

Advanced Placement and International Baccalaureate Examination Results in Texas Public Schools, 2021-22

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], 2023d; Texas Education Code Chapter 39, Subchapter G, 2022). 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, 2023, amended to be effective August 9, 2022; TEC §39.025, 2022).

During the 2021-22 school year, as the COVID-19 pandemic continued to affect schooling, qualifying Texas public school

districts, under Senate Bill 15, could offer remote instruction for up to 10 percent of enrolled students (TEA, 2021). The College Board offered in-school examinations during the first two weeks of May, as well as during a late-testing window May 17-20 (College Board, 2022). All examinations were full-length and covered the full scope of course content. IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure (IB, 2022). Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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, 2021-22* (TEA, 2023a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2021-22* (TEA, 2023b). 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, 2021-22* (TEA, 2023c).

Highlights

Distinction Designation Indicators for Advanced Placement and International Baccalaureate Combined

- In the 2021-22 school year, 13.2 percent of Texas public school students in Grades 11 and 12 took at least one AP or IB English language arts (ELA) examination, an increase of 1.1 percentage points from the previous year (Table 1 on page 5). Of those ELA examinees, 53.2 percent scored at or above criterion on at least one AP or IB ELA examination, an increase of 10.5 percentage points from the previous year.
- Among all students in Grades 11 and 12, 6.9 percent took at least one AP or IB mathematics examination, an increase of 0.8 percentage points from the previous year (Table 2 on page 7). Of those mathematics examinees, 50.4 percent scored at or above criterion on at least one AP or IB mathematics examination, an increase of 1.0 percentage points from the previous year.
- In 2021-22, 9.6 percent of all students in Grades 11 and 12 took at least one AP or IB science examination, an increase of 0.9 percentage points from the previous year (Table 3 on page 9). Of those science examinees, 44.7 percent scored at or above criterion on at least one AP or IB science examination, an increase of 3.3 percentage points from the previous year.
- Among all students in Grades 11 and 12, 12.5 percent took at least one AP or IB social studies examination, an increase of 0.9 percentage points from the previous year (Table 4 on page 11). Of those social studies examinees, 41.9 percent scored at or above criterion on at least one AP or IB social studies examination, a decrease of 0.3 percentage points from the previous year.
- In 2021-22, 23.0 percent of all students in Grades 11 and 12 took at least one AP or IB examination in any subject, an increase of 1.9 percentage points from the previous year (Table 5 on page 13).

Advanced Placement and International Baccalaureate Combined

- In the 2021-22 school year, 175,242 (23.0%) Texas public school students in Grades 11 and 12 took at least one AP or IB examination. Of those, 53.3 percent scored at or above criterion on at least one of the examinations, an increase of 4.7 percentage points from the previous year (Table 5 on page 13).
- 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, 2022), the percentage of all enrolled students who meet the criterion may be viewed as one indicator of college readiness among Texas public high school students. Among 11th- and 12th-grade students, 12.3 percent scored at or above criterion on at least one AP or IB examination, an increase of 2.1 percentage points from the previous year (Table 9 on page 19).

Advanced Placement

- In the 2021-22 school year, 171,388 Texas public school students in Grades 11 and 12 took 383,651 AP examinations (Table 10 on page 23). Among 11th- and 12th-grade students, 22.5 percent took at least one AP examination, an increase of 1.9 percentage points from the previous year. Of those AP examinees, 52.4 percent scored in the 3-5 range on at least one AP examination, an increase of 5.1 percentage points from the previous year.
- A total of 131,466 students in Grades 9 and 10 took 161,722 AP examinations (Table 11 on page 26). Among 9th- and 10th-grade students, 15.0 percent took at least one AP examination, an increase of 1.1 percentage points from the previous year. Of those AP examinees, 49.8 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, Human Geography, United States History, and English Literature and Composition (Table 13 on page 30).

International Baccalaureate

- In the 2021-22 school year, 6,078 Texas public school students in Grades 11 and 12 received scores on 20,217 IB examinations (Table 14 on page 37). Among 11th- and 12th-grade students, 0.8 percent received at least one IB examination score, unchanged from the previous year. Of those IB examinees, 82.0 percent scored in the 4-7 range on at least one IB examination, a decrease of 6.0 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 Mathematics: Applications and Interpretation (Table 15 on page 40).

Advanced Coursework

- In the 2021-22 school year, 645,986 Texas public school students in Grades 9-12 completed at least one advanced course (Table 16 on page 47). Of those students, 55.4 percent completed at least one AP course, a decrease of 2.3 percentage points from the previous year.
- Of the 637,446 AP courses completed by students in Grades 9-12, 76.4 percent were completed by students taking corresponding examinations, an increase of 9.1 percentage points from the previous year (Table 19 on page 50). Of the 542,952 AP examinations taken, 89.6 percent were taken by students completing corresponding courses, an increase of 3.0 percentage points from the previous year.
- On 22 of the 27 AP examinations that had at least 250 test takers who completed corresponding AP courses and at least 250 test takers who did not complete corresponding AP courses, test takers who completed corresponding AP courses had higher mean scores (Table 21 on page 52).

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

Reporting of Results

For the 2023 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, 2020-21 and 2021-22

Group	Students	ELA ^a examinees	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) (%)
2020-21					
African American	93,430	7,432	8.0	1,925	25.9
American Indian	2,462	236	9.6	100	42.4
Asian	37,113	13,183	35.5	9,243	70.1
Hispanic	392,531	38,700	9.9	9,054	23.4
Pacific Islander	1,143	117	10.2	45	38.5
White	214,251	29,601	13.8	17,394	58.8
Multiracial	17,037	2,451	14.4	1,395	56.9
Econ. disad. ^b	400,759	33,312	8.3	6,760	20.3
Not econ. disad.	355,060	58,073	16.4	32,308	55.6
Female	375,525	54,034	14.4	23,189	42.9
Male	382,442	37,695	9.9	15,973	42.4
State	757,967	91,732	12.1	39,163	42.7

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees 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 provided two assessment options for the 2021 examinations: an examination route and a non-examination route. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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, 2020-21 and 2021-22

Group	Students	ELA ^a examinees	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) (%)
2021-22					
African American	94,128	8,482	9.0	3,030	35.7
American Indian	2,382	260	10.9	124	47.7
Asian	38,086	14,426	37.9	11,775	81.6
Hispanic	396,113	44,040	11.1	15,112	34.3
Pacific Islander	1,150	132	11.5	61	46.2
White	211,492	30,360	14.4	21,441	70.6
Multiracial	18,149	2,769	15.3	1,873	67.6
Econ. disad. ^b	408,458	39,055	9.6	11,882	30.4
Not econ. disad.	350,745	60,910	17.4	41,385	67.9
Female	376,343	59,043	15.7	31,438	53.2
Male	385,157	41,419	10.8	21,974	53.1
State	761,500	100,476	13.2	53,417	53.2

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 provided two assessment options for the 2021 examinations: an examination route and a non-examination route. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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, 2020-21 and 2021-22

Group	Students	Math examinees	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) (%)
2020-21					
African American	93,430	2,577	2.8	810	31.4
American Indian	2,462	107	4.3	55	51.4
Asian	37,113	10,322	27.8	7,330	71.0
Hispanic	392,531	15,889	4.0	4,526	28.5
Pacific Islander	1,143	49	4.3	19	38.8
White	214,251	16,384	7.6	9,539	58.2
Multiracial	17,037	1,278	7.5	755	59.1
Econ. disad. ^a	400,759	13,623	3.4	3,797	27.9
Not econ. disad.	355,060	32,865	9.3	19,193	58.4
Female	375,525	22,291	5.9	10,251	46.0
Male	382,442	24,323	6.4	12,787	52.6
State	757,967	46,614	6.1	23,038	49.4
2021-22					
African American	94,128	2,974	3.2	924	31.1
American Indian	2,382	121	5.1	60	49.6
Asian	38,086	12,067	31.7	8,840	73.3
Hispanic	396,113	19,221	4.9	5,351	27.8
Pacific Islander	1,150	62	5.4	31	50.0
White	211,492	16,906	8.0	10,458	61.9
Multiracial	18,149	1,514	8.3	982	64.9
Econ. disad.	408,458	16,767	4.1	4,488	26.8
Not econ. disad.	350,745	35,939	10.2	22,096	61.5

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 provided two assessment options for the 2021 examinations: an examination route and a non-examination route. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), for additional information.

^aEconomically disadvantaged.

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Table 2 (continued)
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, 2020-21 and 2021-22

Group	Students	Math examinees	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) (%)
Female	376,343	25,122	6.7	11,630	46.3
Male	385,157	27,746	7.2	15,019	54.1
State	761,500	52,870	6.9	26,649	50.4

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 provided two assessment options for the 2021 examinations: an examination route and a non-examination route. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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, 2020-21 and 2021-22

Group	Students	Science examinees	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) (%)
2020-21					
African American	93,430	4,073	4.4	956	23.5
American Indian	2,462	179	7.3	70	39.1
Asian	37,113	11,884	32.0	7,426	62.5
Hispanic	392,531	24,260	6.2	5,313	21.9
Pacific Islander	1,143	72	6.3	22	30.6
White	214,251	23,570	11.0	12,492	53.0
Multiracial	17,037	1,891	11.1	1,009	53.4
Econ. disad. ^a	400,759	20,678	5.2	4,120	19.9
Not econ. disad.	355,060	45,061	12.7	23,110	51.3
Female	375,525	34,501	9.2	13,069	37.9
Male	382,442	31,434	8.2	14,223	45.2
State	757,967	65,937	8.7	27,293	41.4
2021-22					
African American	94,128	4,877	5.2	1,192	24.4
American Indian	2,382	184	7.7	73	39.7
Asian	38,086	13,863	36.4	9,303	67.1
Hispanic	396,113	27,739	7.0	6,772	24.4
Pacific Islander	1,150	89	7.7	36	40.4
White	211,492	23,962	11.3	14,027	58.5
Multiracial	18,149	2,072	11.4	1,154	55.7
Econ. disad.	408,458	24,354	6.0	5,441	22.3
Not econ. disad.	350,745	48,136	13.7	27,029	56.2

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 provided two assessment options for the 2021 examinations: an examination route and a non-examination route. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), for additional information.

^aEconomically disadvantaged.

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Table 3 (continued)
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, 2020-21 and 2021-22

Group	Students	Science examinees	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) (%)
Female	376,343	37,856	10.1	15,603	41.2
Male	385,157	34,927	9.1	16,953	48.5
State	761,500	72,791	9.6	32,559	44.7

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees 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 provided two assessment options for the 2021 examinations: an examination route and a non-examination route. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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, 2020-21 and 2021-22

Group	Students	Social studies examinees	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) (%)
2020-21					
African American	93,430	6,368	6.8	1,577	24.8
American Indian	2,462	213	8.7	85	39.9
Asian	37,113	14,025	37.8	9,482	67.6
Hispanic	392,531	35,561	9.1	8,122	22.8
Pacific Islander	1,143	121	10.6	39	32.2
White	214,251	29,064	13.6	16,410	56.5
Multiracial	17,037	2,339	13.7	1,326	56.7
Econ. disad. ^a	400,759	30,167	7.5	6,111	20.3
Not econ. disad.	355,060	57,168	16.1	30,818	53.9
Female	375,525	48,074	12.8	19,232	40.0
Male	382,442	39,628	10.4	17,815	45.0
State	757,967	87,704	11.6	37,048	42.2
2021-22					
African American	94,128	7,406	7.9	1,879	25.4
American Indian	2,382	239	10.0	89	37.2
Asian	38,086	14,996	39.4	10,478	69.9
Hispanic	396,113	39,991	10.1	9,036	22.6
Pacific Islander	1,150	119	10.3	50	42.0
White	211,492	29,797	14.1	16,871	56.6
Multiracial	18,149	2,638	14.5	1,487	56.4
Econ. disad.	408,458	35,243	8.6	7,009	19.9
Not econ. disad.	350,745	59,495	17.0	32,769	55.1

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 provided two assessment options for the 2021 examinations: an examination route and a non-examination route. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), for additional information.

^aEconomically disadvantaged.

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Table 4 (continued)
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, 2020-21 and 2021-22

Group	Students	Social studies examinees	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) (%)
Female	376,343	52,117	13.8	20,557	39.4
Male	385,157	43,067	11.2	19,331	44.9
State	761,500	95,195	12.5	39,892	41.9

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 provided two assessment options for the 2021 examinations: an examination route and a non-examination route. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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, 2017-18 Through 2021-22

Group	Students	Examinees	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) (%)
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

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. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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, 2017-18 Through 2021-22

Group	Students	Examinees	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) (%)
Econ. disad. ^a	393,166	77,331	19.7	27,742	35.9	161,634	46,113	28.5
Not econ. disad.	341,252	106,952	31.3	66,272	62.0	272,699	161,279	59.1
Female	362,821	104,730	28.9	52,070	49.7	239,208	109,178	45.6
Male	371,597	80,103	21.6	42,181	52.7	196,103	98,610	50.3
State	734,418	184,835	25.2	94,251	51.0	435,313	207,788	47.7
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.	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
2020-21								
African American	93,430	12,140	13.0	3,517	29.0	23,987	6,643	27.7
American Indian	2,462	413	16.8	218	52.8	910	406	44.6
Asian	37,113	20,557	55.4	15,136	73.6	66,206	45,049	68.0
Hispanic	392,531	70,486	18.0	24,407	34.6	145,275	42,049	28.9
Pacific Islander	1,143	205	17.9	90	43.9	447	162	36.2

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 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. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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, 2017-18 Through 2021-22

Group	Students	Examinees	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) (%)
White	214,251	52,041	24.3	31,846	61.2	122,421	69,972	57.2
Multiracial	17,037	3,998	23.5	2,431	60.8	10,036	5,781	57.6
Econ. disad. ^a	400,759	60,153	15.0	18,977	31.5	123,188	32,566	26.4
Not econ. disad.	355,060	99,001	27.9	58,404	59.0	244,829	137,054	56.0
Female	375,525	90,022	24.0	42,997	47.8	200,971	89,658	44.6
Male	382,442	69,840	18.3	34,664	49.6	168,364	80,438	47.8
State	757,967	159,868	21.1	77,664	48.6	369,344	170,101	46.1
2021-22								
African American	94,128	13,866	14.7	4,650	33.5	27,653	8,450	30.6
American Indian	2,382	454	19.1	223	49.1	1,000	444	44.4
Asian	38,086	22,434	58.9	17,636	78.6	73,080	52,902	72.4
Hispanic	396,113	80,428	20.3	32,200	40.0	166,653	53,481	32.1
Pacific Islander	1,150	209	18.2	95	45.5	500	220	44.0
White	211,492	53,269	25.2	35,675	67.0	123,800	76,584	61.9
Multiracial	18,149	4,560	25.1	2,981	65.4	11,150	6,859	61.5
Econ. disad.	408,458	70,717	17.3	25,863	36.6	145,740	42,772	29.3
Not econ. disad.	350,745	103,569	29.5	67,254	64.9	256,373	155,606	60.7
Female	376,343	97,825	26.0	51,793	52.9	219,265	104,979	47.9
Male	385,157	77,393	20.1	41,667	53.8	184,567	93,960	50.9
State	761,500	175,242	23.0	93,468	53.3	403,870	198,954	49.3

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 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. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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, 2021-22

Group	Students	Examinees	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	90,410	12,252	13.6	4,368	35.7	22,025	5,130	23.3
Not bilingual or ESL	668,793	162,034	24.2	88,749	54.8	380,088	193,248	50.8
CTE ^b concentrator	490,593	112,909	23.0	57,377	50.8	252,481	119,569	47.4
Not CTE concentrator	268,787	61,562	22.9	35,801	58.2	149,948	78,893	52.6
Gifted and talented	75,998	44,193	58.2	31,992	72.4	127,027	85,231	67.1
Not gifted and talented	683,205	130,093	19.0	61,125	47.0	275,086	113,147	41.1
Section 504	74,529	12,390	16.6	6,437	52.0	26,096	12,592	48.3
Not Section 504	684,674	161,896	23.6	86,680	53.5	376,017	185,786	49.4
Special education	76,024	2,350	3.1	724	30.8	4,524	1,176	26.0
Not special education	683,179	171,936	25.2	92,393	53.7	397,589	197,202	49.6
Title I	340,298	72,090	21.2	26,070	36.2	153,976	45,151	29.3
Not Title I	418,905	102,196	24.4	67,047	65.6	248,137	153,227	61.8
State	761,500	175,242	23.0	93,468	53.3	403,870	198,954	49.3

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 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. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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, 2021-22

Group	Students	Examinees	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	360,990	37,655	10.4	11,723	31.1	69,311	16,502	23.8
Not at-risk	400,510	136,023	34.0	81,138	59.7	331,801	181,502	54.7
Dyslexia	32,925	3,106	9.4	1,170	37.7	5,685	1,948	34.3
Not dyslexia	728,575	170,572	23.4	91,691	53.8	395,427	196,056	49.6
EB/EL ^a	95,502	12,852	13.5	4,535	35.3	23,218	5,380	23.2
Not EB/EL	663,701	161,434	24.3	88,582	54.9	378,895	192,998	50.9
Foster care	1,273	69	5.4	25	36.2	130	33	25.4
Not foster care	757,930	174,217	23.0	93,092	53.4	401,983	198,345	49.3
Homeless	11,524	1,160	10.1	407	35.1	2,222	577	26.0
Not homeless	747,679	173,126	23.2	92,710	53.6	399,891	197,801	49.5
Immigrant	9,969	1,677	16.8	1,117	66.6	3,050	1,816	59.5
Not immigrant	751,531	172,001	22.9	91,744	53.3	398,062	196,188	49.3
Migrant	2,385	346	14.5	92	26.6	640	112	17.5
Not migrant	756,818	173,940	23.0	93,025	53.5	401,473	198,266	49.4
Military-connected	25,303	6,133	24.2	3,484	56.8	13,190	6,806	51.6
Not military-connected	733,900	168,153	22.9	89,633	53.3	388,923	191,572	49.3
State	761,500	175,242	23.0	93,468	53.3	403,870	198,954	49.3

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 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. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), for additional information.

^aEmergent bilingual student/English learner.

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, 2021-22

Group	Students	Examinees	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	46,845	8,556	18.3	2,940	34.4
Male	47,283	5,306	11.2	1,709	32.2
All students	94,128	13,866	14.7	4,650	33.5
American Indian					
Female	1,222	245	20.0	123	50.2
Male	1,160	209	18.0	100	47.8
All students	2,382	454	19.1	223	49.1
Asian					
Female	18,581	11,353	61.1	8,957	78.9
Male	19,505	11,079	56.8	8,679	78.3
All students	38,086	22,434	58.9	17,636	78.6
Hispanic					
Female	197,016	46,162	23.4	18,780	40.7
Male	199,097	34,257	17.2	13,417	39.2
All students	396,113	80,428	20.3	32,200	40.0
Pacific Islander					
Female	611	124	20.3	54	43.5
Male	539	85	15.8	41	48.2
All students	1,150	209	18.2	95	45.5
White					
Female	102,985	28,864	28.0	19,306	66.9
Male	108,507	24,397	22.5	16,366	67.1
All students	211,492	53,269	25.2	35,675	67.0
Multiracial					
Female	9,083	2,511	27.6	1,628	64.8
Male	9,066	2,049	22.6	1,353	66.0
All students	18,149	4,560	25.1	2,981	65.4
State					
Female	376,343	97,825	26.0	51,793	52.9
Male	385,157	77,393	20.1	41,667	53.8
All students	761,500	175,242	23.0	93,468	53.3

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 or by gender may differ from one another or from the total of all examinees. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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, 2017-18 Through 2021-22

Group	Students	Students scoring at or above 3 (AP) or 4 (IB) (N)	Students scoring at or above 3 (AP) or 4 (IB) (%)
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. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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, 2022), 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, 2017-18 Through 2021-22

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. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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, 2022), 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, 2017-18 Through 2021-22

Group	Students	Students scoring at or above 3 (AP) or 4 (IB) (N)	Students scoring at or above 3 (AP) or 4 (IB) (%)
2020-21			
African American	93,430	3,517	3.8
American Indian	2,462	218	8.9
Asian	37,113	15,136	40.8
Hispanic	392,531	24,407	6.2
Pacific Islander	1,143	90	7.9
White	214,251	31,846	14.9
Multiracial	17,037	2,431	14.3
Economically disadvantaged	400,759	18,977	4.7
Not economically disadvantaged	355,060	58,404	16.4
Female	375,525	42,997	11.4
Male	382,442	34,664	9.1
State	757,967	77,664	10.2
2021-22			
African American	94,128	4,650	4.9
American Indian	2,382	223	9.4
Asian	38,086	17,636	46.3
Hispanic	396,113	32,200	8.1
Pacific Islander	1,150	95	8.3
White	211,492	35,675	16.9
Multiracial	18,149	2,981	16.4

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. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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, 2022), 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, 2017-18 Through 2021-22

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	408,458	25,863	6.3
Not economically disadvantaged	350,745	67,254	19.2
Female	376,343	51,793	13.8
Male	385,157	41,667	10.8
State	761,500	93,468	12.3

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. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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, 2022), 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, 2017-18 Through 2021-22

Group	Students	Examinees	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, 2021-22* (TEA, 2023a), 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, 2017-18 Through 2021-22

Group	Students	Examinees	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
2020-21								
African American	93,430	11,750	12.6	3,206	27.3	22,375	5,695	25.5
American Indian	2,462	403	16.4	209	51.9	871	379	43.5
Asian	37,113	20,037	54.0	14,537	72.6	62,240	41,347	66.4
Hispanic	392,531	68,357	17.4	22,361	32.7	135,811	36,176	26.6
Pacific Islander	1,143	198	17.3	82	41.4	430	151	35.1
White	214,251	51,235	23.9	30,938	60.4	117,518	65,860	56.0
Multiracial	17,037	3,907	22.9	2,340	59.9	9,503	5,330	56.1
Econ. disad.	400,759	58,213	14.5	17,156	29.5	114,629	27,421	23.9
Not econ. disad.	355,060	96,988	27.3	56,255	58.0	232,860	127,077	54.6
Female	375,525	87,764	23.4	40,601	46.3	189,190	80,663	42.6
Male	382,442	68,137	17.8	33,082	48.6	159,598	74,298	46.6
State	757,967	155,907	20.6	73,686	47.3	348,797	154,966	44.4

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, 2021-22* (TEA, 2023a), 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, 2017-18 Through 2021-22

Group	Students	Examinees	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 (%)
2021-22								
African American	94,128	13,481	14.3	4,420	32.8	26,183	7,808	29.8
American Indian	2,382	446	18.7	216	48.4	967	416	43.0
Asian	38,086	21,929	57.6	17,055	77.8	69,408	49,637	71.5
Hispanic	396,113	78,289	19.8	30,253	38.6	156,595	48,150	30.7
Pacific Islander	1,150	204	17.7	89	43.6	469	199	42.4
White	211,492	52,552	24.8	34,870	66.4	119,355	72,950	61.1
Multiracial	18,149	4,465	24.6	2,894	64.8	10,640	6,449	60.6
Econ. disad. ^a	408,458	68,797	16.8	24,222	35.2	136,918	38,394	28.0
Not econ. disad.	350,745	101,636	29.0	65,233	64.2	244,983	146,659	59.9
Female	376,343	95,652	25.4	49,645	51.9	207,900	97,386	46.8
Male	385,157	75,712	19.7	40,152	53.0	175,713	88,222	50.2
State	761,500	171,388	22.5	89,805	52.4	383,651	185,623	48.4

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, 2021-22* (TEA, 2023a), 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, 2017-18 Through 2021-22

Group	Students	Examinees	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, 2021-22* (TEA, 2023a), 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, 2017-18 Through 2021-22

Group	Students	Examinees	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
2020-21								
African American	108,970	8,910	8.2	2,170	24.4	9,968	2,518	25.3
American Indian	2,837	302	10.6	138	45.7	364	170	46.7
Asian	37,915	17,712	46.7	12,790	72.2	26,101	18,885	72.4
Hispanic	452,794	53,250	11.8	16,872	31.7	65,130	19,354	29.7
Pacific Islander	1,281	150	11.7	61	40.7	179	79	44.1
White	228,217	34,719	15.2	19,119	55.1	40,604	22,416	55.2
Multiracial	20,263	3,150	15.5	1,745	55.4	3,831	2,156	56.3
Econ. disad.	494,711	46,218	9.3	13,027	28.2	56,052	14,863	26.5
Not econ. disad.	357,139	71,215	19.9	39,582	55.6	89,180	50,358	56.5
Female	413,733	65,305	15.8	28,195	43.2	79,719	34,174	42.9
Male	438,544	52,904	12.1	24,702	46.7	66,475	31,406	47.2
State	852,277	118,221	13.9	52,903	44.7	146,208	65,586	44.9

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, 2021-22* (TEA, 2023a), 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, 2017-18 Through 2021-22

Group	Students	Examinees	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 (%)
2021-22								
African American	113,255	10,141	9.0	3,024	29.8	11,329	3,438	30.3
American Indian	2,898	377	13.0	190	50.4	462	232	50.2
Asian	39,256	18,746	47.8	14,933	79.7	27,116	21,439	79.1
Hispanic	467,693	62,802	13.4	22,841	36.4	77,011	26,156	34.0
Pacific Islander	1,375	162	11.8	72	44.4	184	86	46.7
White	228,024	35,528	15.6	22,248	62.6	41,212	25,765	62.5
Multiracial	22,145	3,643	16.5	2,194	60.2	4,334	2,657	61.3
Econ. disad. ^a	514,373	55,611	10.8	18,455	33.2	67,729	21,164	31.2
Not econ. disad.	359,608	74,748	20.8	46,591	62.3	92,607	58,046	62.7
Female	423,456	71,530	16.9	34,327	48.0	87,012	41,099	47.2
Male	451,190	59,891	13.3	31,168	52.0	74,658	38,664	51.8
State	874,646	131,466	15.0	65,515	49.8	161,722	79,786	49.3

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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, 2020-21 and 2021-22

Group	Students	Examinees	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 (%)
2020-21								
African American	53,939	26	<0.1	10	38.5	26	10	38.5
American Indian	1,446	15	1.0	11	73.3	15	11	73.3
Asian	18,918	59	0.3	48	81.4	59	48	81.4
Hispanic	224,140	4,278	1.9	2,545	59.5	4,278	2,545	59.5
Pacific Islander	631	1	0.2	1	100	1	1	100
White	112,854	193	0.2	124	64.2	194	125	64.4
Multiracial	10,699	17	0.2	12	70.6	17	12	70.6
Econ. disad. ^a	253,391	3,519	1.4	2,030	57.7	3,519	2,030	57.7
Not econ. disad.	169,099	1,047	0.6	706	67.4	1,048	707	67.5
Female	205,708	2,703	1.3	1,770	65.5	2,703	1,770	65.5
Male	216,919	1,886	0.9	981	52.0	1,887	982	52.0
State	422,627	4,589	1.1	2,751	59.9	4,590	2,752	60.0
2021-22								
African American	54,061	44	0.1	20	45.5	44	20	45.5
American Indian	1,419	18	1.3	11	61.1	18	11	61.1
Asian	20,188	77	0.4	68	88.3	78	68	87.2
Hispanic	225,068	4,376	1.9	2,904	66.4	4,376	2,904	66.4
Pacific Islander	627	0	n/a ^b	0	n/a	0	0	n/a
White	111,900	222	0.2	131	59.0	222	131	59.0
Multiracial	11,413	27	0.2	14	51.9	27	14	51.9
Econ. disad.	257,058	3,626	1.4	2,339	64.5	3,626	2,339	64.5
Not econ. disad.	167,370	1,122	0.7	798	71.1	1,123	798	71.1
Female	207,110	2,793	1.3	1,987	71.1	2,794	1,987	71.1
Male	217,566	1,971	0.9	1,161	58.9	1,971	1,161	58.9
State	424,676	4,764	1.1	3,148	66.1	4,765	3,148	66.1

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, 2021-22* (TEA, 2023a), 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, 2021-22

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
World History: Modern				
Grade 9	1,285	2.1	39.9	2.3
Grade 10	59,235	95.9	49.4	2.6
Grade 11	1,092	1.8	41.8	2.4
Grade 12	142	0.2	57.0	2.8
Total	61,754	100	49.1	2.6
English Language and Composition				
Grade 9	16	<0.1	18.8	1.9
Grade 10	2,038	3.4	30.1	2.1
Grade 11	55,238	92.0	44.8	2.5
Grade 12	2,764	4.6	17.0	1.7
Total	60,056	100	43.0	2.5
Human Geography				
Grade 9	48,858	94.0	41.6	2.3
Grade 10	1,920	3.7	42.8	2.4
Grade 11	795	1.5	66.7	3.2
Grade 12	382	0.7	56.3	2.9
Total	51,955	100	42.1	2.4
United States History				
Grade 9	169	0.3	24.3	1.8
Grade 10	2,684	5.4	25.3	1.9
Grade 11	46,405	93.3	38.6	2.3
Grade 12	497	1.0	33.0	2.1
Total	49,755	100	37.8	2.2
English Literature and Composition				
Grade 9	1	<0.1	0.0	1.0
Grade 10	24	0.1	54.2	2.6
Grade 11	2,912	7.4	58.9	2.7
Grade 12	36,470	92.5	65.8	3.0
Total	39,407	100	65.3	3.0
United States Government and Politics				
Grade 9	265	0.9	37.7	2.3
Grade 10	467	1.5	14.8	1.6
Grade 11	1,704	5.6	30.5	2.0
Grade 12	27,978	92.0	38.8	2.3
Total	30,414	100	38.0	2.2

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.

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Table 13 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by
Subject and Grade, Texas Public Schools, 2021-22

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Physics 1				
Grade 9	67	0.3	86.6	3.9
Grade 10	2,452	10.0	37.8	2.3
Grade 11	19,025	77.6	26.8	2.0
Grade 12	2,965	12.1	27.6	2.0
Total	24,509	100	28.2	2.0
Spanish Language and Culture				
Grade 9	4,582	19.2	72.3	3.2
Grade 10	8,070	33.8	77.1	3.4
Grade 11	7,841	32.8	76.4	3.4
Grade 12	3,393	14.2	72.6	3.3
Total	23,886	100	75.3	3.4
Macroeconomics				
Grade 9	14	0.1	57.1	3.1
Grade 10	200	0.9	23.0	1.8
Grade 11	1,397	5.9	36.6	2.2
Grade 12	21,872	93.1	35.3	2.2
Total	23,483	100	35.3	2.2
Biology				
Grade 9	604	2.6	73.8	3.3
Grade 10	2,156	9.4	64.5	3.0
Grade 11	8,956	39.2	56.7	2.8
Grade 12	11,132	48.7	52.7	2.7
Total	22,848	100	55.9	2.8
Calculus AB				
Grade 9	36	0.2	97.2	4.8
Grade 10	404	1.9	73.3	3.6
Grade 11	5,133	23.8	53.2	2.9
Grade 12	16,009	74.2	39.1	2.4
Total	21,582	100	43.2	2.5
Environmental Science				
Grade 9	225	1.1	8.9	1.4
Grade 10	1,069	5.1	34.9	2.2
Grade 11	7,907	38.0	50.1	2.7
Grade 12	11,592	55.7	50.2	2.7
Total	20,793	100	48.9	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, 2021-22

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Statistics				
Grade 9	27	0.2	88.9	4.1
Grade 10	848	4.8	74.1	3.5
Grade 11	4,823	27.2	58.9	2.9
Grade 12	12,040	67.9	46.4	2.5
Total	17,738	100	51.2	2.6
Psychology				
Grade 9	137	0.8	42.3	2.3
Grade 10	3,665	21.2	51.8	2.6
Grade 11	8,457	48.8	53.9	2.7
Grade 12	5,055	29.2	50.8	2.6
Total	17,314	100	52.5	2.7
Computer Science Principles				
Grade 9	3,535	28.4	55.1	2.7
Grade 10	4,437	35.6	55.4	2.7
Grade 11	2,809	22.5	52.7	2.6
Grade 12	1,683	13.5	51.9	2.6
Total	12,464	100	54.3	2.7
Chemistry				
Grade 9	34	0.3	29.4	1.9
Grade 10	1,280	12.7	34.3	2.1
Grade 11	5,646	56.2	50.2	2.6
Grade 12	3,080	30.7	39.2	2.3
Total	10,040	100	44.7	2.5
Calculus BC				
Grade 9	23	0.3	100	4.9
Grade 10	285	3.4	92.3	4.5
Grade 11	2,198	25.9	82.2	3.9
Grade 12	5,992	70.5	65.7	3.3
Total	8,498	100	71.0	3.5
Computer Science A				
Grade 9	316	4.2	79.7	3.7
Grade 10	2,333	31.0	69.4	3.2
Grade 11	3,033	40.3	62.3	3.0
Grade 12	1,852	24.6	50.1	2.6
Total	7,534	100	62.2	3.0

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

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

*Not applicable.

continues

Table 13 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by
Subject and Grade, Texas Public Schools, 2021-22

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Spanish Literature and Culture				
Grade 9	450	8.5	38.7	2.3
Grade 10	1,290	24.3	50.1	2.5
Grade 11	1,860	35.1	55.6	2.7
Grade 12	1,703	32.1	57.1	2.8
Total	5,303	100	53.3	2.6
Capstone Seminar				
Grade 9	64	1.4	65.6	2.7
Grade 10	1,769	38.2	85.1	3.3
Grade 11	2,461	53.2	77.8	3.1
Grade 12	334	7.2	76.3	3.1
Total	4,628	100	80.3	3.2
Microeconomics				
Grade 9	196	4.4	9.2	1.3
Grade 10	326	7.2	8.0	1.3
Grade 11	424	9.4	35.4	2.2
Grade 12	3,557	79.0	25.0	1.8
Total	4,503	100	24.1	1.8
2-D Art and Design				
Grade 9	17	0.5	52.9	2.8
Grade 10	214	5.9	79.4	3.2
Grade 11	1,306	35.8	82.1	3.3
Grade 12	2,116	57.9	80.3	3.3
Total	3,653	100	80.8	3.3
European History				
Grade 9	16	0.5	6.3	1.6
Grade 10	1,450	42.5	45.7	2.6
Grade 11	840	24.6	61.7	3.0
Grade 12	1,104	32.4	57.8	3.0
Total	3,410	100	53.4	2.8
Physics C: Mechanics				
Grade 9	0	0.0	n/a ^a	n/a
Grade 10	18	0.6	77.8	3.9
Grade 11	427	14.3	73.8	3.5
Grade 12	2,543	85.1	71.0	3.3
Total	2,988	100	71.5	3.3

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, 2021-22

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Art History				
Grade 9	129	4.5	27.1	2.0
Grade 10	868	30.2	55.8	2.9
Grade 11	1,029	35.8	56.8	2.8
Grade 12	851	29.6	57.1	2.8
Total	2,877	100	55.2	2.8
Physics 2				
Grade 9	1	<0.1	100	5.0
Grade 10	43	1.8	95.3	4.2
Grade 11	985	40.3	70.1	3.2
Grade 12	1,418	57.9	56.5	2.8
Total	2,447	100	62.6	3.0
Drawing				
Grade 9	12	0.5	41.7	2.3
Grade 10	171	7.5	74.3	3.3
Grade 11	788	34.7	79.4	3.4
Grade 12	1,297	57.2	83.3	3.4
Total	2,268	100	81.0	3.4
Physics C: Electricity and Magnetism				
Grade 9	0	0.0	n/a ^a	n/a
Grade 10	9	0.4	88.9	4.3
Grade 11	222	10.2	82.9	3.9
Grade 12	1,944	89.4	62.3	3.2
Total	2,175	100	64.5	3.2
Capstone Research				
Grade 9	0	0.0	n/a	n/a
Grade 10	30	1.4	40.0	2.2
Grade 11	887	42.2	82.0	3.3
Grade 12	1,184	56.4	78.6	3.1
Total	2,101	100	79.5	3.2
Music Theory				
Grade 9	38	2.1	57.9	2.9
Grade 10	210	11.6	56.7	2.9
Grade 11	833	45.9	61.5	2.9
Grade 12	734	40.4	64.3	3.0
Total	1,815	100	62.0	3.0

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

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

^aNot applicable.

continues

Table 13 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by
Subject and Grade, Texas Public Schools, 2021-22

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
French Language and Culture				
Grade 9	20	2.2	80.0	3.6
Grade 10	158	17.5	57.6	2.8
Grade 11	347	38.5	60.2	2.8
Grade 12	377	41.8	48.8	2.5
Total	902	100	55.4	2.7
Chinese Language and Culture				
Grade 9	124	19.3	96.0	4.4
Grade 10	147	22.9	95.2	4.4
Grade 11	209	32.6	90.4	4.1
Grade 12	161	25.1	62.7	3.0
Total	641	100	85.6	4.0
3-D Art and Design				
Grade 9	0	0.0	n/a ^a	n/a
Grade 10	25	4.3	52.0	2.8
Grade 11	140	24.2	75.7	3.2
Grade 12	414	71.5	70.0	3.0
Total	579	100	70.6	3.1
Comparative Government and Politics				
Grade 9	14	3.4	7.1	1.2
Grade 10	38	9.2	5.3	1.3
Grade 11	162	39.4	45.7	2.4
Grade 12	197	47.9	60.9	3.0
Total	411	100	47.9	2.5
German Language and Culture				
Grade 9	4	1.4	100	5.0
Grade 10	38	13.2	73.7	3.3
Grade 11	74	25.7	62.2	2.8
Grade 12	172	59.7	41.9	2.4
Total	288	100	52.1	2.7
Latin				
Grade 9	3	1.8	66.7	3.3
Grade 10	27	15.8	74.1	3.0
Grade 11	47	27.5	61.7	2.9
Grade 12	94	55.0	43.6	2.4
Total	171	100	53.8	2.7

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

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

^aNot applicable.

continues

Table 13 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by
Subject and Grade, Texas Public Schools, 2021-22

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Japanese Language and Culture				
Grade 9	19	13.0	100	4.6
Grade 10	19	13.0	89.5	4.3
Grade 11	39	26.7	43.6	2.5
Grade 12	69	47.3	33.3	2.2
Total	146	100	52.1	2.9
Italian Language and Culture				
Grade 9	1	2.7	100	5.0
Grade 10	3	8.1	100	4.3
Grade 11	5	13.5	80.0	3.4
Grade 12	28	75.7	89.3	3.6
Total	37	100	89.2	3.7

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

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

^aNot applicable.

Results for Texas Public Schools: International Baccalaureate

Table 14

International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2017-18 Through 2021-22

Group	Students	Examinees	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

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. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), for additional information.

^aEconomically disadvantaged.

continues

Table 14 (continued)

International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2017-18 Through 2021-22

Group	Students	Examinees	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 (%)
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
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
2020-21								
African American	93,430	495	0.5	360	72.7	1,612	948	58.8
American Indian	2,462	12	0.5	11	91.7	39	27	69.2
Asian	37,113	1,113	3.0	1,073	96.4	3,966	3,702	93.3
Hispanic	392,531	2,640	0.7	2,249	85.2	9,464	5,873	62.1
Pacific Islander	1,143	10	0.9	9	90.0	17	11	64.7
White	214,251	1,541	0.7	1,409	91.4	4,903	4,112	83.9
Multiracial	17,037	155	0.9	140	90.3	533	451	84.6
Econ. disad.	400,759	2,394	0.6	1,987	83.0	8,559	5,145	60.1
Not econ. disad.	355,060	3,570	1.0	3,262	91.4	11,969	9,977	83.4

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. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), for additional information.

^aEconomically disadvantaged.

continues

Table 14 (continued)

International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2017-18 Through 2021-22

Group	Students	Examinees	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 (%)
Female	375,525	3,405	0.9	3,071	90.2	11,781	8,995	76.4
Male	382,442	2,569	0.7	2,186	85.1	8,766	6,140	70.0
State	757,967	5,974	0.8	5,257	88.0	20,547	15,135	73.7
2021-22								
African American	94,128	488	0.5	264	54.1	1,470	642	43.7
American Indian	2,382	14	0.6	12	85.7	33	28	84.8
Asian	38,086	1,126	3.0	1,066	94.7	3,672	3,265	88.9
Hispanic	396,113	2,810	0.7	2,193	78.0	10,056	5,331	53.0
Pacific Islander	1,150	8	0.7	7	87.5	31	21	67.7
White	211,492	1,470	0.7	1,304	88.7	4,445	3,634	81.8
Multiracial	18,149	162	0.9	137	84.6	510	410	80.4
Econ. disad. ^a	408,458	2,501	0.6	1,836	73.4	8,820	4,378	49.6
Not econ. disad.	350,745	3,575	1.0	3,145	88.0	11,390	8,947	78.6
Female	376,343	3,443	0.9	2,871	83.4	11,365	7,593	66.8
Male	385,157	2,635	0.7	2,112	80.2	8,852	5,738	64.8
State	761,500	6,078	0.8	4,983	82.0	20,217	13,331	65.9

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. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), for additional information.

^aEconomically disadvantaged.

Table 15
International Baccalaureate (IB) Examinations and Performance, Grades 11 and 12, by Subject, Texas Public Schools, 2021-22

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
History of the Americas				
Higher Level	2,686	13.3	70.3	4.2
Spanish B				
Higher Level	801	4.0	91.1	5.4
Standard Level	1,733	8.6	83.6	4.9
Total	2,534	12.5	86.0	5.0
English A: Literature				
Higher Level	2,099	10.4	70.7	4.3
Standard Level	109	0.5	45.9	3.5
Total	2,208	10.9	69.4	4.2
Biology				
Higher Level	829	4.1	62.2	3.9
Standard Level	1,087	5.4	47.9	3.4
Total	1,916	9.5	54.1	3.6
Mathematics: Applications and Interpretation				
Higher Level	152	0.8	51.3	3.6
Standard Level	1,723	8.5	47.8	3.5
Total	1,875	9.3	48.1	3.5
English A: Language and Literature				
Higher Level	1,437	7.1	84.4	4.4
Standard Level	1	<0.1	100	6.0
Total	1,438	7.1	84.4	4.4

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

Note. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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: Chinese A: Literature, German A: Literature, Hebrew A: Literature, Hebrew B, Hindi A: Literature, Hindi B, Italian AB, Japanese A: Literature, Japanese B, Portuguese A: Literature, Turkish A: Literature, and Vietnamese A: Literature. Parts may not add to 100 percent because of rounding.

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Table 15 (continued)
International Baccalaureate (IB) Examinations and Performance, Grades 11 and 12, by Subject, Texas Public Schools, 2021-22

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Mathematics: Analysis and Approaches				
Higher Level	326	1.6	74.2	4.5
Standard Level	986	4.9	64.3	4.1
Total	1,312	6.5	66.8	4.2
Psychology				
Higher Level	274	1.4	81.4	4.5
Standard Level	667	3.3	68.5	4.1
Total	941	4.7	72.3	4.2
Environmental Systems and Societies				
Standard Level	834	4.1	46.6	3.5
Visual Arts				
Higher Level	353	1.7	41.4	3.4
Standard Level	378	1.9	38.9	3.3
Total	731	3.6	40.1	3.3
Physics				
Higher Level	142	0.7	59.9	4.0
Standard Level	364	1.8	66.5	4.2
Total	506	2.5	64.6	4.1
Chemistry				
Higher Level	171	0.8	66.7	4.2
Standard Level	291	1.4	58.4	4.1
Total	462	2.3	61.5	4.1

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

Note. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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: Chinese A: Literature, German A: Literature, Hebrew A: Literature, Hebrew B, Hindi A: Literature, Hindi B, Italian AB, Japanese A: Literature, Japanese B, Portuguese A: Literature, Turkish A: Literature, and Vietnamese A: Literature. Parts may not add to 100 percent because of rounding.

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Table 15 (continued)
International Baccalaureate (IB) Examinations and Performance, Grades 11 and 12, by Subject, Texas Public Schools, 2021-22

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
French B				
Higher Level	32	0.2	78.1	4.9
Standard Level	306	1.5	72.2	4.3
Total	338	1.7	72.8	4.4
Film				
Higher Level	183	0.9	55.2	3.7
Standard Level	125	0.6	40.8	3.3
Total	308	1.5	49.4	3.5
Economics				
Higher Level	147	0.7	61.2	4.0
Standard Level	160	0.8	81.9	4.8
Total	307	1.5	72.0	4.4
Computer Science				
Higher Level	115	0.6	87.0	4.7
Standard Level	88	0.4	64.8	4.3
Total	203	1.0	77.3	4.5
Sports: Exercise Science				
Higher Level	25	0.1	40.0	3.3
Standard Level	137	0.7	23.4	2.9
Total	162	0.8	25.9	2.9
Music				
Higher Level	45	0.2	73.3	4.4
Standard Level	111	0.5	79.3	4.5
Total	156	0.8	77.6	4.4

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

Note. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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: Chinese A: Literature, German A: Literature, Hebrew A: Literature, Hebrew B, Hindi A: Literature, Hindi B, Italian AB, Japanese A: Literature, Japanese B, Portuguese A: Literature, Turkish A: Literature, and Vietnamese A: Literature. Parts may not add to 100 percent because of rounding.

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Table 15 (continued)
International Baccalaureate (IB) Examinations and Performance, Grades 11 and 12, by Subject, Texas Public Schools, 2021-22

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Theatre				
Higher Level	101	0.5	68.3	3.8
Standard Level	46	0.2	54.3	3.6
Total	147	0.7	63.9	3.7
Business Management				
Higher Level	140	0.7	50.0	3.7
Standard Level	2	<0.1	100	4.5
Total	142	0.7	50.7	3.7
Spanish AB				
Standard Level	132	0.7	57.6	3.7
History				
Standard Level	126	0.6	41.3	3.5
Information Technology in a Global Society				
Higher Level	10	<0.1	80.0	4.4
Standard Level	65	0.3	70.8	4.3
Total	75	0.4	72.0	4.3
Spanish A: Language and Literature				
Higher Level	53	0.3	67.9	3.8
Standard Level	19	0.1	89.5	4.4
Total	72	0.4	73.6	4.0
Art History				
Standard Level	69	0.3	30.4	3.0

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

Note. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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: Chinese A: Literature, German A: Literature, Hebrew A: Literature, Hebrew B, Hindi A: Literature, Hindi B, Italian AB, Japanese A: Literature, Japanese B, Portuguese A: Literature, Turkish A: Literature, and Vietnamese A: Literature. Parts may not add to 100 percent because of rounding.

continues

Table 15 (continued)
International Baccalaureate (IB) Examinations and Performance, Grades 11 and 12, by Subject, Texas Public Schools, 2021-22

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Chinese B				
Higher Level	3	<0.1	33.3	4.0
Standard Level	62	0.3	79.0	4.9
Total	65	0.3	76.9	4.9
Philosophy				
Higher Level	11	0.1	72.7	4.2
Standard Level	48	0.2	87.5	5.0
Total	59	0.3	84.7	4.9
Global Politics				
Higher Level	30	0.1	23.3	2.7
Standard Level	24	0.1	87.5	4.8
Total	54	0.3	51.9	3.6
French AB				
Standard Level	51	0.3	45.1	3.5
Dance				
Higher Level	24	0.1	70.8	4.0
Standard Level	19	0.1	47.4	3.9
Total	43	0.2	60.5	4.0
World Religions				
Standard Level	38	0.2	76.3	4.4
German B				
Higher Level	14	0.1	92.9	4.8
Standard Level	22	0.1	90.9	4.6
Total	36	0.2	91.7	4.7

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

Note. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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: Chinese A: Literature, German A: Literature, Hebrew A: Literature, Hebrew B, Hindi A: Literature, Hindi B, Italian AB, Japanese A: Literature, Japanese B, Portuguese A: Literature, Turkish A: Literature, and Vietnamese A: Literature. Parts may not add to 100 percent because of rounding.

continues

Table 15 (continued)
International Baccalaureate (IB) Examinations and Performance, Grades 11 and 12, by Subject, Texas Public Schools, 2021-22

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Latin				
Higher Level	10	<0.1	60.0	3.6
Standard Level	23	0.1	69.6	4.0
Total	33	0.2	66.7	3.9
Design Technology				
Higher Level	10	<0.1	30.0	3.0
Standard Level	22	0.1	59.1	3.7
Total	32	0.2	50.0	3.5
Geography				
Higher Level	20	0.1	80.0	4.7
Standard Level	9	<0.1	88.9	5.1
Total	29	0.1	82.8	4.8
Arabic B				
Higher Level	2	<0.1	0.0	2.5
Standard Level	11	0.1	72.7	4.5
Total	13	0.1	61.5	4.2
English B				
Higher Level	4	<0.1	100	5.0
Standard Level	9	<0.1	66.7	3.9
Total	13	0.1	76.9	4.2
Mandarin AB				
Standard Level	13	0.1	38.5	3.4
European History				
Higher Level	12	0.1	100	5.0

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

Note. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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: Chinese A: Literature, German A: Literature, Hebrew A: Literature, Hebrew B, Hindi A: Literature, Hindi B, Italian AB, Japanese A: Literature, Japanese B, Portuguese A: Literature, Turkish A: Literature, and Vietnamese A: Literature. Parts may not add to 100 percent because of rounding.

continues

Table 15 (continued)
International Baccalaureate (IB) Examinations and Performance, Grades 11 and 12, by Subject, Texas Public Schools, 2021-22

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Social and Cultural Anthropology				
Standard Level	11	0.1	100	4.7
Astronomy				
Standard Level	8	<0.1	62.5	4.3
Italian B				
Higher Level	1	<0.1	100	6.0
Standard Level	6	<0.1	50.0	4.0
Total	7	<0.1	57.1	4.3
German AB				
Standard Level	6	<0.1	83.3	4.0
Theatre (Pilot)				
Higher Level	6	<0.1	33.3	3.3

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

Note. For the 2022 examinations, IB strongly encouraged all schools to return to regular examination administration for student assessment but continued to offer a non-examination route for assessment as a contingency measure. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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: Chinese A: Literature, German A: Literature, Hebrew A: Literature, Hebrew B, Hindi A: Literature, Hindi B, Italian AB, Japanese A: Literature, Japanese B, Portuguese A: Literature, Turkish A: Literature, and Vietnamese A: Literature. Parts may not add to 100 percent because of rounding.

Results for Texas Public Schools: Advanced Coursework

Table 16
Advanced Course Completions, Grades 9-12, by Course Type, Texas Public Schools, 2017-18 Through 2021-22

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
2017-18					
AP ^d	369,616	68.2	706,168	63.5	1.9
IB ^e	8,842	1.6	34,699	3.1	3.9
Other advanced ^f	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
2020-21					
AP	351,001	57.7	645,208	52.5	1.8
IB	9,199	1.5	40,545	3.3	4.4
Other advanced	405,681	66.7	544,093	44.2	1.3
All advanced	608,513	100	1,229,846	100	2.0
2021-22					
AP	358,006	55.4	647,059	50.7	1.8
IB	9,678	1.5	41,037	3.2	4.2
Other advanced	438,220	67.8	588,303	46.1	1.3
All advanced	645,986	100	1,276,399	100	2

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. 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: 2021-22 Texas Academic Performance Report* (TEA, 2022) 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, 2017-18 Through 2021-22

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 (%)
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
2020-21	273,058	249,250	91.3	4,453	1.6	19,355	7.1
2021-22	301,259	282,887	93.9	5,582	1.9	12,790	4.2

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: 2021-22 Texas Academic Performance Report* (TEA, 2022) 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, 2017-18 Through 2021-22

Course type	Course completers	Course completers taking at least one AP exam (N)	Course completers taking at least one AP exam (%)
2017-18			
At least one AP	369,616	283,738	76.8
Other (no AP) ^a	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
2020-21			
At least one AP	351,001	249,250	71.0
Other (no AP)	257,512	4,453	1.7
2021-22			
At least one AP	358,006	282,887	79.0
Other (no AP)	287,980	5,582	1.9

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: 2021-22 Texas Academic Performance Report* (TEA, 2022) 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, 2017-18 Through 2021-22

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 (%)
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
2020-21	493,358	427,340	86.6	635,315	427,340	67.3
2021-22	542,952	486,749	89.6	637,446	486,749	76.4

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 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, 2017-18 Through 2021-22**

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											
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
2020-21	127,536	29.8	103,499	24.2	90,218	21.1	66,603	15.6	39,484	9.2	2.5
2021-22	137,515	28.3	105,625	21.7	105,494	21.7	82,708	17.0	55,407	11.4	2.6
Exams taken without corresponding courses											
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
2020-21	27,915	42.3	14,470	21.9	11,021	16.7	7,614	11.5	4,998	7.6	2.2
2021-22	23,675	42.1	11,614	20.7	9,853	17.5	6,658	11.8	4,403	7.8	2.2

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

Note. A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed. Counts of 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, 2021-22

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	61,357	57,503	93.7	2.6	3,854	6.3	1.9
English Language and Composition	59,731	52,581	88.0	2.5	7,150	12.0	2.1
Human Geography	51,699	48,512	93.8	2.4	3,187	6.2	1.6
United States History	49,496	43,563	88.0	2.3	5,933	12.0	1.9
English Literature and Composition	39,309	35,291	89.8	3.0	4,018	10.2	2.7
United States Government and Politics	30,321	26,169	86.3	2.3	4,152	13.7	1.9
Physics 1	24,398	22,582	92.6	2.0	1,816	7.4	1.6
Spanish Language and Culture	23,714	18,306	77.2	3.4	5,408	22.8	3.1
Macroeconomics	23,436	21,921	93.5	2.2	1,515	6.5	2.2
Biology	22,765	20,813	91.4	2.8	1,952	8.6	2.2
Calculus AB	21,520	20,015	93.0	2.6	1,505	7.0	1.7
Environmental Science	20,706	20,031	96.7	2.7	675	3.3	2.2
Statistics	17,708	16,549	93.5	2.7	1,159	6.5	2.0
Psychology	17,246	14,758	85.6	2.7	2,488	14.4	2.5
Computer Science Principles	12,380	11,558	93.4	2.7	822	6.6	1.8
Chemistry	10,005	9,411	94.1	2.5	594	5.9	1.7
Calculus BC	8,483	7,846	92.5	3.5	637	7.5	2.9
Computer Science A	7,502	6,438	85.8	3.1	1,064	14.2	2.6
Spanish Literature and Culture	5,271	4,551	86.3	2.7	720	13.7	2.2
Capstone Seminar	4,611	4,442	96.3	3.2	169	3.7	2.2
Microeconomics	4,487	2,276	50.7	2.2	2,211	49.3	1.4
2-D Art and Design	3,636	2,491	68.5	3.4	1,145	31.5	3.1
European History	3,390	2,918	86.1	2.9	472	13.9	2.4
Physics C: Mechanics	2,983	1,798	60.3	3.3	1,185	39.7	3.4
Art History	2,869	2,661	92.8	2.9	208	7.2	1.9

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). See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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, 2021-22

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	2,443	2,030	83.1	2.9	413	16.9	3.1
Drawing	2,255	1,868	82.8	3.4	387	17.2	3.4
Physics C: Electricity and Magnetism	2,171	1,684	77.6	3.3	487	22.4	3.0
Capstone Research	2,097	2,056	98.0	3.2	41	2.0	3.1
Music Theory	1,808	1,703	94.2	3.0	105	5.8	2.7
French Language and Culture	900	750	83.3	2.6	150	16.7	3.0
Chinese Language and Culture	631	370	58.6	3.8	261	41.4	4.2
3-D Art and Design	576	504	87.5	3.1	72	12.5	2.7
Comparative Government and Politics	409	338	82.6	2.6	71	17.4	2.1
German Language and Culture	287	225	78.4	2.5	62	21.6	3.4
Latin	171	115	67.3	2.5	56	32.7	2.9
Japanese Language and Culture	145	93	64.1	2.2	52	35.9	4.0
Italian Language and Culture	36	29	80.6	3.6	7	19.4	3.9
All examination subjects	542,952	486,749	89.6	2.6	56,203	10.4	2.2

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). See *Advanced Placement and International Baccalaureate General Information, 2021-22* (TEA, 2023a), 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.

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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 2021-22 school year. Data are provided by student characteristics, including race/ethnicity; gender; and economic, at-risk, dyslexia, Emergent bilingual student/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/>.



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