

Advanced Placement and International Baccalaureate Examination Results in Texas Public Schools, 2018-19

This report presents Advanced Placement (AP) and International Baccalaureate (IB) examination participation and performance results for students in Texas public schools. AP and IB examination results are used by colleges and universities to make class placement decisions and to award college credit to incoming students who meet qualifying standards on the examinations.

AP and IB examination results for Texas public school students are also used in the public school accountability system in evaluating the performance of districts and campuses in the assignment of rating labels and in awarding distinction designations, which recognize school districts and campuses for outstanding achievement in specified academic areas (Texas Education Agency [TEA], 2020d; Texas Education Code Chapter 39, Subchapter G, 2019). In addition, AP and IB results are used in substituting for certain end-of-course assessments to meet graduation requirements (Title 19 of the Texas Administrative Code §101.4002, 2020, amended to be effective February 23, 2020; TEC §39.025, 2019).

For the 2020 accountability ratings cycle, all districts and campuses received a label of

Not Rated: Declared State of Disaster. Extraordinary public health and safety circumstances caused by the COVID-19 pandemic led to the closure of schools during the state's testing window and inhibited the ability of the state to measure district and campus performance accurately.

It may be informative to compare a group's performance results over time, but the reliability of such comparisons depends on the sizes of all groups. When a group is small, compared to other groups, reliability is reduced, and caution should be used when interpreting change over time. In general, changes in the performance of a large group, such as White AP examinees in Texas, are less likely to have occurred by chance than changes in the performance of a small group, such as American Indian or Pacific Islander AP examinees in Texas. The reliability of between-group comparisons also depends on the sizes of the groups. When groups differ substantially in size, comparisons of performance results between them can be misleading and, generally, are not appropriate. For example, the American Indian and Pacific Islander examinee populations are small in number, compared to other racial/ethnic examinee populations. Therefore, performance results for these groups should not be compared

from year to year or to other racial/ethnic groups.

AP test data for Texas public high school examinees were provided to TEA by the College Board. IB test data for Texas public high school examinees were provided to TEA by IB. For additional information about AP and IB examinations and results reported by the TEA Division of Research and Analysis, including definitions of terms and explanations

of calculations, please see *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2018-19* (TEA, 2020b). AP examination results for Texas public and nonpublic schools combined are presented in the report *Advanced Placement Examination Results in Texas and the United States, 2018-19* (TEA, 2020c).

Highlights

Distinction Designation Indicators for Advanced Placement and International Baccalaureate Combined

- In the 2018-19 school year, 14.5 percent of Texas public school students in Grades 11 and 12 took at least one Advanced Placement (AP) or International Baccalaureate (IB) English language arts (ELA) examination, a decrease of 0.8 percentage points from the previous year (Table 1 on page 5). Of those ELA examinees, 41.2 percent scored at or above criterion on at least one AP or IB ELA examination, a decrease of 1.3 percentage points from the previous year.
- Among all students in Grades 11 and 12, 7.4 percent took at least one AP or IB mathematics examination, an increase of 0.1 percentage point from the previous year (Table 2 on page 7). Of those mathematics examinees, 52.2 percent scored at or above criterion on at least one AP or IB mathematics examination, a decrease of 0.6 percentage points from the previous year.
- In 2018-19, 10.4 percent of all students in Grades 11 and 12 took at least one AP or IB science examination, a decrease of 0.4 percentage points from the previous year (Table 3 on page 8). Of those science examinees, 40.6 percent scored at or above criterion on at least one AP or IB science examination, an increase of 2.6 percentage points from the previous year.
- Among all students in Grades 11 and 12, 13.9 percent took at least one AP or IB social studies examination, a decrease of 0.6 percentage points from the previous year (Table 4 on page 9). Of those social studies examinees, 46.3 percent scored at or above criterion on at least one AP or IB social studies examination, an increase of 1.7 percentage points from the previous year.
- In 2018-19, 25.2 percent of all students in Grades 11 and 12 took at least one AP or IB examination in any subject, a decrease of 0.6 percentage points from the previous year (Table 5 on page 10).

Advanced Placement and International Baccalaureate Combined

- In the 2018-19 school year, 184,835 (25.2%) Texas public school students in Grades 11 and 12 took at least one AP or IB examination. Of those, 51.0 percent scored at or above criterion on at least one of the examinations, an increase of 0.3 percentage points from the previous year (Table 5 on page 10).
- Because all Texas colleges and universities must adopt and implement policies to award credit for freshman courses to students who have completed the IB Diploma Programme or who have achieved required scores on one or more AP examinations (Texas Education Code §51.968, 2019), the percentage of all enrolled students who meet the criterion may be viewed as one indicator of college readiness among Texas public high school students. Among 11th- and 12th-grade students, 12.8 percent scored at or above criterion on at least one AP or IB examination, a decrease of 0.3 percentage points from the previous year (Table 8 on page 15).

Advanced Placement

- In the 2018-19 school year, 181,404 Texas public school students in Grades 11 and 12 took 415,851 AP examinations (Table 9 on page 17). Among 11th- and 12th-grade students, 24.7 percent took at least one AP examination, a decrease of 0.7 percentage points from the previous year. Of those AP examinees, 50.2 percent scored in the 3-5 range on at least one AP examination, an increase of 0.2 percentage points from the previous year.
- A total of 125,701 students in Grades 9 and 10 took 153,059 AP examinations (Table 10 on page 20). Among 9th- and 10th-grade students, 15.2 percent took at least one AP examination, an increase of 1.2 percentage points from the previous year. Of those AP examinees, 49.0 percent scored in the 3-5 range on at least one AP examination, a decrease of 1.4 percentage points from the previous year.
- Of the 38 AP subject examinations taken by students in Grades 9-12, the five most frequently taken, in rank order, were: English Language and Composition, World History, United States History, Human Geography, and English Literature and Composition (Table 12 on page 24).

International Baccalaureate

- In the 2018-19 school year, 5,770 Texas public school students in Grades 11 and 12 took 19,461 IB examinations (Table 13 on page 31). Among 11th- and 12th-grade students, 0.8 percent took at least one IB examination, an increase of 0.1 percentage points from the previous year. Of those IB examinees, 78.9 percent scored in the 4-7 range on at least one IB examination, a decrease of 2.5 percentage points from the previous year.
- The five most frequently taken IB examinations, in rank order, were: History of the Americas, Spanish B, English A: Literature, Biology, and Mathematical Studies (Table 14 on page 34).

Advanced Coursework

- In the 2018-19 school year, 647,140 Texas public school students in Grades 9-12 completed at least one advanced course (Table 15 on page 39). Of those students, 57.7 percent completed at least one AP course, a decrease of 10.5 percentage points from the previous year. Several courses (e.g., Forensic Science and Anatomy and Physiology) were reclassified as advanced in 2018-19, which resulted in a higher number of other advanced courses, compared to previous years.
- Of the 702,230 AP courses completed by students in Grades 9-12, 74.0 percent were completed by students taking corresponding examinations, an increase of 0.5 percentage points from the previous year (Table 18 on page 42). Of the 568,263 AP examinations taken, 91.5 percent were taken by students completing corresponding courses.
- On 22 of the 27 AP examinations that had at least 250 test takers who completed corresponding AP courses and at least 250 test takers who did not complete corresponding AP courses, test takers who completed corresponding AP courses had higher mean scores (Table 20 on page 45).

Results for Texas Public Schools: Distinction Designation Indicators for Advanced Placement and International Baccalaureate Combined

Reporting of Results

For the 2020 accountability ratings cycle, the distinction designation indicators for Advanced Placement (AP) and International Baccalaureate (IB) examinations were evaluated for all students only. In addition to results for all students, this section of the report presents results by race/ethnicity, economic status, and gender.

Table 1
Participation and Performance in English Language Arts, Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2017-18 and 2018-19

Group	Students	English language arts examinees		English language arts examinees scoring at or above criterion	
		Number	Rate (%)	Number	Rate (%)
2017-18					
African American	90,417	9,650	10.7	2,393	24.8
American Indian	2,650	322	12.2	152	47.2
Asian	32,756	13,224	40.4	9,139	69.1
Hispanic	365,652	48,032	13.1	11,272	23.5
Pacific Islander	1,104	131	11.9	68	51.9
White	219,135	36,713	16.8	22,443	61.1
Multiracial	13,954	2,586	18.5	1,543	59.7
Econ. disad. ^a	388,751	44,305	11.4	9,232	20.8
Not econ. disad.	336,917	66,053	19.6	37,708	57.1
Female	358,592	66,408	18.5	27,932	42.1
Male	367,076	44,264	12.1	19,081	43.1
State	725,668	110,672	15.3	47,013	42.5

Source. Primary data from College Board, IB, and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information.

^aEconomically disadvantaged.

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Table 1 (continued)
Participation and Performance in English Language Arts, Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2017-18 and 2018-19

Group	Students	English language arts examinees		English language arts examinees scoring at or above criterion	
		Number	Rate (%)	Number	Rate (%)
2018-19					
African American	91,264	8,989	9.8	2,108	23.5
American Indian	2,606	285	10.9	129	45.3
Asian	34,165	13,222	38.7	8,998	68.1
Hispanic	374,465	46,626	12.5	10,415	22.3
Pacific Islander	1,147	141	12.3	66	46.8
White	216,292	34,418	15.9	20,564	59.7
Multiracial	14,479	2,564	17.7	1,526	59.5
Econ. disad. ^a	393,166	41,918	10.7	7,975	19.0
Not econ. disad.	341,252	64,064	18.8	35,752	55.8
Female	362,821	63,295	17.4	25,802	40.8
Male	371,597	42,961	11.6	18,005	41.9
State	734,418	106,256	14.5	43,807	41.2

Source. Primary data from College Board, IB, and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information.

^aEconomically disadvantaged.

Table 2
Participation and Performance in Mathematics, Advanced Placement (AP)
and International Baccalaureate (IB) Examinations Combined, Grades 11
and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public
Schools, 2017-18 and 2018-19

Group	Students	Mathematics examinees		Mathematics examinees scoring at or above criterion	
		Number	Rate (%)	Number	Rate (%)
2017-18					
African American	90,417	3,038	3.4	988	32.5
American Indian	2,650	147	5.5	74	50.3
Asian	32,756	10,069	30.7	7,306	72.6
Hispanic	365,652	18,615	5.1	6,221	33.4
Pacific Islander	1,104	74	6.7	43	58.1
White	219,135	19,795	9.0	12,488	63.1
Multiracial	13,954	1,327	9.5	875	65.9
Econ. disad. ^a	388,751	16,764	4.3	5,296	31.6
Not econ. disad.	336,917	36,190	10.7	22,663	62.6
Female	358,592	25,889	7.2	12,616	48.7
Male	367,076	27,181	7.4	15,381	56.6
State	725,668	53,070	7.3	27,997	52.8
2018-19					
African American	91,264	2,964	3.2	1,002	33.8
American Indian	2,606	152	5.8	86	56.6
Asian	34,165	10,827	31.7	7,895	72.9
Hispanic	374,465	19,441	5.2	6,152	31.6
Pacific Islander	1,147	76	6.6	43	56.6
White	216,292	19,141	8.8	12,083	63.1
Multiracial	14,479	1,417	9.8	927	65.4
Econ. disad.	393,166	17,006	4.3	5,115	30.1
Not econ. disad.	341,252	36,906	10.8	23,022	62.4
Female	362,821	26,355	7.3	12,797	48.6
Male	371,597	27,666	7.4	15,392	55.6
State	734,418	54,021	7.4	28,189	52.2

Source. Primary data from College Board, IB, and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information.

^aEconomically disadvantaged.

Table 3
Participation and Performance in Science, Advanced Placement (AP) and
International Baccalaureate (IB) Examinations Combined, Grades 11 and 12,
by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools,
2017-18 and 2018-19

Group	Students	Science examinees		Science examinees scoring at or above criterion	
		Number	Rate (%)	Number	Rate (%)
2017-18					
African American	90,417	5,344	5.9	969	18.1
American Indian	2,650	238	9.0	87	36.6
Asian	32,756	12,017	36.7	7,382	61.4
Hispanic	365,652	31,498	8.6	6,104	19.4
Pacific Islander	1,104	104	9.4	43	41.3
White	219,135	27,617	12.6	14,370	52.0
Multiracial	13,954	1,831	13.1	967	52.8
Econ. disad. ^a	388,751	29,109	7.5	5,251	18.0
Not econ. disad.	336,917	49,369	14.7	24,635	49.9
Female	358,592	41,150	11.5	13,652	33.2
Male	367,076	37,507	10.2	16,271	43.4
State	725,668	78,657	10.8	29,923	38.0
2018-19					
African American	91,264	5,275	5.8	1,106	21.0
American Indian	2,606	175	6.7	75	42.9
Asian	34,165	12,370	36.2	7,820	63.2
Hispanic	374,465	30,542	8.2	6,409	21.0
Pacific Islander	1,147	103	9.0	41	39.8
White	216,292	25,963	12.0	14,455	55.7
Multiracial	14,479	1,944	13.4	1,099	56.5
Econ. disad.	393,166	27,651	7.0	5,233	18.9
Not econ. disad.	341,252	48,553	14.2	25,717	53.0
Female	362,821	39,955	11.0	14,354	35.9
Male	371,597	36,421	9.8	16,651	45.7
State	734,418	76,378	10.4	31,005	40.6

Source. Primary data from College Board, IB, and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information.

^aEconomically disadvantaged.

Table 4
Participation and Performance in Social Studies, Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2017-18 and 2018-19

Group	Students	Social studies examinees		Social studies examinees scoring at or above criterion	
		Number	Rate (%)	Number	Rate (%)
2017-18					
African American	90,417	8,489	9.4	2,294	27.0
American Indian	2,650	331	12.5	147	44.4
Asian	32,756	14,311	43.7	10,015	70.0
Hispanic	365,652	44,304	12.1	11,217	25.3
Pacific Islander	1,104	134	12.1	57	42.5
White	219,135	35,105	16.0	21,752	62.0
Multiracial	13,954	2,424	17.4	1,436	59.2
Econ. disad. ^a	388,751	40,700	10.5	9,364	23.0
Not econ. disad.	336,917	64,117	19.0	37,478	58.5
Female	358,592	58,115	16.2	23,904	41.1
Male	367,076	46,994	12.8	23,018	49.0
State	725,668	105,109	14.5	46,922	44.6
2018-19					
African American	91,264	8,152	8.9	2,380	29.2
American Indian	2,606	264	10.1	134	50.8
Asian	34,165	14,542	42.6	10,462	71.9
Hispanic	374,465	42,978	11.5	11,623	27.0
Pacific Islander	1,147	135	11.8	60	44.4
White	216,292	33,420	15.5	20,961	62.7
Multiracial	14,479	2,501	17.3	1,589	63.5
Econ. disad.	393,166	38,433	9.8	9,173	23.9
Not econ. disad.	341,252	63,359	18.6	37,961	59.9
Female	362,821	56,500	15.6	24,565	43.5
Male	371,597	45,496	12.2	22,645	49.8
State	734,418	101,996	13.9	47,210	46.3

Source. Primary data from College Board, IB, and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information.

^aEconomically disadvantaged.

Results for Texas Public Schools: Advanced Placement and International Baccalaureate Combined

Table 5
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2014-15 Through 2018-19

Group	Students	Examinees		Examinees scoring at or above criterion		Examinations	Examinations with scores at or above criterion	
		Number	Participation rate (%)	Number	Percent		Number	Percent
2014-15								
African American	85,012	14,085	16.6	3,838	27.2	28,662	7,026	24.5
American Indian	2,810	550	19.6	269	48.9	1,288	538	41.8
Asian	27,390	15,982	58.3	11,507	72.0	52,791	34,656	65.6
Hispanic	320,587	72,172	22.5	26,316	36.5	154,379	43,370	28.1
Pacific Islander	971	246	25.3	126	51.2	641	264	41.2
White	215,454	58,969	27.4	37,093	62.9	142,440	81,447	57.2
Multiracial	11,567	3,287	28.4	2,029	61.7	8,455	4,753	56.2
Econ. disad. ^a	332,232	64,056	19.3	21,373	33.4	136,879	34,842	25.5
Not econ. disad.	331,559	100,496	30.3	59,452	59.2	250,293	136,589	54.6
Female	327,746	92,159	28.1	44,225	48.0	209,530	88,602	42.3
Male	336,045	73,180	21.8	36,973	50.5	179,203	83,481	46.6
State	663,791	165,339	24.9	81,198	49.1	388,733	172,083	44.3
2015-16								
African American	86,973	14,949	17.2	4,220	28.2	30,907	7,916	25.6
American Indian	2,689	523	19.4	249	47.6	1,201	511	42.5
Asian	28,194	16,710	59.3	12,189	72.9	56,072	37,022	66.0
Hispanic	335,368	77,632	23.1	28,963	37.3	165,709	48,021	29.0
Pacific Islander	1,002	252	25.1	121	48.0	627	272	43.4
White	217,096	60,579	27.9	38,340	63.3	145,774	85,265	58.5
Multiracial	12,334	3,580	29.0	2,153	60.1	9,067	5,124	56.5
Econ. disad.	347,607	69,054	19.9	23,634	34.2	146,974	38,393	26.1
Not econ. disad.	336,049	104,547	31.1	62,337	59.6	261,227	145,306	55.6

Source. Primary data from College Board, IB, and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information.

^aEconomically disadvantaged.

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Table 5 (continued)
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2014-15 Through 2018-19

Group	Students	Examinees		Examinees scoring at or above criterion		Examinations	Examinations with scores at or above criterion	
		Number	rate (%)	Number	Percent		Number	Percent
Female	338,021	98,206	29.1	47,512	48.4	223,611	96,232	43.0
Male	345,635	76,036	22.0	38,730	50.9	185,767	87,906	47.3
State	683,656	174,242	25.5	86,242	49.5	409,378	184,138	45.0
2016-17								
African American	88,652	15,450	17.4	4,307	27.9	32,425	8,127	25.1
American Indian	2,633	544	20.7	262	48.2	1,187	506	42.6
Asian	30,217	18,485	61.2	13,498	73.0	62,882	42,192	67.1
Hispanic	350,156	84,116	24.0	30,896	36.7	181,063	51,951	28.7
Pacific Islander	1,104	269	24.4	126	46.8	688	312	45.3
White	219,162	61,712	28.2	39,171	63.5	150,379	88,449	58.8
Multiracial	13,167	3,889	29.5	2,372	61.0	9,964	5,667	56.9
Econ. disad. ^a	362,197	74,005	20.4	24,931	33.7	159,436	41,265	25.9
Not econ. disad.	342,894	109,303	31.9	65,328	59.8	277,251	155,421	56.1
Female	349,044	104,561	30.0	49,779	47.6	241,268	102,959	42.7
Male	356,047	79,974	22.5	40,859	51.1	197,418	94,251	47.7
State	705,091	184,535	26.2	90,638	49.1	438,686	197,210	45.0
2017-18								
African American	90,417	15,379	17.0	4,488	29.2	31,317	8,342	26.6
American Indian	2,650	580	21.9	296	51.0	1,341	626	46.7
Asian	32,756	19,954	60.9	14,884	74.6	67,485	46,272	68.6
Hispanic	365,652	86,083	23.5	33,089	38.4	183,619	55,905	30.4
Pacific Islander	1,104	223	20.2	117	52.5	556	279	50.2
White	219,135	60,937	27.8	39,493	64.8	149,229	89,717	60.1
Multiracial	13,954	4,028	28.9	2,528	62.8	10,439	6,252	59.9
Econ. disad.	388,751	78,671	20.2	27,969	35.6	167,600	47,092	28.1
Not econ. disad.	336,917	107,885	32.0	66,698	61.8	275,296	159,966	58.1

Source. Primary data from College Board, IB, and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information.

^aEconomically disadvantaged.

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Table 5 (continued)
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2014-15 Through 2018-19

Group	Students	Examinees		Examinees scoring at or above criterion		Examinations	Examinations with scores at or above criterion	
		Number	rate (%)	Number	Percent		Number	Percent
Female	358,592	106,368	29.7	52,373	49.2	244,274	108,376	44.4
Male	367,076	80,852	22.0	42,535	52.6	199,772	99,038	49.6
State	725,668	187,220	25.8	94,908	50.7	444,046	207,414	46.7
2018-19								
African American	91,264	14,800	16.2	4,328	29.2	29,888	8,276	27.7
American Indian	2,606	505	19.4	270	53.5	1,144	583	51.0
Asian	34,165	20,665	60.5	15,518	75.1	69,475	48,542	69.9
Hispanic	374,465	86,153	23.0	33,755	39.2	181,593	56,964	31.4
Pacific Islander	1,147	243	21.2	118	48.6	580	286	49.3
White	216,292	58,327	27.0	37,605	64.5	141,858	86,443	60.9
Multiracial	14,479	4,115	28.4	2,647	64.3	10,735	6,683	62.3
Econ. disad. ^a	393,166	77,331	19.7	27,742	35.9	161,634	46,113	28.5
Not econ. disad.	341,252	106,952	31.3	66,272	62.0	272,699	161,279	59.1
Female	362,821	104,730	28.9	52,070	49.7	239,208	109,178	45.6
Male	371,597	80,103	21.6	42,181	52.7	196,103	98,610	50.3
State	734,418	184,835	25.2	94,251	51.0	435,313	207,788	47.7

Source. Primary data from College Board, IB, and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information.

^aEconomically disadvantaged.

Table 6
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Program Participation, Texas Public Schools, 2018-19

Group	Students	Examinees		Examinees scoring at or above criterion		Examinations	Examinations with scores at or above criterion	
		Number	rate (%)	Number	Percent		Number	Percent
Bilingual or ESL ^a	58,219	7,361	12.6	3,771	51.2	11,562	4,231	36.6
Not bilingual or ESL	676,199	176,922	26.2	90,243	51.0	422,771	203,161	48.1
CTE ^b	430,533	98,444	22.9	43,086	43.8	209,296	83,768	40.0
Not CTE	303,885	85,839	28.2	50,928	59.3	225,037	123,624	54.9
Gifted and talented	69,623	44,400	63.8	30,909	69.6	134,045	86,883	64.8
Not gifted and talented	664,795	139,883	21.0	63,105	45.1	300,288	120,509	40.1
Special education	66,087	1,536	2.3	525	34.2	2,725	848	31.1
Not special education	668,331	182,747	27.3	93,489	51.2	431,608	206,544	47.9
Title I	326,558	75,725	23.2	26,818	35.4	164,173	47,429	28.9
Not Title I	407,860	108,558	26.6	67,196	61.9	270,160	159,963	59.2
State	734,418	184,835	25.2	94,251	51.0	435,313	207,788	47.7

Source. Primary data from College Board, IB, and Texas Education Agency.

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by program participation may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information. Students may be counted in more than one category.

^aEnglish as a second language. ^bCareer and technical education.

Table 7
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Student Characteristic, Texas Public Schools, 2018-19

Group	Students	Examinees		Examinees scoring at or above criterion		Examinations	Examinations with scores at or above criterion	
		Number	rate (%)	Number	Percent		Number	Percent
At-risk	327,267	33,979	10.4	10,658	31.4	60,378	14,502	24.0
Not at-risk	407,151	149,413	36.7	82,988	55.5	372,477	192,376	51.6
Dyslexia	23,221	2,163	9.3	799	36.9	4,061	1,407	34.6
Not dyslexia	711,197	181,229	25.5	92,847	51.2	428,794	205,471	47.9
English learner	61,275	7,688	12.5	3,881	50.5	12,168	4,404	36.2
Not English learner	673,143	176,595	26.2	90,133	51.0	422,165	202,988	48.1
Foster care	1,219	62	5.1	20	32.3	117	24	20.5
Not foster care	733,199	184,221	25.1	93,994	51.0	434,216	207,368	47.8
Homeless	12,761	1,369	10.7	463	33.8	2,608	740	28.4
Not homeless	721,657	182,914	25.3	93,551	51.1	431,725	206,652	47.9
Immigrant	10,962	2,118	19.3	1,495	70.6	4,024	2,445	60.8
Not immigrant	723,456	181,274	25.1	92,151	50.8	428,831	204,433	47.7
Migrant	3,248	532	16.4	167	31.4	950	195	20.5
Not migrant	731,170	183,751	25.1	93,847	51.1	433,383	207,197	47.8
Military-connected	10,310	2,826	27.4	1,383	48.9	6,242	2,759	44.2
Not military-connected	724,108	181,457	25.1	92,631	51.0	428,091	204,633	47.8
State	734,418	184,835	25.2	94,251	51.0	435,313	207,788	47.7

Source. Primary data from College Board, IB, and Texas Education Agency.

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by student characteristic may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information. Students may be counted in more than one category.

Table 8
Students Qualifying for College Credit Based on Advanced Placement (AP) or International Baccalaureate (IB) Examination Performance, Grades 11 and 12, by Race/Ethnicity, Texas Public Schools, 2014-15 Through 2018-19

Group	Students	Students scoring at or above 3 (AP) or 4 (IB)	
		Number	Percent
2014-15			
African American	85,012	3,838	4.5
American Indian	2,810	269	9.6
Asian	27,390	11,507	42.0
Hispanic	320,587	26,316	8.2
Pacific Islander	971	126	13.0
White	215,454	37,093	17.2
Multiracial	11,567	2,029	17.5
State	663,791	81,198	12.2
2015-16			
African American	86,973	4,220	4.9
American Indian	2,689	249	9.3
Asian	28,194	12,189	43.2
Hispanic	335,368	28,963	8.6
Pacific Islander	1,002	121	12.1
White	217,096	38,340	17.7
Multiracial	12,334	2,153	17.5
State	683,656	86,242	12.6
2016-17			
African American	88,652	4,307	4.9
American Indian	2,633	262	10.0
Asian	30,217	13,498	44.7
Hispanic	350,156	30,896	8.8
Pacific Islander	1,104	126	11.4
White	219,162	39,171	17.9
Multiracial	13,167	2,372	18.0
State	705,091	90,638	12.9

Source. Primary data from College Board, IB, and Texas Education Agency (TEA).

Note. Students who took multiple examinations are counted only once. Sums of students by race/ethnicity may differ from the total of all examinees. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information. Because all Texas colleges and universities must adopt and implement policies to award credit for freshman courses to students who have completed the IB Diploma Programme or who have achieved required scores on one or more AP examinations (Texas Education Code §51.968, 2019), the percentage of all enrolled students who meet the criterion may be viewed as one indicator of college readiness among Texas public high school students. Whereas indicators of performance presented earlier in this report were based on the percentage of examinees who met the criterion score on an AP or IB examination, this indicator of qualification for college credit is based on the percentage of all students who met the criterion score.

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Table 8 (continued)
Students Qualifying for College Credit Based on Advanced Placement (AP)
or International Baccalaureate (IB) Examination Performance, Grades 11
and 12, by Race/Ethnicity, Texas Public Schools, 2014-15 Through 2018-19

Group	Students	Students scoring at or above 3 (AP) or 4 (IB)	
		Number	Percent
2017-18			
African American	90,417	4,488	5.0
American Indian	2,650	296	11.2
Asian	32,756	14,884	45.4
Hispanic	365,652	33,089	9.0
Pacific Islander	1,104	117	10.6
White	219,135	39,493	18.0
Multiracial	13,954	2,528	18.1
State	725,668	94,908	13.1
2018-19			
African American	91,264	4,328	4.7
American Indian	2,606	270	10.4
Asian	34,165	15,518	45.4
Hispanic	374,465	33,755	9.0
Pacific Islander	1,147	118	10.3
White	216,292	37,605	17.4
Multiracial	14,479	2,647	18.3
State	734,418	94,251	12.8

Source. Primary data from College Board, IB, and Texas Education Agency (TEA).

Note. Students who took multiple examinations are counted only once. Sums of students by race/ethnicity may differ from the total of all examinees. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information. Because all Texas colleges and universities must adopt and implement policies to award credit for freshman courses to students who have completed the IB Diploma Programme or who have achieved required scores on one or more AP examinations (Texas Education Code §51.968, 2019), the percentage of all enrolled students who meet the criterion may be viewed as one indicator of college readiness among Texas public high school students. Whereas indicators of performance presented earlier in this report were based on the percentage of examinees who met the criterion score on an AP or IB examination, this indicator of qualification for college credit is based on the percentage of all students who met the criterion score.

Results for Texas Public Schools: Advanced Placement

Table 9
Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2014-15 Through 2018-19

Group	Students	Examinees		Examinees scoring 3-5 on examinations		Examinations	Examinations with scores of 3-5	
		Number	Participation rate (%)	Number	Percent		Number	Percent
2014-15								
African American	85,012	13,765	16.2	3,566	25.9	27,246	6,320	23.2
American Indian	2,810	541	19.3	261	48.2	1,241	516	41.6
Asian	27,390	15,636	57.1	11,114	71.1	49,690	32,093	64.6
Hispanic	320,587	71,407	22.3	25,450	35.6	149,831	40,581	27.1
Pacific Islander	971	238	24.5	119	50.0	597	240	40.2
White	215,454	58,251	27.0	36,271	62.3	137,665	77,785	56.5
Multiracial	11,567	3,236	28.0	1,976	61.1	8,113	4,491	55.4
Econ. disad. ^a	332,232	63,271	19.0	20,572	32.5	132,590	32,440	24.5
Not econ. disad.	331,559	99,062	29.9	57,833	58.4	240,309	128,966	53.7
Female	327,746	90,842	27.7	42,772	47.1	201,410	82,816	41.1
Male	336,045	72,278	21.5	36,006	49.8	173,049	79,241	45.8
State	663,791	163,120	24.6	78,778	48.3	374,459	162,057	43.3
2015-16								
African American	86,973	14,656	16.9	3,958	27.0	29,370	7,117	24.2
American Indian	2,689	515	19.2	240	46.6	1,150	483	42.0
Asian	28,194	16,380	58.1	11,792	72.0	52,947	34,454	65.1
Hispanic	335,368	76,852	22.9	28,100	36.6	161,337	45,339	28.1
Pacific Islander	1,002	243	24.3	116	47.7	590	252	42.7
White	217,096	59,841	27.6	37,522	62.7	140,922	81,582	57.9
Multiracial	12,334	3,533	28.6	2,105	59.6	8,758	4,880	55.7
Econ. disad.	347,607	68,286	19.6	22,847	33.5	142,824	36,026	25.2
Not econ. disad.	336,049	103,111	30.7	60,723	58.9	251,095	137,650	54.8
Female	338,021	96,852	28.7	46,019	47.5	215,253	90,298	41.9
Male	345,635	75,183	21.8	37,819	50.3	179,838	83,814	46.6
State	683,656	172,035	25.2	83,838	48.7	395,091	174,112	44.1

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information.

^aEconomically disadvantaged.

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Table 9 (continued)

Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2014-15 Through 2018-19

Group	Students	Examinees		Examinees scoring 3-5 on examinations		Examinations	Examinations with scores of 3-5	
		Number	Participation rate (%)	Number	Percent		Number	Percent
2016-17								
African American	88,652	15,164	17.1	4,072	26.9	30,800	7,394	24.0
American Indian	2,633	538	20.4	255	47.4	1,150	475	41.3
Asian	30,217	18,155	60.1	13,095	72.1	59,556	39,423	66.2
Hispanic	350,156	83,308	23.8	29,964	36.0	176,138	48,977	27.8
Pacific Islander	1,104	261	23.6	115	44.1	631	269	42.6
White	219,162	61,001	27.8	38,406	63.0	145,514	84,771	58.3
Multiracial	13,167	3,822	29.0	2,290	59.9	9,491	5,289	55.7
Econ. disad. ^a	362,197	73,233	20.2	24,125	32.9	154,826	38,738	25.0
Not econ. disad.	342,894	107,853	31.5	63,699	59.1	266,547	147,342	55.3
Female	349,044	103,165	29.6	48,222	46.7	232,040	96,465	41.6
Male	356,047	79,155	22.2	39,981	50.5	191,339	90,139	47.1
State	705,091	182,320	25.9	88,203	48.4	423,379	186,604	44.1
2017-18								
African American	90,417	14,941	16.5	4,222	28.3	29,560	7,589	25.7
American Indian	2,650	574	21.7	291	50.7	1,306	605	46.3
Asian	32,756	19,573	59.8	14,444	73.8	63,975	43,335	67.7
Hispanic	365,652	84,975	23.2	31,974	37.6	177,343	52,488	29.6
Pacific Islander	1,104	215	19.5	110	51.2	520	259	49.8
White	219,135	60,049	27.4	38,610	64.3	143,806	85,642	59.6
Multiracial	13,954	3,968	28.4	2,460	62.0	10,022	5,945	59.3
Econ. disad.	388,751	77,571	20.0	27,023	34.8	161,786	44,209	27.3
Not econ. disad.	336,917	106,096	31.5	64,860	61.1	263,656	151,319	57.4
Female	358,592	104,617	29.2	50,612	48.4	233,858	101,448	43.4
Male	367,076	79,704	21.7	41,507	52.1	192,709	94,424	49.0
State	725,668	184,321	25.4	92,119	50.0	426,567	195,872	45.9

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information.

^aEconomically disadvantaged.

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Table 9 (continued)

Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2014-15 Through 2018-19

Group	Students	Examinees		Examinees scoring 3-5 on examinations		Examinations	Examinations with scores of 3-5	
		Number	Participation rate (%)	Number	Percent		Number	Percent
2018-19								
African American	91,264	14,401	15.8	4,102	28.5	28,278	7,609	26.9
American Indian	2,606	495	19.0	261	52.7	1,098	546	49.7
Asian	34,165	20,227	59.2	15,051	74.4	65,803	45,580	69.3
Hispanic	374,465	84,546	22.6	32,254	38.1	173,223	52,752	30.5
Pacific Islander	1,147	237	20.7	113	47.7	555	269	48.5
White	216,292	57,454	26.6	36,772	64.0	136,675	82,618	60.4
Multiracial	14,479	4,020	27.8	2,552	63.5	10,182	6,254	61.4
Econ. disad. ^a	393,166	75,839	19.3	26,503	34.9	154,151	42,636	27.7
Not econ. disad.	341,252	105,016	30.8	64,375	61.3	260,723	152,607	58.5
Female	362,821	102,655	28.3	50,113	48.8	227,746	101,966	44.8
Male	371,597	78,749	21.2	41,001	52.1	188,105	93,672	49.8
State	734,418	181,404	24.7	91,114	50.2	415,851	195,638	47.0

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information.

^aEconomically disadvantaged.

Table 10
Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, by
Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2014-15 Through 2018-19

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	3-5 on examinations	Percent		Number	Percent
2014-15								
African American	101,533	6,459	6.4	1,566	24.2	6,962	1,730	24.8
American Indian	3,103	263	8.5	99	37.6	302	121	40.1
Asian	29,285	10,458	35.7	7,057	67.5	13,629	9,422	69.1
Hispanic	397,933	39,011	9.8	15,538	39.8	44,677	17,033	38.1
Pacific Islander	1,079	111	10.3	46	41.4	121	52	43.0
White	238,721	28,759	12.0	15,569	54.1	32,049	17,475	54.5
Multiracial	13,808	1,812	13.1	987	54.5	2,054	1,141	55.6
Econ. disad. ^a	438,307	34,268	7.8	12,602	36.8	39,057	13,771	35.3
Not econ. disad.	347,155	52,208	15.0	28,077	53.8	60,301	33,003	54.7
Female	380,024	48,028	12.6	21,740	45.3	54,803	24,600	44.9
Male	405,438	38,868	9.6	19,135	49.2	45,014	22,387	49.7
State	785,462	86,896	11.1	40,875	47.0	99,817	46,987	47.1
2015-16								
African American	103,639	7,441	7.2	1,692	22.7	8,101	1,860	23.0
American Indian	3,115	276	8.9	124	44.9	317	138	43.5
Asian	31,799	12,193	38.3	8,532	70.0	15,991	11,295	70.6
Hispanic	414,720	44,293	10.7	16,886	38.1	51,619	18,658	36.1
Pacific Islander	1,158	119	10.3	58	48.7	135	67	49.6
White	238,547	31,538	13.2	17,143	54.4	35,711	19,526	54.7
Multiracial	14,545	2,094	14.4	1,174	56.1	2,386	1,349	56.5
Econ. disad.	458,544	39,658	8.6	13,796	34.8	45,984	15,162	33.0
Not econ. disad.	348,979	57,866	16.6	31,634	54.7	67,776	37,536	55.4
Female	390,317	54,406	13.9	24,340	44.7	62,969	27,678	44.0
Male	417,206	43,560	10.4	21,276	48.8	51,306	25,222	49.2
State	807,523	97,966	12.1	45,616	46.6	114,275	52,900	46.3

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information.

^aEconomically disadvantaged.

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Table 10 (continued)
Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2014-15 Through 2018-19

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	3-5 on examinations	Percent		Number	Percent
2016-17								
African American	104,383	8,117	7.8	1,956	24.1	8,940	2,190	24.5
American Indian	3,086	337	10.9	166	49.3	415	205	49.4
Asian	33,580	13,869	41.3	9,676	69.8	18,791	13,303	70.8
Hispanic	425,724	50,169	11.8	20,254	40.4	59,378	22,700	38.2
Pacific Islander	1,167	121	10.4	57	47.1	137	69	50.4
White	235,571	34,090	14.5	19,300	56.6	39,050	22,306	57.1
Multiracial	15,268	2,465	16.1	1,421	57.6	2,909	1,715	59.0
Econ. disad. ^a	468,062	43,981	9.4	16,393	37.3	51,813	18,267	35.3
Not econ. disad.	350,717	64,127	18.3	36,019	56.2	76,628	43,758	57.1
Female	395,296	60,907	15.4	28,174	46.3	71,664	32,668	45.6
Male	423,483	48,334	11.4	24,669	51.0	58,031	29,833	51.4
State	818,779	109,241	13.3	52,843	48.4	129,695	62,501	48.2
2017-18								
African American	104,682	8,390	8.0	2,307	27.5	9,248	2,608	28.2
American Indian	3,013	307	10.2	152	49.5	360	181	50.3
Asian	34,961	15,332	43.9	11,265	73.5	21,577	16,082	74.5
Hispanic	427,228	52,954	12.4	21,688	41.0	63,364	24,494	38.7
Pacific Islander	1,256	132	10.5	62	47.0	160	82	51.3
White	234,109	35,166	15.0	20,864	59.3	40,851	24,372	59.7
Multiracial	16,275	2,678	16.5	1,617	60.4	3,193	1,968	61.6
Econ. disad.	481,224	47,825	9.9	18,091	37.8	56,819	20,372	35.9
Not econ. disad.	340,300	66,615	19.6	39,655	59.5	81,349	49,182	60.5
Female	397,384	64,427	16.2	31,433	48.8	77,041	37,103	48.2
Male	424,140	50,565	11.9	26,535	52.5	61,748	32,698	53.0
State	821,524	114,992	14.0	57,968	50.4	138,789	69,801	50.3

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information.

^aEconomically disadvantaged.

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Table 10 (continued)
Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2014-15 Through 2018-19

Group	Students	Examinees		Examinees scoring 3-5 on examinations		Examinations	Examinations with scores of 3-5	
		Number	Participation rate (%)	Number	Percent		Number	Percent
2018-19								
African American	105,033	9,353	8.9	2,398	25.6	10,411	2,748	26.4
American Indian	2,938	351	11.9	164	46.7	430	207	48.1
Asian	36,437	16,600	45.6	12,079	72.8	23,720	17,626	74.3
Hispanic	434,541	59,336	13.7	23,994	40.4	71,522	27,100	37.9
Pacific Islander	1,202	148	12.3	63	42.6	170	71	41.8
White	231,662	36,846	15.9	21,111	57.3	43,125	24,998	58.0
Multiracial	17,716	3,046	17.2	1,732	56.9	3,660	2,160	59.0
Econ. disad. ^a	484,182	52,690	10.9	19,515	37.0	63,005	21,902	34.8
Not econ. disad.	345,347	72,626	21.0	41,861	57.6	89,610	52,824	58.9
Female	401,842	70,130	17.5	32,936	47.0	84,397	39,210	46.5
Male	427,687	55,571	13.0	28,612	51.5	68,662	35,707	52.0
State	829,529	125,701	15.2	61,548	49.0	153,059	74,917	48.9

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information.

^aEconomically disadvantaged.

Table 11
Advanced Placement (AP) Examination Participation and Performance, Grade 8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2017-18 and 2018-19

Group	Students	Examinees		Examinees scoring 3-5 on examinations		Examinations	Examinations with scores of 3-5	
		Number	Participation rate (%)	Number	Percent		Number	Percent
2017-18								
African American	49,852	17	<0.1	6	35.3	17	6	35.3
American Indian	1,345	10	0.7	8	80.0	10	8	80.0
Asian	17,460	56	0.3	47	83.9	66	55	83.3
Hispanic	207,891	4,952	2.4	3,866	78.1	4,953	3,866	78.1
Pacific Islander	527	0	0.0	0	n/a ^a	0	0	n/a
White	113,300	138	0.1	91	65.9	139	92	66.2
Multiracial	8,612	14	0.2	8	57.1	19	12	63.2
Econ. disad. ^b	240,747	4,364	1.8	3,367	77.2	4,366	3,367	77.1
Not econ. disad.	158,240	809	0.5	648	80.1	824	661	80.2
Female	194,763	3,221	1.7	2,629	81.6	3,225	2,631	81.6
Male	204,224	1,966	1.0	1,397	71.1	1,979	1,408	71.1
State	398,987	5,187	1.3	4,026	77.6	5,204	4,039	77.6
2018-19								
African American	50,910	33	0.1	22	66.7	33	22	66.7
American Indian	1,381	21	1.5	18	85.7	21	18	85.7
Asian	17,880	61	0.3	57	93.4	63	59	93.7
Hispanic	212,560	5,223	2.5	4,201	80.4	5,226	4,202	80.4
Pacific Islander	595	1	0.2	1	100	1	1	100
White	112,754	156	0.1	113	72.4	157	114	72.6
Multiracial	9,063	15	0.2	14	93.3	16	15	93.8
Econ. disad.	243,918	4,540	1.9	3,627	79.9	4,543	3,628	79.9
Not econ. disad.	161,225	955	0.6	789	82.6	959	793	82.7
Female	196,827	3,334	1.7	2,828	84.8	3,338	2,831	84.8
Male	208,316	2,176	1.0	1,598	73.4	2,179	1,600	73.4
State	405,143	5,510	1.4	4,426	80.3	5,517	4,431	80.3

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information.

^aNot applicable. ^bEconomically disadvantaged.

Table 12
Advanced Placement (AP) Examinations and Performance, Grades 9-12,
by Subject and Grade, Texas Public Schools, 2018-19

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
English Language and Composition				
Grade 9	26	<0.1	26.9	1.8
Grade 10	2,105	3.3	30.6	2.2
Grade 11	59,956	92.7	41.6	2.4
Grade 12	2,577	4.0	21.5	1.8
Total	64,664	100	40.5	2.4
World History				
Grade 9	1,319	2.1	25.6	1.9
Grade 10	59,065	95.3	44.7	2.5
Grade 11	1,218	2.0	44.7	2.5
Grade 12	350	0.6	49.4	2.7
Total	61,952	100	44.3	2.5
United States History				
Grade 9	150	0.3	14.0	1.5
Grade 10	3,374	6.3	30.6	2.0
Grade 11	49,535	92.4	43.4	2.4
Grade 12	569	1.1	39.0	2.2
Total	53,628	100	42.4	2.4
Human Geography				
Grade 9	41,250	90.8	38.4	2.2
Grade 10	2,499	5.5	36.6	2.2
Grade 11	1,025	2.3	56.8	2.8
Grade 12	640	1.4	60.0	2.9
Total	45,414	100	39.0	2.2
English Literature and Composition				
Grade 9	4	<0.1	0.0	1.3
Grade 10	56	0.1	41.1	2.4
Grade 11	2,668	6.5	31.9	2.2
Grade 12	38,545	93.4	39.5	2.3
Total	41,273	100	39.0	2.3
United States Government and Politics				
Grade 9	113	0.3	91.2	3.8
Grade 10	395	1.2	25.8	2.0
Grade 11	1,998	6.0	32.2	2.1
Grade 12	30,897	92.5	44.7	2.4
Total	33,403	100	43.9	2.4

Source. Primary data from College Board and Texas Education Agency.

Note. Examinations are listed in descending order by total number of examinations taken. Parts may not add to 100 percent because of rounding.

^aNot applicable.

continues

Table 12 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12,
by Subject and Grade, Texas Public Schools, 2018-19

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
Spanish Language and Culture				
Grade 9	5,336	18.1	84.6	3.5
Grade 10	9,793	33.3	86.3	3.6
Grade 11	9,717	33.0	86.0	3.6
Grade 12	4,573	15.5	81.4	3.5
Total	29,419	100	85.1	3.6
Macroeconomics				
Grade 9	17	0.1	94.1	4.2
Grade 10	218	0.8	32.1	2.1
Grade 11	1,786	6.5	37.4	2.3
Grade 12	25,260	92.6	41.2	2.3
Total	27,281	100	40.9	2.3
Physics 1				
Grade 9	105	0.4	71.4	3.4
Grade 10	2,797	10.4	38.0	2.3
Grade 11	21,189	78.6	26.7	2.0
Grade 12	2,850	10.6	28.1	2.0
Total	26,941	100	28.2	2.0
Biology				
Grade 9	704	2.8	59.4	2.8
Grade 10	2,942	11.8	58.6	2.8
Grade 11	8,232	33.1	50.5	2.6
Grade 12	13,000	52.3	48.4	2.5
Total	24,878	100	50.6	2.6
Calculus AB				
Grade 9	95	0.4	95.8	4.7
Grade 10	440	1.9	69.8	3.5
Grade 11	4,457	18.8	58.6	3.0
Grade 12	18,666	78.9	40.2	2.4
Total	23,658	100	44.4	2.5
Environmental Science				
Grade 9	14	0.1	57.1	2.8
Grade 10	858	4.7	47.9	2.6
Grade 11	6,138	33.3	42.8	2.5
Grade 12	11,437	62.0	39.8	2.4
Total	18,447	100	41.2	2.4

Source. Primary data from College Board and Texas Education Agency.

Note. Examinations are listed in descending order by total number of examinations taken. Parts may not add to 100 percent because of rounding.

^aNot applicable.

continues

Table 12 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12,
by Subject and Grade, Texas Public Schools, 2018-19

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
Statistics				
Grade 9	18	0.1	88.9	4.2
Grade 10	851	4.7	79.0	3.6
Grade 11	4,895	27.1	65.4	3.1
Grade 12	12,286	68.1	45.9	2.4
Total	18,050	100	52.8	2.7
Psychology				
Grade 9	119	0.7	48.7	2.7
Grade 10	2,837	16.3	59.0	2.9
Grade 11	8,935	51.3	55.5	2.8
Grade 12	5,523	31.7	51.7	2.7
Total	17,414	100	54.8	2.8
Chemistry				
Grade 9	28	0.2	25.0	1.8
Grade 10	1,416	10.7	37.2	2.2
Grade 11	7,935	60.1	46.9	2.5
Grade 12	3,831	29.0	38.6	2.2
Total	13,210	100	43.4	2.4
Calculus BC				
Grade 9	15	0.1	93.3	4.7
Grade 10	326	3.2	96.9	4.5
Grade 11	1,971	19.3	88.1	4.1
Grade 12	7,896	77.4	69.4	3.3
Total	10,208	100	73.9	3.5
Spanish Literature and Culture				
Grade 9	466	6.9	54.5	2.6
Grade 10	1,739	25.7	60.1	2.8
Grade 11	2,330	34.5	66.4	2.9
Grade 12	2,225	32.9	66.5	2.9
Total	6,760	100	64.0	2.9
Computer Science A				
Grade 9	442	7.2	80.5	3.6
Grade 10	1,855	30.1	71.3	3.3
Grade 11	2,446	39.7	64.6	3.1
Grade 12	1,423	23.1	59.5	2.9
Total	6,166	100	66.6	3.1

Source. Primary data from College Board and Texas Education Agency.

Note. Examinations are listed in descending order by total number of examinations taken. Parts may not add to 100 percent because of rounding.

^aNot applicable.

continues

Table 12 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12,
by Subject and Grade, Texas Public Schools, 2018-19

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
Computer Science Principles				
Grade 9	1,266	21.5	69.9	3.1
Grade 10	2,123	36.1	73.3	3.2
Grade 11	1,409	23.9	67.2	3.0
Grade 12	1,090	18.5	59.7	2.8
Total	5,888	100	68.6	3.1
European History				
Grade 9	17	0.4	17.6	1.5
Grade 10	1,775	37.9	49.2	2.7
Grade 11	1,160	24.7	60.3	2.9
Grade 12	1,736	37.0	58.0	2.9
Total	4,688	100	55.1	2.8
Physics C: Mechanics				
Grade 9	0	0.0	n/a ^a	n/a
Grade 10	22	0.5	72.7	3.6
Grade 11	550	12.7	72.9	3.6
Grade 12	3,766	86.8	75.0	3.5
Total	4,338	100	74.7	3.5
Microeconomics				
Grade 9	116	2.9	22.4	1.7
Grade 10	307	7.6	8.8	1.3
Grade 11	340	8.4	57.4	2.8
Grade 12	3,283	81.1	39.2	2.3
Total	4,046	100	37.9	2.3
Capstone Seminar				
Grade 9	27	0.7	40.7	2.2
Grade 10	1,276	33.1	82.9	3.1
Grade 11	2,234	58.0	80.3	3.1
Grade 12	313	8.1	64.9	2.8
Total	3,850	100	79.6	3.1
Studio Art: 2-D Design				
Grade 9	20	0.5	85.0	3.3
Grade 10	173	4.7	78.0	3.3
Grade 11	1,164	31.4	84.6	3.5
Grade 12	2,352	63.4	81.2	3.4
Total	3,709	100	82.1	3.4

Source. Primary data from College Board and Texas Education Agency.

Note. Examinations are listed in descending order by total number of examinations taken. Parts may not add to 100 percent because of rounding.

^aNot applicable.

continues

Table 12 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12,
by Subject and Grade, Texas Public Schools, 2018-19

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
Physics 2				
Grade 9	0	0.0	n/a ^a	n/a
Grade 10	49	1.4	91.8	3.9
Grade 11	1,252	36.6	65.0	3.1
Grade 12	2,123	62.0	49.5	2.6
Total	3,424	100	55.8	2.8
Art History				
Grade 9	55	1.7	65.5	3.1
Grade 10	865	27.1	64.3	3.1
Grade 11	1,257	39.4	63.4	3.0
Grade 12	1,013	31.8	62.7	3.0
Total	3,190	100	63.4	3.0
Physics C: Electricity and Magnetism				
Grade 9	0	0.0	n/a	n/a
Grade 10	11	0.4	72.7	3.6
Grade 11	225	7.9	79.6	3.9
Grade 12	2,598	91.7	64.5	3.2
Total	2,834	100	65.8	3.3
Studio Art: Drawing				
Grade 9	10	0.4	90.0	3.9
Grade 10	154	6.2	83.1	3.4
Grade 11	827	33.2	86.8	3.5
Grade 12	1,502	60.2	85.3	3.5
Total	2,493	100	85.7	3.5
Music Theory				
Grade 9	20	0.9	70.0	3.5
Grade 10	307	13.2	59.6	2.9
Grade 11	1,065	45.7	63.0	3.1
Grade 12	938	40.3	59.9	3.0
Total	2,330	100	61.4	3.0
French Language and Culture				
Grade 9	26	1.9	73.1	3.4
Grade 10	214	15.9	69.2	3.1
Grade 11	503	37.3	69.0	3.0
Grade 12	604	44.8	47.8	2.5
Total	1,347	100	59.6	2.8

Source. Primary data from College Board and Texas Education Agency.

Note. Examinations are listed in descending order by total number of examinations taken. Parts may not add to 100 percent because of rounding.

^aNot applicable.

continues

Table 12 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12,
by Subject and Grade, Texas Public Schools, 2018-19

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
Capstone Research				
Grade 9	0	0.0	n/a ^a	n/a
Grade 10	8	0.6	75.0	3.3
Grade 11	466	36.5	74.2	3.1
Grade 12	804	62.9	72.1	3.0
Total	1,278	100	72.9	3.1
Studio Art: 3-D Design				
Grade 9	2	0.2	0.0	2.0
Grade 10	21	2.6	61.9	2.9
Grade 11	172	21.3	70.9	3.0
Grade 12	611	75.8	58.8	2.8
Total	806	100	61.3	2.9
Chinese Language and Culture				
Grade 9	90	13.3	100	4.7
Grade 10	132	19.6	91.7	4.3
Grade 11	278	41.2	87.8	4.3
Grade 12	175	25.9	77.7	3.5
Total	675	100	87.6	4.1
German Language and Culture				
Grade 9	7	1.8	100	4.4
Grade 10	46	12.1	50.0	3.0
Grade 11	101	26.6	72.3	3.4
Grade 12	226	59.5	48.2	2.5
Total	380	100	55.8	2.8
Latin				
Grade 9	2	0.6	100	3.5
Grade 10	50	13.8	68.0	3.0
Grade 11	134	36.9	67.2	3.0
Grade 12	177	48.8	52.0	2.6
Total	363	100	60.1	2.8
Comparative Government and Politics				
Grade 9	4	1.1	50.0	2.3
Grade 10	41	11.6	51.2	3.0
Grade 11	97	27.4	64.9	3.2
Grade 12	212	59.9	53.3	2.9
Total	354	100	56.2	3.0

Source. Primary data from College Board and Texas Education Agency.

Note. Examinations are listed in descending order by total number of examinations taken. Parts may not add to 100 percent because of rounding.

^aNot applicable.

continues

Table 12 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12,
by Subject and Grade, Texas Public Schools, 2018-19

Grade	Examinations		Scores	
	Number	Percent	Scoring in 3-5 range (%)	Mean score
Japanese Language and Culture				
Grade 9	15	12.9	86.7	4.1
Grade 10	18	15.5	66.7	3.5
Grade 11	26	22.4	73.1	3.4
Grade 12	57	49.1	71.9	2.8
Total	116	100	73.3	3.2
Italian Language and Culture				
Grade 9	2	5.7	100	5.0
Grade 10	1	2.9	100	5.0
Grade 11	5	14.3	100	4.8
Grade 12	27	77.1	85.2	3.4
Total	35	100	88.6	3.7

Source. Primary data from College Board and Texas Education Agency.

Note. Examinations are listed in descending order by total number of examinations taken. Parts may not add to 100 percent because of rounding.

^aNot applicable.

Results for Texas Public Schools: International Baccalaureate

Table 13

International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2014-15 Through 2018-19

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	4-7 on examinations	Percent		with scores of 4-7	Percent
2014-15								
African American	85,012	474	0.6	324	68.4	1,418	706	49.8
American Indian	2,810	16	0.6	12	75.0	47	22	46.8
Asian	27,390	900	3.3	822	91.3	3,103	2,564	82.6
Hispanic	320,587	1,329	0.4	1,110	83.5	4,551	2,789	61.3
Pacific Islander	971	11	1.1	9	81.8	44	24	54.5
White	215,454	1,467	0.7	1,319	89.9	4,778	3,665	76.7
Multiracial	11,567	102	0.9	88	86.3	342	262	76.6
Econ. disad. ^a	332,232	1,257	0.4	983	78.2	4,289	2,402	56.0
Not econ. disad.	331,559	3,040	0.9	2,699	88.8	9,990	7,626	76.3
Female	327,746	2,491	0.8	2,143	86.0	8,130	5,792	71.2
Male	336,045	1,811	0.5	1,541	85.1	6,156	4,240	68.9
State	663,791	4,302	0.6	3,684	85.6	14,286	10,032	70.2
2015-16								
African American	86,973	493	0.6	329	66.7	1,537	799	52.0
American Indian	2,689	12	0.4	11	91.7	51	28	54.9
Asian	28,194	897	3.2	818	91.2	3,124	2,567	82.2
Hispanic	335,368	1,381	0.4	1,129	81.8	4,372	2,682	61.3
Pacific Islander	1,002	12	1.2	6	50.0	37	20	54.1
White	217,096	1,440	0.7	1,276	88.6	4,852	3,683	75.9
Multiracial	12,334	109	0.9	93	85.3	309	244	79.0
Econ. disad.	347,607	1,309	0.4	996	76.1	4,148	2,365	57.0
Not econ. disad.	336,049	3,033	0.9	2,664	87.8	10,132	7,656	75.6
Female	338,021	2,564	0.8	2,181	85.1	8,358	5,934	71.0
Male	345,635	1,783	0.5	1,484	83.2	5,929	4,092	69.0
State	683,656	4,347	0.6	3,665	84.3	14,287	10,026	70.2

Source. Primary data from IB and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information.

^aEconomically disadvantaged.

continues

Table 13 (continued)

International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2014-15 Through 2018-19

Group	Students	Examinees		Examinees scoring		Examinations	Examinations	
		Number	Participation rate (%)	4-7 on examinations	Percent		Number	Percent
2016-17								
African American	88,652	482	0.5	292	60.6	1,622	733	45.2
American Indian	2,633	10	0.4	10	100	37	31	83.8
Asian	30,217	960	3.2	890	92.7	3,326	2,769	83.3
Hispanic	350,156	1,530	0.4	1,222	79.9	4,924	2,974	60.4
Pacific Islander	1,104	14	1.3	13	92.9	57	43	75.4
White	219,162	1,491	0.7	1,265	84.8	4,864	3,678	75.6
Multiracial	13,167	131	1.0	119	90.8	473	378	79.9
Econ. disad. ^a	362,197	1,391	0.4	1,023	73.5	4,604	2,527	54.9
Not econ. disad.	342,894	3,227	0.9	2,788	86.4	10,699	8,079	75.5
Female	349,044	2,785	0.8	2,328	83.6	9,225	6,494	70.4
Male	356,047	1,833	0.5	1,483	80.9	6,078	4,112	67.7
State	705,091	4,618	0.7	3,811	82.5	15,303	10,606	69.3
2017-18								
African American	90,417	606	0.7	326	53.8	1,756	753	42.9
American Indian	2,650	11	0.4	8	72.7	35	21	60.0
Asian	32,756	1,028	3.1	934	90.9	3,510	2,937	83.7
Hispanic	365,652	1,836	0.5	1,466	79.8	6,276	3,417	54.4
Pacific Islander	1,104	11	1.0	7	63.6	36	20	55.6
White	219,135	1,652	0.8	1,443	87.3	5,423	4,075	75.1
Multiracial	13,954	130	0.9	114	87.7	417	307	73.6
Econ. disad.	388,751	1,781	0.5	1,261	70.8	5,813	2,883	49.6
Not econ. disad.	336,917	3,493	1.0	3,037	86.9	11,640	8,647	74.3
Female	358,592	3,131	0.9	2,596	82.9	10,415	6,928	66.5
Male	367,076	2,153	0.6	1,707	79.3	7,063	4,614	65.3
State	725,668	5,284	0.7	4,303	81.4	17,478	11,542	66.0

Source. Primary data from IB and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information.

^aEconomically disadvantaged.

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Table 13 (continued)

International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2014-15 Through 2018-19

Group	Students	Examinees		Examinees scoring 4-7 on examinations		Examinations	Examinations with scores of 4-7	
		Number	Participation rate (%)	Number	Percent		Number	Percent
2018-19								
African American	91,264	559	0.6	277	49.6	1,610	667	41.4
American Indian	2,606	12	0.5	10	83.3	46	37	80.4
Asian	34,165	1,040	3.0	941	90.5	3,672	2,962	80.7
Hispanic	374,465	2,414	0.6	1,830	75.8	8,369	4,211	50.3
Pacific Islander	1,147	9	0.8	7	77.8	25	17	68.0
White	216,292	1,571	0.7	1,342	85.4	5,183	3,825	73.8
Multiracial	14,479	162	1.1	143	88.3	553	429	77.6
Econ. disad. ^a	393,166	2,198	0.6	1,501	68.3	7,482	3,476	46.5
Not econ. disad.	341,252	3,569	1.0	3,049	85.4	11,976	8,672	72.4
Female	362,821	3,411	0.9	2,722	79.8	11,462	7,212	62.9
Male	371,597	2,357	0.6	1,829	77.6	7,997	4,937	61.7
State	734,418	5,770	0.8	4,551	78.9	19,461	12,149	62.4

Source. Primary data from IB and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information.

^aEconomically disadvantaged.

Table 14
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2018-19

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
History of the Americas				
Higher Level	2,749	14.1	66.7	3.9
Spanish B				
Higher Level	483	2.5	96.5	5.6
Standard Level	1,612	8.3	89.8	5.1
Total	2,095	10.8	91.3	5.2
English A: Literature				
Higher Level	2,092	10.7	76.9	4.3
Biology				
Higher Level	1,007	5.2	48.3	3.5
Standard Level	867	4.5	39.3	3.3
Total	1,874	9.6	44.1	3.4
Mathematical Studies				
Standard Level	1,601	8.2	52.8	3.6
Mathematics				
Higher Level	57	0.3	42.1	3.2
Standard Level	1,489	7.7	45.1	3.4
Total	1,546	7.9	45.0	3.4
English A: Language and Literature				
Higher Level	1,150	5.9	78.7	4.4
Environmental Systems and Societies				
Standard Level	727	3.7	34.5	3.0
Economics				
Higher Level	281	1.4	44.8	3.4
Standard Level	435	2.2	49.4	3.6
Total	716	3.7	47.6	3.5

Source. Primary data from IB and Texas Education Agency (TEA).

Note. Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Further Mathematics, Hindi B, Japanese B, German A: Literature, Italian B, Russian A: Literature, and Vietnamese A: Literature. Parts may not add to 100 percent because of rounding.

^aInformation Technology in a Global Society.

continues

Table 14 (continued)
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2018-19

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
Visual Arts				
Higher Level	285	1.5	53.7	3.7
Standard Level	394	2.0	34.3	3.3
Total	679	3.5	42.4	3.4
Chemistry				
Higher Level	215	1.1	51.2	3.7
Standard Level	433	2.2	39.7	3.3
Total	648	3.3	43.5	3.4
Physics				
Higher Level	190	1.0	61.6	4.1
Standard Level	396	2.0	50.5	3.7
Total	586	3.0	54.1	3.8
Psychology				
Higher Level	175	0.9	73.1	4.1
Standard Level	306	1.6	82.7	4.4
Total	481	2.5	79.2	4.3
French B				
Higher Level	39	0.2	87.2	4.8
Standard Level	401	2.1	74.3	4.2
Total	440	2.3	75.5	4.2
Film				
Higher Level	170	0.9	57.1	3.5
Standard Level	67	0.3	37.3	3.2
Total	237	1.2	51.5	3.4
Spanish AB				
Standard Level	230	1.2	60.9	3.9

Source. Primary data from IB and Texas Education Agency (TEA).

Note. Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Further Mathematics, Hindi B, Japanese B, German A: Literature, Italian B, Russian A: Literature, and Vietnamese A: Literature. Parts may not add to 100 percent because of rounding.

^aInformation Technology in a Global Society.

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Table 14 (continued)
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2018-19

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
Calculus				
Higher Level	167	0.9	74.9	4.5
Music: Group Performance				
Standard Level	126	0.6	72.2	4.4
Theatre				
Higher Level	85	0.4	65.9	3.7
Standard Level	41	0.2	48.8	3.4
Total	126	0.6	60.3	3.6
Information Tech. in a Global Society ^a				
Higher Level	44	0.2	75.0	4.0
Standard Level	69	0.4	78.3	4.4
Total	113	0.6	77.0	4.3
Computer Science				
Higher Level	50	0.3	68.0	3.9
Standard Level	49	0.3	24.5	2.9
Total	99	0.5	46.5	3.4
Music				
Higher Level	93	0.5	37.6	3.4
Philosophy				
Higher Level	37	0.2	75.7	4.2
Standard Level	54	0.3	90.7	4.9
Total	91	0.5	84.6	4.6
European History				
Higher Level	81	0.4	97.5	4.9
World Religions				
Standard Level	76	0.4	53.9	3.7

Source. Primary data from IB and Texas Education Agency (TEA).

Note. Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Further Mathematics, Hindi B, Japanese B, German A: Literature, Italian B, Russian A: Literature, and Vietnamese A: Literature. Parts may not add to 100 percent because of rounding.

^aInformation Technology in a Global Society.

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Table 14 (continued)
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2018-19

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
Dance				
Higher Level	38	0.2	55.3	3.8
Standard Level	35	0.2	57.1	4.3
Total	73	0.4	56.2	4.0
German B				
Higher Level	7	<0.1	85.7	5.1
Standard Level	66	0.3	66.7	4.0
Total	73	0.4	68.5	4.1
Chinese B				
Higher Level	8	<0.1	75.0	4.9
Standard Level	63	0.3	73.0	4.8
Total	71	0.4	73.2	4.8
Latin				
Higher Level	9	<0.1	44.4	3.6
Standard Level	49	0.3	65.3	4.1
Total	58	0.3	62.1	4.0
History				
Standard Level	54	0.3	85.2	4.4
French AB				
Standard Level	53	0.3	41.5	3.2
Business Management				
Higher Level	45	0.2	37.8	3.4
Art History				
Standard Level	37	0.2	48.6	3.5
Spanish A: Language and Literature				
Higher Level	30	0.2	73.3	4.0

Source. Primary data from IB and Texas Education Agency (TEA).

Note. Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Further Mathematics, Hindi B, Japanese B, German A: Literature, Italian B, Russian A: Literature, and Vietnamese A: Literature. Parts may not add to 100 percent because of rounding.

^aInformation Technology in a Global Society.

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Table 14 (continued)
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2018-19

Examination	Examinations		Scores	
	Number	Percent	Scoring in 4-7 range (%)	Mean score
Geography				
Higher Level	18	0.1	94.4	5.1
Standard Level	11	0.1	90.9	5.2
Total	29	0.1	93.1	5.1
Music: Solo Performance				
Standard Level	23	0.1	91.3	4.5
Astronomy				
Standard Level	15	0.1	93.3	4.9
Statistics				
Higher Level	15	0.1	13.3	2.4
Arabic B				
Standard Level	11	0.1	90.9	4.4
German AB				
Standard Level	11	0.1	45.5	3.5
Music: Creating				
Standard Level	9	<0.1	44.4	3.4
Design Technology				
Standard Level	8	<0.1	50.0	3.4
Italian AB				
Standard Level	5	<0.1	80.0	3.8
Mandarin AB				
Standard Level	5	<0.1	80.0	4.4

Source. Primary data from IB and Texas Education Agency (TEA).

Note. Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Further Mathematics, Hindi B, Japanese B, German A: Literature, Italian B, Russian A: Literature, and Vietnamese A: Literature. Parts may not add to 100 percent because of rounding.

^aInformation Technology in a Global Society.

Results for Texas Public Schools: Advanced Coursework

Table 15
Advanced Course Completions, Grades 9-12, by Course Type, Texas Public Schools, 2014-15 Through 2018-19

Course type	Students completing at least one course ^a		Course completions		
	Number	Percent	Number	Percent ^c	Avg. ^b number per student
2014-15					
AP ^d	310,932	65.4	601,419	62.2	1.9
IB ^e	7,103	1.5	24,925	2.6	3.5
Other advanced ^f	289,198	60.8	340,277	35.2	1.2
All advanced	475,740	100	966,621	100	2.0
2015-16					
AP	330,303	65.8	639,614	62.5	1.9
IB	7,402	1.5	27,638	2.7	3.7
Other advanced	301,152	60.0	356,547	34.8	1.2
All advanced	501,639	100	1,023,799	100	2.0
2016-17					
AP	352,253	66.8	685,196	63.3	1.9
IB	8,192	1.6	30,141	2.8	3.7
Other advanced	308,871	58.6	366,733	33.9	1.2
All advanced	527,168	100	1,082,070	100	2.1
2017-18					
AP	369,616	68.2	706,168	63.5	1.9
IB	8,842	1.6	34,699	3.1	3.9
Other advanced	310,284	57.2	370,812	33.4	1.2
All advanced	542,316	100	1,111,679	100	2.0
2018-19					
AP	373,577	57.7	711,186	51.3	1.9
IB	9,793	1.5	41,169	3.0	4.2
Other advanced	451,113	69.7	633,576	45.7	1.4
All advanced	647,140	100	1,385,931	100	2.1

Source. Primary data from College Board, IB, and Texas Education Agency (TEA).

Note. A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed. There are two AP Physics C courses: Mechanics, and Electricity and Magnetism. In 2016-17, guidance on how to report these courses to TEA changed. In addition, beginning in 2017-18, TEA implemented a standard method for reporting the courses. As a result, counts of courses completed for 2016-17 are different from counts for earlier years, and counts of courses completed for 2017-18 and later years are also different from counts for earlier years. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information. Several courses (e.g., Forensic Science and Anatomy and Physiology) were reclassified as advanced for 2018-19, which resulted in a higher number of other advanced courses, compared to previous years.

^aParts will not add to totals for all advanced courses because students may complete more than one type of advanced course within a single year. ^bAverage. ^cParts may not add to 100 percent because of rounding. ^dAdvanced Placement.

^eInternational Baccalaureate. ^fCourses identified as advanced that are not AP or IB courses. See, for example, the *Comprehensive Glossary: 2018-19 Texas Academic Performance Report* (TEA, 2019) for lists of courses identified as advanced.

Table 16
Advanced Placement (AP) Examinees Completing Advanced Courses, Grades 9-12, by Course Type, Texas Public Schools, 2014-15 Through 2018-19

Year	AP examinees	At least one AP course		No AP course			
		Number	Percent	Other advanced course ^a		No advanced course	
				Number	Percent	Number	Percent
2014-15	249,337	230,988	92.6	4,429	1.8	13,920	5.6
2015-16	269,417	254,161	94.3	4,555	1.7	10,701	4.0
2016-17	289,686	272,991	94.2	4,614	1.6	12,081	4.2
2017-18	298,573	283,738	95.0	4,269	1.4	10,566	3.5
2018-19	306,643	290,737	94.8	5,902	1.9	10,004	3.3

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Examinees who took multiple examinations are counted only once. A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed. Counts of AP examinees include only those who could be matched to student records in the Public Education Information Management System (PEIMS). Counts of AP course completers may differ from counts of AP examinees because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in PEIMS. Several courses (e.g., Forensic Science and Anatomy and Physiology) were reclassified as advanced for 2018-19, which resulted in a higher number of other advanced courses, compared to previous years. Parts may not add to 100 percent because of rounding.

^aCourses identified as advanced that are not AP courses. See, for example, the *Comprehensive Glossary: 2018-19 Texas Academic Performance Report* (TEA, 2019) for lists of courses identified as advanced.

Table 17
Advanced Course Completers Taking Advanced Placement (AP) Examinations, Grades 9-12, by Course Type, Texas Public Schools, 2014-15 Through 2018-19

Course type	Course completers	Course completers taking at least one AP examination	
		Number	Percent
2014-15			
At least one AP	310,932	230,988	74.3
Other (no AP) ^a	164,808	4,429	2.7
2015-16			
At least one AP	330,303	254,161	76.9
Other (no AP)	171,336	4,555	2.7
2016-17			
At least one AP	352,253	272,991	77.5
Other (no AP)	174,915	4,614	2.6
2017-18			
At least one AP	369,616	283,738	76.8
Other (no AP)	172,700	4,269	2.5
2018-19			
At least one AP	373,577	290,737	77.8
Other (no AP)	273,563	5,902	2.2

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed. Counts of AP course completers may differ from counts of AP examinees because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in the Public Education Information Management System. Several courses (e.g., Forensic Science and Anatomy and Physiology) were reclassified as advanced for 2018-19, which resulted in a higher number of other advanced courses, compared to previous years.

^aCourses identified as advanced that are not AP courses. See, for example, the *Comprehensive Glossary: 2018-19 Texas Academic Performance Report* (TEA, 2019) for lists of courses identified as advanced.

Table 18
Correspondence Between Advanced Placement (AP) Examinations and AP Courses Completed, Grades 9-12, Texas Public Schools, 2014-15 Through 2018-19

Year	AP examinations taken	Examinations taken with corresponding courses		AP courses completed	Courses completed with corresponding examinations	
		Number	Percent		Number	Percent
2014-15	470,622	417,726	88.8	596,824	417,726	70.0
2015-16	506,230	460,846	91.0	634,363	460,846	72.6
2016-17	550,642	501,657	91.1	677,876	501,657	74.0
2017-18	564,387	516,483	91.5	703,054	516,483	73.5
2018-19	568,263	519,964	91.5	702,230	519,964	74.0

Source. Primary data from College Board and Texas Education Agency.

Note. There are two AP Physics C examinations and courses: Mechanics, and Electricity and Magnetism. In 2016-17, guidance on how to report these courses to TEA changed. In addition, beginning in 2017-18, TEA implemented a standard method for reporting the courses. As a result, counts of courses completed for 2016-17 are different from counts for earlier years, and counts of courses completed for 2017-18 and later years are also different from counts for earlier years. Prior to the 2016-17 school year, TEA counted students who took one or both examinations as having completed one Physics C examination, and students who completed one or both courses were counted as having completed one Physics C course, in order to have a one-to-one relationship between a student's participation in an examination and his or her participation in the corresponding course. Beginning in 2016-17, counts of examinations and course completions included both Physics C examinations and courses when students had data for both. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information. A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed. Counts of AP examinations include only those taken by examinees who could be matched to student records in the Public Education Information Management System (PEIMS). Counts of AP courses completed may differ from counts of AP examinations because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in PEIMS.

Table 19
Correspondence Between Advanced Placement (AP) Examination Scores
and AP Courses Completed, Grades 9-12, Texas Public Schools, 2014-15
Through 2018-19

Examination score	Examinations taken with corresponding courses			Examinations taken without corresponding courses		
	Number	Percent	Mean score	Number	Percent	Mean score
2014-15			2.5			2.3
5	35,629	8.5		4,114	7.8	
4	61,128	14.6		7,051	13.3	
3	90,478	21.5		10,087	19.0	
2	103,866	24.7		12,067	22.7	
1	129,008	30.7		19,763	37.2	
2015-16			2.5			2.4
5	42,699	9.2		3,966	8.7	
4	67,719	14.6		6,305	13.8	
3	97,322	21.0		8,677	19.0	
2	114,480	24.7		10,303	22.6	
1	140,748	30.4		16,342	35.8	
2016-17			2.5			2.3
5	43,256	8.6		3,705	7.6	
4	75,087	15.0		6,563	13.4	
3	110,014	21.9		9,772	19.9	
2	126,665	25.2		10,971	22.4	
1	146,635	29.2		17,974	36.7	
2017-18			2.5			2.5
5	48,776	9.4		5,059	10.6	
4	81,090	15.7		7,161	14.9	
3	113,520	22.0		9,733	20.3	
2	127,608	24.7		10,598	22.1	
1	145,489	28.2		15,353	32.0	

Source. Primary data from College Board and Texas Education Agency.

Note. There are two AP Physics C examinations and courses: Mechanics, and Electricity and Magnetism. In 2016-17, guidance on how to report these courses to TEA changed. In addition, beginning in 2017-18, TEA implemented a standard method for reporting the courses. As a result, counts for 2016-17 are different from counts for earlier years, and counts for 2017-18 and later years are also different from counts for earlier years. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information. A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed. Counts of examinations include only those taken by examinees who could be matched to student records in the Public Education Information Management System (PEIMS). Counts of AP courses completed may differ from counts of AP examinations because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in PEIMS. Parts may not add to 100 percent because of rounding.

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Table 19 (continued)
Correspondence Between Advanced Placement (AP) Examination Scores
and AP Courses Completed, Grades 9-12, Texas Public Schools, 2014-15
Through 2018-19

Examination score	Examinations taken with corresponding courses			Examinations taken without corresponding courses		
	Number	Percent	Mean score	Number	Percent	Mean score
2018-19			2.6			2.5
5	50,505	9.7		5,073	10.5	
4	82,933	15.9		6,920	14.3	
3	115,429	22.2		9,415	19.5	
2	126,055	24.2		10,521	21.8	
1	145,042	27.9		16,370	33.9	

Source. Primary data from College Board and Texas Education Agency.

Note. There are two AP Physics C examinations and courses: Mechanics, and Electricity and Magnetism. In 2016-17, guidance on how to report these courses to TEA changed. In addition, beginning in 2017-18, TEA implemented a standard method for reporting the courses. As a result, counts for 2016-17 are different from counts for earlier years, and counts for 2017-18 and later years are also different from counts for earlier years. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information. A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed. Counts of examinations include only those taken by examinees who could be matched to student records in the Public Education Information Management System (PEIMS). Counts of AP courses completed may differ from counts of AP examinations because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in PEIMS. Parts may not add to 100 percent because of rounding.

Table 20
Correspondence Between Advanced Placement (AP) Examination Mean Scores and AP Courses Completed, Grades 9-12, by Subject, Texas Public Schools, 2018-19

Examination subject	Examinations	Examinations taken with corresponding courses			Examinations taken without corresponding courses		
		Number	Percent	Mean score	Number	Percent	Mean score
English Language and Composition	64,594	59,572	92.2	2.4	5,022	7.8	2.0
World History	61,884	57,769	93.4	2.5	4,115	6.6	2.0
United States History	53,588	49,668	92.7	2.4	3,920	7.3	2.0
Human Geography	45,376	42,805	94.3	2.3	2,571	5.7	1.7
English Literature and Composition	41,217	39,237	95.2	2.3	1,980	4.8	2.1
United States Government and Politics	33,384	30,155	90.3	2.4	3,229	9.7	2.2
Spanish Language and Culture	29,319	21,758	74.2	3.7	7,561	25.8	3.4
Macroeconomics	27,270	25,256	92.6	2.3	2,014	7.4	2.2
Physics 1	26,926	25,501	94.7	2.0	1,425	5.3	1.8
Biology	24,855	23,509	94.6	2.6	1,346	5.4	2.1
Calculus AB	23,623	22,502	95.3	2.6	1,121	4.7	1.6
Environmental Science	18,426	17,832	96.8	2.5	594	3.2	1.9
Statistics	18,032	17,298	95.9	2.7	734	4.1	1.6
Psychology	17,407	15,885	91.3	2.8	1,522	8.7	2.6
Chemistry	13,198	12,669	96.0	2.4	529	4.0	1.7
Calculus BC	10,201	9,745	95.5	3.6	456	4.5	3.0
Spanish Literature and Culture	6,746	5,917	87.7	2.9	829	12.3	2.3
Computer Science A	6,162	4,987	80.9	3.2	1,175	19.1	2.9
Computer Science Principles	5,866	5,311	90.5	3.2	555	9.5	2.1
European History	4,681	4,312	92.1	2.8	369	7.9	2.7
Physics C: Mechanics	4,329	2,442	56.4	3.4	1,887	43.6	3.7
Microeconomics	4,037	3,329	82.5	2.2	708	17.5	2.5
Capstone Seminar	3,847	3,705	96.3	3.1	142	3.7	2.5
Studio Art: 2-D Design	3,705	2,536	68.4	3.5	1,169	31.6	3.3
Physics 2	3,420	2,672	78.1	2.8	748	21.9	2.9

Source. Primary data from College Board and Texas Education Agency.

Note. Examinations are listed in descending order by total number of examinations taken. Counts of examinations include only those taken by examinees who could be matched to student records in the Public Education Information Management System (PEIMS) and include both Physics C examinations when students have scores for both and both Physics C courses when students have completed both. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information. A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed. Counts of AP courses completed may differ from counts of AP examinations because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in PEIMS. Parts may not add to 100 percent because of rounding.

continues

Table 20 (continued)
Correspondence Between Advanced Placement (AP) Examination Mean Scores and AP Courses Completed, Grades 9-12, by Subject, Texas Public Schools, 2018-19

Examination subject	Examinations	Examinations taken with corresponding courses			Examinations taken without corresponding courses		
		Number	Percent	Mean score	Number	Percent	Mean score
Art History	3,187	3,087	96.9	3.0	100	3.1	2.4
Physics C: Electricity and Magnetism	2,826	1,822	64.5	3.4	1,004	35.5	3.2
Studio Art: Drawing	2,492	2,028	81.4	3.5	464	18.6	3.5
Music Theory	2,329	2,229	95.7	3.0	100	4.3	2.7
French Language and Culture	1,345	1,145	85.1	2.8	200	14.9	3.0
Capstone Research	1,277	1,242	97.3	3.1	35	2.7	3.1
Studio Art: 3-D Design	806	722	89.6	2.9	84	10.4	2.7
Chinese Language and Culture	663	328	49.5	4.0	335	50.5	4.3
German Language and Culture	379	276	72.8	2.7	103	27.2	3.3
Latin	362	302	83.4	2.9	60	16.6	2.4
Comparative Government and Politics	353	316	89.5	3.0	37	10.5	3.0
Japanese Language and Culture	116	71	61.2	2.8	45	38.8	3.8
Italian Language and Culture	35	24	68.6	3.5	11	31.4	4.2
All examination subjects	568,263	519,964	91.5	2.6	48,299	8.5	2.5

Source. Primary data from College Board and Texas Education Agency.

Note. Examinations are listed in descending order by total number of examinations taken. Counts of examinations include only those taken by examinees who could be matched to student records in the Public Education Information Management System (PEIMS) and include both Physics C examinations when students have scores for both and both Physics C courses when students have completed both. See *Advanced Placement and International Baccalaureate General Information, 2018-19* (TEA, 2020a), for additional information. A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed. Counts of AP courses completed may differ from counts of AP examinations because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in PEIMS. Parts may not add to 100 percent because of rounding.

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Abstract. This report presents Advanced Placement (AP) and International Baccalaureate (IB) examination participation and performance results in Texas public schools for the 2018-19 school year. Data are provided by student characteristics, including race/ethnicity; gender; and economic, at-risk, dyslexia, English learner, foster care, homeless, immigrant, migrant, and military-connected statuses. Data also are provided by participation in bilingual education or English as a second language, career and technical education, gifted and talented, special education, and Title I programs.

The report is available in PDF format on the agency website at <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/advanced-placement-and-international-baccalaureate>.

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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