

Advanced Placement and International Baccalaureate General Information, 2017-18

Advanced Placement and International Baccalaureate Programs

Introduction

The Advanced Placement (AP) Program and the International Baccalaureate (IB) Diploma Programme are advanced academic programs that make rigorous, college-level academic content available to secondary school students. All Texas colleges and universities must adopt and implement a policy to grant undergraduate course credit for incoming freshmen who have completed the IB Diploma Programme or who have achieved required scores on one or more AP examinations (Texas Education Code [TEC] §51.968, 2018). The AP Program is a cooperative educational partnership between secondary schools and colleges and universities, overseen by the College Board. The IB Diploma Programme is an academic program offered in secondary schools throughout the world and is overseen by IB, a nonprofit educational foundation.

This document supplements the following reports: *Advanced Placement and International Baccalaureate Examination Results in Texas Public Schools, 2017-18* (Texas Education Agency [TEA], 2019a) and *Advanced Placement Examination Results in Texas and the United States, 2017-18* (TEA, 2019c). It provides background information on the AP and IB programs, including associated courses, examinations, and examination fees. In addition, the document discusses the Texas AP Incentive Program, Texas policy related to uses of AP and IB examination results, data sources, and methodological considerations.

Courses

AP Program. The College Board's AP Program offers more than 30 courses in six academic areas, including arts, English, history and social sciences, mathematics and computer science, sciences, and world languages and cultures (College Board, 2018c). Although most participants in the program are 11th and 12th graders approaching the transition to college, students in lower grades also take AP courses and examinations.

Each AP course is developed by an AP development committee composed of an equal number of college and university academic faculty and experienced high school AP teachers from across the country

(College Board, 2018a). Although high school AP teachers have discretion to present the material in the way they deem most appropriate, the College Board provides course descriptions that outline the course content, describe the curricular goals of the subject, and provide sample examination questions (College Board, 2018b). Course descriptions for new courses are typically developed over a two- to three-year period (College Board, 2018a). The College Board evaluates and revises AP courses and examinations regularly.

The College Board requires high schools to submit AP course audit materials to request authorization to assign the "AP" designation to advanced courses (College Board, 2018b). AP course audit materials include a subject-specific audit form and a course syllabus from each teacher who is planning to teach a proposed AP course. For courses to receive the AP designation from the College Board, curricula must meet or exceed expectations established by an external college faculty reviewer for corresponding college-level courses. After receiving initial authorization from the College Board to offer a specific AP-designated course, schools do not need to resubmit course audit materials in subsequent years unless the teacher of the course changes, requirements for the course are revised, or a new AP course is added (College Board, 2018f).

IB Diploma Programme. The IB Diploma Programme is a high school curriculum for students ages 16-19 that is anchored by three core components: a theory of knowledge course; creativity, activity, and service; and an extended essay project based on original independent research (International Baccalaureate Organization [IBO], 2016b). Typically taught over two years, the Diploma Programme offers courses across six subject groups: studies in language and literature, language acquisition, individuals and societies, sciences, mathematics, and the arts (IBO, n.d.-d, 2016b).

Studies in language and literature courses introduce students to a broad range of texts in a language in which they are academically competent and help students gain an appreciation of language and literature; develop their oral and written communication skills; learn techniques of literary criticism; understand formal, stylistic, and aesthetic qualities of texts; and understand how language challenges and sustains ways of thinking (IBO, n.d.-j).

Language acquisition courses promote an understanding of another culture through the study of its language in relation to a range of contexts and purposes (IBO, n.d.-g).

Individuals and societies courses include eleven subjects (business management, economics, environmental systems and societies [also in sciences group], geography, global politics, history, information technology in a global society, philosophy, psychology, social and cultural anthropology, and world religions) that promote an appreciation of both conceptual (theories and arguments) and contextual (economic, social, and environmental) issues relating to the nature and activities of individuals and societies (IBO, n.d.-e, n.d.-f).

Sciences courses include seven subjects (biology; chemistry; computer science; design technology; environmental systems and societies [also in individuals and societies group]; physics; and sports, exercise, and health science) that explore the crucial concepts, theories, models, and techniques for each subject (IBO, n.d.-i).

Mathematics courses allow students to develop mathematical knowledge and logical, critical, and creative thinking while fostering their powers of abstraction and generalization (IBO, n.d.-h).

Courses in the arts include dance, film, literature and performance (also in language and literature group), music, theatre, and visual arts, allowing students to learn to express themselves artistically and to explore art forms from different cultures (IBO, n.d.-a).

Additional courses may be offered as part of the IB Diploma Programme. Schools may develop a course that IB does not otherwise offer by using a School Based Syllabus (IBO, 2017). The syllabus is developed in close collaboration with IB and must be approved by IB prior to the course being offered by the school. Astronomy is an example of a course offered using a School Based Syllabus.

Diploma candidates are required to select a course from each subject group (IBO, 2016b). The single exception is the arts, for which students may substitute a second course from the sciences, individuals and societies, or languages subject groups (IBO, n.d.-d). The six subject group courses are taken at either standard level, which consists of 150 teaching hours, or higher level, which consists of 240 teaching hours. Students must take at least three, but not more than four, subject-group courses at higher level. Higher-level courses differ from standard-level courses in that students are "expected to demonstrate a greater body of knowledge, understanding, and skills at higher level."

Each IB course is reviewed over a seven-year period by IB staff, teachers, examiners, and consultants to ensure that course materials are relevant and up-to-date (IBO, 2014). IB schools worldwide contribute to the review process by completing surveys, attending curriculum review meetings, and commenting on draft subject guides.

To be eligible to apply for authorization to participate in the IB Diploma Programme, a high school must first submit a successful application for candidacy (IBO, 2016a). To be considered for candidacy, each school must conduct a feasibility study, and appropriate school faculty must attend IB professional development workshops, among several other requirements. Each prospective IB teacher must attend an IB workshop in the subject he or she plans to teach. The workshops provide course material that aids each teacher in creating a course outline, which must be submitted with the authorization request. After a school submits an authorization request, IB visits the school to verify the details of the application before the IB director general decides whether to authorize the school's request.

Examinations

AP Program. Although most students who take AP examinations do so after having completed the corresponding AP courses, a student is not required to complete the course before taking the examination, nor is a student required to take the examination after having completed the course. Each AP examination is administered annually in May and includes a free-response section, either essay or problem solving, and a section of multiple-choice questions (College Board, 2019b). There are exceptions to this format. For example, AP Studio Art has a portfolio assessment, rather than an examination (College Board, 2019a). AP examination scores range from 1 (lowest) to 5 (highest) (College Board, 2017).

Annual AP examinations are developed by the same development committees that produce AP course specifications, with contributions from content experts and assessment specialists (College Board, 2018a). Multiple-choice questions are created by college faculty members who teach college courses that correspond to a particular AP course, and most free-response questions are created by the development committees and reviewed by content experts. A portion of multiple-choice questions from prior examinations are reused, while free-response questions are used only once.

The AP development committees establish grading standards to ensure AP scores are valid measures of college-level performance (College Board, 2018e). College faculty members who teach comparable college courses develop the criteria for earning each score, from 1 to 5, on the AP examinations. The development committee then reviews the criteria and determines the number of questions a student must answer correctly to earn each score. These raw scores become the cut points for the examination scores on the five-point scale. Additionally, the development committees administer portions of the examinations to college students in corresponding college courses, and the results are compared with final course grades. For example, an AP Psychology examination would be administered to college students in an introductory-level college psychology course. The students' raw scores on the examinations are then compared with their grades in the course. The results of the college comparability studies are used to calibrate the cut scores established by the development committees.

IB Diploma Programme. Although it is very uncommon, students may take IB examinations without having completed the corresponding IB courses. A student is not required to complete the course before taking the examination, nor is a student required to take the examination after having completed the course. The IB Diploma Programme uses three types of assessment to evaluate student mastery of IB course material: internal assessments, non-examination components, and standardized examinations (IBO, n.d.-k, 2018). Internal assessments, which include oral examinations, project work, fieldwork in geography, laboratory work, mathematical investigations, and artistic performances, are overseen by the local teacher of a course and can be assessed either by the teacher or by an external IB examiner (IBO, n.d.-b). Non-examination components, which include extended essays and theory of knowledge essays, are assessed externally by an IB examiner. (IBO, n.d.-k). Standardized examinations, which include short-response, essay, case-study and multiple-choice questions, are administered locally and scored externally (IBO, n.d.-b). Because standardized examinations are assumed to be the most objective and reliable of the three types of assessment, their results form the basis of the assessment for most courses.

Examination questions are developed by a team of senior examiners, IB staff, and external consultants (IBO, 2018). After questions are reviewed for attributes such as course content coverage and lack of bias, they are sent to external advisors for independent review. The examinations are then translated into French and Spanish, reviewed for translation accuracy, and delivered to schools. For open-ended and non-multiple-choice items, detailed scoring criteria are provided to examiners so the items can be scored as objectively as possible. Examination scores range from 1 (lowest) to 7 (highest).

Most diploma candidates complete all six subject-group assessments in May at the end of the two-year program, but some choose to take one or two examinations at the end of their first year. Candidates

complete the standardized examinations over a period of approximately three weeks and are tested for no more than six and a half hours each day (IBO, 2018).

Examination Fees

AP Program. For the 2017-18 school year, the fee for each AP examination was \$94, except for the AP Seminar and AP Research examinations, which had fees of \$142 each (College Board, 2017). Qualifying low-income students received a \$32 fee reduction from the College Board in 2017-18. For students who qualified for this fee reduction, testing centers waived the \$9 administration fee. Students in financial need received additional reductions. TEA assumed \$24 of the cost of every AP examination taken by an eligible Texas public school student (TEA, 2017). To be eligible for this TEA program, a student must have (a) taken an AP course at a Texas public school or been recommended by his or her principal or teacher to take the examination and (b) demonstrated financial need consistent with the definition adopted by the College Board (College Board, 2018d; TEC §28.053, 2018; Title 19 of the Texas Administrative Code [TAC] §74.29, 2019, amended to be effective August 24, 2010). In addition to state funding, federal funds have been available. For 2016-17 and earlier school years, through funds provided by the United States Department of Education (ED), TEA paid \$16 for each examination taken by a student who qualified for the TEA fee reduction (TEA, 2017). This subsidy was discontinued in 2017-18 with the passage of the federal Every Student Succeeds Act (ESSA). TEA recommends that districts allocate funds provided by ED, as was intended by ESSA, to provide \$65 fee reductions for AP Seminar and AP Research examinations and to continue the \$16 fee reductions for other AP examinations for low-income students (TEA, n.d.-a). Participating districts reduced the cost for low-income students in 2017-18 to \$13 for each AP examination except the AP Seminar and AP Research examinations, which were reduced to \$12.

IB Diploma Programme. The fee for each IB examination was \$119 in 2017-18 (IBO, n.d.-c). TEA assumed \$24 of the cost of every IB examination taken by an eligible Texas high school student (TEA, 2017). To be eligible for this TEA program, a student must have (a) taken an IB course at a Texas public school or been recommended by his or her principal or teacher to take the examination and (b) demonstrated financial need consistent with the definition adopted by the College Board (College Board, 2018d; TEC §28.053, 2018; 19 TAC §74.29, 2019, amended to be effective August 24, 2010). In addition to state funding, federal funds have been available. For 2016-17 and earlier school years, with funds provided by ED, TEA paid \$65 for each examination taken by a student who qualified for the TEA fee reduction (TEA, 2017). This subsidy was discontinued in 2017-18 with the passage of ESSA. TEA recommends that districts allocate funds provided by ED, as was intended by ESSA, to continue the \$65 fee reductions for low-income students (TEA, n.d.-a). Participating districts reduced the cost for low-income students in 2017-18 to \$30 for each IB examination.

Texas AP Incentive Program

Purpose. The Texas AP Incentive Program was created in 1993 by the 73rd Texas Legislature to recognize and reward students, teachers, and schools that demonstrate success in achieving the educational goals of the state (Title 19 of the Texas Administrative Code [TAC] §74.29, 1996;

TEC §§35.001-35.008, 1994). The IB Diploma Programme was added to the AP Incentive Program by the 74th Texas Legislature in 1995 (TEC §§28.051-28.058, 1996). In 2001, State Board of Education (SBOE) rules implementing the AP Incentive Program were amended to include IB (19 TAC §74.29, 2002).

Awards and subsidies. Funding of individual components of the AP Incentive Program during each fiscal biennium is subject to legislative appropriations. Six types of awards had the potential to be funded under the AP Incentive Program for the 2017-18 school year (TEC §28.053, 2018). Eligible teachers received subsidies of up to \$400 in 2017-18 for Pre-AP, AP, Pre-IB, or IB teacher training sponsored or endorsed by the College Board or IB (TEA, n.d.-b). Sufficient funds were not available to fund the five remaining awards in 2017-18. These awards were: (a) a one-time award of \$250 for first-time teachers of an AP or IB course; (b) a share of the teacher bonus pool proportional to the number of classes taught at a school; (c) a testing fee reimbursement, not to exceed \$65, for each student receiving a score of at least 3 on an AP examination or 4 on an IB examination; (d) a one-time \$3,000 equipment grant for participating schools for providing an AP or IB course, based on need as determined by the commissioner of education; and (e) \$100 for participating schools for each student who received a score of at least 3 on an AP examination or 4 on an IB examination. School principals were required to establish campus teams to determine the uses of funds awarded, with priority given to academic enhancement purposes (TEC §§28.053 and 28.055, 2018).

The AP Incentive Program also included subsidies for AP and IB examinations for the 2017-18 school year. Subsidies were available to examinees in Texas public schools who demonstrated financial need in accordance with guidelines adopted by the SBOE that are consistent with those developed by the College Board or IB (TEA, 2017; TEC §§28.053 and 28.054, 2018). TEA allocated \$24 for each AP and IB examination taken by Texas public school students who participated in AP or IB courses or whose principals recommended they take the examinations. Moreover, a student who qualified under the College Board criteria for financial need was eligible for an additional \$41 in fee reductions from the College Board and testing centers (College Board, 2017). TEA recommends that districts allocate funds provided by ED, as was intended by ESSA, to provide low-income students \$65 fee reductions for AP Seminar and AP Research examinations, \$16 fee reductions for other AP examinations, and \$65 fee reductions for IB examinations (TEA, n.d.-a).

Policy Related to Uses of Advanced Placement and International Baccalaureate Examination Results

Texas College Admissions Policy

In 2005, the 79th Legislature required all public institutions of higher education in Texas that provide freshman-level courses to develop and implement policy granting college credit to entering students who have successfully completed the International Baccalaureate (IB) Diploma Programme or have achieved qualifying scores on one or more Advanced Placement (AP) examinations (Texas Education Code [TEC] §51.968, 2005). Additionally, the legislation required colleges and universities to grant at least 24 hours

of credit to entering students who have obtained an IB Diploma and received scores of at least 4 on all examinations taken to achieve the diploma. The State Board of Education encourages high schools to participate in AP and IB programs by allowing AP and IB courses to satisfy high school graduation requirements (Title 19 of the Texas Administrative Code [TAC] §§74.11, 2019, amended to be effective August 27, 2018; §§74.12-74.13, 2019, amended to be effective August 1, 2019; §101.4002, 2019, amended to be effective January 8, 2019).

Texas Public School Accountability System

The Texas public school accountability system evaluates the performance of districts and campuses in three domains: Student Achievement, School Progress, and Closing the Gaps (Texas Education Agency [TEA], 2019d; TEC, Chapter 39, Subchapter G, 2018). For the 2019 accountability ratings cycle, districts and campuses received overall accountability ratings of *A-F* based on results across a number of indicators in the three domains. Performance on AP and IB was a component of the college, career, and military readiness (CCMR) indicators, which were included in all three domains.

College, Career, and Military Readiness Indicators

The CCMR indicators in the Texas public school accountability system use performance data from the ACT, AP, IB, SAT, and Texas Success Initiative assessments, among other data, to measure students' preparedness for college, the workforce, or the military (TEA, 2019d). There are two CCMR indicators in the accountability system: one for the Student Achievement and School Progress domains and one for the Closing the Gaps domain. Performance on AP and IB is included in both CCMR indicators. For the 2019 accountability ratings cycle, the CCMR indicator for the Student Achievement and School Progress domains measured the percentage of 2018 annual graduates who scored at or above a criterion score on at least one AP or IB examination in any subject and the CCMR indicator for the Closing the Gaps domain measured the percentage of 2018 annual graduates plus students in Grade 12 in the 2017-18 school year who scored at or above a criterion score on at least one AP or IB examination in any subject. The AP/IB components of the CCMR indicators were evaluated based on data for the 2014-15 through 2017-18 school years.

Distinction Designations

Overview. Under the Texas public school accountability system, distinction designations are awarded to recognize school districts and campuses for outstanding achievement in specified academic areas (TEA, 2019d; TEC, Chapter 39, Subchapter G, 2018). The distinction designations are based on results across a number of indicators. Results for a campus are evaluated in relation to results for a comparison group of similar campuses. Results for a district are evaluated based on results for campus-level indicators aggregated across all campuses in the district. To be eligible to earn a distinction designation, a district or campus must receive an accountability rating of *A*, *B*, *C*, or *D*.

Academic achievement distinction designations. For the 2019 accountability ratings cycle, academic achievement distinction designations (AADDs) were available at the campus level in four

subject areas: English language arts (ELA), mathematics, science, and social studies (TEA, 2019d). Each AADD included two AP/IB indicators: participation in, and performance on, AP/IB examinations in the specified subject area. For purposes of awarding AADDs in a particular subject area, (a) AP/IB examination participation indicators measured the percentages of students in Grades 11 and 12 who took at least one AP or IB examination, and (b) AP/IB examination performance indicators measured the percentages of examinees in Grades 11 and 12 who scored at or above a criterion score on at least one examination. The criterion scores were defined as 3 or higher on an AP examination and 4 or higher on an IB examination. The AP/IB indicators for AADDs were evaluated based on data for the 2017-18 school year. AADDs were not available for districts. For additional information about AP/IB calculations for AADDs, see *Advanced Placement and International Baccalaureate Glossary of Terms, 2017-18* (TEA, 2019b).

In 2017-18, Texas public school students participated in one or more of the following AP examinations that were included in calculations of AADD AP/IB indicators in the subject areas of ELA, mathematics, science, and social studies: two examinations in ELA (English Language and Composition, and English Literature and Composition); five examinations in mathematics (Calculus AB, Calculus BC, Computer Science A, Computer Science Principles, and Statistics); seven examinations in science (Biology, Chemistry, Environment Science, Physics 1, Physics 2, Physics C: Electricity and Magnetism, and Physics C: Mechanics); and nine examinations in social studies (Comparative Government and Politics, European History, Human Geography, Macroeconomics, Microeconomics, Psychology, United States Government and Politics, United States History, and World History).

During the same school year, Texas public school students participated in one or more of the following IB examinations in the subject areas of ELA, mathematics, science, and social studies: two examinations in ELA (English A: Language and Literature, and English A: Literature); five examinations in mathematics (Calculus, Further Mathematics, Mathematics, Mathematical Studies, and Statistics); seven examinations in science (Astronomy, Biology, Chemistry, Computer Science, Design Technology, Environmental Systems and Societies, and Physics); and eleven examinations in social studies (Business Management, Economics, Geography, History, History of the Americas, History of Europe, Information Technology in a Global Society, Philosophy, Psychology, Social and Cultural Anthropology, and World Religions).

Closing the gaps distinction designations. For the 2019 accountability ratings cycle, one closing the gaps distinction designation (CGDD) was available at the campus level (TEA, 2019d). The CGDD included one AP/IB indicator as a component of the CCMR indicator for the Closing the Gaps domain in the accountability system: performance on AP/IB examinations in any subject. For purposes of awarding CGDDs, the AP/IB CCMR indicator measured the percentage of 2018 annual graduates plus students in Grade 12 in the 2017-18 school year who scored at or above a criterion score on at least one AP or IB examination in any subject, among other CCMR criteria. The criterion scores were defined as 3 or higher on an AP examination and 4 or higher on an IB examination. The AP/IB indicator for CGDDs was evaluated based on data for the 2014-15 through 2017-18 school years. For additional information about CGDDs, see *Advanced Placement and International Baccalaureate Glossary of Terms, 2017-18* (TEA, 2019b).

Postsecondary readiness distinction designations. For the 2019 accountability ratings cycle, one postsecondary readiness distinction designation (PRDD) was available at the campus level, and one was available at the district level (TEA, 2019d). In each case, the PRDD included two AP/IB indicators: participation in AP/IB examinations in any subject and college, career, and military ready graduates. For purposes of awarding PRDDs, the AP/IB examination participation indicator measured the percentage of students in Grades 11 and 12 who took at least one AP or IB examination in any subject. This AP/IB indicator was evaluated based on data for the 2017-18 school year. The college, career, and military ready graduates indicator measured the percentage of 2018 annual graduates who scored at or above a criterion score on at least one AP or IB examination in any subject, among other CCMR criteria. The criterion scores were defined as 3 or higher on an AP examination and 4 or higher on an IB examination. This AP/IB indicator was evaluated based on data for the 2014-15 through 2017-18 school years. For additional information about AP/IB calculations for PRDDs, see *Advanced Placement and International Baccalaureate Glossary of Terms, 2017-18* (TEA, 2019b).

End-of-Course Substitute Assessments for Graduation

Beginning in the 2011-12 school year, in accordance with TEC §39.025 (2010), the commissioner of education approved a list of assessments, including several AP and IB examinations, that a student may substitute for end-of-course (EOC) assessments to meet graduation requirements (19 TAC §101.4002, 2019, amended to be effective January 8, 2019). An approved assessment may be used to substitute only one specific EOC assessment graduation requirement. A student who passes the AP Biology examination or the IB Biology examination may substitute either assessment for the Biology EOC assessment graduation requirement. A student who passes the AP English Language and Composition examination or the IB Language A: Language and Literature examination may substitute either assessment for the English I or English II EOC assessment graduation requirement. A student who passes the AP United States History examination or the IB History of the Americas examination may substitute either assessment for the United States History EOC assessment graduation requirement. Passing scores are defined as 3 or higher for an AP examination and 4 or higher on an IB examination.

Data Sources and Methodological Considerations

Data Sources

The College Board provides the Texas Education Agency (TEA) with annual examination results and demographic information for Texas public school Advanced Placement (AP) examinees. International Baccalaureate (IB) provides TEA with annual examination results, and in the 2017-18 school year, provided data on gender for Texas public school IB examinees. Data on public school student grade level, race/ethnicity, economic status, gender, and advanced course completion, as well as other relevant district, campus, and student information, are obtained from the TEA Public Education Information Management System (PEIMS). College Board data on grade level, race/ethnicity, and gender for AP examinees and IB data on gender for IB examinees are used when the equivalent PEIMS data are not available.

Sums of examinees or examinations by student characteristic and by program participation may differ from one another or from the total of all examinees or examinations. Whereas counts of all examinees reflect all examinees reported by the testing companies, counts of examinees by race/ethnicity and by gender reflect examinees who could be found in PEIMS plus examinees who could not be found in PEIMS but for whom the specified demographic data were available from the testing companies. Examinees reported by the testing companies may not be found in PEIMS because of data reporting errors. Because data on other student characteristics and program participation are not available from the testing companies, counts of examinees by these data reflect only those examinees who could be found in PEIMS. Additionally, counts of AP and IB course completers or courses completed may differ from counts of AP and IB examinees or examinations, respectively, because (a) not all course completers take examinations, (b) not all examinees complete and receive credit for advanced courses, and (c) it may not have been possible to match some College Board or IB records to student records in PEIMS.

Reporting of Scores

The College Board AP Program offers more than 30 subject examinations across six academic areas. The IB Diploma Programme offers subject examinations across six subject groups. Students may take AP and IB subject examinations only once per school year. Students who have valid AP scores in the range of 1 to 5 or valid IB scores in the range of 1 to 7 for at least one examination taken in the current school year are counted as examinees for that year. Counts of examinations are based on the number of examinations taken in the current school year that received valid scores. Examination counts are higher than examinee counts because some examinees take more than one subject examination. Although most students participate in AP or IB courses before taking the corresponding examinations, they may take AP or IB examinations without having taken the courses. It is far more common for students to take AP examinations than IB examinations without having completed corresponding courses.

There are two AP Physics C examinations: the Mechanics examination and the Electricity and Magnetism examination, each of which has a corresponding course. Unless otherwise noted, counts of examinations in AP/IB reports published by the TEA Division of Research and Analysis include both Physics C examinations when students have scores for both. Prior to the 2016-17 school year, students who took one or both courses were counted as having completed one Physics C course by TEA, because there was only one Physics C course reported in PEIMS. In 2016-17, two additional Physics C courses, the Mechanics course and the Electricity and Magnetism course, were reported in PEIMS, along with the previously reported Physics C course. Students reported as completing the Physics C course were counted as completing both the Mechanics and the Electricity and Magnetism Physics C courses. Because of this change, counts of course completions from before the 2016-17 school year are different from the 2016-17 counts. In 2017-18, only two Physics C courses were reported in PEIMS, the Mechanics course and the Electricity and Magnetism course. Because of this change, counts of course completions from before the 2017-18 school year are different from the 2017-18 counts.

AP and IB courses can be one or more semesters in length. For a course that extends over more than one semester, completion of the course is defined as successful completion of all semesters of the course. For example, a student is counted as having completed AP United States History, a two-semester course,

only after completing both the first and second semesters of the course. In addition, successful completion of a course requires a student to meet "the standard requirements of the course, including demonstrated proficiency in the subject matter ..." (Title 19 of the Texas Administrative Code §74.26, 2019, amended to be effective November 24, 2015). Moreover, some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of course completers include students who completed either version, and counts of courses completed include either version a student completed.

When comparing performance measures within a student group over time, the reliability of such comparisons is dependent on the size of the group. The smaller the student group, the less reliable the comparisons within that group over time become. Caution should be used when interpreting year-to-year change.

When comparing performance measures across student groups, the appropriateness of comparisons is dependent on the sizes of all groups. When groups differ substantially in size, comparisons of performance changes between them can be misleading and generally are not recommended. The non-Hispanic American Indian and Pacific Islander examinee populations are small in number, compared to other racial/ethnic examinee populations. Similarly, within the overall Hispanic examinee population, African American, Asian, Pacific Islander, and multiracial examinees are small in number, compared to other racial examinee populations. Therefore, performance results for these groups are not discussed in AP/IB reports published by the TEA Division of Research and Analysis.

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Citation. Texas Education Agency. (2019). *Advanced Placement and International Baccalaureate General Information, 2017-18*. Austin, TX: Author.

Abstract. This report presents information about the Advanced Placement (AP) and International Baccalaureate (IB) programs, including information about courses, examinations, and examination fees. The report also discusses the Texas AP Incentive Program, Texas policy related to uses of AP and IB examination results, and data sources and methodological considerations related to reporting examination participation and performance results in the following reports published by the Texas Education Agency Division of Research and Analysis: *Advanced Placement and International Baccalaureate Examination Results in Texas Public Schools, 2017-18* (Texas Education Agency [TEA], 2019a) and *Advanced Placement Examination Results in Texas and the United States, 2017-18* (TEA, 2019c).

The report is available in PDF format on the agency website at http://tea.texas.gov/acctres/ap_ib_index.html. Additional information about this report may be obtained by contacting the Texas Education Agency Division of Research and Analysis by phone at (512) 475-3523 or by e-mail at Research@tea.texas.gov.

For additional information about AP examinations, contact the College Board Southwestern Regional Office at (866) 392-3017 or <http://www.collegeboard.org/>. For additional information about IB examinations, contact the IB Americas Office in Bethesda, Maryland, at (301) 202-3000 or <http://www.ibo.org/>.



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December 2019