Theatre	91	53	8,728
Pre-AP Visual and Performing Arts	182	126	23,663
Pre-AP World History and Geography Pathway 1	232	359	40,050
Pre-AP World History and Geography Pathway 2	191	393	36,607
<b>Total</b>	<b>3,557</b>	<b>6,771</b>	<b>646,933</b>

<sup>4</sup>Schools may offer more than one course.

<sup>5</sup>Count of teachers who have completed the Course Audit process. Teachers may be authorized for more than one course.

<sup>6</sup>Self-reported from each school. Students may be enrolled in more than one Pre-AP course and may be counted more than once.



## Pre-AP Demographics

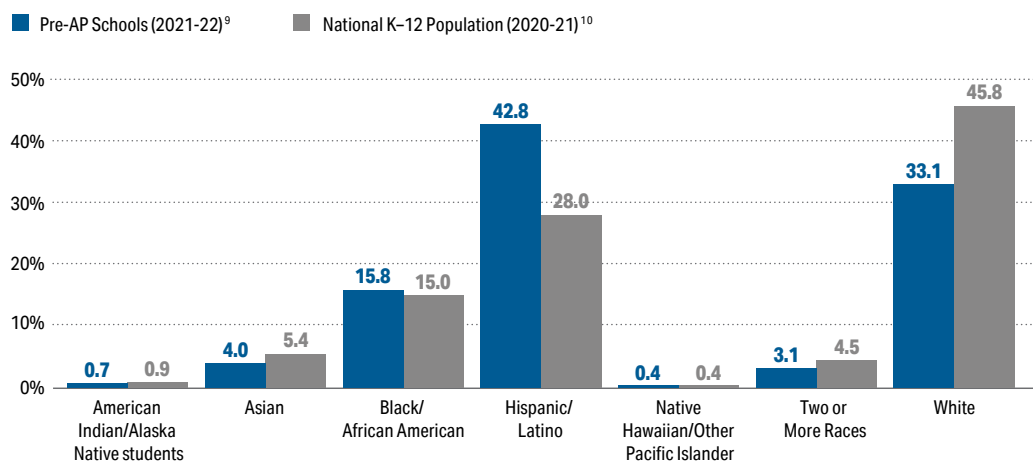
Pre-AP is actively changing the demographic makeup of students prepared for advanced coursework. The Pre-AP course frameworks—with their focus squarely on grade-level material for all students—are powerful equity levers, expanding readiness to pursue advanced coursework.

American Indian/Alaska Native, Black/African American, and Hispanic/Latino students are underrepresented in AP courses, and expanding readiness for AP can be a gamechanger for long-term academic success. AP students, even those with average scores of 1 or 2:

- Will take further AP courses and score higher.<sup>7a</sup>
- Are more likely to enroll in a 4-year college.<sup>7b</sup>
- Have higher rates of on-time degree completion.<sup>8</sup>

The Pre-AP school population is more racially and ethnically diverse than the national K–12 population.

**Figure 5**



7a. <https://research.collegeboard.org/pdf/new-analyses-ap-scores-1-and-2.pdf>

7b. *Ibid.*

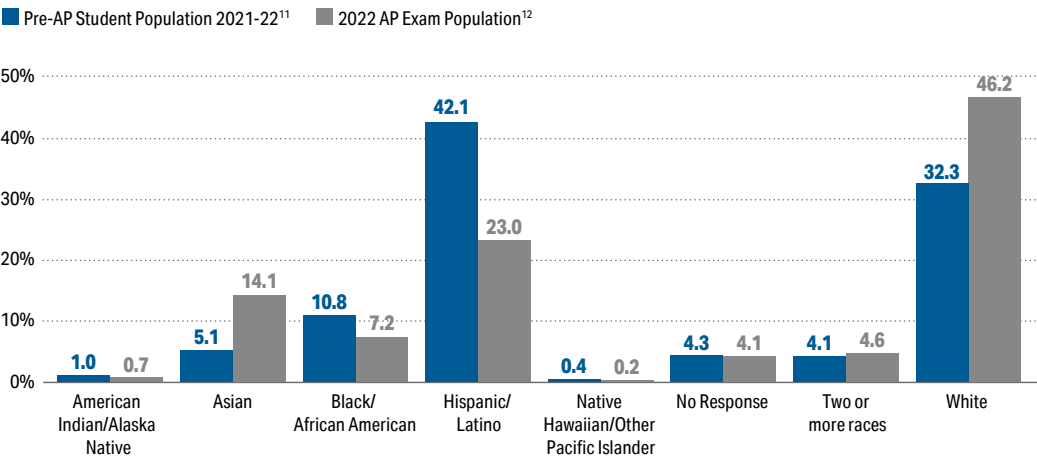
8. Beard, J. J., Hsu, J., Ewing, M., and Godfrey, K. E. (2019). Studying the relationships between the number of APs, AP performance, and college outcomes. *Educational Measurement: Issues and Practice*, 38(4), 42–54. (<https://onlinelibrary.wiley.com/doi/abs/10.1111/emip.12295>)

9. EODB School Year 2021-22.

10. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1995-96 through 2019-20 and 2020-21 Preliminary; and National Elementary and Secondary Enrollment by Race/Ethnicity Projection Model, through 2030. (Most recent data available.)

Pre-AP students who are now in the AP pipeline are more often Black/African American and Hispanic/Latino than the students who most recently took the AP Exams.

Figure 6



11. Self-reported upon enrollment in Pre-AP Classroom.

12. Self-reported by AP exam takers.



# Pre-AP Program Efficacy

## Pre-AP Student Achievement

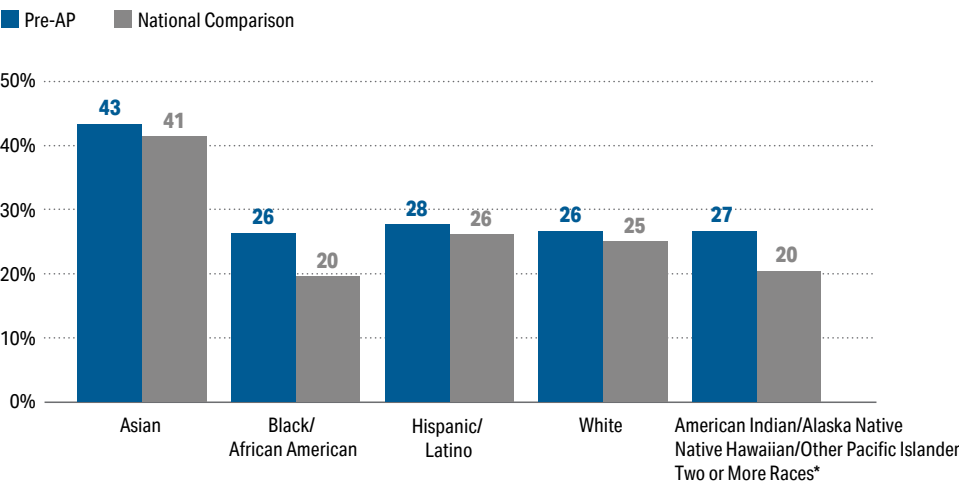
Black/African American students who were enrolled in Pre-AP were more likely to take two or more AP Exams. [Cohort 1]

While there was a positive trend for Pre-AP students across all demographics, Black/African American students enrolled in Pre-AP had a statistically significant, greater likelihood to take two or more AP Exams by the end of 12th grade when compared to the national group. Students who take two or more AP Exams are more likely to graduate college on time than students who don't take an AP course.<sup>13</sup>

This trend reflects an increasing diversification of AP participation for students who have historically been underrepresented among AP exam takers.

## Likelihood of Taking 2+ AP Exams

Figure 7<sup>14</sup>



13. Beard, J. J., Hsu, J., Ewing, M., and Godfrey, K. E. (2019). Studying the relationships between the number of APs, AP performance, and college outcomes. Educational Measurement: Issues and Practice, 38(4), 42–54. (<https://onlinelibrary.wiley.com/doi/abs/10.1111/emip.12295>)

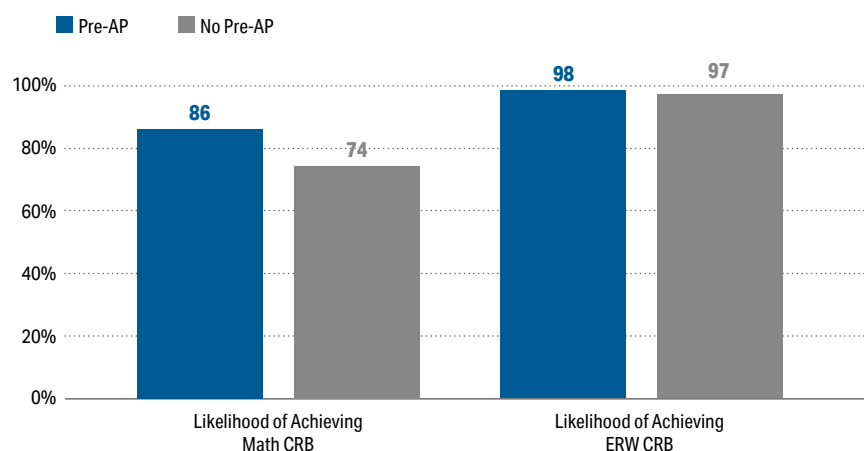
14. College Board analysis of Pre-AP Cohort 1 students' AP Exam taking in the 2018-19–2021-22 academic years as compared to analogous students in a national comparison group.

\*Data for the Pre-AP and National Comparison could not be calculated.



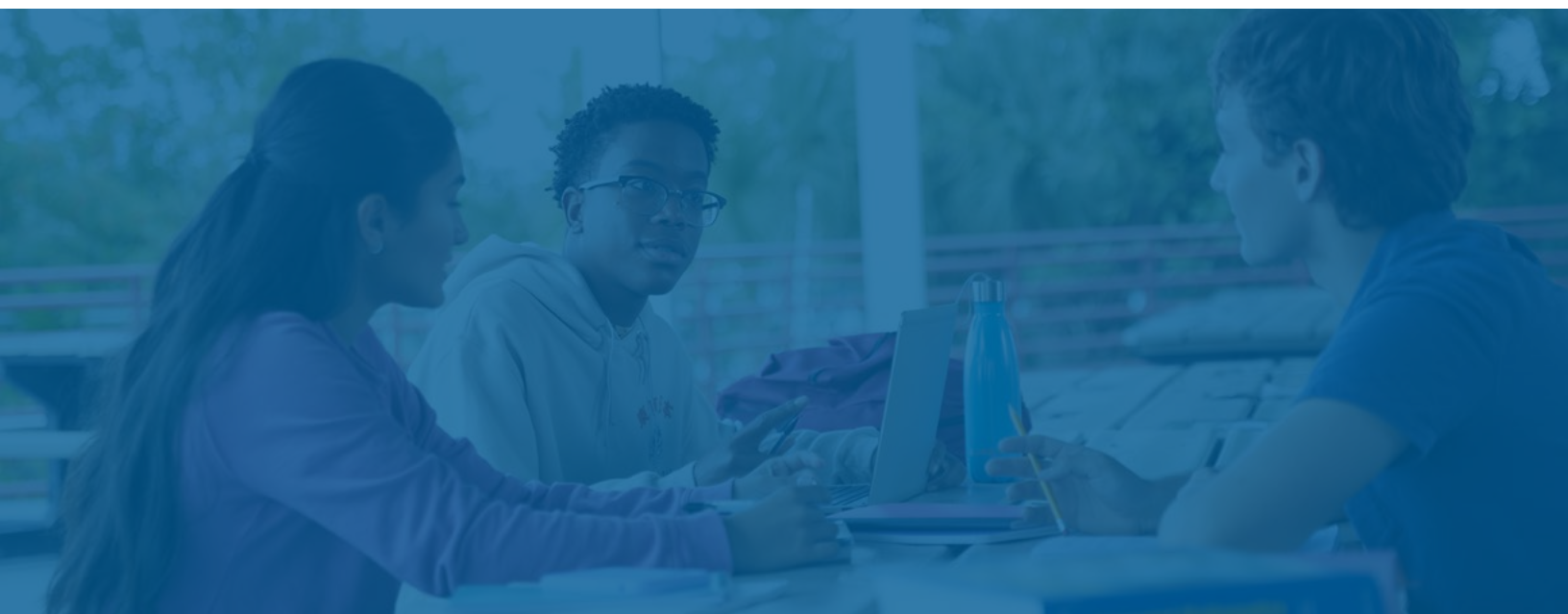
Every student deserves instruction that prepares them to succeed in college if they choose to attend. Pre-AP provides an early foundation for college readiness, and students enrolled in Pre-AP had a statistically significant, greater likelihood of achieving the College Readiness Benchmark (CRB) on the **PSAT-related assessment Math** and **Evidence-Based Reading and Writing (ERW)** sections. [National Launch Year 2020-21]

**Figure 8**



Students with an SAT Math or an SAT ERW section score that meets or exceeds the benchmark have a 75% chance of earning at least a C in associated first-semester, credit-bearing college courses such as math, history, social sciences, and literature. Learn more about the [College-Readiness Benchmark](#).

The research comparing Pre-AP to the national PSAT-related assessment group includes only students who took a PSAT-related assessment in the fall of their 2020 and 2021 academic years. Although these are fair comparison groups, the students in these groups aren't necessarily nationally representative. The percentage of students from both groups reaching the CRB is higher than the national average. Nevertheless, the students taking Pre-AP had a statistically significant, greater likelihood of achieving the CRB.



## Educator Beliefs About Pre-AP

Pre-AP depends on the day-to-day work of educators. Their belief in the program's effectiveness—and in the effectiveness of the support and professional learning they receive—are powerful indicators of the program's strength. Each year, Pre-AP administers an end-of-year survey. In the 2021-22 academic year, more than 100 Pre-AP administrators and more than 400 Pre-AP teachers shared their opinions on the Pre-AP Program.

All responses are on a 1–5 Likert scale, with 1 being “strongly disagree” and 5 being “strongly agree.” Generally:

- ~4.5 and above indicates strong agreement/great.
- ~4.0–4.4 indicates agreement/good.
- ~3.5–3.9 indicates weak agreement/average.

Based on the data below, most schools are satisfied with the Pre-AP Program and feel it supports students well academically.

	Teachers	Administrators
I recommend we continue to offer Pre-AP courses.	4	4.6
Pre-AP helps students succeed in future AP courses.	4.2	4.6
Pre-AP helps students become college/career ready.	4.1	4.5



## Professional Learning

Through energizing professional learning opportunities grounded in the realities of today's classrooms, Pre-AP is committed to providing every educator with the tools they need to make Pre-AP a success at their schools and realize their own potential as education professionals. Pre-AP professional learning builds domain-specific skills, boosts analytical and critical thinking abilities, and introduces high-impact strategies that support, among other things, instructional planning and assessment analysis. Pre-AP teachers and leaders who participate in professional learning find the services engaging and helpful. Due to covid-19, all professional learning for the 2021-22 academic year was delivered online, either asynchronously or in live virtual cohorts.


Teachers who participated in the New or Experienced Teacher Cohorts were satisfied with the experience. Participants were asked to rate the following statements with "Strongly Agree," "Agree," "Neutral," "Disagree," or "Strongly Disagree."

- I found the virtual teacher cohort to be engaging.

**95%** strongly agree  
or agree

- I found the virtual teacher cohort to be helpful in helping me prepare to teach my Pre-AP course.

**93%** strongly agree  
or agree



**“** I loved being able to collaborate with other teachers from different parts of the country to see how they're approaching literature and instructional strategies to help students engage in academic rigor.”

— New Teacher Cohort Participant, Missouri

Leaders who participated in the New Leader Cohort professional learning experience were satisfied with the experience. Participants were asked to rate the following statements with "Strongly Agree," "Agree," "Neutral," or "Disagree."

- The facilitator was clear and engaging.

**96%** strongly agree or agree

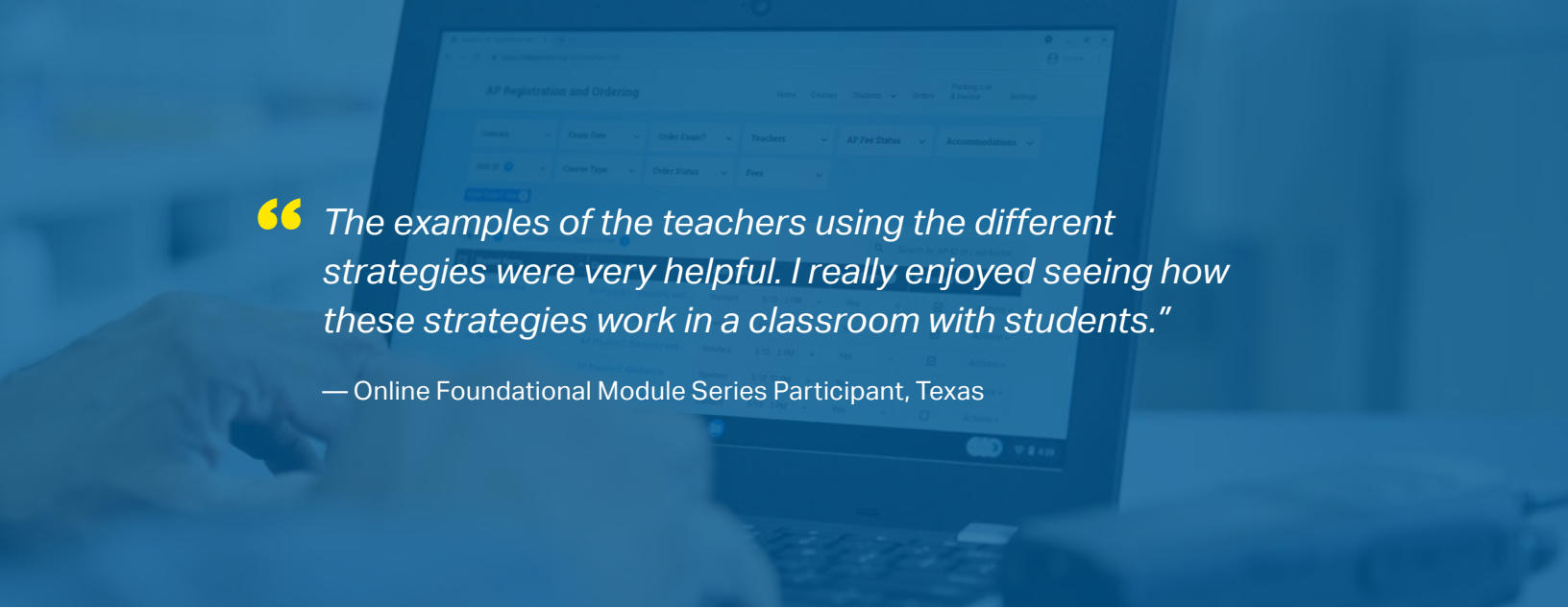
- I found this service to be engaging.

**85%** strongly agree or agree

- The learning from this service will be useful as I prepare to support educators at my site or district.

**85%** strongly agree or agree





**“** The examples of the teachers using the different strategies were very helpful. I really enjoyed seeing how these strategies work in a classroom with students.”

— Online Foundational Module Series Participant, Texas

Teachers who completed the Online Foundational Module Series, Experienced Teacher Module Series, or Online Scoring Modules, found the experience supportive of their work.

- What I learned in this module will help me successfully implement my Pre-AP course.

**91%** strongly agree or agree

- The online learning module was engaging.

**80%** strongly agree or agree

- As a result of what I learned in the Online Scoring Module, I feel more confident in analyzing student work from the performance task.

**83%** strongly agree or agree

Leaders who completed the Online Foundational Leadership Workshop, an asynchronous learning experience, found the experience helpful.

- What I learned about the Pre-AP Program in this module will be useful to me in successfully implementing Pre-AP at my school/district.

**86%** strongly agree or agree

- How engaging did you find this e-learning module?

**77%** very engaging or engaging





# The Pre-AP Experience: Case Studies

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## Increasing Readiness: The Pre-AP Impact

**Riverside High School, Ohio**  
**Dr. Christopher Basich,**  
**Assistant Principal**

As an AP Psychology teacher for more than 10 years, I've seen the quality of AP courses—and the way they opened doors for students. I wanted more students to experience what I saw in our AP classrooms. When our district formed an AP cohort to create a strategy for expanding access to AP in our district, Pre-AP presented itself as the perfect solution. We knew we needed to up the rigor in our classes if we wanted more students to have the opportunity to enroll, and be successful in AP.

In the years since we became a pilot school in 2020, we've seen a lot of change in our school.

## Inclusivity

We offer Pre-AP Biology, Pre-AP World History and Geography, Pre-AP English 1, and Pre-AP English 2. All students take these courses as a part of our curriculum. Students with IEPs and English learners are succeeding alongside their peers. We're also using Pre-AP as the foundation for our honors classes in these subjects. Our goal was to increase rigor in our courses and open access to AP, and we've found that students who complete Pre-AP coursework are more ready for AP work. There's no need for prerequisites. They're ready.

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**“** *There's no need for prerequisites. They're ready.* **”**

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## AP Access

Our AP participation has skyrocketed. We've seen growth in the number of students taking AP classes and AP Exams, including minority students. We had 498 AP Exams taken last year and will be administering 583 exams for our students this year. Four years ago, we had half the amount of exam takers, so we've seen tremendous growth in our AP Program. We also had 50 AP Scholars this year. It's my responsibility to place the "AP Scholar" yard signs, and I'm incredibly proud of the diversity of communities and students represented among our AP Scholar students.

## Schoolwide Academic Success

The commitment to writing and language has led to significant academic gains for our students. We saw considerable gains in the test scores of English 2 students on the Ohio State Tests and our highest scores ever as a school. We attribute these gains to the implementation of the Pre-AP curriculum in English 1 and English 2.



“ We saw considerable gains in the test scores of English 2 students on the Ohio State Tests and our highest scores ever as a school.”

— Dr. Christopher Basich, Assistant Principal, Riverside High School, Ohio





## Paving the Path to AP

**Northview High School, Michigan**  
**Sheridan Steelman,**  
**English 1 Teacher**

When our school announced that every student would take AP Seminar, I knew the decision could be met with some trepidation. Many educators feel that students and families should be able to choose whether they tackle an AP course or not. But there can be subtle discrimination with that approach. Not every student feels the same set of choices are a realistic option for them. Pre-AP has helped change mindsets—those of teachers, parents and, most importantly, students—about who belongs in AP classes. And it has opened opportunities for teachers to be creative and innovative in the classroom, taking ownership over their courses and flexing their muscles as teaching professionals.

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**“** *Pre-AP has helped change mindsets—those of teachers, parents and, most importantly, students—about who belongs in AP classes.”*

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## Teacher Teamwork

My Pre-AP English team reminds me of a football team. When we adopted Pre-AP, we all took the same foundational training together. Discussing the frameworks together helped us see how our individual strengths and expertise could be leveraged to make our Pre-AP Program successful as a team.

As we implemented, we adopted a “quarterback approach.” We made instruction changes on a dime after getting real-time feedback from students. We’d see each other in the hall and make quick play calls. (“How’d it go? Did you try the short story unit with Reader’s Theater?”) I was consistently impressed with my colleagues’ flexibility and willingness to adjust on the fly to make their lessons the best they could for students.

## Embracing Pre-AP Course Ownership

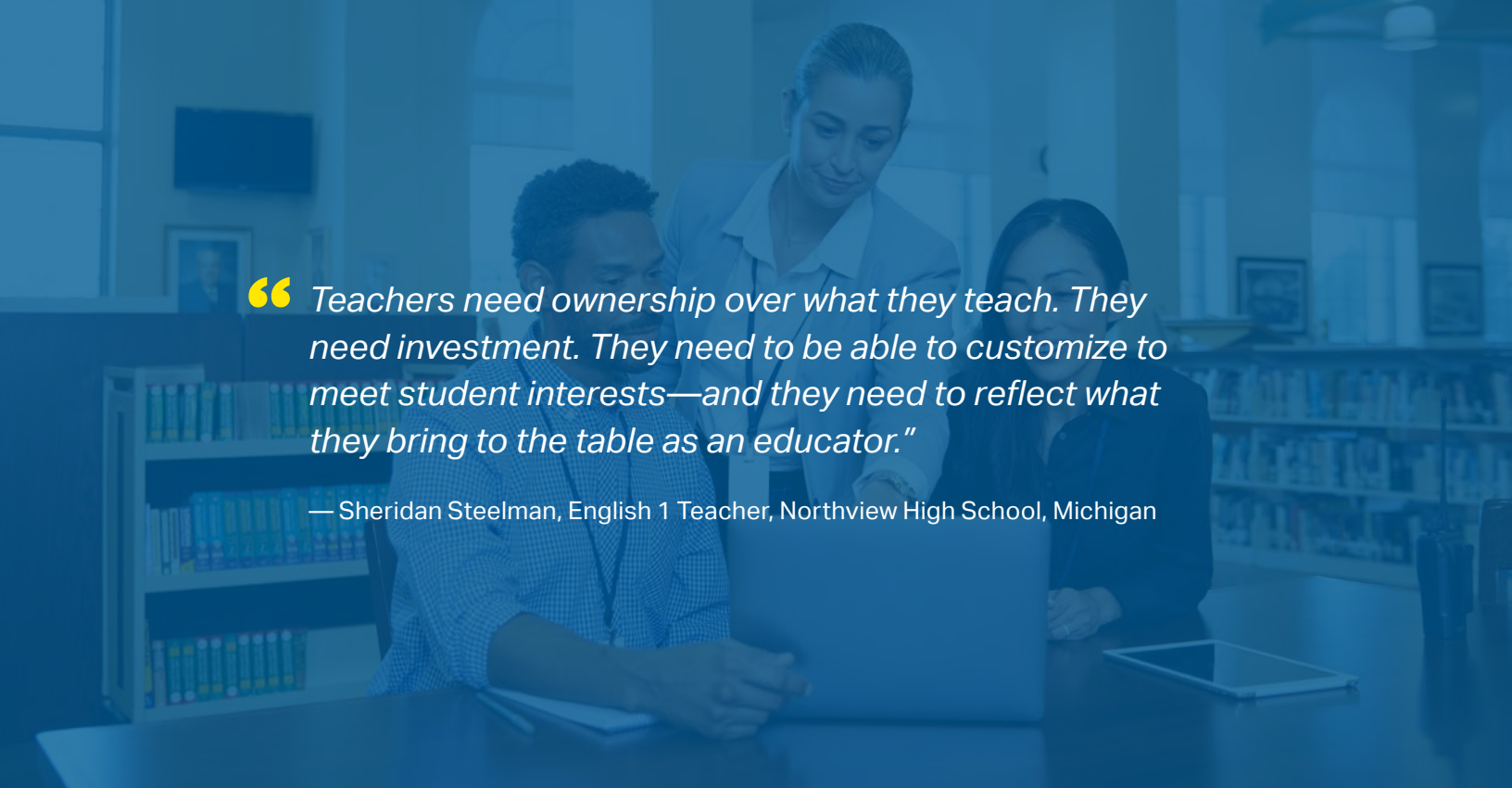
When you hand teachers materials and say “do this,” it’s a death sentence. Teachers need ownership over what they teach. They need investment. They need to be able to customize to meet student interests—and they need to reflect what they bring to the table as an educator.

The first year we implemented, we were nervous about customizing. We wanted students to do well on the performance tasks and worried about making any changes, but almost immediately we saw how we could stay true to the English 1 framework and make the course our own. Adding more poetry. Adding creative writing. Using an analysis writing activity and taking it a step further to have some fun with it as a spoof. These are ways our course has become our own.

## Opening Possibilities for Students

The other day a guidance counselor reached out to me. He said, “A Pre-AP student of yours came to me and said he wants to take AP English Literature. I’m wondering if this is a good choice.” I replied, “This is the best choice ever.” That student is going to be surrounded by students who love language and literature, and being in that classroom, engaging in those classroom discussions, and feeling that he belongs in an AP setting—that’s going to be such a boost to his confidence. To me, it’s less about the final grade or the AP Exam score, it’s about students gaining the confidence to pursue their interests and explore their potential.

We’ll continue to see the impact of Pre-AP grow as the years go on. There are students of mine who took Pre-AP English, AP Seminar, and are now taking AP Research. They see themselves as AP students now, when previously they might never have had this course, or any advanced courses, on their radars.



“ Teachers need ownership over what they teach. They need investment. They need to be able to customize to meet student interests—and they need to reflect what they bring to the table as an educator.”

— Sheridan Steelman, English 1 Teacher, Northview High School, Michigan

## Educator Perspectives: The Pre-AP Difference

We asked teachers in our Pre-AP courses, “What do you like about teaching a Pre-AP course?” Here's what they had to say:



“I love that all of our students are part of the Pre-AP Program. This has really opened doors for them to AP and other high-level courses. It gives so many students a vision of what they can really achieve.”

— Liz Deck  
Northview High School, California



“As a Pre-AP and AP teacher, I can attest to how effective the Pre-AP Program is at making upper-level courses and material accessible to and equitable for more students. I have had several former ninth-grade students who initially struggled in Pre-AP English I but showed tremendous growth throughout that year—so much so that they challenged themselves to enroll in AP Language this year. The AP mountain is climbable when students have the proper scaffolds and necessary tools.”

— Adriana Almendarez,  
Pinecrest Preparatory Academy Charter High  
School, Florida



*“Pre-AP has offered us a great program where we can focus on how to teach and what went well in our individual classes instead of just trying to find assessment questions all of the time. My coworker and I are teaching Pre-AP Geometry with Statistics and introduced bisectors in a brand-new way this year.*

*We’re growing as educators and applying this style of teaching to our other non-Pre-AP classes to promote problem-solving skills.”*

— Kimberly Mizenko  
Arvada West High School, Colorado



*“Prior to 2019, our eighth-grade algebra program was not Pre-AP and not open enrollment. In a class of over 300 students, only 30 were eligible to take algebra for high school credit each year. It was very elite. In 2019, we became part of College Board’s pilot for Pre-AP Algebra 1 in eighth grade. We had open enrollment. The first year, we had about 50 students take the course. Once the community, parents, teachers, and administration saw the success of those 50 students, more students were encouraged to try Pre-AP Algebra 1 in eighth grade. Our program has grown and, this year, we have 145 students taking the course!*

*It has been rewarding to see doors open for a more diverse population. I believe Pre-AP open enrollment, and the rigor with scaffolding that Pre-AP provides, has changed the trajectory for many students and is continuing to change lives starting in eighth grade. I am proud to be a part of the program here at HPMS.”*

— Hillarie Swanner, Hal Peterson Middle School,  
Texas

For more information, visit  
**preap.org.**