

Advanced Placement and International Baccalaureate Examination Results in Texas Public Schools, 2019-20

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], 2021d; 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, 2021, amended to be effective March 30, 2021; TEC §39.025, 2019).

For the 2021 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 inhibited the ability of the state to measure district and campus performance accurately.

The COVID-19 pandemic affected the administration of AP and IB examinations in the 2019-20 school year. The College Board administered AP examinations online and tailored the examination content to topics and skills most AP teachers and students had covered in class by early March (College Board, 2020). IB canceled examinations and awarded examination scores based on three components: student coursework, school grades, and school context (IB, 2020a; 2020b). See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

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, 2019-20* (TEA, 2021a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2019-20* (TEA, 2021b). 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, 2019-20* (TEA, 2021c).

Highlights

Student Engagement During the COVID-19 Pandemic for Advanced Placement and International Baccalaureate Combined

- Given the impact of the COVID-19 pandemic, all Texas public school students were learning remotely at the end of the 2019-20 school year. In spring 2020, school districts reported in the Public Education Information Management System (PEIMS) the degree to which each student enrolled on the last day of school was engaged and could be contacted. Of the 665,786 students in Grades 11 and 12 for whom engagement information was available, 91.1 percent were identified as fully engaged and 8.9 percent were identified as not fully engaged (Table 22 on page 50). Of the 155,583 Advanced Placement (AP) and International Baccalaureate (IB) examinees in Grades 11 and 12 for whom engagement information was available, 96.2 percent were identified as fully engaged and 3.8 percent were identified as not fully engaged.
- Students identified as not fully engaged were classified as having recovered engagement, as having no engagement or lost engagement, or as having no contact or lost contact. Among all students in Grades 11 and 12 with engagement information, 2.2 percent recovered engagement, 5.4 percent had no engagement or lost engagement, and 1.3 percent had no contact or lost contact (Table 28 on page 64). Among all students in Grades 11 or 12 who took at least one AP or IB examination, 0.9 percent recovered engagement, 2.6 percent had no engagement or lost engagement, and 0.3 percent had no contact or lost contact.
- Among all students in Grades 11 and 12 with engagement information, 24.7 percent of students who were fully engaged took at least one AP or IB examination, compared to 9.1 percent of students who recovered engagement, 11.5 percent of students who had no engagement or lost engagement, and 6.0 percent of students who had no contact or lost contact (Table 29 on page 65).

Distinction Designation Indicators for Advanced Placement and International Baccalaureate Combined

- In the 2019-20 school year, 12.7 percent of Texas public school students in Grades 11 and 12 took at least one AP or IB English language arts (ELA) examination, a decrease of 1.8 percentage points from the previous year (Table 1 on page 6). Of those ELA examinees, 50.1 percent scored at or above criterion on at least one AP or IB ELA examination, an increase of 8.9 percentage points from the previous year.
- Among all students in Grades 11 and 12, 6.4 percent took at least one AP or IB mathematics examination, a decrease of 1.0 percentage point from the previous year (Table 2 on page 8). Of those mathematics examinees, 56.5 percent scored at or above criterion on at least one AP or IB mathematics examination, an increase of 4.3 percentage points from the previous year.
- In 2019-20, 9.4 percent of all students in Grades 11 and 12 took at least one AP or IB science examination, a decrease of 1.0 percentage point from the previous year (Table 3 on page 9). Of

those science examinees, 47.6 percent scored at or above criterion on at least one AP or IB science examination, an increase of 7.0 percentage points from the previous year.

- Among all students in Grades 11 and 12, 12.4 percent took at least one AP or IB social studies examination, a decrease of 1.5 percentage points from the previous year (Table 4 on page 10). Of those social studies examinees, 52.3 percent scored at or above criterion on at least one AP or IB social studies examination, an increase of 6.0 percentage points from the previous year.
- In 2019-20, 22.0 percent of all students in Grades 11 and 12 took at least one AP or IB examination in any subject, a decrease of 3.2 percentage points from the previous year (Table 5 on page 11).

Advanced Placement and International Baccalaureate Combined

- In the 2019-20 school year, 163,019 (22.0%) Texas public school students in Grades 11 and 12 took at least one AP or IB examination. Of those, 59.0 percent scored at or above criterion on at least one of the examinations, an increase of 8.0 percentage points from the previous year (Table 5 on page 11).
- 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, 13.0 percent scored at or above criterion on at least one AP or IB examination, an increase of 0.2 percentage points from the previous year (Table 9 on page 17).

Advanced Placement

- In the 2019-20 school year, 158,834 Texas public school students in Grades 11 and 12 took 362,912 AP examinations (Table 10 on page 20). Among 11th- and 12th-grade students, 21.4 percent took at least one AP examination, a decrease of 3.3 percentage points from the previous year. Of those AP examinees, 58.1 percent scored in the 3-5 range on at least one AP examination, an increase of 7.9 percentage points from the previous year.
- A total of 116,621 students in Grades 9 and 10 took 144,676 AP examinations (Table 11 on page 23). Among 9th- and 10th-grade students, 13.8 percent took at least one AP examination, a decrease of 1.4 percentage points from the previous year. Of those AP examinees, 54.1 percent scored in the 3-5 range on at least one AP examination, an increase of 5.1 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: World History: Modern, English Language and Composition, United States History, Human Geography, and English Literature and Composition (Table 13 on page 27).

International Baccalaureate

- In the 2019-20 school year, 6,311 Texas public school students in Grades 11 and 12 received scores on 21,955 IB examinations (Table 14 on page 34). Among 11th- and 12th-grade students, 0.9 percent received at least one IB examination score, an increase of 0.1 percentage points from the previous year. Of those IB examinees, 86.7 percent scored in the 4-7 range on at least one IB examination, an increase of 7.8 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 15 on page 37).

Advanced Coursework

- In the 2019-20 school year, 661,171 Texas public school students in Grades 9-12 completed at least one advanced course (Table 16 on page 43). Of those students, 57.7 percent completed at least one AP course, unchanged from the previous year.
- Of the 691,532 AP courses completed by students in Grades 9-12, 66.9 percent were completed by students taking corresponding examinations, a decrease of 7.1 percentage points from the previous year (Table 19 on page 46). Of the 506,783 AP examinations taken, 91.3 percent were taken by students completing corresponding courses.
- On 20 of the 26 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 21 on page 48).

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

Reporting of Results

For the 2021 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, 2018-19 and 2019-20

Group	Students	ELA ^a examinees (N)	ELA participation rate (%)	ELA examinees scoring at or above 3 (AP) or 4 (IB) (N)	ELA examinees scoring at or above 3 (AP) or 4 (IB) (%)
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. ^b	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. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

^aEnglish language arts. ^bEconomically 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, 2018-19 and 2019-20

Group	Students	ELA ^a examinees (N)	ELA participation rate (%)	ELA examinees scoring at or above 3 (AP) or 4 (IB) (N)	ELA examinees scoring at or above 3 (AP) or 4 (IB) (%)
2019-20					
African American	91,409	7,496	8.2	2,639	35.2
American Indian	2,579	250	9.7	141	56.4
Asian	35,697	13,601	38.1	9,846	72.4
Hispanic	379,211	38,611	10.2	13,251	34.3
Pacific Islander	1,151	138	12.0	77	55.8
White	215,152	31,379	14.6	19,628	62.6
Multiracial	15,432	2,462	16.0	1,506	61.2
Econ. disad. ^b	391,946	33,281	8.5	10,320	31.0
Not econ. disad.	348,685	60,471	17.3	36,713	60.7
Female	366,437	56,326	15.4	28,454	50.5
Male	374,194	37,613	10.1	18,633	49.5
State	740,631	93,941	12.7	47,088	50.1

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 by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

^aEnglish language arts. ^bEconomically 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, 2018-19 and 2019-20

Group	Students	Math examinees (N)	Math participation rate (%)	Math examinees scoring at or above 3 (AP) or 4 (IB) (N)	Math examinees scoring at or above 3 (AP) or 4 (IB) (%)
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. ^a	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
2019-20					
African American	91,409	2,430	2.7	1,043	42.9
American Indian	2,579	115	4.5	67	58.3
Asian	35,697	10,678	29.9	8,126	76.1
Hispanic	379,211	15,714	4.1	5,969	38.0
Pacific Islander	1,151	60	5.2	28	46.7
White	215,152	17,210	8.0	10,738	62.4
Multiracial	15,432	1,340	8.7	878	65.5
Econ. disad.	391,946	13,227	3.4	4,984	37.7
Not econ. disad.	348,685	34,244	9.8	21,840	63.8
Female	366,437	23,475	6.4	13,017	55.5
Male	374,194	24,072	6.4	13,832	57.5
State	740,631	47,547	6.4	26,849	56.5

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. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), 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, 2018-19 and 2019-20

Group	Students	Science examinees (N)	Science participation rate (%)	Science examinees scoring at or above 3 (AP) or 4 (IB) (N)	Science examinees scoring at or above 3 (AP) or 4 (IB) (%)
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. ^a	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
2019-20					
African American	91,409	4,380	4.8	1,324	30.2
American Indian	2,579	190	7.4	79	41.6
Asian	35,697	12,659	35.5	8,702	68.7
Hispanic	379,211	25,308	6.7	7,307	28.9
Pacific Islander	1,151	71	6.2	27	38.0
White	215,152	24,893	11.6	14,461	58.1
Multiracial	15,432	1,876	12.2	1,094	58.3
Econ. disad.	391,946	21,562	5.5	5,876	27.3
Not econ. disad.	348,685	47,718	13.7	27,085	56.8
Female	366,437	36,756	10.0	16,147	43.9
Male	374,194	32,623	8.7	16,848	51.6
State	740,631	69,380	9.4	32,995	47.6

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. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), 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, 2018-19 and 2019-20

Group	Students	Social studies examinees (N)	Social studies participation rate (%)	Social studies examinees scoring at or above 3 (AP) or 4 (IB) (N)	Social studies examinees scoring at or above 3 (AP) or 4 (IB) (%)
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. ^a	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
2019-20					
African American	91,409	6,566	7.2	2,358	35.9
American Indian	2,579	239	9.3	134	56.1
Asian	35,697	14,788	41.4	11,432	77.3
Hispanic	379,211	36,459	9.6	12,194	33.4
Pacific Islander	1,151	124	10.8	65	52.4
White	215,152	31,175	14.5	20,171	64.7
Multiracial	15,432	2,457	15.9	1,621	66.0
Econ. disad.	391,946	31,175	8.0	9,611	30.8
Not econ. disad.	348,685	60,481	17.3	38,309	63.3
Female	366,437	51,251	14.0	26,353	51.4
Male	374,194	40,559	10.8	21,622	53.3
State	740,631	91,810	12.4	47,975	52.3

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. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), 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, 2015-16 Through 2019-20

Group	Students	Examinees (N)	Participation rate (%)	Examinees scoring at or above 3 (AP) or 4 (IB) (N)	Examinees scoring at or above 3 (AP) or 4 (IB) (%)	Exams	Exams with scores at or above 3 (AP) or 4 (IB) (N)	Exams with scores at or above 3 (AP) or 4 (IB) (%)
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. ^a	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
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.	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

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. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), 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, 2015-16 Through 2019-20

Group	Students	Examinees (N)	Participation rate (%)	Examinees scoring at or above 3 (AP) or 4 (IB) (N)	Examinees scoring at or above 3 (AP) or 4 (IB) (%)	Exams	Exams with scores at or above 3 (AP) or 4 (IB) (N)	Exams with scores at or above 3 (AP) or 4 (IB) (%)
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. ^a	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
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.	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

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. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), 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, 2015-16 Through 2019-20

Group	Students	Examinees (N)	Participation rate (%)	Examinees scoring at or above 3 (AP) or 4 (IB) (N)	Examinees scoring at or above 3 (AP) or 4 (IB) (%)	Exams	Exams with scores at or above 3 (AP) or 4 (IB) (N)	Exams with scores at or above 3 (AP) or 4 (IB) (%)
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
2019-20								
African American	91,409	12,142	13.3	4,901	40.4	24,557	8,985	36.6
American Indian	2,579	443	17.2	255	57.6	988	540	54.7
Asian	35,697	21,088	59.1	17,117	81.2	69,724	51,383	73.7
Hispanic	379,211	70,575	18.6	33,421	47.4	148,369	57,000	38.4
Pacific Islander	1,151	224	19.5	132	58.9	480	248	51.7
White	215,152	54,552	25.4	37,638	69.0	130,347	81,110	62.2
Multiracial	15,432	3,986	25.8	2,755	69.1	10,394	6,629	63.8
Econ. disad. ^a	391,946	60,470	15.4	26,874	44.4	126,008	45,403	36.0
Not econ. disad.	348,685	102,184	29.3	69,187	67.7	258,238	160,263	62.1
Female	366,437	93,411	25.5	55,035	58.9	213,399	112,513	52.7
Male	374,194	69,605	18.6	41,185	59.2	171,468	93,383	54.5
State	740,631	163,019	22.0	96,221	59.0	384,870	205,897	53.5

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 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. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), 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, 2019-20

Group	Students	Examinees (N)	Participation rate (%)	Examinees scoring at or above 3 (AP) or 4 (IB) (N)	Examinees scoring at or above 3 (AP) or 4 (IB) (%)	Exams	Exams with scores at or above 3 (AP) or 4 (IB) (N)	Exams with scores at or above 3 (AP) or 4 (IB) (%)
Bilingual or ESL ^a	64,519	5,872	9.1	3,014	51.3	10,016	3,589	35.8
Not bilingual or ESL	676,112	156,782	23.2	93,047	59.3	374,230	202,077	54.0
CTE ^b	428,133	85,078	19.9	45,792	53.8	184,016	89,759	48.8
Not CTE	312,498	77,576	24.8	50,269	64.8	200,230	115,907	57.9
Gifted and talented	71,087	41,311	58.1	30,881	74.8	122,985	83,213	67.7
Not gifted and talented	669,544	121,343	18.1	65,180	53.7	261,261	122,453	46.9
Section 504	58,897	9,204	15.6	5,442	59.1	19,579	10,537	53.8
Not Section 504	681,734	153,450	22.5	90,619	59.1	364,667	195,129	53.5
Special education	69,769	1,527	2.2	682	44.7	2,851	1,083	38.0
Not special education	670,862	161,127	24.0	95,379	59.2	381,395	204,583	53.6
Title I	327,916	61,006	18.6	27,228	44.6	132,488	49,095	37.1
Not Title I	412,715	101,648	24.6	68,833	67.7	251,758	156,571	62.2
State	740,631	163,019	22.0	96,221	59.0	384,870	205,897	53.5

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 or examinations by program participation may differ from one another or from the total of all examinees or examinations. Students may be counted in more than one category. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

^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, 2019-20

Group	Students	Examinees (N)	Participation rate (%)	Examinees scoring at or above 3 (AP) or 4 (IB) (N)	Examinees scoring at or above 3 (AP) or 4 (IB) (%)	Exams	Exams with scores at or above 3 (AP) or 4 (IB) (N)	Exams with scores at or above 3 (AP) or 4 (IB) (%)
At-risk	332,461	28,183	8.5	10,899	38.7	51,724	15,532	30.0
Not at-risk	408,170	134,034	32.8	84,932	63.4	331,717	189,749	57.2
Dyslexia	25,904	2,280	8.8	1,098	48.2	4,171	1,769	42.4
Not dyslexia	714,727	159,937	22.4	94,733	59.2	379,270	203,512	53.7
English learner	69,104	6,331	9.2	3,221	50.9	10,832	3,885	35.9
Not English learner	671,527	156,323	23.3	92,840	59.4	373,414	201,781	54.0
Foster care	1,418	52	3.7	24	46.2	88	33	37.5
Not foster care	739,213	162,602	22.0	96,037	59.1	384,158	205,633	53.5
Homeless	12,155	999	8.2	451	45.1	1,918	718	37.4
Not homeless	728,476	161,655	22.2	95,610	59.1	382,328	204,948	53.6
Immigrant	10,765	1,717	15.9	1,208	70.4	3,338	2,104	63.0
Not immigrant	729,866	160,500	22.0	94,623	59.0	380,103	203,177	53.5
Migrant	3,164	342	10.8	140	40.9	609	185	30.4
Not migrant	737,467	162,312	22.0	95,921	59.1	383,637	205,481	53.6
Military-connected	12,926	3,081	23.8	1,776	57.6	6,936	3,539	51.0
Not military-connected	727,705	159,573	21.9	94,285	59.1	377,310	202,127	53.6
State	740,631	163,019	22.0	96,221	59.0	384,870	205,897	53.5

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 or examinations by student characteristic may differ from one another or from the total of all examinees or examinations. Students may be counted in more than one category. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

Table 8
Participation and Performance of Racial/Ethnic Groups on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Gender, Texas Public Schools, 2019-20

Group	Students (N)	Examinees (N)	Participation rate (%)	Examinees scoring at or above 3 (AP) or 4 (IB) (N)	Examinees scoring at or above 3 (AP) or 4 (IB) (%)
African American					
Female	45,578	7,815	17.1	3,223	41.2
Male	45,831	4,327	9.4	1,678	38.8
All students	91,409	12,142	13.3	4,901	40.4
American Indian					
Female	1,289	264	20.5	148	56.1
Male	1,290	179	13.9	107	59.8
All students	2,579	443	17.2	255	57.6
Asian					
Female	17,534	10,976	62.6	8,959	81.6
Male	18,163	10,111	55.7	8,157	80.7
All students	35,697	21,088	59.1	17,117	81.2
Hispanic					
Female	188,647	41,930	22.2	20,181	48.1
Male	190,564	28,643	15.0	13,240	46.2
All students	379,211	70,575	18.6	33,421	47.4
Pacific Islander					
Female	576	135	23.4	75	55.6
Male	575	89	15.5	57	64.0
All students	1,151	224	19.5	132	58.9
White					
Female	104,938	30,007	28.6	20,864	69.5
Male	110,214	24,545	22.3	16,774	68.3
All students	215,152	54,552	25.4	37,638	69.0
Multiracial					
Female	7,875	2,277	28.9	1,584	69.6
Male	7,557	1,709	22.6	1,171	68.5
All students	15,432	3,986	25.8	2,755	69.1
State					
Female	366,437	93,411	25.5	55,035	58.9
Male	374,194	69,605	18.6	41,185	59.2
All students	740,631	163,019	22.0	96,221	59.0

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 or by gender may differ from one another or from the total of all examinees. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

Table 9
Students Qualifying for College Credit Based on Advanced Placement (AP)
or International Baccalaureate (IB) Examination Performance, Grades 11
and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public
Schools, 2015-16 Through 2019-20

Group	Students	Students scoring at or above 3 (AP) or 4 (IB) (N)	Students scoring at or above 3 (AP) or 4 (IB) (%)
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
Economically disadvantaged	347,607	23,634	6.8
Not economically disadvantaged	336,049	62,337	18.5
Female	338,021	47,512	14.1
Male	345,635	38,730	11.2
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
Economically disadvantaged	362,197	24,931	6.9
Not economically disadvantaged	342,894	65,328	19.1

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, by economic status, or by gender may differ from the total of all examinees. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), 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 score (3 or higher on an AP examination or 4 or higher on an IB examination) 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 9 (continued)
Students Qualifying for College Credit Based on Advanced Placement (AP)
or International Baccalaureate (IB) Examination Performance, Grades 11
and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public
Schools, 2015-16 Through 2019-20

Group	Students	Students scoring at or above 3 (AP) or 4 (IB) (N)	Students scoring at or above 3 (AP) or 4 (IB) (%)
Female	349,044	49,779	14.3
Male	356,047	40,859	11.5
State	705,091	90,638	12.9
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
Economically disadvantaged	388,751	27,969	7.2
Not economically disadvantaged	336,917	66,698	19.8
Female	358,592	52,373	14.6
Male	367,076	42,535	11.6
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

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, by economic status, or by gender may differ from the total of all examinees. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), 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 score (3 or higher on an AP examination or 4 or higher on an IB examination) 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 9 (continued)
Students Qualifying for College Credit Based on Advanced Placement (AP)
or International Baccalaureate (IB) Examination Performance, Grades 11
and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public
Schools, 2015-16 Through 2019-20

Group	Students	Students scoring at or above 3 (AP) or 4 (IB) (N)	Students scoring at or above 3 (AP) or 4 (IB) (%)
Economically disadvantaged	393,166	27,742	7.1
Not economically disadvantaged	341,252	66,272	19.4
Female	362,821	52,070	14.4
Male	371,597	42,181	11.4
State	734,418	94,251	12.8
2019-20			
African American	91,409	4,901	5.4
American Indian	2,579	255	9.9
Asian	35,697	17,117	48.0
Hispanic	379,211	33,421	8.8
Pacific Islander	1,151	132	11.5
White	215,152	37,638	17.5
Multiracial	15,432	2,755	17.9
Economically disadvantaged	391,946	26,874	6.9
Not economically disadvantaged	348,685	69,187	19.8
Female	366,437	55,035	15.0
Male	374,194	41,185	11.0
State	740,631	96,221	13.0

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, by economic status, or by gender may differ from the total of all examinees. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), 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 score (3 or higher on an AP examination or 4 or higher on an IB examination) 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 10
Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2015-16 Through 2019-20

Group	Students	Examinees (N)	Participation rate (%)	Examinees scoring 3-5 on exams (N)	Examinees scoring 3-5 on exams (%)	Exams	Exams with scores of 3-5 (N)	Exams with scores of 3-5 (%)
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. ^a	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
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.	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

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, 2019-20* (TEA, 2021a), for additional information.

^aEconomically disadvantaged.

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Table 10 (continued)

Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2015-16 Through 2019-20

Group	Students	Examinees (N)	Participation rate (%)	Examinees scoring 3-5 on exams (N)	Examinees scoring 3-5 on exams (%)	Exams	Exams with scores of 3-5 (N)	Exams with scores of 3-5 (%)
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. ^a	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
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.	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, 2019-20* (TEA, 2021a), for additional information.

^aEconomically disadvantaged.

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Table 10 (continued)

Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2015-16 Through 2019-20

Group	Students	Examinees (N)	Participation rate (%)	Examinees scoring 3-5 on exams (N)	Examinees scoring 3-5 on exams (%)	Exams	Exams with scores of 3-5 (N)	Exams with scores of 3-5 (%)
2019-20								
African American	91,409	11,676	12.8	4,557	39.0	22,666	7,941	35.0
American Indian	2,579	429	16.6	246	57.3	937	513	54.7
Asian	35,697	20,571	57.6	16,554	80.5	65,732	47,926	72.9
Hispanic	379,211	68,431	18.0	31,398	45.9	138,133	51,184	37.1
Pacific Islander	1,151	219	19.0	128	58.4	453	231	51.0
White	215,152	53,605	24.9	36,662	68.4	125,063	76,811	61.4
Multiracial	15,432	3,896	25.2	2,671	68.6	9,920	6,239	62.9
Econ. disad. ^a	391,946	58,533	14.9	25,109	42.9	117,072	40,481	34.6
Not econ. disad.	348,685	99,936	28.7	66,947	67.0	245,211	150,133	61.2
Female	366,437	90,908	24.8	52,547	57.8	200,331	103,224	51.5
Male	374,194	67,923	18.2	39,669	58.4	162,578	87,621	53.9
State	740,631	158,834	21.4	92,217	58.1	362,912	190,846	52.6

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, 2019-20* (TEA, 2021a), for additional information.

^aEconomically disadvantaged.

Table 11
Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, by
Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2015-16 Through 2019-20

Group	Students	Examinees (N)	Participation rate (%)	Examinees scoring 3-5 on exams (N)	Examinees scoring 3-5 on exams (%)	Exams	Exams with scores of 3-5 (N)	Exams with scores of 3-5 (%)
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. ^a	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
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.	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

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, 2019-20* (TEA, 2021a), for additional information.

^aEconomically disadvantaged.

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Table 11 (continued)
Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2015-16 Through 2019-20

Group	Students	Examinees (N)	Participation rate (%)	Examinees scoring 3-5 on exams (N)	Examinees scoring 3-5 on exams (%)	Exams	Exams with scores of 3-5 (N)	Exams with scores of 3-5 (%)
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. ^a	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
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.	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, 2019-20* (TEA, 2021a), for additional information.

^aEconomically disadvantaged.

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Table 11 (continued)
Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2015-16 Through 2019-20

Group	Students	Examinees (N)	Participation rate (%)	Examinees scoring 3-5 on exams (N)	Examinees scoring 3-5 on exams (%)	Exams	Exams with scores of 3-5 (N)	Exams with scores of 3-5 (%)
2019-20								
African American	106,986	8,132	7.6	2,805	34.5	9,156	3,213	35.1
American Indian	2,873	303	10.5	142	46.9	377	177	46.9
Asian	37,538	17,505	46.6	13,561	77.5	25,508	19,787	77.6
Hispanic	448,543	52,099	11.6	23,385	44.9	64,014	27,041	42.2
Pacific Islander	1,257	144	11.5	75	52.1	174	93	53.4
White	230,898	35,408	15.3	21,347	60.3	41,725	25,122	60.2
Multiracial	19,029	3,015	15.8	1,818	60.3	3,699	2,230	60.3
Econ. disad. ^a	492,751	44,074	8.9	18,344	41.6	54,003	21,186	39.2
Not econ. disad.	354,373	72,096	20.3	44,569	61.8	90,078	56,171	62.4
Female	409,561	65,757	16.1	35,110	53.4	80,473	42,328	52.6
Male	437,563	50,862	11.6	28,032	55.1	64,201	35,352	55.1
State	847,124	116,621	13.8	63,143	54.1	144,676	77,681	53.7

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, 2019-20* (TEA, 2021a), for additional information.

^aEconomically disadvantaged.

Table 12
Advanced Placement (AP) Examination Participation and Performance, Grade 8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2018-19 and 2019-20

Group	Students	Examinees (N)	Participation rate (%)	Examinees scoring 3-5 on exams (N)	Examinees scoring 3-5 on exams (%)	Exams	Exams with scores of 3-5 (N)	Exams with scores of 3-5 (%)
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. ^a	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
2019-20								
African American	52,268	19	<0.1	7	36.8	19	7	36.8
American Indian	1,463	14	1.0	13	92.9	14	13	92.9
Asian	18,188	58	0.3	51	87.9	62	54	87.1
Hispanic	216,982	4,065	1.9	3,601	88.6	4,066	3,601	88.6
Pacific Islander	616	0	0.0	0	n/a ^b	0	0	n/a
White	112,191	175	0.2	124	70.9	178	126	70.8
Multiracial	9,704	14	0.1	8	57.1	14	8	57.1
Econ. disad.	247,239	3,399	1.4	3,013	88.6	3,400	3,013	88.6
Not econ. disad.	164,173	932	0.6	781	83.8	939	786	83.7
Female	200,594	2,668	1.3	2,379	89.2	2,668	2,379	89.2
Male	210,818	1,677	0.8	1,425	85.0	1,685	1,430	84.9
State	411,412	4,345	1.1	3,804	87.5	4,353	3,809	87.5

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, 2019-20* (TEA, 2021a), for additional information.

^aEconomically disadvantaged. ^bNot applicable.

Table 13
Advanced Placement (AP) Examinations and Performance, Grades 9-12,
by Subject and Grade, Texas Public Schools, 2019-20

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
World History: Modern				
Grade 9	1,044	1.8	34.4	2.2
Grade 10	55,536	95.7	47.7	2.5
Grade 11	1,256	2.2	48.7	2.6
Grade 12	184	0.3	53.8	2.7
Total	58,020	100	47.5	2.5
English Language and Composition				
Grade 9	12	<0.1	41.7	2.3
Grade 10	2,039	3.5	41.1	2.4
Grade 11	53,723	92.9	49.1	2.6
Grade 12	2,057	3.6	31.0	2.1
Total	57,831	100	48.2	2.6
United States History				
Grade 9	92	0.2	4.3	1.2
Grade 10	2,824	5.8	36.7	2.1
Grade 11	45,235	92.9	46.3	2.5
Grade 12	534	1.1	40.4	2.3
Total	48,685	100	45.6	2.4
Human Geography				
Grade 9	40,093	93.0	47.8	2.4
Grade 10	1,710	4.0	50.8	2.5
Grade 11	801	1.9	65.4	3.0
Grade 12	516	1.2	64.7	3.0
Total	43,120	100	48.5	2.4
English Literature and Composition				
Grade 9	1	<0.1	0.0	1.0
Grade 10	44	0.1	38.6	2.3
Grade 11	2,634	7.5	40.9	2.4
Grade 12	32,256	92.3	50.0	2.6
Total	34,935	100	49.3	2.5
United States Government and Politics				
Grade 9	175	0.6	40.0	2.4
Grade 10	330	1.2	33.9	2.1
Grade 11	1,680	6.0	44.6	2.4
Grade 12	25,941	92.2	50.2	2.6
Total	28,126	100	49.6	2.6

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 13 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12,
by Subject and Grade, Texas Public Schools, 2019-20

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Physics 1				
Grade 9	150	0.6	69.3	3.4
Grade 10	2,573	11.0	48.1	2.6
Grade 11	18,175	77.7	35.4	2.2
Grade 12	2,500	10.7	35.3	2.2
Total	23,398	100	37.0	2.2
Biology				
Grade 9	647	2.9	68.6	3.0
Grade 10	2,638	11.8	64.6	2.9
Grade 11	8,648	38.7	55.1	2.7
Grade 12	10,415	46.6	55.5	2.7
Total	22,348	100	56.8	2.7
Spanish Language				
Grade 9	3,906	17.6	89.9	3.8
Grade 10	7,908	35.7	89.0	3.9
Grade 11	7,542	34.0	87.0	3.7
Grade 12	2,795	12.6	87.2	3.8
Total	22,151	100	88.3	3.8
Macroeconomics				
Grade 9	18	0.1	55.6	3.1
Grade 10	184	0.9	33.7	2.2
Grade 11	1,530	7.3	47.0	2.6
Grade 12	19,123	91.7	46.8	2.5
Total	20,855	100	46.7	2.5
Calculus AB				
Grade 9	72	0.4	84.7	3.9
Grade 10	350	1.9	69.1	3.4
Grade 11	4,057	21.5	60.9	3.1
Grade 12	14,387	76.3	45.7	2.6
Total	18,866	100	49.5	2.7
Environmental Science				
Grade 9	49	0.3	26.5	1.9
Grade 10	1,054	6.0	47.7	2.7
Grade 11	6,840	39.1	47.4	2.6
Grade 12	9,531	54.5	46.0	2.6
Total	17,474	100	46.6	2.6

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 13 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12,
by Subject and Grade, Texas Public Schools, 2019-20

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Psychology				
Grade 9	105	0.6	55.2	2.7
Grade 10	3,049	17.9	62.0	2.9
Grade 11	8,973	52.6	65.4	3.0
Grade 12	4,946	29.0	62.4	2.9
Total	17,073	100	63.9	3.0
Statistics				
Grade 9	19	0.1	89.5	4.0
Grade 10	900	5.6	75.7	3.5
Grade 11	4,916	30.4	59.2	2.9
Grade 12	10,346	63.9	47.2	2.5
Total	16,181	100	52.5	2.7
Chemistry				
Grade 9	30	0.2	10.0	1.4
Grade 10	1,460	11.7	39.3	2.2
Grade 11	7,970	63.8	48.3	2.5
Grade 12	3,032	24.3	39.0	2.3
Total	12,492	100	44.9	2.4
Calculus BC				
Grade 9	20	0.2	90.0	4.1
Grade 10	379	4.1	94.7	4.5
Grade 11	2,091	22.6	86.1	4.1
Grade 12	6,759	73.1	71.4	3.5
Total	9,249	100	75.7	3.6
Computer Science Principles				
Grade 9	2,011	27.4	69.5	3.0
Grade 10	2,462	33.6	72.7	3.1
Grade 11	1,797	24.5	65.3	2.9
Grade 12	1,057	14.4	63.1	2.9
Total	7,327	100	68.6	3.0
Computer Science A				
Grade 9	312	5.0	81.4	3.6
Grade 10	2,036	32.7	71.9	3.3
Grade 11	2,455	39.5	65.9	3.1
Grade 12	1,420	22.8	57.7	2.8
Total	6,223	100	66.8	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 13 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12,
by Subject and Grade, Texas Public Schools, 2019-20

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Spanish Literature and Culture				
Grade 9	295	5.9	53.9	2.6
Grade 10	1,372	27.3	62.7	2.9
Grade 11	1,774	35.3	69.1	3.1
Grade 12	1,582	31.5	70.2	3.1
Total	5,023	100	66.8	3.0
Capstone Seminar				
Grade 9	36	0.8	66.7	2.8
Grade 10	1,850	39.0	79.5	3.1
Grade 11	2,624	55.3	78.8	3.0
Grade 12	237	5.0	69.2	2.8
Total	4,747	100	78.5	3.0
European History				
Grade 9	6	0.1	33.3	2.3
Grade 10	1,856	41.3	46.1	2.6
Grade 11	1,245	27.7	58.6	2.9
Grade 12	1,383	30.8	55.0	2.8
Total	4,490	100	52.3	2.8
Physics C: Mechanics				
Grade 9	2	0.1	100	5.0
Grade 10	50	1.3	56.0	3.2
Grade 11	515	13.8	76.7	3.7
Grade 12	3,154	84.8	82.0	3.7
Total	3,721	100	80.9	3.7
Microeconomics				
Grade 9	165	4.7	11.5	1.4
Grade 10	306	8.6	13.4	1.5
Grade 11	423	12.0	43.5	2.5
Grade 12	2,644	74.7	39.3	2.3
Total	3,538	100	36.2	2.2
Art History				
Grade 9	150	4.4	30.7	2.1
Grade 10	1,053	30.6	68.3	3.1
Grade 11	1,244	36.2	69.3	3.2
Grade 12	989	28.8	67.7	3.2
Total	3,436	100	66.9	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 13 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12,
by Subject and Grade, Texas Public Schools, 2019-20

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
2-D Art and Design				
Grade 9	6	0.2	100	3.2
Grade 10	182	5.3	83.5	3.3
Grade 11	1,236	36.0	86.7	3.4
Grade 12	2,006	58.5	86.6	3.4
Total	3,430	100	86.5	3.4
Physics 2				
Grade 9	0	0.0	n/a ^a	n/a
Grade 10	52	1.7	98.1	4.2
Grade 11	1,191	39.1	80.1	3.4
Grade 12	1,803	59.2	61.0	2.8
Total	3,046	100	69.1	3.1
Physics C: Electricity and Magnetism				
Grade 9	1	<0.1	100	4.0
Grade 10	20	0.8	90.0	4.4
Grade 11	248	9.4	79.4	3.9
Grade 12	2,376	89.8	66.8	3.4
Total	2,645	100	68.2	3.5
Drawing				
Grade 9	7	0.3	85.7	3.6
Grade 10	137	6.4	86.9	3.4
Grade 11	743	34.5	85.3	3.5
Grade 12	1,265	58.8	83.3	3.4
Total	2,152	100	84.2	3.4
Music Theory				
Grade 9	20	1.0	70.0	3.3
Grade 10	245	12.1	61.6	3.1
Grade 11	958	47.2	61.7	3.1
Grade 12	808	39.8	67.0	3.2
Total	2,031	100	63.9	3.1
Capstone Research				
Grade 9	0	0.0	n/a	n/a
Grade 10	1	0.1	100	4.0
Grade 11	659	41.5	66.6	3.1
Grade 12	929	58.5	69.0	3.1
Total	1,589	100	68.0	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 13 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12,
by Subject and Grade, Texas Public Schools, 2019-20

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
French Language and Culture				
Grade 9	23	2.2	95.7	4.3
Grade 10	177	16.9	75.1	3.3
Grade 11	421	40.2	75.3	3.3
Grade 12	425	40.6	62.1	2.9
Total	1,046	100	70.4	3.2
Chinese Language and Culture				
Grade 9	109	16.7	98.2	4.6
Grade 10	143	21.9	95.1	4.4
Grade 11	270	41.4	94.4	4.3
Grade 12	130	19.9	83.1	3.8
Total	652	100	92.9	4.3
3-D Art and Design				
Grade 9	3	0.6	66.7	3.7
Grade 10	19	3.5	78.9	3.3
Grade 11	120	22.2	62.5	2.9
Grade 12	399	73.8	67.9	3.0
Total	541	100	67.1	3.0
German Language and Culture				
Grade 9	10	2.9	100	4.6
Grade 10	36	10.5	77.8	3.6
Grade 11	105	30.5	68.6	3.3
Grade 12	193	56.1	54.9	2.8
Total	344	100	62.8	3.1
Latin				
Grade 9	1	0.3	0.0	2.0
Grade 10	42	12.7	69.0	3.0
Grade 11	102	30.7	65.7	3.0
Grade 12	187	56.3	52.4	2.6
Total	332	100	58.4	2.8
Comparative Government and Politics				
Grade 9	1	0.3	0.0	1.0
Grade 10	37	11.8	48.6	2.6
Grade 11	113	36.1	54.9	2.9
Grade 12	162	51.8	59.3	3.0
Total	313	100	56.2	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. Parts may not add to 100 percent because of rounding.

^aNot applicable.

continues

Table 13 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12,
by Subject and Grade, Texas Public Schools, 2019-20

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Japanese Language and Culture				
Grade 9	10	9.0	90.0	4.7
Grade 10	19	17.1	100	4.4
Grade 11	27	24.3	74.1	3.6
Grade 12	55	49.5	60.0	2.9
Total	111	100	73.0	3.5
Italian Language and Culture				
Grade 9	2	4.3	100	4.5
Grade 10	0	0.0	n/a ^a	n/a
Grade 11	4	8.5	100	4.8
Grade 12	41	87.2	73.2	3.4
Total	47	100	76.6	3.5

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 14
International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2015-16 Through 2019-20

Group	Students	Examinees (N)	Participation rate (%)	Examinees scoring 4-7 on exams (N)	Examinees scoring 4-7 on exams (%)	Exams	Exams with scores of 4-7 (N)	Exams with scores of 4-7 (%)
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. ^a	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
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.	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

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. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

^aEconomically disadvantaged.

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Table 14 (continued)

International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2015-16 Through 2019-20

Group	Students	Examinees (N)	Participation rate (%)	Examinees scoring 4-7 on exams (N)	Examinees scoring 4-7 on exams (%)	Exams	Exams with scores of 4-7 (N)	Exams with scores of 4-7 (%)
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. ^a	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
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.	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. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

^aEconomically disadvantaged.

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Table 14 (continued)

International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2015-16 Through 2019-20

Group	Students	Examinees (N)	Participation rate (%)	Examinees scoring 4-7 on exams (N)	Examinees scoring 4-7 on exams (%)	Exams	Exams with scores of 4-7 (N)	Exams with scores of 4-7 (%)
2019-20								
African American	91,409	565	0.6	403	71.3	1,891	1,044	55.2
American Indian	2,579	21	0.8	12	57.1	51	27	52.9
Asian	35,697	1,148	3.2	1,097	95.6	3,992	3,457	86.6
Hispanic	379,211	2,775	0.7	2,331	84.0	10,233	5,813	56.8
Pacific Islander	1,151	6	0.5	5	83.3	27	17	63.0
White	215,152	1,645	0.8	1,491	90.6	5,284	4,299	81.4
Multiracial	15,432	149	1.0	132	88.6	474	390	82.3
Econ. disad. ^a	391,946	2,482	0.6	2,020	81.4	8,925	4,917	55.1
Not econ. disad.	348,685	3,827	1.1	3,451	90.2	13,027	10,130	77.8
Female	366,437	3,710	1.0	3,304	89.1	13,067	9,288	71.1
Male	374,194	2,601	0.7	2,168	83.4	8,888	5,760	64.8
State	740,631	6,311	0.9	5,472	86.7	21,955	15,048	68.5

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. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

^aEconomically disadvantaged.

Table 15
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2019-20

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
History of the Americas				
Higher Level	3,156	14.4	71.0	4.0
Spanish B				
Higher Level	734	3.3	91.0	5.6
Standard Level	1,894	8.6	89.4	5.2
Total	2,628	12.0	89.8	5.3
English A: Literature				
Higher Level	2,194	10.0	86.6	4.5
Standard Level	1	<0.1	100	5.0
Total	2,195	10.0	86.6	4.5
Biology				
Higher Level	1,077	4.9	57.5	3.9
Standard Level	1,023	4.7	43.6	3.5
Total	2,100	9.6	50.7	3.7
Mathematical Studies				
Standard Level	1,802	8.2	60.8	3.9
English A: Language and Literature				
Higher Level	1,569	7.1	75.8	4.4
Standard Level	125	0.6	58.4	3.8
Total	1,694	7.7	74.5	4.4
Mathematics				
Higher Level	58	0.3	84.5	4.6
Standard Level	1,429	6.5	66.7	4.1
Total	1,487	6.8	67.4	4.1
Environmental Systems and Societies				
Standard Level	959	4.4	39.5	3.4

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

Note. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information. 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: Italian AB, Italian B, English B, and Japanese A: Literature. Parts may not add to 100 percent because of rounding.

^aInformation Technology in a Global Society.

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Table 15 (continued)
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2019-20

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Visual Arts				
Higher Level	346	1.6	34.7	3.2
Standard Level	411	1.9	33.1	3.2
Total	757	3.4	33.8	3.2
Economics				
Higher Level	374	1.7	49.5	3.6
Standard Level	306	1.4	73.5	4.4
Total	680	3.1	60.3	4.0
Physics				
Higher Level	193	0.9	81.3	4.7
Standard Level	417	1.9	70.5	4.3
Total	610	2.8	73.9	4.4
Psychology				
Higher Level	199	0.9	82.4	4.9
Standard Level	359	1.6	75.8	4.6
Total	558	2.5	78.1	4.7
Chemistry				
Higher Level	216	1.0	66.7	4.2
Standard Level	322	1.5	50.9	3.7
Total	538	2.5	57.2	3.9
French B				
Higher Level	60	0.3	81.7	4.8
Standard Level	335	1.5	71.0	4.3
Total	395	1.8	72.7	4.3
Film				
Higher Level	185	0.8	51.9	3.5
Standard Level	91	0.4	31.9	3.1
Total	276	1.3	45.3	3.4

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

Note. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information. 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: Italian AB, Italian B, English B, and Japanese A: Literature. Parts may not add to 100 percent because of rounding.

^aInformation Technology in a Global Society.

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Table 15 (continued)
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2019-20

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Spanish AB				
Standard Level	248	1.1	66.9	4.1
Calculus				
Higher Level	174	0.8	83.9	4.9
Information Tech. in a Global Society ^a				
Higher Level	50	0.2	82.0	4.4
Standard Level	106	0.5	78.3	4.3
Total	156	0.7	79.5	4.4
Spanish A: Language and Literature				
Higher Level	65	0.3	80.0	4.1
Standard Level	71	0.3	64.8	4.0
Total	136	0.6	72.1	4.0
Theater				
Higher Level	87	0.4	71.3	4.0
Standard Level	49	0.2	57.1	3.6
Total	136	0.6	66.2	3.9
Computer Science				
Higher Level	69	0.3	65.2	4.1
Standard Level	51	0.2	54.9	3.5
Total	120	0.5	60.8	3.9
Philosophy				
Higher Level	38	0.2	81.6	4.5
Standard Level	80	0.4	75.0	4.5
Total	118	0.5	77.1	4.5
Music: Group Performance				
Standard Level	116	0.5	75.0	4.8

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

Note. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information. 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: Italian AB, Italian B, English B, and Japanese A: Literature. Parts may not add to 100 percent because of rounding.

^aInformation Technology in a Global Society.

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Table 15 (continued)
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2019-20

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Chinese B				
Higher Level	3	<0.1	100	6.3
Standard Level	84	0.4	64.3	4.9
Total	87	0.4	65.5	4.9
History				
Standard Level	86	0.4	58.1	3.8
Latin				
Higher Level	8	<0.1	100	5.1
Standard Level	65	0.3	75.4	4.3
Total	73	0.3	78.1	4.4
World Religions				
Standard Level	62	0.3	80.6	4.6
Design Technology				
Standard Level	58	0.3	15.5	2.9
Music				
Higher Level	56	0.3	66.1	4.0
European History				
Higher Level	54	0.2	100	5.4
French AB				
Standard Level	53	0.2	50.9	3.6
Geography				
Higher Level	39	0.2	84.6	4.5
Standard Level	14	0.1	92.9	4.6
Total	53	0.2	86.8	4.5

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

Note. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information. 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: Italian AB, Italian B, English B, and Japanese A: Literature. Parts may not add to 100 percent because of rounding.

^aInformation Technology in a Global Society.

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Table 15 (continued)
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2019-20

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Dance				
Higher Level	24	0.1	41.7	3.6
Standard Level	25	0.1	44.0	3.9
Total	49	0.2	42.9	3.7
German B				
Higher Level	7	<0.1	85.7	5.6
Standard Level	40	0.2	65.0	4.0
Total	47	0.2	68.1	4.2
Art History				
Standard Level	38	0.2	36.8	3.3
Business Management				
Higher Level	31	0.1	80.6	4.5
Sports: Exercise Science				
Standard Level	28	0.1	71.4	4.5
Music: Creating				
Standard Level	24	0.1	37.5	3.2
Arabic B				
Standard Level	18	0.1	66.7	4.2
German AB				
Standard Level	17	0.1	64.7	3.8
Statistics				
Higher Level	15	0.1	40.0	3.5
Astronomy				
Standard Level	13	0.1	100	5.4

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

Note. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information. 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: Italian AB, Italian B, English B, and Japanese A: Literature. Parts may not add to 100 percent because of rounding.

^aInformation Technology in a Global Society.

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Table 15 (continued)
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2019-20

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Hindi B				
Standard Level	11	0.1	81.8	4.7
Music: Solo Performance				
Standard Level	11	0.1	90.9	4.9
Japanese B				
Higher Level	2	<0.1	100	7.0
Standard Level	5	<0.1	80.0	4.0
Total	7	<0.1	85.7	4.9
Mandarin AB				
Standard Level	6	<0.1	83.3	5.0
Theatre				
Higher Level	6	<0.1	66.7	3.8
Vietnamese A: Literature				
Standard Level	5	<0.1	100	5.6

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

Note. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information. 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: Italian AB, Italian B, English B, and Japanese 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 16
Advanced Course Completions, Grades 9-12, by Course Type, Texas
Public Schools, 2015-16 Through 2019-20

Course type	Students completing at least one course (N) ^a	Students completing at least one course (%)	Course completions (N)	Course completions (%) ^b	Course completions, avg. ^c number per student
2015-16					
AP ^d	330,303	65.8	639,614	62.5	1.9
IB ^e	7,402	1.5	27,638	2.7	3.7
Other advanced ^f	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
2019-20					
AP	381,416	57.7	700,308	52.3	1.8
IB	9,937	1.5	42,719	3.2	4.3
Other advanced	442,700	67.0	595,826	44.5	1.3
All advanced	661,171	100	1,338,853	100	2.0

Source. Primary data from College Board, International Baccalaureate, 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, 2019-20* (TEA, 2021a), 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. ^bParts may not add to 100 percent because of rounding. ^cAverage. ^dAdvanced Placement.

^eInternational Baccalaureate. ^fCourses identified as advanced that are not AP or IB courses. See, for example, the *Comprehensive Glossary: 2019-20 Texas Academic Performance Report* (TEA, 2020) for lists of courses identified as advanced.

Table 17
Advanced Placement (AP) Examinees Completing Advanced Courses, Grades 9-12, by Course Type, Texas Public Schools, 2015-16 Through 2019-20

Year	AP examinees	At least one AP course (N)	At least one AP course (%)	Other advanced course ^a only (N)	Other advanced course only (%)	No advanced course (N)	No advanced course (%)
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
2019-20	274,931	264,701	96.3	4,465	1.6	5,765	2.1

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: 2019-20 Texas Academic Performance Report* (TEA, 2020) for lists of courses identified as advanced.

Table 18
Advanced Course Completers Taking Advanced Placement (AP) Examinations, Grades 9-12, by Course Type, Texas Public Schools, 2015-16 Through 2019-20

Course type	Course completers (N)	Course completers taking at least one AP exam (N)	Course completers taking at least one AP exam (%)
2015-16			
At least one AP	330,303	254,161	76.9
Other (no AP) ^a	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
2019-20			
At least one AP	381,416	264,701	69.4
Other (no AP)	279,755	4,465	1.6

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: 2019-20 Texas Academic Performance Report* (TEA, 2020) for lists of courses identified as advanced.

Table 19
Correspondence Between Advanced Placement (AP) Examinations and AP Courses Completed, Grades 9-12, Texas Public Schools, 2015-16 Through 2019-20

Year	AP exams taken	Exams taken with courses ^a (N)	Exams taken with courses (%)	AP courses completed	Courses completed with exams ^b (N)	Courses completed with exams (%)
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
2019-20	506,783	462,944	91.3	691,532	462,944	66.9

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

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, 2019-20* (TEA, 2021a), 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.

^aCorresponding courses. ^bCorresponding exams.

Table 20**Correspondence Between Advanced Placement (AP) Examination Scores and AP Courses Completed, Grades 9-12, Texas Public Schools, 2015-16 Through 2019-20**

School year	Score of 1 (N)	Score of 1 (%)	Score of 2 (N)	Score of 2 (%)	Score of 3 (N)	Score of 3 (%)	Score of 4 (N)	Score of 4 (%)	Score of 5 (N)	Score of 5 (%)	Mean score
Exams taken with corresponding courses											
2015-16	140,748	30.4	114,480	24.7	97,322	21.0	67,719	14.6	42,699	9.2	2.5
2016-17	146,635	29.2	126,665	25.2	110,014	21.9	75,087	15.0	43,256	8.6	2.5
2017-18	145,489	28.2	127,608	24.7	113,520	22.0	81,090	15.7	48,776	9.4	2.5
2018-19	145,042	27.9	126,055	24.2	115,429	22.2	82,933	15.9	50,505	9.7	2.6
2019-20	111,255	24.0	105,973	22.9	113,274	24.5	81,732	17.7	50,710	11.0	2.7
Exams taken without corresponding courses											
2015-16	16,342	35.8	10,303	22.6	8,677	19.0	6,305	13.8	3,966	8.7	2.4
2016-17	17,974	36.7	10,971	22.4	9,772	19.9	6,563	13.4	3,705	7.6	2.3
2017-18	15,353	32.0	10,598	22.1	9,733	20.3	7,161	14.9	5,059	10.6	2.5
2018-19	16,370	33.9	10,521	21.8	9,415	19.5	6,920	14.3	5,073	10.5	2.5
2019-20	11,683	26.6	9,745	22.2	9,562	21.8	7,265	16.6	5,584	12.7	2.7

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

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, 2019-20* (TEA, 2021a), 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 21
Correspondence Between Advanced Placement (AP) Examination Mean Scores and AP Courses Completed, Grades 9-12, by Subject, Texas Public Schools, 2019-20

Exam subject	Exams	Exams taken with courses ^a (N)	Exams taken with courses (%)	Mean score of exams taken with courses	Exams taken without courses (N)	Exams taken without courses (%)	Mean score of exams taken without courses
World History: Modern	57,894	55,703	96.2	2.6	2,191	3.8	2.1
English Language and Composition	57,742	51,711	89.6	2.6	6,031	10.4	2.4
United States History	48,615	42,839	88.1	2.5	5,776	11.9	2.2
Human Geography	43,060	41,696	96.8	2.4	1,364	3.2	2.2
English Literature and Composition	34,903	31,490	90.2	2.6	3,413	9.8	2.5
United States Government and Politics	28,099	25,120	89.4	2.6	2,979	10.6	2.4
Physics 1	23,382	22,311	95.4	2.2	1,071	4.6	2.1
Biology	22,309	20,768	93.1	2.8	1,541	6.9	2.4
Spanish Language	22,094	17,634	79.8	3.8	4,460	20.2	3.7
Macroeconomics	20,843	19,376	93.0	2.5	1,467	7.0	2.5
Calculus AB	18,844	17,504	92.9	2.7	1,340	7.1	2.4
Environmental Science	17,450	16,936	97.1	2.6	514	2.9	2.5
Psychology	17,050	15,331	89.9	3.0	1,719	10.1	3.1
Statistics	16,154	15,458	95.7	2.7	696	4.3	2.2
Chemistry	12,467	11,920	95.6	2.5	547	4.4	2.1
Calculus BC	9,235	8,724	94.5	3.7	511	5.5	3.1
Computer Science Principles	7,301	7,056	96.6	3.0	245	3.4	2.7
Computer Science A	6,174	5,107	82.7	3.1	1,067	17.3	3.0
Spanish Literature and Culture	5,014	4,616	92.1	3.0	398	7.9	2.8
Capstone Seminar	4,745	4,623	97.4	3.0	122	2.6	2.8
European History	4,480	4,134	92.3	2.8	346	7.7	2.6
Physics C: Mechanics	3,720	2,060	55.4	3.7	1,660	44.6	3.8
Microeconomics	3,530	2,952	83.6	2.1	578	16.4	3.0
2-D Art and Design	3,426	2,507	73.2	3.4	919	26.8	3.3
Art History	3,419	3,271	95.7	3.2	148	4.3	2.1

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

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, 2019-20* (TEA, 2021a), 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.

^aCorresponding courses.

continues

Table 21 (continued)
Correspondence Between Advanced Placement (AP) Examination Mean Scores and AP Courses Completed, Grades 9-12, by Subject, Texas Public Schools, 2019-20

Exam subject	Exams	Exams taken with courses ^a (N)	Exams taken with courses (%)	Mean score of exams taken with courses	Exams taken without courses (N)	Exams taken without courses (%)	Mean score of exams taken without courses
Physics 2	3,045	2,421	79.5	3.0	624	20.5	3.2
Physics C: Electricity and Magnetism	2,645	1,872	70.8	3.6	773	29.2	3.1
Drawing	2,151	1,789	83.2	3.5	362	16.8	3.4
Music Theory	2,031	1,963	96.7	3.1	68	3.3	2.7
Capstone Research	1,588	1,550	97.6	3.1	38	2.4	3.2
French Language and Culture	1,041	864	83.0	3.2	177	17.0	3.2
Chinese Language and Culture	648	313	48.3	4.2	335	51.7	4.4
3-D Art and Design	541	470	86.9	3.1	71	13.1	2.8
German Language and Culture	342	274	80.1	3.0	68	19.9	3.4
Latin	331	224	67.7	2.7	107	32.3	3.0
Comparative Government and Politics	312	252	80.8	2.9	60	19.2	2.9
Japanese Language and Culture	111	67	60.4	3.2	44	39.6	4.0
Italian Language and Culture	47	38	80.9	3.4	9	19.1	4.1
All examination subjects	506,783	462,944	91.3	2.7	43,839	8.7	2.7

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

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, 2019-20* (TEA, 2021a), 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.

^aCorresponding courses.

Results for Texas Public Schools: Student Engagement During the COVID-19 Pandemic for Advanced Placement and International Baccalaureate Combined

Table 22
Students Overall and Advanced Placement (AP) and International Baccalaureate (IB) Examinees, Grades 11 and 12, by Race/Ethnicity, Economic Status, Gender, and Level of Engagement During the COVID-19 Pandemic, Texas Public Schools, 2019-20

Group	Students (N)	Examinees (N)	Student engagement (%)	Examinee engagement (%)
African American				
Fully engaged	71,830	10,864	89.1	95.1
Not fully engaged	8,810	554	10.9	4.9
All students	80,640	11,418	100	100
American Indian				
Fully engaged	2,041	406	90.6	97.1
Not fully engaged	212	12	9.4	2.9
All students	2,253	418	100	100
Asian				
Fully engaged	33,006	20,372	96.1	98.1
Not fully engaged	1,323	394	3.9	1.9
All students	34,329	20,766	100	100
Hispanic				
Fully engaged	301,098	62,340	89.3	94.6
Not fully engaged	35,942	3,582	10.7	5.4
All students	337,040	65,922	100	100
Pacific Islander				
Fully engaged	983	209	93.0	96.8
Not fully engaged	74	7	7.0	3.2
All students	1,057	216	100	100
White				
Fully engaged	184,475	51,669	93.9	97.6
Not fully engaged	11,994	1,296	6.1	2.4
All students	196,469	52,965	100	100

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

Note. Examinees who took multiple examinations are counted only once. Counts in tables in this section of the report may differ from those in other sections because tables in this section include data only for students who were enrolled on the final day of the school year and for whom COVID-19 crisis codes were reported by districts. Students identified as "fully engaged" were engaged for the majority of time spent in a remote learning environment. Students identified as "not fully engaged" were not engaged for the majority of time spent in a remote learning environment. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

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Table 22 (continued)
Students Overall and Advanced Placement (AP) and International Baccalaureate (IB) Examinees, Grades 11 and 12, by Race/Ethnicity, Economic Status, Gender, and Level of Engagement During the COVID-19 Pandemic, Texas Public Schools, 2019-20

Group	Students (N)	Examinees (N)	Student engagement (%)	Examinee engagement (%)
Multiracial				
Fully engaged	12,986	3,750	92.8	96.7
Not fully engaged	1,012	128	7.2	3.3
All students	13,998	3,878	100	100
Economically disadvantaged				
Fully engaged	305,301	53,145	88.3	93.9
Not fully engaged	40,359	3,432	11.7	6.1
All students	345,660	56,577	100	100
Not economically disadvantaged				
Fully engaged	301,118	96,465	94.1	97.4
Not fully engaged	19,008	2,541	5.9	2.6
All students	320,126	99,006	100	100
Female				
Fully engaged	307,396	86,078	93.2	96.8
Not fully engaged	22,289	2,835	6.8	3.2
All students	329,685	88,913	100	100
Male				
Fully engaged	299,023	63,532	89.0	95.3
Not fully engaged	37,078	3,138	11.0	4.7
All students	336,101	66,670	100	100
State				
Fully engaged	606,419	149,610	91.1	96.2
Not fully engaged	59,367	5,973	8.9	3.8
All students	665,786	155,583	100	100

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

Note. Examinees who took multiple examinations are counted only once. Counts in tables in this section of the report may differ from those in other sections because tables in this section include data only for students who were enrolled on the final day of the school year and for whom COVID-19 crisis codes were reported by districts. Students identified as "fully engaged" were engaged for the majority of time spent in a remote learning environment. Students identified as "not fully engaged" were not engaged for the majority of time spent in a remote learning environment. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

Table 23
Students Overall and Advanced Placement (AP) and International Baccalaureate (IB) Examinees, Grades 11 and 12, by Program Participation and Level of Engagement During the COVID-19 Pandemic, Texas Public Schools, 2019-20

Group	Students (N)	Examinees (N)	Student engagement (%)	Examinee engagement (%)
Bilingual or English as a second language				
Fully engaged	47,065	5,011	85.7	92.5
Not fully engaged	7,824	408	14.3	7.5
All students	54,889	5,419	100	100
Not bilingual or English as a second language				
Fully engaged	559,354	144,599	91.6	96.3
Not fully engaged	51,543	5,565	8.4	3.7
All students	610,897	150,164	100	100
Career and technical education				
Fully engaged	364,541	79,275	91.5	96.0
Not fully engaged	33,917	3,295	8.5	4.0
All students	398,458	82,570	100	100
Not career and technical education				
Fully engaged	241,878	70,335	90.5	96.3
Not fully engaged	25,450	2,678	9.5	3.7
All students	267,328	73,013	100	100
Gifted and talented				
Fully engaged	63,186	38,211	95.2	97.1
Not fully engaged	3,205	1,130	4.8	2.9
All students	66,391	39,341	100	100
Not gifted and talented				
Fully engaged	543,233	111,399	90.6	95.8
Not fully engaged	56,162	4,843	9.4	4.2
All students	599,395	116,242	100	100
Section 504				
Fully engaged	48,485	8,575	91.6	96.6
Not fully engaged	4,435	303	8.4	3.4
All students	52,920	8,878	100	100

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

Note. Examinees who took multiple examinations are counted only once. Counts in tables in this section of the report may differ from those in other sections because tables in this section include data only for students who were enrolled on the final day of the school year and for whom COVID-19 crisis codes were reported by districts. Students identified as "fully engaged" were engaged for the majority of time spent in a remote learning environment. Students identified as "not fully engaged" were not engaged for the majority of time spent in a remote learning environment. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

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Table 23 (continued)
Students Overall and Advanced Placement (AP) and International Baccalaureate (IB) Examinees, Grades 11 and 12, by Program Participation and Level of Engagement During the COVID-19 Pandemic, Texas Public Schools, 2019-20

Group	Students (N)	Examinees (N)	Student engagement (%)	Examinee engagement (%)
Not Section 504				
Fully engaged	557,934	141,035	91.0	96.1
Not fully engaged	54,932	5,670	9.0	3.9
All students	612,866	146,705	100	100
Special education				
Fully engaged	53,886	1,353	88.5	93.9
Not fully engaged	7,010	88	11.5	6.1
All students	60,896	1,441	100	100
Not special education				
Fully engaged	552,533	148,257	91.3	96.2
Not fully engaged	52,357	5,885	8.7	3.8
All students	604,890	154,142	100	100
Title I				
Fully engaged	252,568	52,405	88.7	93.9
Not fully engaged	32,079	3,431	11.3	6.1
All students	284,647	55,836	100	100
Not Title I				
Fully engaged	353,851	97,205	92.8	97.5
Not fully engaged	27,288	2,542	7.2	2.5
All students	381,139	99,747	100	100
State				
Fully engaged	606,419	149,610	91.1	96.2
Not fully engaged	59,367	5,973	8.9	3.8
All students	665,786	155,583	100	100

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

Note. Examinees who took multiple examinations are counted only once. Counts in tables in this section of the report may differ from those in other sections because tables in this section include data only for students who were enrolled on the final day of the school year and for whom COVID-19 crisis codes were reported by districts. Students identified as "fully engaged" were engaged for the majority of time spent in a remote learning environment. Students identified as "not fully engaged" were not engaged for the majority of time spent in a remote learning environment. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

Table 24
Students Overall and Advanced Placement (AP) and International Baccalaureate (IB) Examinees, Grades 11 and 12, by Student Characteristic and Level of Engagement During the COVID-19 Pandemic, Texas Public Schools, 2019-20

Group	Students (N)	Examinees (N)	Student engagement (%)	Examinee engagement (%)
At-risk				
Fully engaged	246,280	23,647	86.7	92.8
Not fully engaged	37,638	1,828	13.3	7.2
All students	283,918	25,475	100	100
Not at-risk				
Fully engaged	360,139	125,586	94.3	96.8
Not fully engaged	21,729	4,129	5.7	3.2
All students	381,868	129,715	100	100
Dyslexia				
Fully engaged	21,380	2,113	90.9	96.4
Not fully engaged	2,143	80	9.1	3.6
All students	23,523	2,193	100	100
Not dyslexia				
Fully engaged	585,039	147,120	91.1	96.2
Not fully engaged	57,224	5,877	8.9	3.8
All students	642,263	152,997	100	100
English learner				
Fully engaged	50,169	5,147	85.6	92.0
Not fully engaged	8,422	446	14.4	8.0
All students	58,591	5,593	100	100
Not English learner				
Fully engaged	556,250	144,463	91.6	96.3
Not fully engaged	50,945	5,527	8.4	3.7
All students	607,195	149,990	100	100
Foster care				
Fully engaged	849	50	87.6	96.2
Not fully engaged	120	2	12.4	3.8
All students	969	52	100	100

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

Note. Examinees who took multiple examinations are counted only once. Counts in tables in this section of the report may differ from those in other sections because tables in this section include data only for students who were enrolled on the final day of the school year and for whom COVID-19 crisis codes were reported by districts. Students identified as "fully engaged" were engaged for the majority of time spent in a remote learning environment. Students identified as "not fully engaged" were not engaged for the majority of time spent in a remote learning environment. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

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Table 24 (continued)
Students Overall and Advanced Placement (AP) and International Baccalaureate (IB) Examinees, Grades 11 and 12, by Student Characteristic and Level of Engagement During the COVID-19 Pandemic, Texas Public Schools, 2019-20

Group	Students (N)	Examinees (N)	Student engagement (%)	Examinee engagement (%)
Not foster care				
Fully engaged	605,570	149,560	91.1	96.2
Not fully engaged	59,247	5,971	8.9	3.8
All students	664,817	155,531	100	100
Homeless				
Fully engaged	8,046	864	84.0	91.3
Not fully engaged	1,530	82	16.0	8.7
All students	9,576	946	100	100
Not homeless				
Fully engaged	598,373	148,746	91.2	96.2
Not fully engaged	57,837	5,891	8.8	3.8
All students	656,210	154,637	100	100
Immigrant				
Fully engaged	8,143	1,527	89.1	97.0
Not fully engaged	1,000	47	10.9	3.0
All students	9,143	1,574	100	100
Not immigrant				
Fully engaged	598,276	147,706	91.1	96.2
Not fully engaged	58,367	5,910	8.9	3.8
All students	656,643	153,616	100	100
Migrant				
Fully engaged	2,513	315	90.8	95.2
Not fully engaged	256	16	9.2	4.8
All students	2,769	331	100	100
Not migrant				
Fully engaged	603,906	149,295	91.1	96.2
Not fully engaged	59,111	5,957	8.9	3.8
All students	663,017	155,252	100	100

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

Note. Examinees who took multiple examinations are counted only once. Counts in tables in this section of the report may differ from those in other sections because tables in this section include data only for students who were enrolled on the final day of the school year and for whom COVID-19 crisis codes were reported by districts. Students identified as "fully engaged" were engaged for the majority of time spent in a remote learning environment. Students identified as "not fully engaged" were not engaged for the majority of time spent in a remote learning environment. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

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Table 24 (continued)
Students Overall and Advanced Placement (AP) and International Baccalaureate (IB) Examinees, Grades 11 and 12, by Student Characteristic and Level of Engagement During the COVID-19 Pandemic, Texas Public Schools, 2019-20

Group	Students (N)	Examinees (N)	Student engagement (%)	Examinee engagement (%)
Military-connected				
Fully engaged	11,354	2,946	94.7	97.4
Not fully engaged	633	78	5.3	2.6
All students	11,987	3,024	100	100
Not military-connected				
Fully engaged	595,065	146,664	91.0	96.1
Not fully engaged	58,734	5,895	9.0	3.9
All students	653,799	152,559	100	100
State				
Fully engaged	606,419	149,610	91.1	96.2
Not fully engaged	59,367	5,973	8.9	3.8
All students	665,786	155,583	100	100

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

Note. Examinees who took multiple examinations are counted only once. Counts in tables in this section of the report may differ from those in other sections because tables in this section include data only for students who were enrolled on the final day of the school year and for whom COVID-19 crisis codes were reported by districts. Students identified as "fully engaged" were engaged for the majority of time spent in a remote learning environment. Students identified as "not fully engaged" were not engaged for the majority of time spent in a remote learning environment. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

Table 25
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, Gender, and Level of Engagement During the COVID-19 Pandemic, Texas Public Schools, 2019-20

Group	Students (N)	Examinees (N)	Participation rate (%)	Examinees scoring at or above 3 (AP) or 4 (IB) (N)	Examinees scoring at or above 3 (AP) or 4 (IB) (%)	Exams (N)	Exams at or above 3 (AP) or 4 (IB) (N)	Exams at or above 3 (AP) or 4 (IB) (%)
African American								
Fully engaged	71,830	10,864	15.1	4,547	41.9	21,993	8,344	37.9
Not fully engaged	8,810	554	6.3	140	25.3	1,096	234	21.4
All students	80,640	11,418	14.2	4,687	41.0	23,089	8,578	37.2
American Indian								
Fully engaged	2,041	406	19.9	239	58.9	923	511	55.4
Not fully engaged	212	12	5.7	4	33.3	18	6	33.3
All students	2,253	418	18.6	243	58.1	941	517	54.9
Asian								
Fully engaged	33,006	20,372	61.7	16,670	81.8	67,745	50,294	74.2
Not fully engaged	1,323	394	29.8	243	61.7	1,126	596	52.9
All students	34,329	20,766	60.5	16,913	81.4	68,871	50,890	73.9
Hispanic								
Fully engaged	301,098	62,340	20.7	30,131	48.3	131,183	51,452	39.2
Not fully engaged	35,942	3,582	10.0	1,378	38.5	7,556	2,309	30.6
All students	337,040	65,922	19.6	31,509	47.8	138,739	53,761	38.7
Pacific Islander								
Fully engaged	983	209	21.3	126	60.3	453	236	52.1
Not fully engaged	74	7	9.5	3	42.9	11	4	36.4
All students	1,057	216	20.4	129	59.7	464	240	51.7
White								
Fully engaged	184,475	51,669	28.0	35,851	69.4	123,804	77,526	62.6
Not fully engaged	11,994	1,296	10.8	707	54.6	2,842	1,279	45.0
All students	196,469	52,965	27.0	36,558	69.0	126,646	78,805	62.2
Multiracial								
Fully engaged	12,986	3,750	28.9	2,621	69.9	9,824	6,337	64.5
Not fully engaged	1,012	128	12.6	67	52.3	302	142	47.0
All students	13,998	3,878	27.7	2,688	69.3	10,126	6,479	64.0

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

Note. Examinees who took multiple examinations are counted only once. Counts in tables in this section of the report may differ from those in other sections because tables in this section include data only for students who were enrolled on the final day of the school year and for whom COVID-19 crisis codes were reported by districts. Students identified as "fully engaged" were engaged for the majority of time spent in a remote learning environment. Students identified as "not fully engaged" were not engaged for the majority of time spent in a remote learning environment. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

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Table 25 (continued)

Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, Gender, and Level of Engagement During the COVID-19 Pandemic, Texas Public Schools, 2019-20

Group	Students (N)	Examinees (N)	Participation rate (%)	Examinees scoring at or above 3 (AP) or 4 (IB) (N)	Examinees scoring at or above 3 (AP) or 4 (IB) (%)	Exams (N)	Exams at or above 3 (AP) or 4 (IB) (N)	Exams at or above 3 (AP) or 4 (IB) (%)
Economically disadvantaged								
Fully engaged	305,301	53,145	17.4	24,186	45.5	110,998	40,936	36.9
Not fully engaged	40,359	3,432	8.5	1,255	36.6	7,177	2,135	29.7
All students	345,660	56,577	16.4	25,441	45.0	118,175	43,071	36.4
Not economically disadvantaged								
Fully engaged	301,118	96,465	32.0	65,999	68.4	244,927	153,764	62.8
Not fully engaged	19,008	2,541	13.4	1,287	50.6	5,774	2,435	42.2
All students	320,126	99,006	30.9	67,286	68.0	250,701	156,199	62.3
Female								
Fully engaged	307,396	86,078	28.0	51,659	60.0	197,716	106,363	53.8
Not fully engaged	22,289	2,835	12.7	1,222	43.1	6,080	2,134	35.1
All students	329,685	88,913	27.0	52,881	59.5	203,796	108,497	53.2
Male								
Fully engaged	299,023	63,532	21.2	38,526	60.6	158,209	88,337	55.8
Not fully engaged	37,078	3,138	8.5	1,320	42.1	6,871	2,436	35.5
All students	336,101	66,670	19.8	39,846	59.8	165,080	90,773	55.0
State								
Fully engaged	606,419	149,610	24.7	90,185	60.3	355,925	194,700	54.7
Not fully engaged	59,367	5,973	10.1	2,542	42.6	12,951	4,570	35.3
All students	665,786	155,583	23.4	92,727	59.6	368,876	199,270	54.0

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

Note. Examinees who took multiple examinations are counted only once. Counts in tables in this section of the report may differ from those in other sections because tables in this section include data only for students who were enrolled on the final day of the school year and for whom COVID-19 crisis codes were reported by districts. Students identified as "fully engaged" were engaged for the majority of time spent in a remote learning environment. Students identified as "not fully engaged" were not engaged for the majority of time spent in a remote learning environment. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

Table 26
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Program Participation and Level of Engagement During the COVID-19 Pandemic, Texas Public Schools, 2019-20

Group	Students (N)	Examinees (N)	Participation rate (%)	Examinees scoring at or above 3 (AP) or 4 (IB) (N)	Examinees scoring at or above 3 (AP) or 4 (IB) (%)	Exams (N)	Exams at or above 3 (AP) or 4 (IB) (N)	Exams at or above 3 (AP) or 4 (IB) (%)
Bilingual or English as a second language								
Fully engaged	47,065	5,011	10.6	2,704	54.0	8,711	3,275	37.6
Not fully engaged	7,824	408	5.2	196	48.0	787	249	31.6
All students	54,889	5,419	9.9	2,900	53.5	9,498	3,524	37.1
Not bilingual or English as a second language								
Fully engaged	559,354	144,599	25.9	87,481	60.5	347,214	191,425	55.1
Not fully engaged	51,543	5,565	10.8	2,346	42.2	12,164	4,321	35.5
All students	610,897	150,164	24.6	89,827	59.8	359,378	195,746	54.5
Career and technical education								
Fully engaged	364,541	79,275	21.7	43,331	54.7	171,516	85,409	49.8
Not fully engaged	33,917	3,295	9.7	1,404	42.6	7,238	2,517	34.8
All students	398,458	82,570	20.7	44,735	54.2	178,754	87,926	49.2
Not career and technical education								
Fully engaged	241,878	70,335	29.1	46,854	66.6	184,409	109,291	59.3
Not fully engaged	25,450	2,678	10.5	1,138	42.5	5,713	2,053	35.9
All students	267,328	73,013	27.3	47,992	65.7	190,122	111,344	58.6
Gifted and talented								
Fully engaged	63,186	38,211	60.5	29,054	76.0	114,798	79,146	68.9
Not fully engaged	3,205	1,130	35.3	626	55.4	2,793	1,275	45.6
All students	66,391	39,341	59.3	29,680	75.4	117,591	80,421	68.4
Not gifted and talented								
Fully engaged	543,233	111,399	20.5	61,131	54.9	241,127	115,554	47.9
Not full engaged	56,162	4,843	8.6	1,916	39.6	10,158	3,295	32.4
All students	599,395	116,242	19.4	63,047	54.2	251,285	118,849	47.3
Section 504								
Fully engaged	48,485	8,575	17.7	5,109	59.6	18,301	9,942	54.3
Not fully engaged	4,435	303	6.8	138	45.5	581	235	40.4
All students	52,920	8,878	16.8	5,247	59.1	18,882	10,177	53.9
Not Section 504								
Fully engaged	557,934	141,035	25.3	85,076	60.3	337,624	184,758	54.7
Not fully engaged	54,932	5,670	10.3	2,404	42.4	12,370	4,335	35.0
All students	612,866	146,705	23.9	87,480	59.6	349,994	189,093	54.0

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

Note: Examinees who took multiple examinations are counted only once. Counts in tables in this section of the report may differ from those in other sections because tables in this section include data only for students who were enrolled on the final day of the school year and for whom COVID-19 crisis codes were reported by districts. Students identified as "fully engaged" were engaged for the majority of time spent in a remote learning environment. Students identified as "not fully engaged" were not engaged for the majority of time spent in a remote learning environment. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

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Table 26 (continued)

Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Program Participation and Level of Engagement During the COVID-19 Pandemic, Texas Public Schools, 2019-20

Group	Students (N)	Examinees (N)	Participation rate (%)	Examinees scoring at or above 3 (AP) or 4 (IB) (N)	Examinees scoring at or above 3 (AP) or 4 (IB) (%)	Exams (N)	Exams at or above 3 (AP) or 4 (IB) (N)	Exams at or above 3 (AP) or 4 (IB) (%)
Special education								
Fully engaged	53,886	1,353	2.5	626	46.3	2,536	1,000	39.4
Not fully engaged	7,010	88	1.3	26	29.5	164	29	17.7
All students	60,896	1,441	2.4	652	45.2	2,700	1,029	38.1
Not special education								
Fully engaged	552,533	148,257	26.8	89,559	60.4	353,389	193,700	54.8
Not fully engaged	52,357	5,885	11.2	2,516	42.8	12,787	4,541	35.5
All students	604,890	154,142	25.5	92,075	59.7	366,176	198,241	54.1
Title I								
Fully engaged	252,568	52,405	20.7	23,944	45.7	113,721	42,997	37.8
Not fully engaged	32,079	3,431	10.7	1,243	36.2	7,332	2,095	28.6
All students	284,647	55,836	19.6	25,187	45.1	121,053	45,092	37.2
Not Title I								
Fully engaged	353,851	97,205	27.5	66,241	68.1	242,204	151,703	62.6
Not fully engaged	27,288	2,542	9.3	1,299	51.1	5,619	2,475	44.0
All students	381,139	99,747	26.2	67,540	67.7	247,823	154,178	62.2
State								
Fully engaged	606,419	149,610	24.7	90,185	60.3	355,925	194,700	54.7
Not fully engaged	59,367	5,973	10.1	2,542	42.6	12,951	4,570	35.3
All students	665,786	155,583	23.4	92,727	59.6	368,876	199,270	54.0

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

Note. Examinees who took multiple examinations are counted only once. Counts in tables in this section of the report may differ from those in other sections because tables in this section include data only for students who were enrolled on the final day of the school year and for whom COVID-19 crisis codes were reported by districts. Students identified as "fully engaged" were engaged for the majority of time spent in a remote learning environment. Students identified as "not fully engaged" were not engaged for the majority of time spent in a remote learning environment. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

Table 27
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Student Characteristic and Level of Engagement During the COVID-19 Pandemic, Texas Public Schools, 2019-20

Group	Students (N)	Examinees (N)	Participation rate (%)	Examinees scoring at or above 3 (AP) or 4 (IB) (N)	Examinees scoring at or above 3 (AP) or 4 (IB) (%)	Exams (N)	Exams at or above 3 (AP) or 4 (IB) (N)	Exams at or above 3 (AP) or 4 (IB) (%)
At-risk								
Fully engaged	246,280	23,647	9.6	9,349	39.5	43,283	13,392	30.9
Not fully engaged	37,638	1,828	4.9	619	33.9	3,380	853	25.2
All students	283,918	25,475	9.0	9,968	39.1	46,663	14,245	30.5
Not at-risk								
Fully engaged	360,139	125,586	34.9	80,635	64.2	311,951	180,968	58.0
Not fully engaged	21,729	4,129	19.0	1,915	46.4	9,547	3,709	38.8
All students	381,868	129,715	34.0	82,550	63.6	321,498	184,677	57.4
Dyslexia								
Fully engaged	21,380	2,113	9.9	1,040	49.2	3,864	1,680	43.5
Not fully engaged	2,143	80	3.7	21	26.3	134	30	22.4
All students	23,523	2,193	9.3	1,061	48.4	3,998	1,710	42.8
Not dyslexia								
Fully engaged	585,039	147,120	25.1	88,944	60.5	351,370	192,680	54.8
Not fully engaged	57,224	5,877	10.3	2,513	42.8	12,793	4,532	35.4
All students	642,263	152,997	23.8	91,457	59.8	364,163	197,212	54.2
English learner								
Fully engaged	50,169	5,147	10.3	2,740	53.2	8,862	3,308	37.3
Not fully engaged	8,422	446	5.3	206	46.2	854	270	31.6
All students	58,591	5,593	9.5	2,946	52.7	9,716	3,578	36.8
Not English learner								
Fully engaged	556,250	144,463	26.0	87,445	60.5	347,063	191,392	55.1
Not fully engaged	50,945	5,527	10.8	2,336	42.3	12,097	4,300	35.5
All students	607,195	149,990	24.7	89,781	59.9	359,160	195,692	54.5
Foster care								
Fully engaged	849	50	5.9	22	44.0	82	30	36.6
Not fully engaged	120	2	1.7	2	100	6	3	50.0
All students	969	52	5.4	24	46.2	88	33	37.5
Not foster care								
Fully engaged	605,570	149,560	24.7	90,163	60.3	355,843	194,670	54.7
Not fully engaged	59,247	5,971	10.1	2,540	42.5	12,945	4,567	35.3
All students	664,817	155,531	23.4	92,703	59.6	368,788	199,237	54.0

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

Note. Examinees who took multiple examinations are counted only once. Counts in tables in this section of the report may differ from those in other sections because tables in this section include data only for students who were enrolled on the final day of the school year and for whom COVID-19 crisis codes were reported by districts. Students identified as "fully engaged" were engaged for the majority of time spent in a remote learning environment. Students identified as "not fully engaged" were not engaged for the majority of time spent in a remote learning environment. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

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Table 27 (continued)
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Student Characteristic and Level of Engagement During the COVID-19 Pandemic, Texas Public Schools, 2019-20

Group	Students (N)	Examinees (N)	Participation rate (%)	Examinees scoring at or above 3 (AP) or 4 (IB) (N)	Examinees scoring at or above 3 (AP) or 4 (IB) (%)	Exams (N)	Exams at or above 3 (AP) or 4 (IB) (N)	Exams at or above 3 (AP) or 4 (IB) (%)
Homeless								
Fully engaged	8,046	864	10.7	404	46.8	1,680	646	38.5
Not fully engaged	1,530	82	5.4	26	31.7	137	38	27.7
All students	9,576	946	9.9	430	45.5	1,817	684	37.6
Not homeless								
Fully engaged	598,373	148,746	24.9	89,781	60.4	354,245	194,054	54.8
Not fully engaged	57,837	5,891	10.2	2,516	42.7	12,814	4,532	35.4
All students	656,210	154,637	23.6	92,297	59.7	367,059	198,586	54.1
Immigrant								
Fully engaged	8,143	1,527	18.8	1,093	71.6	3,007	1,930	64.2
Not fully engaged	1,000	47	4.7	28	59.6	75	39	52.0
All students	9,143	1,574	17.2	1,121	71.2	3,082	1,969	63.9
Not immigrant								
Fully engaged	598,276	147,706	24.7	88,891	60.2	352,227	192,430	54.6
Not fully engaged	58,367	5,910	10.1	2,506	42.4	12,852	4,523	35.2
All students	656,643	153,616	23.4	91,397	59.5	365,079	196,953	53.9
Migrant								
Fully engaged	2,513	315	12.5	129	41.0	564	169	30.0
Not fully engaged	256	16	6.3	5	31.3	24	5	20.8
All students	2,769	331	12.0	134	40.5	588	174	29.6
Not migrant								
Fully engaged	603,906	149,295	24.7	90,056	60.3	355,361	194,531	54.7
Not fully engaged	59,111	5,957	10.1	2,537	42.6	12,927	4,565	35.3
All students	663,017	155,252	23.4	92,593	59.6	368,288	199,096	54.1
Military-connected								
Fully engaged	11,354	2,946	25.9	1,720	58.4	6,690	3,458	51.7
Not fully engaged	633	78	12.3	24	30.8	147	31	21.1
All students	11,987	3,024	25.2	1,744	57.7	6,837	3,489	51.0
Not military-connected								
Fully engaged	595,065	146,664	24.6	88,465	60.3	349,235	191,242	54.8
Not fully engaged	58,734	5,895	10.0	2,518	42.7	12,804	4,539	35.4
All students	653,799	152,559	23.3	90,983	59.6	362,039	195,781	54.1

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

Note. Examinees who took multiple examinations are counted only once. Counts in tables in this section of the report may differ from those in other sections because tables in this section include data only for students who were enrolled on the final day of the school year and for whom COVID-19 crisis codes were reported by districts. Students identified as "fully engaged" were engaged for the majority of time spent in a remote learning environment. Students identified as "not fully engaged" were not engaged for the majority of time spent in a remote learning environment. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

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Table 27 (continued)

Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Student Characteristic and Level of Engagement During the COVID-19 Pandemic, Texas Public Schools, 2019-20

Group	Students (N)	Examinees (N)	Participation rate (%)	Examinees scoring at or above 3 (AP) or 4 (IB) (N)	Examinees scoring at or above 3 (AP) or 4 (IB) (%)	Exams (N)	Exams at or above 3 (AP) or 4 (IB) (N)	Exams at or above 3 (AP) or 4 (IB) (%)
State								
Fully engaged	606,419	149,610	24.7	90,185	60.3	355,925	194,700	54.7
Not fully engaged	59,367	5,973	10.1	2,542	42.6	12,951	4,570	35.3
All students	665,786	155,583	23.4	92,727	59.6	368,876	199,270	54.0

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

Note. Examinees who took multiple examinations are counted only once. Counts in tables in this section of the report may differ from those in other sections because tables in this section include data only for students who were enrolled on the final day of the school year and for whom COVID-19 crisis codes were reported by districts. Students identified as "fully engaged" were engaged for the majority of time spent in a remote learning environment. Students identified as "not fully engaged" were not engaged for the majority of time spent in a remote learning environment. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

Table 28
Students Overall and Advanced Placement (AP) and International Baccalaureate (IB) Examinees, Grades 11 and 12, by Level of Engagement During the COVID-19 Pandemic, Texas Public Schools, 2019-20

Group	Students (N)	Examinees (N)	Student engagement (%)	Examinee engagement (%)
Fully engaged	606,419	149,610	91.1	96.2
Engagement recovered	14,808	1,343	2.2	0.9
No or lost engagement	35,639	4,097	5.4	2.6
No or lost contact	8,920	533	1.3	0.3
State	665,786	155,583	100	100

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

Note. Examinees who took multiple examinations are counted only once. Counts in tables in this section of the report may differ from those in other sections because tables in this section include data only for students who were enrolled on the final day of the school year and for whom COVID-19 crisis codes were reported by districts. Students identified as "fully engaged" were engaged for the majority of time spent in a remote learning environment. Students identified as "engagement recovered" were engaged after May 1. Students identified as "no or lost engagement" were not engaged after May 1. Students identified as "no or lost contact" could not be contacted after May 1. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

Table 29
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Level of Engagement During the COVID-19 Pandemic, Texas Public Schools, 2019-20

Group	Students (N)	Examinees (N)	Participation rate (%)	Examinees scoring at or above 3 (AP) or 4 (IB) (N)	Examinees scoring at or above 3 (AP) or 4 (IB) (%)	Exams (N)	Exams at or above 3 (AP) or 4 (IB) (N)	Exams at or above 3 (AP) or 4 (IB) (%)
Fully engaged	606,419	149,610	24.7	90,185	60.3	355,925	194,700	54.7
Engagement recovered	14,808	1,343	9.1	572	42.6	2,681	910	33.9
No or lost engagement	35,639	4,097	11.5	1,760	43.0	9,175	3,332	36.3
No or lost contact	8,920	533	6.0	210	39.4	1,095	328	30.0
State	665,786	155,583	23.4	92,727	59.6	368,876	199,270	54

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

Note. Examinees who took multiple examinations are counted only once. Counts in tables in this section of the report may differ from those in other sections because tables in this section include data only for students who were enrolled on the final day of the school year and for whom COVID-19 crisis codes were reported by districts. Students identified as "fully engaged" were engaged for the majority of time spent in a remote learning environment. Students identified as "engagement recovered" were engaged after May 1. Students identified as "no or lost engagement" were not engaged after May 1. Students identified as "no or lost contact" could not be contacted after May 1. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. See *Advanced Placement and International Baccalaureate General Information, 2019-20* (TEA, 2021a), for additional information.

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Mike Morath, Commissioner of Education

Office of Governance and Accountability

Jeff Cottrill, Deputy Commissioner

Division of Research and Analysis

Linda Roska, Executive Director

Accountability Research Unit

Jennifer Broussard, Director

Project Staff

Autumn McIlraith

Keith Wechter

Chara Welch

Michael Lu

Rona Tong

Editorial Staff

Christine Whalen

Shannon Nagy

Richard Kallus

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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 2019-20 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, Section 504, 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/>.



**Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494**

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