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Texas Education Agency
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Advanced Placement and International Baccalaureate Examination Results in Texas Public Schools, 2022-23

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], 2024c; Texas Education Code Chapter 39, Subchapter G, 2024, as of April 24, 2024). 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, 2024, amended to be effective August 9, 2022; TEC §39.025, 2024, amended to be effective June 9, 2023).

During the 2022-23 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 in mid-May (College Board, n.d.). Schools could administer most examinations on paper, digitally, or a combination of both. IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic (IB, 2023). See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), 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

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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, 2022-23* (TEA, 2024a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2022-23* (TEA, 2024b). 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, 2022-23* (TEA, forthcoming).

Highlights

Distinction Designation Indicators for Advanced Placement and International Baccalaureate Combined

- In the 2022-23 school year, 13.8 percent of Texas public school students in Grades 11 and 12 took at least one AP or IB Reading language arts (RLA) examination, an increase of 0.6 percentage points from the previous year (Table 1 on page 5). Of those RLA examinees, 52.3 percent scored at or above criterion on at least one AP or IB RLA examination, a decrease of 0.9 percentage points from the previous year.

- Among all students in Grades 11 and 12, 7.0 percent took at least one AP or IB mathematics examination, an increase of 0.1 percentage points from the previous year (Table 2 on page 7). Of those mathematics examinees, 50.8 percent scored at or above criterion on at least one AP or IB mathematics examination, an increase of 0.4 percentage points from the previous year.

- In 2022-23, 10.3 percent of all students in Grades 11 and 12 took at least one AP or IB science examination, an increase of 0.7 percentage points from the previous year (Table 3 on page 9). Of those science examinees, 44.8 percent scored at or above criterion on at least one AP or IB science examination, an increase of 0.1 percentage points from the previous year.

- Among all students in Grades 11 and 12, 13.1 percent took at least one AP or IB social studies examination, an increase of 0.6 percentage points from the previous year (Table 4 on page 11). Of those social studies examinees, 42.0 percent scored at or above criterion on at least one AP or IB social studies examination, an increase of 0.1 percentage points from the previous year.

- In 2022-23, 24.2 percent of all students in Grades 11 and 12 took at least one AP or IB examination in any subject, an increase of 1.2 percentage points from the previous year (Table 5 on page 13).

Advanced Placement and International Baccalaureate Combined

- In the 2022-23 school year, 185,268 (24.2%) 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, unchanged 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, 2024, amended to be effective June 14, 2021), 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, 12.9 percent scored at or above criterion on at least one AP or IB examination, an increase of 0.6 percentage points from the previous year (Table 9 on page 19).

Advanced Placement

- In the 2022-23 school year, 181,391 Texas public school students in Grades 11 and 12 took 412,063 AP examinations (Table 10 on page 23). Among 11th- and 12th-grade students, 23.7 percent took at least one AP examination, an increase of 1.2 percentage points from the previous year. Of those AP examinees, 52.6 percent scored in the 3-5 range on at least one AP examination, an increase of 0.2 percentage points from the previous year.

- A total of 149,226 students in Grades 9 and 10 took 187,267 AP examinations (Table 11 on page 26). Among 9th- and 10th-grade students, 16.5 percent took at least one AP examination, an increase of 1.5 percentage points from the previous year. Of those AP examinees, 50.9 percent scored in the 3-5 range on at least one AP examination, an increase of 1.1 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 2022-23 school year, 5,993 Texas public school students in Grades 11 and 12 received scores on 20,211 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, 77.9 percent scored in the 4-7 range on at least one IB examination, a decrease of 4.1 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: Language and Literature, Mathematics: Applications and Interpretation, and Biology (Table 15 on page 40).

Advanced Coursework

- In the 2022-23 school year, 672,294 Texas public school students in Grades 9-12 completed at least one advanced course (Table 16 on page 47). Of those students, 57.1 percent completed at least one AP course, an increase of 1.7 percentage points from the previous year.

- Of the 684,819 AP courses completed by students in Grades 9-12, 78.9 percent were completed by students taking corresponding examinations, an increase of 2.5 percentage points from the previous year (Table 19 on page 50). Of the 598,795 AP examinations taken, 90.3 percent were taken by students completing corresponding courses, an increase of 0.7 percentage points from the previous year.

- On 24 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 2024 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 Reading 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, 2021-22 and 2022-23

Group					
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 students or 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: an examination route and a nonexamination 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. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), for additional information.

[a]Reading language arts. [b]Economically disadvantaged.

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Table 1 (continued)
Participation and Performance in Reading 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, 2021-22 and 2022-23

Group	Students	RLA[a] examinees	RLA participation rate (%)	RLA examinees scoring at or above 3 (AP) or 4 (IB) (*N*)	RLA examinees scoring at or above 3 (AP) or 4 (IB) (%)
2022-23					
African American	95,145	9,298	9.8	3,303	35.5
American Indian	2,386	258	10.8	143	55.4
Asian	38,875	15,217	39.1	12,388	81.4
Hispanic	399,768	46,914	11.7	15,595	33.2
Pacific Islander	1,167	126	10.8	72	57.1
White	208,026	30,856	14.8	21,681	70.3
Multiracial	19,112	3,071	16.1	2,093	68.2
Econ. disad.[b]	421,798	42,370	10.0	12,656	29.9
Not econ. disad.	340,316	63,100	18.5	42,490	67.3
Female	377,108	61,623	16.3	32,403	52.6
Male	387,371	44,120	11.4	22,873	51.8
State	764,479	105,746	13.8	55,277	52.3

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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: an examination route and a nonexamination 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. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. *See Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), for additional information.

[a]Reading language arts. [b]Economically 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, 2021-22 and 2022-23

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) (%)
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.[a]	408,458	16,767	4.1	4,488	26.8
Not econ. disad.	350,745	35,939	10.2	22,096	61.5
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
2022-23					
African American	95,145	3,077	3.2	984	32.0
American Indian	2,386	133	5.6	68	51.1
Asian	38,875	12,922	33.2	9,351	72.4
Hispanic	399,768	19,099	4.8	5,348	28.0
Pacific Islander	1,167	56	4.8	27	48.2
White	208,026	16,844	8.1	10,488	62.3
Multiracial	19,112	1,675	8.8	1,050	62.7
Econ. disad.	421,798	16,969	4.0	4,562	26.9
Not econ. disad.	340,316	36,704	10.8	22,666	61.8

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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: an examination route and a nonexamination 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. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), for additional information.

[a]Economically 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, 2021-22 and 2022-23

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	377,108	24,934	6.6	11,716	47.0
Male	387,371	28,874	7.5	15,601	54.0
State	764,479	53,809	7.0	27,317	50.8

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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: an examination route and a nonexamination 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. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), for additional information.

[a]Economically 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, 2021-22 and 2022-23

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) (%)
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.[a]	408,458	24,354	6.0	5,441	22.3
Not econ. disad.	350,745	48,136	13.7	27,029	56.2
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
2022-23					
African American	95,145	5,305	5.6	1,400	26.4
American Indian	2,386	189	7.9	77	40.7
Asian	38,875	14,915	38.4	10,264	68.8
Hispanic	399,768	30,582	7.6	7,259	23.7
Pacific Islander	1,167	102	8.7	39	38.2
White	208,026	25,363	12.2	14,893	58.7
Multiracial	19,112	2,432	12.7	1,416	58.2
Econ. disad.	421,798	27,116	6.4	5,845	21.6
Not econ. disad.	340,316	51,576	15.2	29,407	57.0

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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: an examination route and a nonexamination 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. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), for additional information.

[a]Economically disadvantaged.

continues

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, 2021-22 and 2022-23

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	377,108	40,916	10.8	16,931	41.4
Male	387,371	37,975	9.8	18,421	48.5
State	764,479	78,893	10.3	35,352	44.8

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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: an examination route and a nonexamination 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. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), for additional information.

[a]Economically 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, 2021-22 and 2022-23

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) (%)
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.[a]	408,458	35,243	8.6	7,009	19.9
Not econ. disad.	350,745	59,495	17.0	32,769	55.1
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
2022-23					
African American	95,145	8,103	8.5	2,141	26.4
American Indian	2,386	238	10.0	102	42.9
Asian	38,875	15,761	40.5	11,153	70.8
Hispanic	399,768	42,693	10.7	9,564	22.4
Pacific Islander	1,167	133	11.4	45	33.8
White	208,026	30,150	14.5	17,301	57.4
Multiracial	19,112	3,009	15.7	1,716	57.0
Econ. disad.	421,798	38,189	9.1	7,627	20.0
Not econ. disad.	340,316	61,669	18.1	34,297	55.6

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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: an examination route and a nonexamination 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. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), for additional information.

[a]Economically 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, 2021-22 and 2022-23

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	377,108	54,387	14.4	21,615	39.7
Male	387,371	45,704	11.8	20,411	44.7
State	764,479	100,094	13.1	42,026	42.0

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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: an examination route and a nonexamination 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. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), for additional information.

[a]Economically 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, 2018-19 Through 2022-23

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) (%)
2018-19								
African American	91,264	14,800	16.2	4,328	29.2	29,888	8,276	27.7
American Indian	2,606	505	19.4	270	53.5	1,144	583	51.0
Asian	34,165	20,665	60.5	15,518	75.1	69,475	48,542	69.9
Hispanic	374,465	86,153	23.0	33,755	39.2	181,593	56,964	31.4
Pacific Islander	1,147	243	21.2	118	48.6	580	286	49.3
White	216,292	58,327	27.0	37,605	64.5	141,858	86,443	60.9
Multiracial	14,479	4,115	28.4	2,647	64.3	10,735	6,683	62.3
Econ. disad.[a]	393,166	77,331	19.7	27,742	35.9	161,634	46,113	28.5
Not econ. disad.	341,252	106,952	31.3	66,272	62.0	272,699	161,279	59.1
Female	362,821	104,730	28.9	52,070	49.7	239,208	109,178	45.6
Male	371,597	80,103	21.6	42,181	52.7	196,103	98,610	50.3
State	734,418	184,835	25.2	94,251	51.0	435,313	207,788	47.7
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

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), for additional information.

[a]Economically 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, 2018-19 Through 2022-23

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]	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
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.	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

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), for additional information.

[a]Economically 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, 2018-19 Through 2022-23

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	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.[a]	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
2022-23								
African American	95,145	15,134	15.9	5,164	34.1	30,360	9,495	31.3
American Indian	2,386	472	19.8	253	53.6	1,031	501	48.6
Asian	38,875	23,921	61.5	19,009	79.5	79,340	58,086	73.2
Hispanic	399,768	85,668	21.4	34,159	39.9	180,235	57,012	31.6
Pacific Islander	1,167	228	19.5	108	47.4	521	235	45.1
White	208,026	54,687	26.3	36,636	67.0	128,004	79,930	62.4
Multiracial	19,112	5,146	26.9	3,395	66.0	12,760	7,939	62.2
Econ. disad.	421,798	76,798	18.2	28,160	36.7	160,107	46,420	29.0
Not econ. disad.	340,316	108,004	31.7	70,333	65.1	271,079	166,200	61.3
Female	377,108	102,732	27.2	54,690	53.2	232,892	111,778	48.0
Male	387,371	82,531	21.3	44,039	53.4	199,374	101,432	50.9
State	764,479	185,268	24.2	98,731	53.3	432,276	213,212	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 students or 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. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), for additional information.

[a]Economically 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, 2022-23

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]	103,863	16,328	15.7	5,778	35.4	30,659	6,800	22.2
Not bilingual or ESL	658,251	168,474	25.6	92,715	55.0	400,527	205,820	51.4
CTE[b] concentrator	500,589	122,817	24.5	62,866	51.2	278,103	133,691	48.1
Not CTE concentrator	261,609	62,220	23.8	35,722	57.4	153,508	79,065	51.5
Gifted and talented	77,725	46,317	59.6	33,534	72.4	134,061	90,851	67.8
Not gifted and talented	684,389	138,485	20.2	64,959	46.9	297,125	121,769	41.0
Section 504	81,235	14,704	18.1	7,763	52.8	31,423	15,391	49.0
Not Section 504	680,879	170,098	25.0	90,730	53.3	399,763	197,229	49.3
Special education	78,757	2,856	3.6	868	30.4	5,593	1,490	26.6
Not special education	683,357	181,946	26.6	97,625	53.7	425,593	211,130	49.6
Title I	342,598	76,590	22.4	27,660	36.1	165,350	46,901	28.4
Not Title I	419,516	108,212	25.8	70,833	65.5	265,836	165,719	62.3
State	764,479	185,268	24.2	98,731	53.3	432,276	213,212	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 students or 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 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), for additional information.

[a]English as a second language. [b]Career 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, 2022-23

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	361,575	41,290	11.4	12,836	31.1	77,417	17,990	23.2
Not at-risk	402,904	143,059	35.5	85,483	59.8	353,196	194,572	55.1
Dyslexia	38,184	4,059	10.6	1,529	37.7	7,632	2,619	34.3
Not dyslexia	726,295	180,795	24.9	97,012	53.7	423,876	210,284	49.6
EB/EL[a]	109,614	17,132	15.6	5,981	34.9	32,218	7,103	22.0
Not EB/EL	652,500	167,670	25.7	92,512	55.2	398,968	205,517	51.5
Foster care	1,164	62	5.3	15	24.2	112	28	25.0
Not foster care	760,950	184,740	24.3	98,478	53.3	431,074	212,592	49.3
Homeless	12,961	1,319	10.2	447	33.9	2,503	659	26.3
Not homeless	749,153	183,483	24.5	98,046	53.4	428,683	211,961	49.4
Immigrant	10,143	1,916	18.9	1,259	65.7	3,617	2,106	58.2
Not immigrant	754,336	182,433	24.2	97,060	53.2	426,996	210,456	49.3
Migrant	2,151	299	13.9	99	33.1	577	118	20.5
Not migrant	759,963	184,503	24.3	98,394	53.3	430,609	212,502	49.3
Military-connected	29,231	7,224	24.7	3,989	55.2	15,346	7,733	50.4
Not military-connected	732,883	177,578	24.2	94,504	53.2	415,840	204,887	49.3
State	764,479	185,268	24.2	98,731	53.3	432,276	213,212	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 students or 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 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), for additional information.

[a]Emergent 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, 2022-23

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	47,159	9,272	19.7	3,328	35.9
Male	47,986	5,862	12.2	1,836	31.3
All students	95,145	15,134	15.9	5,164	34.1
American Indian					
Female	1,181	244	20.7	135	55.3
Male	1,205	228	18.9	118	51.8
All students	2,386	472	19.8	253	53.6
Asian					
Female	18,952	12,118	63.9	9,591	79.1
Male	19,923	11,803	59.2	9,418	79.8
All students	38,875	23,921	61.5	19,009	79.5
Hispanic					
Female	198,522	48,546	24.5	19,873	40.9
Male	201,246	37,119	18.4	14,285	38.5
All students	399,768	85,668	21.4	34,159	39.9
Pacific Islander					
Female	627	127	20.3	55	43.3
Male	540	101	18.7	53	52.5
All students	1,167	228	19.5	108	47.4
White					
Female	101,099	29,567	29.2	19,829	67.1
Male	106,927	25,119	23.5	16,807	66.9
All students	208,026	54,687	26.3	36,636	67.0
Multiracial					
Female	9,568	2,850	29.8	1,875	65.8
Male	9,544	2,296	24.1	1,520	66.2
All students	19,112	5,146	26.9	3,395	66.0
State					
Female	377,108	102,732	27.2	54,690	53.2
Male	387,371	82,531	21.3	44,039	53.4
All students	764,479	185,268	24.2	98,731	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 students or examinees by race/ethnicity or by gender may differ from one another or from the total of all examinees. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), 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, 2018-19 Through 2022-23

Group	Students	Students scoring at or above 3 (AP) or 4 (IB) (*N*)	Students scoring at or above 3 (AP) or 4 (IB) (%)
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
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

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. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), 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, 2024, amended to be effective June 14, 2021), 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, 2018-19 Through 2022-23

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	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
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

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. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), 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, 2024, amended to be effective June 14, 2021), 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, 2018-19 Through 2022-23

Group	Students	Students scoring at or above 3 (AP) or 4 (IB) (*N*)	Students scoring at or above 3 (AP) or 4 (IB) (%)
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
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
2022-23			
African American	95,145	5,164	5.4
American Indian	2,386	253	10.6
Asian	38,875	19,009	48.9
Hispanic	399,768	34,159	8.5
Pacific Islander	1,167	108	9.3
White	208,026	36,636	17.6
Multiracial	19,112	3,395	17.8

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

Note. Students who took multiple examinations are counted only once. Sums of students by race/ethnicity, 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. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), 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, 2024, amended to be effective June 14, 2021), 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, 2018-19 Through 2022-23

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	421,798	28,160	6.7
Not economically disadvantaged	340,316	70,333	20.7
Female	377,108	54,690	14.5
Male	387,371	44,039	11.4
State	764,479	98,731	12.9

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

Note. Students who took multiple examinations are counted only once. Sums of students by race/ethnicity, 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. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), 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, 2024, amended to be effective June 14, 2021), 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, 2018-19 Through 2022-23

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 (%)
2018-19								
African American	91,264	14,401	15.8	4,102	28.5	28,278	7,609	26.9
American Indian	2,606	495	19.0	261	52.7	1,098	546	49.7
Asian	34,165	20,227	59.2	15,051	74.4	65,803	45,580	69.3
Hispanic	374,465	84,546	22.6	32,254	38.1	173,223	52,752	30.5
Pacific Islander	1,147	237	20.7	113	47.7	555	269	48.5
White	216,292	57,454	26.6	36,772	64.0	136,675	82,618	60.4
Multiracial	14,479	4,020	27.8	2,552	63.5	10,182	6,254	61.4
Econ. disad.[a]	393,166	75,839	19.3	26,503	34.9	154,151	42,636	27.7
Not econ. disad.	341,252	105,016	30.8	64,375	61.3	260,723	152,607	58.5
Female	362,821	102,655	28.3	50,113	48.8	227,746	101,966	44.8
Male	371,597	78,749	21.2	41,001	52.1	188,105	93,672	49.8
State	734,418	181,404	24.7	91,114	50.2	415,851	195,638	47.0
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.	391,946	58,533	14.9	25,109	42.9	117,072	40,481	34.6
Not econ. disad.	348,685	99,936	28.7	66,947	67.0	245,211	150,133	61.2
Female	366,437	90,908	24.8	52,547	57.8	200,331	103,224	51.5
Male	374,194	67,923	18.2	39,669	58.4	162,578	87,621	53.9
State	740,631	158,834	21.4	92,217	58.1	362,912	190,846	52.6

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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, 2022-23* (TEA, 2024a), for additional information.

[a]Economically 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, 2018-19 Through 2022-23

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	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.[a]	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
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.	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 students or 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,* 2022-23 (TEA, 2024a), for additional information.

[a]Economically 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, 2018-19 Through 2022-23

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 (%)
2022-23								
African American	95,145	14,720	15.5	4,943	33.6	28,696	8,905	31.0
American Indian	2,386	462	19.4	243	52.6	983	466	47.4
Asian	38,875	23,430	60.3	18,482	78.9	75,696	54,973	72.6
Hispanic	399,768	83,591	20.9	32,356	38.7	170,416	52,726	30.9
Pacific Islander	1,167	225	19.3	105	46.7	501	224	44.7
White	208,026	53,895	25.9	35,867	66.5	123,483	76,680	62.1
Multiracial	19,112	5,057	26.5	3,326	65.8	12,264	7,612	62.1
Econ. disad.[a]	421,798	74,827	17.7	26,578	35.5	151,101	42,797	28.3
Not econ. disad.	340,316	106,100	31.2	68,513	64.6	259,874	158,211	60.9
Female	377,108	100,521	26.7	52,684	52.4	221,353	104,986	47.4
Male	387,371	80,865	20.9	42,642	52.7	190,700	96,611	50.7
State	764,479	181,391	23.7	95,328	52.6	412,063	201,599	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 students or 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, 2022-23* (TEA, 2024a), for additional information.

[a]Economically disadvantaged.

Table 11
Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2018-19 Through 2022-23

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 (%)
2018-19								
African American	105,033	9,353	8.9	2,398	25.6	10,411	2,748	26.4
American Indian	2,938	351	11.9	164	46.7	430	207	48.1
Asian	36,437	16,600	45.6	12,079	72.8	23,720	17,626	74.3
Hispanic	434,541	59,336	13.7	23,994	40.4	71,522	27,100	37.9
Pacific Islander	1,202	148	12.3	63	42.6	170	71	41.8
White	231,662	36,846	15.9	21,111	57.3	43,125	24,998	58.0
Multiracial	17,716	3,046	17.2	1,732	56.9	3,660	2,160	59.0
Econ. disad.[a]	484,182	52,690	10.9	19,515	37.0	63,005	21,902	34.8
Not econ. disad.	345,347	72,626	21.0	41,861	57.6	89,610	52,824	58.9
Female	401,842	70,130	17.5	32,936	47.0	84,397	39,210	46.5
Male	427,687	55,571	13.0	28,612	51.5	68,662	35,707	52.0
State	829,529	125,701	15.2	61,548	49.0	153,059	74,917	48.9
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.	492,751	44,074	8.9	18,344	41.6	54,003	21,186	39.2
Not econ. disad.	354,373	72,096	20.3	44,569	61.8	90,078	56,171	62.4
Female	409,561	65,757	16.1	35,110	53.4	80,473	42,328	52.6
Male	437,563	50,862	11.6	28,032	55.1	64,201	35,352	55.1
State	847,124	116,621	13.8	63,143	54.1	144,676	77,681	53.7

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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, 2022-23* (TEA, 2024a), for additional information.

[a]Economically 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, 2018-19 Through 2022-23

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	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.[a]	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
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.	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 students or 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, 2022-23* (TEA, 2024a), for additional information.

[a]Economically 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, 2018-19 Through 2022-23

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 (%)
2022-23								
African American	116,992	11,431	9.8	3,621	31.7	12,726	4,107	32.3
American Indian	2,924	410	14.0	209	51.0	508	268	52.8
Asian	42,636	22,087	51.8	17,880	81.0	33,543	27,031	80.6
Hispanic	486,122	71,973	14.8	26,783	37.2	88,728	30,890	34.8
Pacific Islander	1,388	161	11.6	88	54.7	197	106	53.8
White	229,501	39,001	17.0	24,756	63.5	46,381	29,490	63.6
Multiracial	23,917	4,142	17.3	2,587	62.5	5,155	3,305	64.1
Econ. disad.[a]	551,211	65,513	11.9	22,386	34.2	80,088	25,783	32.2
Not econ. disad.	351,717	83,073	23.6	53,202	64.0	106,201	68,857	64.8
Female	437,512	80,381	18.4	39,802	49.5	99,341	48,719	49.0
Male	465,968	68,835	14.8	36,127	52.5	87,913	46,486	52.9
State	903,480	149,226	16.5	75,932	50.9	187,267	95,208	50.8

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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, 2022-23* (TEA, 2024a), for additional information.

[a]Economically disadvantaged.

Table 12
Advanced Placement (AP) Examination Participation and Performance, Grade 8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2021-22 and 2022-23

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	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	0.0	0	n/a[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.[b]	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
2022-23								
African American	54,662	44	0.1	15	34.1	44	15	34.1
American Indian	1,603	39	2.4	24	61.5	39	24	61.5
Asian	20,811	62	0.3	53	85.5	62	53	85.5
Hispanic	226,543	4,670	2.1	3,158	67.6	4,670	3,158	67.6
Pacific Islander	702	0	0.0	0	n/a	0	0	n/a
White	109,660	207	0.2	142	68.6	210	145	69.0
Multiracial	11,920	20	0.2	13	65.0	20	13	65.0
Econ. disad.	265,555	4,010	1.5	2,638	65.8	4,010	2,638	65.8
Not econ. disad.	160,171	1,011	0.6	750	74.2	1,014	753	74.3
Female	207,849	2,827	1.4	2,062	72.9	2,828	2,063	72.9
Male	218,052	2,215	1.0	1,343	60.6	2,217	1,345	60.7
State	425,901	5,042	1.2	3,405	67.5	5,045	3,408	67.6

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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, 2022-23* (TEA, 2024a), for additional information.

[a]Not applicable. [b]Economically disadvantaged.

Table 13
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by Subject and Grade, Texas Public Schools, 2022-23

Grade	Exams (*N*)	Exams (%)	Scoring in 3-5 range (%)	Mean score
World History: Modern				
Grade 9	1,694	2.4	37.6	2.3
Grade 10	66,658	95.5	51.1	2.7
Grade 11	1,225	1.8	41.1	2.4
Grade 12	252	0.4	44.8	2.5
Total	69,829	100	50.5	2.6
English Language and Composition				
Grade 9	15	<0.1	20.0	1.7
Grade 10	2,350	3.8	33.7	2.2
Grade 11	57,115	91.5	44.1	2.5
Grade 12	2,933	4.7	17.5	1.7
Total	62,413	100	42.5	2.4
Human Geography				
Grade 9	55,147	94.0	42.2	2.4
Grade 10	2,095	3.6	45.2	2.5
Grade 11	880	1.5	59.5	3.0
Grade 12	537	0.9	60.7	3.0
Total	58,659	100	42.7	2.4
United States History				
Grade 9	193	0.4	18.7	1.7
Grade 10	3,205	6.2	21.9	1.8
Grade 11	47,845	92.5	36.9	2.2
Grade 12	497	1.0	33.6	2.2
Total	51,740	100	35.9	2.2
English Literature and Composition				
Grade 9	4	<0.1	25.0	1.8
Grade 10	39	0.1	43.6	2.4
Grade 11	3,207	7.5	54.6	2.6
Grade 12	39,418	92.4	64.5	2.9
Total	42,668	100	63.8	2.9
United States Government and Politics				
Grade 9	173	0.5	49.7	2.6
Grade 10	388	1.2	16.8	1.6
Grade 11	1,867	5.8	32.5	2.1
Grade 12	30,041	92.5	38.2	2.2
Total	32,469	100	37.6	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.

[a]Not applicable.

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Table 13 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by Subject and Grade, Texas Public Schools, 2022-23

Grade	Exams (*N*)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Spanish Language and Culture				
Grade 9	5,339	20.5	74.7	3.3
Grade 10	9,277	35.6	78.4	3.4
Grade 11	7,722	29.6	78.7	3.4
Grade 12	3,747	14.4	72.8	3.3
Total	26,085	100	76.9	3.4
Physics 1				
Grade 9	83	0.3	89.2	4.0
Grade 10	3,404	13.1	37.9	2.3
Grade 11	19,441	74.7	28.4	2.0
Grade 12	3,083	11.9	28.9	2.0
Total	26,011	100	29.9	2.1
Environmental Science				
Grade 9	219	0.8	11.4	1.5
Grade 10	1,300	5.0	45.2	2.6
Grade 11	10,668	41.3	48.5	2.6
Grade 12	13,622	52.8	45.5	2.5
Total	25,809	100	46.4	2.6
Macroeconomics				
Grade 9	11	<0.1	81.8	4.1
Grade 10	160	0.6	45.0	2.4
Grade 11	1,405	5.5	48.3	2.6
Grade 12	23,871	93.8	45.8	2.5
Total	25,447	100	45.9	2.5
Biology				
Grade 9	846	3.5	59.1	2.9
Grade 10	2,730	11.3	64.1	3.1
Grade 11	9,963	41.1	51.1	2.6
Grade 12	10,692	44.1	46.9	2.5
Total	24,231	100	51.0	2.6
Calculus AB				
Grade 9	58	0.3	93.1	4.6
Grade 10	477	2.2	74.4	3.7
Grade 11	4,914	23.1	56.2	3.0
Grade 12	15,825	74.4	41.1	2.4
Total	21,274	100	45.5	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.

[a]Not applicable.

continues

Table 13 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by Subject and Grade, Texas Public Schools, 2022-23

Grade	Exams (*N*)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Statistics				
Grade 9	24	0.1	83.3	3.5
Grade 10	1,062	5.1	74.1	3.5
Grade 11	5,615	26.9	61.3	3.0
Grade 12	14,171	67.9	44.2	2.4
Total	20,872	100	50.4	2.6
Psychology				
Grade 9	263	1.3	31.6	2.0
Grade 10	4,754	23.9	51.6	2.6
Grade 11	9,431	47.4	53.0	2.7
Grade 12	5,445	27.4	45.8	2.4
Total	19,893	100	50.4	2.6
Computer Science Principles				
Grade 9	4,201	27.9	55.5	2.7
Grade 10	5,592	37.1	57.3	2.7
Grade 11	3,493	23.2	52.1	2.6
Grade 12	1,783	11.8	49.3	2.5
Total	15,069	100	54.7	2.7
Chemistry				
Grade 9	68	0.6	25.0	1.9
Grade 10	1,447	13.0	43.5	2.4
Grade 11	6,670	60.1	71.8	3.1
Grade 12	2,909	26.2	62.1	2.9
Total	11,094	100	65.3	3.0
Calculus BC				
Grade 9	32	0.3	100	4.8
Grade 10	290	3.2	93.1	4.5
Grade 11	2,180	23.7	82.6	3.9
Grade 12	6,698	72.8	66.8	3.3
Total	9,200	100	71.5	3.5
Computer Science A				
Grade 9	378	4.2	78.3	3.6
Grade 10	2,996	33.1	68.1	3.2
Grade 11	3,577	39.5	60.3	2.9
Grade 12	2,104	23.2	52.2	2.6
Total	9,055	100	61.7	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.

[a]Not applicable.

continues

Table 13 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by Subject and Grade, Texas Public Schools, 2022-23

Grade	Exams (*N*)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Capstone Seminar				
Grade 9	129	2.0	60.5	2.6
Grade 10	2,804	43.5	86.9	3.3
Grade 11	3,086	47.9	83.1	3.2
Grade 12	428	6.6	84.6	3.2
Total	6,447	100	84.4	3.2
Spanish Literature and Culture				
Grade 9	474	8.6	40.1	2.3
Grade 10	1,402	25.5	54.4	2.6
Grade 11	1,954	35.5	56.9	2.7
Grade 12	1,673	30.4	59.4	2.7
Total	5,503	100	55.6	2.7
Microeconomics				
Grade 9	177	4.0	12.4	1.5
Grade 10	278	6.2	12.9	1.6
Grade 11	462	10.4	41.8	2.4
Grade 12	3,544	79.4	28.4	2.0
Total	4,461	100	28.2	2.0
2-D Art and Design				
Grade 9	27	0.6	63.0	2.9
Grade 10	367	8.4	65.9	2.9
Grade 11	1,657	38.0	75.4	3.2
Grade 12	2,313	53.0	77.6	3.2
Total	4,364	100	75.7	3.2
European History				
Grade 9	5	0.1	60.0	3.2
Grade 10	2,096	49.8	49.7	2.7
Grade 11	1,001	23.8	59.6	2.9
Grade 12	1,104	26.2	57.0	2.9
Total	4,206	100	54.0	2.8
Physics C: Mechanics				
Grade 9	1	<0.1	100	5.0
Grade 10	23	0.6	82.6	4.0
Grade 11	523	14.3	75.9	3.5
Grade 12	3,101	85.0	68.4	3.2
Total	3,648	100	69.5	3.2

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.

[a]Not applicable.

continues

Table 13 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by Subject and Grade, Texas Public Schools, 2022-23

Grade	Exams (*N*)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Art History				
Grade 9	231	6.9	27.3	2.0
Grade 10	917	27.4	60.1	2.9
Grade 11	1,265	37.8	62.8	3.0
Grade 12	932	27.9	57.0	2.8
Total	3,345	100	58.0	2.9
Physics 2				
Grade 9	1	<0.1	100	4.0
Grade 10	41	1.6	97.6	4.1
Grade 11	863	33.2	72.4	3.2
Grade 12	1,696	65.2	53.7	2.7
Total	2,601	100	60.6	2.9
Physics C: Electricity and Magnetism				
Grade 9	1	<0.1	100	5.0
Grade 10	6	0.2	100	4.3
Grade 11	254	9.8	74.8	3.7
Grade 12	2,335	89.9	60.3	3.1
Total	2,596	100	61.9	3.2
Drawing				
Grade 9	4	0.2	75.0	2.8
Grade 10	200	7.7	80.5	3.4
Grade 11	861	33.3	80.0	3.4
Grade 12	1,523	58.8	77.0	3.3
Total	2,588	100	78.2	3.3
Capstone Research				
Grade 9	0	0.0	n/a[a]	n/a
Grade 10	17	0.8	76.5	2.8
Grade 11	1,025	46.6	82.0	3.4
Grade 12	1,156	52.6	78.2	3.2
Total	2,198	100	79.9	3.3
Music Theory				
Grade 9	56	2.6	53.6	3.0
Grade 10	302	13.8	59.6	2.9
Grade 11	935	42.7	56.6	2.9
Grade 12	898	41.0	58.1	2.9
Total	2,191	100	57.6	2.9

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

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

[a]Not applicable.

continues

Table 13 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by Subject and Grade, Texas Public Schools, 2022-23

Grade	Exams (*N*)	Exams (%)	Scoring in 3-5 range (%)	Mean score
3-D Art and Design				
Grade 9	1	0.1	0.0	2.0
Grade 10	47	5.5	46.8	2.6
Grade 11	213	25.1	56.3	2.7
Grade 12	589	69.3	67.1	2.9
Total	850	100	63.2	2.9
French Language and Culture				
Grade 9	25	3.1	28.0	2.0
Grade 10	174	21.3	71.8	3.1
Grade 11	287	35.1	70.4	3.0
Grade 12	332	40.6	52.7	2.6
Total	818	100	62.2	2.8
Chinese Language and Culture				
Grade 9	109	17.0	99.1	4.6
Grade 10	196	30.5	95.9	4.5
Grade 11	189	29.4	91.0	4.3
Grade 12	149	23.2	75.2	3.6
Total	643	100	90.2	4.2
Comparative Government and Politics				
Grade 9	22	5.6	22.7	1.9
Grade 10	26	6.6	80.8	3.8
Grade 11	153	39.0	69.3	3.1
Grade 12	191	48.7	57.6	2.8
Total	392	100	61.7	2.9
German Language and Culture				
Grade 9	5	1.9	100	3.8
Grade 10	38	14.7	63.2	3.2
Grade 11	73	28.2	60.3	2.8
Grade 12	143	55.2	35.0	2.2
Total	259	100	47.5	2.6
Latin				
Grade 9	3	1.4	66.7	3.3
Grade 10	44	20.1	65.9	2.9
Grade 11	56	25.6	48.2	2.6
Grade 12	116	53.0	41.4	2.3
Total	219	100	48.4	2.5

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

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

[a]Not applicable.

continues

Table 13 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by Subject and Grade, Texas Public Schools, 2022-23

Grade	Exams (*N*)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Japanese Language and Culture				
Grade 9	22	14.3	100	4.7
Grade 10	23	14.9	87.0	4.3
Grade 11	37	24.0	51.4	2.8
Grade 12	72	46.8	41.7	2.5
Total	154	100	59.1	3.2
Italian Language and Culture				
Grade 9	1	3.4	100	3.0
Grade 10	0	0.0	n/a[a]	n/a
Grade 11	2	6.9	50.0	3.0
Grade 12	26	89.7	84.6	3.6
Total	29	100	82.8	3.5

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

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

[a]Not 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, 2018-19 Through 2022-23

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

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), for additional information.

[a]Economically 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, 2018-19 Through 2022-23

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	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.[a]	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
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.	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

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23 (*TEA, 2024a), for additional information.

[a]Economically 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, 2018-19 Through 2022-23

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	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
2022-23								
African American	95,145	538	0.6	261	48.5	1,664	590	35.5
American Indian	2,386	16	0.7	13	81.3	48	35	72.9
Asian	38,875	1,134	2.9	1,040	91.7	3,644	3,113	85.4
Hispanic	399,768	2,678	0.7	2,032	75.9	9,818	4,286	43.7
Pacific Islander	1,167	8	0.7	5	62.5	20	11	55.0
White	208,026	1,456	0.7	1,192	81.9	4,520	3,249	71.9
Multiracial	19,112	162	0.8	123	75.9	496	327	65.9
Econ. disad.[a]	421,798	2,508	0.6	1,787	71.3	9,005	3,623	40.2
Not econ. disad.	340,316	3,483	1.0	2,879	82.7	11,204	7,988	71.3
Female	377,108	3,426	0.9	2,715	79.2	11,538	6,792	58.9
Male	387,371	2,567	0.7	1,952	76.0	8,673	4,820	55.6
State	764,479	5,993	0.8	4,667	77.9	20,211	11,612	57.5

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or 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. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), for additional information.

[a]Economically disadvantaged.

Table 15
International Baccalaureate (IB) Examinations and Performance, Grades 11 and 12, by Subject, Texas Public Schools, 2022-23

Examination	Exams (*N*)	Exams (%)	Scoring in 4-7 range (%)	Mean score
History of the Americas				
Higher Level	2,578	12.8	57.8	3.7
Spanish B				
Higher Level	946	4.7	90.0	5.1
Standard Level	1,527	7.6	80.2	4.6
Total	2,473	12.2	83.9	4.8
English A: Language and Literature				
Higher Level	2,185	10.8	70.1	4.2
Standard Level	183	0.9	49.2	3.5
Total	2,368	11.7	68.5	4.1
Mathematics: Applications and Interpretation				
Higher Level	192	0.9	28.1	2.7
Standard Level	2,056	10.2	32.3	2.8
Total	2,248	11.1	32.0	2.8
Biology				
Higher Level	900	4.5	52.8	3.5
Standard Level	934	4.6	30.6	3.0
Total	1,834	9.1	41.5	3.2
English A: Literature				
Higher Level	1,297	6.4	82.0	4.3
Standard Level	1	<0.1	100	6.0
Total	1,298	6.4	82.0	4.3

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

Note. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), for additional information. Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Italian AB, Japanese A: Literature, Nepali A: Literature, Portuguese A: Literature, Russian 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, 2022-23

Examination	Exams (*N*)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Environmental Systems and Societies				
Standard Level	1,055	5.2	35.5	3.1
Mathematics: Analysis and Approaches				
Higher Level	286	1.4	78.0	4.6
Standard Level	700	3.5	54.0	3.7
Total	986	4.9	61.0	4.0
Psychology				
Higher Level	285	1.4	70.5	4.1
Standard Level	606	3.0	56.9	3.7
Total	891	4.4	61.3	3.8
Visual Arts				
Higher Level	444	2.2	36.3	3.2
Standard Level	432	2.1	31.5	3.1
Total	876	4.3	33.9	3.2
Economics				
Higher Level	180	0.9	47.2	3.3
Standard Level	261	1.3	54.0	3.8
Total	441	2.2	51.2	3.6
Physics				
Higher Level	150	0.7	60.0	3.9
Standard Level	236	1.2	65.7	4.2
Total	386	1.9	63.5	4.1

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

Note. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), for additional information. Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Italian AB, Japanese A: Literature, Nepali A: Literature, Portuguese A: Literature, Russian 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, 2022-23

Examination	Exams (*N*)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Film				
Higher Level	196	1.0	46.9	3.3
Standard Level	175	0.9	44.6	3.3
Total	371	1.8	45.8	3.3
Chemistry				
Higher Level	121	0.6	60.3	3.9
Standard Level	194	1.0	40.7	3.4
Total	315	1.6	48.3	3.6
French B				
Higher Level	41	0.2	78.0	4.6
Standard Level	259	1.3	63.3	4.1
Total	300	1.5	65.3	4.1
Computer Science				
Higher Level	86	0.4	64.0	4.0
Standard Level	132	0.7	40.2	3.2
Total	218	1.1	49.5	3.5
Spanish AB				
Standard Level	150	0.7	68.0	4.1
Sports: Exercise Science				
Standard Level	147	0.7	33.3	3.1

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

Note. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), for additional information. Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Italian AB, Japanese A: Literature, Nepali A: Literature, Portuguese A: Literature, Russian 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, 2022-23

Examination	Exams (*N*)	Exams (%)	Scoring in 4-7 range (%)	Mean score
History				
Standard Level	134	0.7	57.5	3.7
Theatre				
Higher Level	72	0.4	76.4	4.0
Standard Level	57	0.3	59.6	3.7
Total	129	0.6	69.0	3.9
Music				
Higher Level	18	0.1	55.6	3.6
Standard Level	105	0.5	53.3	3.8
Total	123	0.6	53.7	3.7
Philosophy				
Higher Level	8	<0.1	100	5.0
Standard Level	112	0.6	72.3	4.2
Total	120	0.6	74.2	4.2
Global Politics				
Higher Level	88	0.4	63.6	4.3
Standard Level	29	0.1	58.6	3.9
Total	117	0.6	62.4	4.2
Information Technology in a Global Society				
Higher Level	16	0.1	87.5	4.4
Standard Level	68	0.3	60.3	3.6
Total	84	0.4	65.5	3.7
Chinese B				
Higher Level	11	0.1	81.8	5.4
Standard Level	66	0.3	74.2	4.8
Total	77	0.4	75.3	4.9

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

Note. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), for additional information. Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Italian AB, Japanese A: Literature, Nepali A: Literature, Portuguese A: Literature, Russian 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, 2022-23

Examination	Exams (*N*)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Art History				
Standard Level	56	0.3	26.8	2.9
Business Management				
Higher Level	52	0.3	55.8	3.6
Standard Level	4	<0.1	25.0	3.0
Total	56	0.3	53.6	3.6
World Religions				
Standard Level	51	0.3	54.9	3.7
Spanish A: Language and Literature				
Higher Level	15	0.1	86.7	3.9
Standard Level	33	0.2	75.8	3.9
Total	48	0.2	79.2	3.9
German B				
Higher Level	7	<0.1	85.7	4.4
Standard Level	35	0.2	65.7	4.1
Total	42	0.2	69.0	4.2
French AB				
Standard Level	31	0.2	51.6	3.7
Geography				
Higher Level	29	0.1	89.7	4.3
Standard Level	2	<0.1	50.0	3.5
Total	31	0.2	87.1	4.3

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

Note. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), for additional information. Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Italian AB, Japanese A: Literature, Nepali A: Literature, Portuguese A: Literature, Russian 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, 2022-23

Examination	Exams (*N*)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Dance				
Higher Level	14	0.1	64.3	3.8
Standard Level	16	0.1	50.0	3.9
Total	30	0.1	56.7	3.9
European History				
Higher Level	28	0.1	92.9	4.5
Latin				
Higher Level	1	<0.1	100	5.0
Standard Level	18	0.1	50.0	3.6
Total	19	0.1	52.6	3.6
Design Technology				
Standard Level	17	0.1	41.2	2.9
Italian B				
Higher Level	14	0.1	85.7	4.4
Standard Level	1	<0.1	100	6.0
Total	15	0.1	86.7	4.5
Mandarin AB				
Standard Level	14	0.1	85.7	4.7
English B				
Higher Level	3	<0.1	100	5.0
Standard Level	8	<0.1	37.5	3.3
Total	11	0.1	54.5	3.7

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

Note. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), for additional information. Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Italian AB, Japanese A: Literature, Nepali A: Literature, Portuguese A: Literature, Russian 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, 2022-23

Examination	Exams (*N*)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Astronomy				
Standard Level	10	<0.1	90.0	4.9
Arabic B				
Standard Level	7	<0.1	71.4	4.0
German AB				
Standard Level	7	<0.1	42.9	3.3
Social and Cultural Anthropology				
Standard Level	7	<0.1	100	5.1
Japanese B				
Higher Level	1	<0.1	100	7.0
Standard Level	4	<0.1	75.0	4.3
Total	5	<0.1	80.0	4.8

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

Note. For the 2023 examinations, IB awarded grades using all of the components, coursework, and examinations that they used pre-pandemic. See *Advanced Placement and International Baccalaureate General Information, 2022-23* (TEA, 2024a), for additional information. Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Italian AB, Japanese A: Literature, Nepali A: Literature, Portuguese A: Literature, Russian A: Literature, and Vietnamese A: Literature. Parts may not add to 100 percent because of rounding.

Table 16
Advanced Course Completions, Grades 9-12, by Course Type, Texas Public Schools, 2018-19 Through 2022-23

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
2018-19					
AP[d]	373,577	57.7	711,186	51.3	1.9
IB[e]	9,793	1.5	41,169	3.0	4.2
Other advanced[f]	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	2.0
2022-23					
AP	384,099	57.1	695,948	52.3	1.8
IB	10,339	1.5	42,342	3.2	4.1
Other advanced	443,365	65.9	591,490	44.5	1.3
All advanced	672,294	100	1,329,780	100	2.0

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

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

[a]Parts will not add to totals for all advanced courses because students may complete more than one type of advanced course within a single year. [b]Parts may not add to 100 percent because of rounding. [c]Average. [d]Advanced Placement. [e]International Baccalaureate. [f]Courses identified as advanced that are not AP or IB courses. See, for example, *2022-23 Texas Academic Performance Report (TAPR) Glossary* (TEA, 2023) 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, 2018-19 Through 2022-23

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 (%)
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
2022-23	330,296	312,117	94.5	5,695	1.7	12,484	3.8

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. Parts may not add to 100 percent because of rounding.

[a]Courses identified as advanced that are not AP courses. See, for example, *2022-23 Texas Academic Performance Report (TAPR) Glossary* (TEA, 2023) 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, 2018-19 Through 2022-23

Course type	Course completers	Course completers taking at least one AP exam (*N*)	Course completers taking at least one AP exam (%)
2018-19			
At least one AP	373,577	290,737	77.8
Other (no AP)[a]	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
2022-23			
At least one AP	384,099	312,117	81.3
Other (no AP)	288,195	5,695	2.0

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.

[a]Courses identified as advanced that are not AP courses. See, for example, *2022-23 Texas Academic Performance Report (TAPR) Glossary* (TEA, 2023) 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, 2018-19 Through 2022-23

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 (%)
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
2022-23	598,795	540,493	90.3	684,819	540,493	78.9

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 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.

[a]Corresponding courses. [b]Corresponding exams.

Table 20
Correspondence Between Advanced Placement (AP) Examination Scores and AP Courses Completed, Grades 9-12, Texas Public Schools, 2018-19 Through 2022-23

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											
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
2022-23	147,024	27.2	118,380	21.9	121,436	22.5	92,868	17.2	60,785	11.2	2.6
Exams taken without corresponding courses											
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
2022-23	24,709	42.4	12,150	20.8	10,154	17.4	6,709	11.5	4,580	7.9	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, 2022-23

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	69,757	66,047	94.7	2.7	3,710	5.3	1.8
English Language and Composition	62,344	55,374	88.8	2.5	6,970	11.2	2.0
Human Geography	58,612	55,400	94.5	2.4	3,212	5.5	1.4
United States History	51,702	45,218	87.5	2.2	6,484	12.5	1.9
English Literature and Composition	42,652	39,017	91.5	2.9	3,635	8.5	2.6
United States Government and Politics	32,446	28,459	87.7	2.3	3,987	12.3	1.9
Spanish Language and Culture	26,058	20,314	78.0	3.5	5,744	22.0	3.1
Physics 1	25,978	24,053	92.6	2.1	1,925	7.4	1.6
Environmental Science	25,791	24,761	96.0	2.6	1,030	4.0	2.1
Macroeconomics	25,434	23,720	93.3	2.5	1,714	6.7	2.4
Biology	24,202	22,207	91.8	2.7	1,995	8.2	1.9
Calculus AB	21,257	19,872	93.5	2.6	1,385	6.5	1.7
Statistics	20,858	19,599	94.0	2.6	1,259	6.0	1.9
Psychology	19,879	16,881	84.9	2.6	2,998	15.1	2.4
Computer Science Principles	15,046	14,292	95.0	2.7	754	5.0	2.0
Chemistry	11,084	10,440	94.2	3.0	644	5.8	2.2
Calculus BC	9,189	8,511	92.6	3.5	678	7.4	2.9
Computer Science A	9,038	7,687	85.1	3.0	1,351	14.9	2.8
Capstone Seminar	6,442	6,276	97.4	3.3	166	2.6	2.1
Spanish Literature and Culture	5,498	4,820	87.7	2.7	678	12.3	2.3
Microeconomics	4,456	2,288	51.3	2.3	2,168	48.7	1.6
2-D Art and Design	4,359	3,215	73.8	3.2	1,144	26.2	3.0
European History	4,200	3,672	87.4	2.8	528	12.6	2.5
Physics C: Mechanics	3,644	1,974	54.2	3.1	1,670	45.8	3.4
Art History	3,345	3,159	94.4	2.9	186	5.6	1.8

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, 2022-23* (TEA, 2024a), 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.

[a]Corresponding 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, 2022-23

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	2,599	2,328	89.6	2.8	271	10.4	3.2
Physics C: Electricity and Magnetism	2,594	1,966	75.8	3.2	628	24.2	3.1
Studio Art: Drawing Portfolio	2,587	2,208	85.3	3.3	379	14.7	3.1
Capstone Research	2,198	2,147	97.7	3.3	51	2.3	2.7
Music Theory	2,189	2,076	94.8	3.0	113	5.2	2.0
Studio Art: 3-D Design Portfolio	850	744	87.5	2.9	106	12.5	2.4
French Language and Culture	815	663	81.3	2.8	152	18.7	3.0
Chinese Language and Culture	639	343	53.7	4.1	296	46.3	4.4
Comparative Government and Politics	392	299	76.3	3.0	93	23.7	2.6
German Language and Culture	259	212	81.9	2.4	47	18.1	3.3
Latin	219	139	63.5	2.3	80	36.5	2.9
Japanese Language and Culture	154	93	60.4	2.5	61	39.6	4.1
Italian Language and Culture	29	19	65.5	3.3	10	34.5	4.0
All examination subjects	598,795	540,493	90.3	2.6	58,302	9.7	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, 2022-23* (TEA, 2024a), 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.

[a]Corresponding 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 2022-23 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 at (866) 630-9305 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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