SUCCESS STORY

Bloom Township High School District 206

Getting Started With Pre-AP

MAKING THE DECISION
Leaders in Bloom Township High School District 206 were looking for resources to challenge students doing grade-level work and encourage consistency across the two district high schools, given their high student mobility rate. In addition, they wanted to support teacher collaboration and co-planning across disciplines. Their research led them to consider Pre-AP®.

Before considering Pre-AP, the leadership team brought the Bloom Township teachers into the discussion, as it was critical to have teacher support. Collectively, they agreed that Pre-AP would provide a unique opportunity for faculty collaboration, and support student growth through focused instructional content and engaging instructional routines.

EXPLAINING PRE-AP TO STUDENTS AND PARENTS
- School counselors met with students and described how Pre-AP provides grade-level instruction, with more classroom collaboration and focused time for the content that matters most to their success. Bloom Township made the decision to have “regular” and “honors” versions of their Pre-AP courses, ensuring that all students had the opportunity to do grade-level work and beyond.
- After the district decided to move forward, school leaders communicated to parents via their ninth-grade orientation meeting, a parent newsletter, news articles, social media posts, and the district website.

Implementing Pre-AP

COLLABORATION IS KEY
The team emphasized collaborative planning:

- All Pre-AP teachers attended summer professional learning events led by the College Board.
- Once a quarter, cross-district teams met to collaborate and share best practices.
- Every other week, subject-specific teams met for 90 minutes to check in and measure student progress.

“Teachers meet in a cross-district format with content teams and are actively working to facilitate cross-district team work.”
The Impact of Pre-AP

IMPROVED STUDENT ENGAGEMENT
The team reports increased student engagement, collaboration with their peers, and confidence. Students are recognizing the power of the shared instructional routines across courses.

“We’ve seen a big change in the students from before Pre-AP to after Pre-AP—it’s the ability to openly talk about content with their teachers and fellow students. They are seeing the connections between different courses. Students really like how the concepts are broken down. For example, students build from writing a really strong sentence to writing well-articulated essays.”

SETTING A HIGHER BAR
Now in their second year of Pre-AP, the team at Bloom Township expects further growth from their students and has reported increases in PSAT™ 8/9 scores from the student populations who take Pre-AP:

“In October the average score on the PSAT 8/9 was a 745. In April the average score on the PSAT 8/9 was 782. In October there were 73 students who scored an 860 or higher. In April there were 96 students who scored an 860 or higher.”

TOP TIPS
1 Take your time to learn about the Pre-AP Program. Explore the course frameworks with your course leads and teachers.
2 Provide opportunities for educators to plan collaboratively prior to the school year and regularly throughout the year.
3 Use counselor presentations, parent nights, and social media to educate students and parents about the program.
4 Implement at least 2 Pre-AP courses to support the multiplier effect of shared instructional routines and expectations.

All quotations are from Cynthia Gonzalez, Director of College Career Readiness and Interventions, Bloom Township High School District 206.

Learn more about the Pre-AP Program at pre-ap.collegeboard.org.