

Advanced Placement and International Baccalaureate Examination Results in Texas Public Schools, 2023-24

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], 2025d; Texas Education Code Chapter 39, Subchapter G, 2025, as of May 22, 2025). 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, 2025, amended to be effective August 9, 2022; TEC §39.025, 2025, amended to be effective June 9, 2023).

For purposes of assigning accountability ratings and awarding distinction designations under the Texas public school accountability system, the criterion scores are defined as 3 or higher on an AP examination and 4 or higher on an IB examination.

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

performance results for these groups should not be compared from year to year or to other racial/ethnic groups.

In 2022, the College Board began updating scoring standards for some AP examinations (College Board, 2024). In general, 60 to 80 percent of AP examinations taken have had scores of 3 or higher. Between 2022 and 2024, the College Board evaluated student performance for nine AP examinations with lower percentages of scores of 3 or higher and updated performance standards on those tests, resulting in increased percentages of scores of 3 or higher. Because of the changes to the performance standards, caution should be used when comparing AP performance results for 2021-22 through 2023-24 to one another or to earlier years. For additional information, see the section "Highlights" on page 3.

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, 2023-24* (TEA, 2025a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2023-24* (TEA, 2025b). 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, 2023-24* (TEA, 2025c).

Highlights

Comparison of Results Across Years

In 2022, the College Board began updating scoring standards for some AP examinations (College Board, 2024). In general, 60 to 80 percent of AP examinations taken have had scores of 3 or higher. Between 2022 and 2024, the College Board evaluated student performance for nine AP examinations with lower percentages of scores of 3 or higher and updated performance standards on those tests, resulting in increased percentages of scores of 3 or higher. Scoring standards were updated for AP examinations in the science, reading language arts (RLA), and social studies subject areas. Because of the changes to the performance standards, caution should be used when comparing AP performance results for 2021-22 through 2023-24 to one another or to earlier years.

Advanced Placement (AP) Examinations with Updated Performance Standards, by Year, 2022 Through 2024

Examination	Subject area	Year updated
Biology	Science	2022
English Literature and Composition	Reading language arts	2022
World History: Modern	Social studies	2022
Chemistry	Science	2023
Macroeconomics	Social studies	2023
Microeconomics	Social studies	2023
European History	Social studies	2024
United States Government and Politics	Social studies	2024
United States History	Social studies	2024

Source. College Board (2024).

Results for Texas public schools are reported by grade level. Between the 2021-22 and 2023-24 school years, the percentages of Texas public school examinees taking at least one AP examination with updated performance standards ranged from 0.0 percent each among examinees in Grade 8 in the 2021-22 and 2022-23 school years to 47.1 percent of examinees in Grades 9 and 10 in the 2021-22 school year.

Advanced Placement (AP) Examinees (%) Taking Examinations with Updated Performance Standards, by School Year and Grade Level, Texas Public Schools, 2021-22 Through 2023-24

Year	Grade 8	Grades 9-10	Grades 11-12
2021-22 Examinees (%)	0.0	47.1	31.7
2022-23 Examinees (%)	0.0	1.4	20.3
2023-24 Examinees (%)	<0.1	3.8	44.2

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

Distinction Designation Indicators for Advanced Placement and International Baccalaureate Combined

- In the 2023-24 school year, 14.6 percent of Texas public school students in Grades 11 and 12 took at least one AP or IB RLA examination, an increase of 0.8 percentage points from the previous year (Table 1 on page 6). Of those RLA examinees, 48.8 percent scored at or above criterion on at least one AP or IB RLA examination, a decrease of 3.5 percentage points from the previous year.
- Among all students in Grades 11 and 12, 9.6 percent took at least one AP or IB mathematics examination, an increase of 2.2 percentage points from the previous year (Table 2 on page 8). Of those mathematics examinees, 53.4 percent scored at or above criterion on at least one AP or IB mathematics examination, an increase of 3.3 percentage points from the previous year.
- In 2023-24, 10.9 percent of all students in Grades 11 and 12 took at least one AP or IB science examination, an increase of 0.6 percentage points from the previous year (Table 3 on page 10). Of those science examinees, 46.1 percent scored at or above criterion on at least one AP or IB science examination, an increase of 1.3 percentage points from the previous year.
- Among all students in Grades 11 and 12, 13.7 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 12). Of those social studies examinees, 56.8 percent scored at or above criterion on at least one AP or IB social studies examination, an increase of 14.8 percentage points from the previous year.
- In 2023-24, 25.7 percent of all students in Grades 11 and 12 took at least one AP or IB examination in any subject, an increase of 1.5 percentage points from the previous year (Table 5 on page 14).

Advanced Placement and International Baccalaureate Combined

- In the 2023-24 school year, 202,260 (25.7%) Texas public school students in Grades 11 and 12 took at least one AP or IB examination. Of those, 56.9 percent scored at or above criterion on at least one of the examinations, an increase of 3.6 percentage points from the previous year (Table 5 on page 14).
- 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, 2025, 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, 14.6 percent scored at or above criterion on at least one AP or IB examination, an increase of 1.7 percentage points from the previous year (Table 10 on page 22).

Advanced Placement

- In the 2023-24 school year, 198,202 Texas public school students in Grades 11 and 12 took 464,380 AP examinations (Table 11 on page 26). Among 11th- and 12th-grade students, 25.2 percent took

at least one AP examination, an increase of 1.5 percentage points from the previous year. Of those AP examinees, 56.4 percent scored in the 3-5 range on at least one AP examination, an increase of 3.8 percentage points from the previous year.

- A total of 159,854 students in Grades 9 and 10 took 207,645 AP examinations (Table 12 on page 29). Among 9th- and 10th-grade students, 17.7 percent took at least one AP examination, an increase of 1.2 percentage points from the previous year. Of those AP examinees, 51.9 percent scored in the 3-5 range on at least one AP examination, an increase of 1.0 percentage points from the previous year.
- Of the 40 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 14 on page 33).

International Baccalaureate

- In the 2023-24 school year, 6,365 Texas public school students in Grades 11 and 12 took 20,759 IB examinations (Table 15 on page 41). Among 11th- and 12th-grade students, 0.8 percent took at least one IB examination, unchanged from the previous year. Of those IB examinees, 76.1 percent scored in the 4-7 range on at least one IB examination, a decrease of 1.8 percentage points from the previous year.
- The five most frequently taken IB examinations, in rank order, were: History of the Americas, English A: Language and Literature, Spanish B, Mathematics: Applications and Interpretation, and Biology (Table 16 on page 44).

Advanced Coursework

- In the 2023-24 school year, 704,802 Texas public school students in Grades 9-12 completed at least one advanced course (Table 17 on page 49). Of those students, 57.7 percent completed at least one AP course, an increase of 0.6 percentage points from the previous year.
- Of the 751,400 AP courses completed by students in Grades 9-12, 78.0 percent were completed by students taking corresponding examinations, a decrease of 0.9 percentage points from the previous year (Table 20 on page 53). Of the 671,589 AP examinations taken, 87.3 percent were taken by students completing corresponding courses, a decrease of 3.0 percentage points from the previous year.
- On 27 of the 30 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 22 on page 55).

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

Comparison of Results Across Years

In 2022, the College Board began updating scoring standards for some AP examinations (College Board, 2024). In general, 60 to 80 percent of AP examinations taken have had scores of 3 or higher. Between 2022 and 2024, the College Board evaluated student performance for nine AP examinations with lower percentages of scores of 3 or higher and performance standards on those tests, resulting in increased percentages of scores of 3 or higher. Because of the changes to the performance standards, caution should be used when comparing AP performance results for 2021-22 through 2023-24 to one another or to earlier years. For additional information, see the section "Highlights" on page 3.

Reporting of Results

For the 2025 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, 2022-23 and 2023-24

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

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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aReading language arts. ^bEconomically 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, 2022-23 and 2023-24

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) (%)
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
2023-24					
African American	98,877	10,343	10.5	3,213	31.1
American Indian	2,490	284	11.4	126	44.4
Asian	40,957	16,649	40.6	13,206	79.3
Hispanic	414,326	51,966	12.5	15,575	30.0
Pacific Islander	1,238	144	11.6	79	54.9
White	208,146	31,565	15.2	21,277	67.4
Multiracial	20,433	3,512	17.2	2,330	66.3
Econ. disad. ^b	441,512	48,179	10.9	12,769	26.5
Not econ. disad.	342,786	66,137	19.3	42,989	65.0
Female	387,554	66,018	17.0	32,441	49.1
Male	398,913	48,448	12.1	23,367	48.2
State	786,467	114,467	14.6	55,809	48.8

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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aReading language arts. ^bEconomically disadvantaged.

Table 2
Participation and Performance in Mathematics, Advanced Placement (AP)
and International Baccalaureate (IB) Examinations Combined, Grades 11
and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public
Schools, 2022-23 and 2023-24

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) (%)
2022-23					
African American	95,145	3,338	3.5	1,044	31.3
American Indian	2,386	139	5.8	72	51.8
Asian	38,875	13,397	34.5	9,727	72.6
Hispanic	399,768	20,605	5.2	5,630	27.3
Pacific Islander	1,167	58	5.0	28	48.3
White	208,026	17,464	8.4	10,851	62.1
Multiracial	19,112	1,750	9.2	1,088	62.2
Econ. disad. ^a	421,798	18,359	4.4	4,796	26.1
Not econ. disad.	340,316	38,259	11.2	23,556	61.6
Female	377,108	26,608	7.1	12,341	46.4
Male	387,371	30,145	7.8	16,100	53.4
State	764,479	56,754	7.4	28,441	50.1
2023-24					
African American	98,877	4,736	4.8	1,757	37.1
American Indian	2,490	185	7.4	112	60.5
Asian	40,957	16,221	39.6	12,361	76.2
Hispanic	414,326	29,894	7.2	9,657	32.3
Pacific Islander	1,238	99	8.0	62	62.6
White	208,146	21,761	10.5	14,650	67.3
Multiracial	20,433	2,326	11.4	1,579	67.9
Econ. disad.	441,512	27,326	6.2	8,429	30.8
Not econ. disad.	342,786	47,815	13.9	31,711	66.3

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. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aEconomically disadvantaged.

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Table 2 (continued)
Participation and Performance in Mathematics, Advanced Placement (AP)
and International Baccalaureate (IB) Examinations Combined, Grades 11
and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public
Schools, 2022-23 and 2023-24

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	387,554	35,729	9.2	17,791	49.8
Male	398,913	39,495	9.9	22,389	56.7
State	786,467	75,226	9.6	40,181	53.4

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aEconomically disadvantaged.

Table 3
Participation and Performance in Science, Advanced Placement (AP)
and International Baccalaureate (IB) Examinations Combined, Grades 11
and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public
Schools, 2022-23 and 2023-24

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) (%)
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. ^a	421,798	27,116	6.4	5,845	21.6
Not econ. disad.	340,316	51,576	15.2	29,407	57.0
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
2023-24					
African American	98,877	5,564	5.6	1,633	29.3
American Indian	2,490	232	9.3	112	48.3
Asian	40,957	16,836	41.1	11,877	70.5
Hispanic	414,326	33,214	8.0	8,269	24.9
Pacific Islander	1,238	102	8.2	41	40.2
White	208,146	27,053	13.0	15,954	59.0
Multiracial	20,433	2,683	13.1	1,608	59.9
Econ. disad.	441,512	29,614	6.7	6,833	23.1
Not econ. disad.	342,786	55,988	16.3	32,634	58.3

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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aEconomically disadvantaged.

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Table 3 (continued)
Participation and Performance in Science, Advanced Placement (AP)
and International Baccalaureate (IB) Examinations Combined, Grades 11
and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public
Schools, 2022-23 and 2023-24

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	387,554	44,066	11.4	18,721	42.5
Male	398,913	41,618	10.4	20,774	49.9
State	786,467	85,687	10.9	39,496	46.1

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aEconomically disadvantaged.

Table 4
Participation and Performance in Social Studies, Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2022-23 and 2023-24

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) (%)
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. ^a	421,798	38,189	9.1	7,627	20.0
Not econ. disad.	340,316	61,669	18.1	34,297	55.6
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
2023-24					
African American	98,877	8,967	9.1	3,757	41.9
American Indian	2,490	275	11.0	154	56.0
Asian	40,957	17,151	41.9	14,368	83.8
Hispanic	414,326	46,963	11.3	17,110	36.4
Pacific Islander	1,238	139	11.2	74	53.2
White	208,146	31,038	14.9	23,315	75.1
Multiracial	20,433	3,299	16.1	2,455	74.4
Econ. disad.	441,512	43,176	9.8	14,331	33.2
Not econ. disad.	342,786	64,512	18.8	46,832	72.6

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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aEconomically disadvantaged.

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Table 4 (continued)
Participation and Performance in Social Studies, Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2022-23 and 2023-24

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	387,554	57,409	14.8	31,009	54.0
Male	398,913	50,424	12.6	30,225	59.9
State	786,467	107,836	13.7	61,235	56.8

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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aEconomically disadvantaged.

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

Comparison of Results Across Years

In 2022, the College Board began updating scoring standards for some AP examinations (College Board, 2024). In general, 60 to 80 percent of AP examinations taken have had scores of 3 or higher. Between 2022 and 2024, the College Board evaluated student performance for nine AP examinations with lower percentages of scores of 3 or higher and updated performance standards on those tests, resulting in increased percentages of scores of 3 or higher. Because of the changes to the performance standards, caution should be used when comparing AP performance results for 2021-22 through 2023-24 to one another or to earlier years. For additional information, see the section "Highlights" on page 3.

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, 2019-20 Through 2023-24

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) (%)
2019-20								
African American	91,409	12,142	13.3	4,901	40.4	24,557	8,985	36.6
American Indian	2,579	443	17.2	255	57.6	988	540	54.7
Asian	35,697	21,088	59.1	17,117	81.2	69,724	51,383	73.7
Hispanic	379,211	70,575	18.6	33,421	47.4	148,369	57,000	38.4
Pacific Islander	1,151	224	19.5	132	58.9	480	248	51.7
White	215,152	54,552	25.4	37,638	69.0	130,347	81,110	62.2
Multiracial	15,432	3,986	25.8	2,755	69.1	10,394	6,629	63.8
Econ. disad. ^a	391,946	60,470	15.4	26,874	44.4	126,008	45,403	36.0
Not econ. disad.	348,685	102,184	29.3	69,187	67.7	258,238	160,263	62.1

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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. 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, 2023-24* (TEA, 2025a), for additional information.

^aEconomically disadvantaged.

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Table 5 (continued)
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB)
Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender,
Texas Public Schools, 2019-20 Through 2023-24

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) (%)
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. ^a	400,759	60,153	15.0	18,977	31.5	123,188	32,566	26.4
Not econ. disad.	355,060	99,001	27.9	58,404	59.0	244,829	137,054	56.0
Female	375,525	90,022	24.0	42,997	47.8	200,971	89,658	44.6
Male	382,442	69,840	18.3	34,664	49.6	168,364	80,438	47.8
State	757,967	159,868	21.1	77,664	48.6	369,344	170,101	46.1
2021-22								
African American	94,128	13,866	14.7	4,650	33.5	27,653	8,450	30.6
American Indian	2,382	454	19.1	223	49.1	1,000	444	44.4
Asian	38,086	22,434	58.9	17,636	78.6	73,080	52,902	72.4
Hispanic	396,113	80,428	20.3	32,200	40.0	166,653	53,481	32.1
Pacific Islander	1,150	209	18.2	95	45.5	500	220	44.0
White	211,492	53,269	25.2	35,675	67.0	123,800	76,584	61.9
Multiracial	18,149	4,560	25.1	2,981	65.4	11,150	6,859	61.5

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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. 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, 2023-24* (TEA, 2025a), for additional information.

^aEconomically disadvantaged.

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Table 5 (continued)
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB)
Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender,
Texas Public Schools, 2019-20 Through 2023-24

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	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. ^a	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
2023-24								
African American	98,877	17,016	17.2	6,601	38.8	34,545	12,421	36.0
American Indian	2,490	538	21.6	308	57.2	1,237	674	54.5
Asian	40,957	26,159	63.9	21,749	83.1	89,827	69,171	77.0
Hispanic	414,326	95,602	23.1	41,617	43.5	206,818	72,997	35.3

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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. 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, 2023-24* (TEA, 2025a), for additional information.

^aEconomically disadvantaged.

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Table 5 (continued)

Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2019-20 Through 2023-24

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) (%)
Pacific Islander	1,238	264	21.3	149	56.4	602	317	52.7
White	208,146	56,946	27.4	40,590	71.3	137,260	93,320	68.0
Multiracial	20,433	5,725	28.0	4,052	70.8	14,829	10,081	68.0
Econ. disad. ^a	441,512	87,874	19.9	35,414	40.3	187,968	61,547	32.7
Not econ. disad.	342,786	114,089	33.3	79,510	69.7	296,584	197,190	66.5
Female	387,554	111,108	28.7	62,194	56.0	257,355	133,085	51.7
Male	398,913	91,147	22.8	52,877	58.0	227,774	125,906	55.3
State	786,467	202,260	25.7	115,074	56.9	485,139	258,995	53.4

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

Note. Examinees who took multiple examinations are counted only once. Sums of 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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. 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, 2023-24* (TEA, 2025a), for additional information.

^aEconomically disadvantaged.

Table 6
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB)
Examinations Combined, Grades 11 and 12, by Program Participation, Texas Public Schools,
2023-24

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	122,596	22,731	18.5	8,455	37.2	44,860	10,739	23.9
Not bilingual or ESL	661,702	179,232	27.1	106,469	59.4	439,692	247,998	56.4
CTE ^b concentrator	524,498	136,817	26.1	75,251	55.0	319,218	167,027	52.3
Not CTE concentrator	259,837	65,307	25.1	39,740	60.9	165,632	91,818	55.4
Gifted and talented	79,951	49,186	61.5	37,616	76.5	147,984	107,032	72.3
Not gifted and talented	704,347	152,777	21.7	77,308	50.6	336,568	151,705	45.1
Section 504	87,473	17,519	20.0	10,095	57.6	39,001	21,265	54.5
Not Section 504	696,825	184,444	26.5	104,829	56.8	445,551	237,472	53.3
Special education	83,188	3,518	4.2	1,162	33.0	7,181	2,029	28.3
Not special education	701,110	198,445	28.3	113,762	57.3	477,371	256,708	53.8
Title I	364,639	85,478	23.4	33,936	39.7	190,099	61,360	32.3
Not Title I	419,659	116,485	27.8	80,988	69.5	294,453	197,377	67.0
State	786,467	202,260	25.7	115,074	56.9	485,139	258,995	53.4

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

Note. Examinees who took multiple examinations are counted only once. Sums of 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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

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

Table 7
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB)
Examinations Combined, Grades 11 and 12, by Student Characteristic, Texas Public Schools,
2023-24

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	381,096	50,954	13.4	17,836	35.0	98,999	26,808	27.1
Not at-risk	405,371	150,370	37.1	96,788	64.4	384,479	231,472	60.2
Dyslexia	42,451	5,091	12.0	2,072	40.7	9,899	3,660	37.0
Not dyslexia	744,016	196,886	26.5	112,859	57.3	474,680	255,086	53.7
Emergent bilingual	129,194	23,884	18.5	8,810	36.9	47,240	11,318	24.0
Not emergent bilingual	655,104	178,079	27.2	106,114	59.6	437,312	247,419	56.6
Foster care	1,164	81	7.0	27	33.3	130	34	26.2
Not foster care	783,134	201,882	25.8	114,897	56.9	484,422	258,703	53.4
Homeless	13,095	1,498	11.4	503	33.6	2,775	761	27.4
Not homeless	771,203	200,465	26.0	114,421	57.1	481,777	257,976	53.5
Immigrant	14,007	2,849	20.3	2,042	71.7	5,717	3,704	64.8
Not immigrant	772,460	198,475	25.7	112,582	56.7	477,761	254,576	53.3
Migratory	2,101	330	15.7	93	28.2	617	117	19.0
Not migratory	782,197	201,633	25.8	114,831	57.0	483,935	258,620	53.4
Military-connected	31,907	8,369	26.2	5,012	59.9	18,309	10,217	55.8
Not military-connected	752,391	193,594	25.7	109,912	56.8	466,243	248,520	53.3
State	786,467	202,260	25.7	115,074	56.9	485,139	258,995	53.4

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

Note. Examinees who took multiple examinations are counted only once. Sums of 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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

Table 8
Participation and Performance of Racial/Ethnic Groups on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Economic Status, Texas Public Schools, 2023-24

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					
Econ. disad. ^a	67,856	9,764	14.4	2,941	30.1
Not econ. disad.	30,661	7,220	23.5	3,647	50.5
All students	98,877	17,016	17.2	6,601	38.8
American Indian					
Econ. disad.	1,318	215	16.3	92	42.8
Not econ. disad.	1,166	323	27.7	216	66.9
All students	2,490	538	21.6	308	57.2
Asian					
Econ. disad.	11,738	5,438	46.3	3,771	69.3
Not econ. disad.	29,149	20,670	70.9	17,945	86.8
All students	40,957	26,159	63.9	21,749	83.1
Hispanic					
Econ. disad.	297,230	63,698	21.4	23,833	37.4
Not econ. disad.	115,908	31,782	27.4	17,738	55.8
All students	414,326	95,602	23.1	41,617	43.5
Pacific Islander					
Econ. disad.	624	94	15.1	46	48.9
Not econ. disad.	609	170	27.9	103	60.6
All students	1,238	264	21.3	149	56.4
White					
Econ. disad.	54,522	7,423	13.6	4,096	55.2
Not econ. disad.	153,127	49,456	32.3	36,452	73.7
All students	208,146	56,946	27.4	40,590	71.3
Multiracial					
Econ. disad.	8,224	1,242	15.1	635	51.1
Not econ. disad.	12,166	4,468	36.7	3,409	76.3
All students	20,433	5,725	28.0	4,052	70.8
State					
Econ. disad.	441,512	87,874	19.9	35,414	40.3
Not econ. disad.	342,786	114,089	33.3	79,510	69.7
All students	786,467	202,260	25.7	115,074	56.9

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or examinees by race/ethnicity or by economic status may differ from one another or from the total of all examinees. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aEconomically disadvantaged.

Table 9
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, 2023-24

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	48,914	10,224	20.9	4,099	40.1
Male	49,963	6,792	13.6	2,502	36.8
All students	98,877	17,016	17.2	6,601	38.8
American Indian					
Female	1,171	271	23.1	151	55.7
Male	1,319	267	20.2	157	58.8
All students	2,490	538	21.6	308	57.2
Asian					
Female	20,034	13,169	65.7	10,870	82.5
Male	20,923	12,990	62.1	10,879	83.7
All students	40,957	26,159	63.9	21,749	83.1
Hispanic					
Female	205,338	53,635	26.1	23,400	43.6
Male	208,988	41,965	20.1	18,216	43.4
All students	414,326	95,602	23.1	41,617	43.5
Pacific Islander					
Female	639	151	23.6	81	53.6
Male	599	113	18.9	68	60.2
All students	1,238	264	21.3	149	56.4
White					
Female	101,287	30,507	30.1	21,417	70.2
Male	106,859	26,438	24.7	19,172	72.5
All students	208,146	56,946	27.4	40,590	71.3
Multiracial					
Female	10,171	3,148	31.0	2,173	69.0
Male	10,262	2,577	25.1	1,879	72.9
All students	20,433	5,725	28.0	4,052	70.8
State					
Female	387,554	111,108	28.7	62,194	56.0
Male	398,913	91,147	22.8	52,877	58.0
All students	786,467	202,260	25.7	115,074	56.9

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

Note. Examinees who took multiple examinations are counted only once. Sums of students or examinees by race/ethnicity or by gender may differ from one another or from the total of all examinees. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

Table 10
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, 2019-20 Through 2023-24

Group	Students	Students scoring at or above 3 (AP) or 4 (IB) (N)	Students scoring at or above 3 (AP) or 4 (IB) (%)
2019-20			
African American	91,409	4,901	5.4
American Indian	2,579	255	9.9
Asian	35,697	17,117	48.0
Hispanic	379,211	33,421	8.8
Pacific Islander	1,151	132	11.5
White	215,152	37,638	17.5
Multiracial	15,432	2,755	17.9
Economically disadvantaged	391,946	26,874	6.9
Not economically disadvantaged	348,685	69,187	19.8
Female	366,437	55,035	15.0
Male	374,194	41,185	11.0
State	740,631	96,221	13.0
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

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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. 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, 2023-24* (TEA, 2025a), 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, 2025, 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 10 (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, 2019-20 Through 2023-24

Group	Students	Students scoring at or above 3 (AP) or 4 (IB) (N)	Students scoring at or above 3 (AP) or 4 (IB) (%)
Pacific Islander	1,143	90	7.9
White	214,251	31,846	14.9
Multiracial	17,037	2,431	14.3
Economically disadvantaged	400,759	18,977	4.7
Not economically disadvantaged	355,060	58,404	16.4
Female	375,525	42,997	11.4
Male	382,442	34,664	9.1
State	757,967	77,664	10.2
2021-22			
African American	94,128	4,650	4.9
American Indian	2,382	223	9.4
Asian	38,086	17,636	46.3
Hispanic	396,113	32,200	8.1
Pacific Islander	1,150	95	8.3
White	211,492	35,675	16.9
Multiracial	18,149	2,981	16.4
Economically disadvantaged	408,458	25,863	6.3
Not economically disadvantaged	350,745	67,254	19.2

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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. 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, 2023-24* (TEA, 2025a), 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, 2025, 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 10 (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, 2019-20 Through 2023-24

Group	Students	Students scoring at or above 3 (AP) or 4 (IB) (N)	Students scoring at or above 3 (AP) or 4 (IB) (%)
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
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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. 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, 2023-24* (TEA, 2025a), 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, 2025, 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 10 (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, 2019-20 Through 2023-24

Group	Students	Students scoring at or above 3 (AP) or 4 (IB) (N)	Students scoring at or above 3 (AP) or 4 (IB) (%)
2023-24			
African American	98,877	6,601	6.7
American Indian	2,490	308	12.4
Asian	40,957	21,749	53.1
Hispanic	414,326	41,617	10.0
Pacific Islander	1,238	149	12.0
White	208,146	40,590	19.5
Multiracial	20,433	4,052	19.8
Economically disadvantaged	441,512	35,414	8.0
Not economically disadvantaged	342,786	79,510	23.2
Female	387,554	62,194	16.0
Male	398,913	52,877	13.3
State	786,467	115,074	14.6

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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. 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, 2023-24* (TEA, 2025a), 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, 2025, 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

Comparison of Results Across Years

In 2022, the College Board began updating scoring standards for some AP examinations (College Board, 2024). In general, 60 to 80 percent of AP examinations taken have had scores of 3 or higher. Between 2022 and 2024, the College Board evaluated student performance for nine AP examinations with lower percentages of scores of 3 or higher and updated performance standards on those tests, resulting in increased percentages of scores of 3 or higher. Because of the changes to the performance standards, caution should be used when comparing AP performance results for 2021-22 through 2023-24 to one another or to earlier years. For additional information, see the section "Highlights" on page 3.

Table 11
Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2019-20 Through 2023-24

Group	Students	Examinees	Participation rate (%)	Examinees scoring 3-5 on exams (N)	Examinees scoring 3-5 on exams (%)	Exams	Exams with scores of 3-5 (N)	Exams with scores of 3-5 (%)
2019-20								
African American	91,409	11,676	12.8	4,557	39.0	22,666	7,941	35.0
American Indian	2,579	429	16.6	246	57.3	937	513	54.7
Asian	35,697	20,571	57.6	16,554	80.5	65,732	47,926	72.9
Hispanic	379,211	68,431	18.0	31,398	45.9	138,133	51,184	37.1
Pacific Islander	1,151	219	19.0	128	58.4	453	231	51.0
White	215,152	53,605	24.9	36,662	68.4	125,063	76,811	61.4
Multiracial	15,432	3,896	25.2	2,671	68.6	9,920	6,239	62.9
Econ. disad. ^a	391,946	58,533	14.9	25,109	42.9	117,072	40,481	34.6
Not econ. disad.	348,685	99,936	28.7	66,947	67.0	245,211	150,133	61.2
Female	366,437	90,908	24.8	52,547	57.8	200,331	103,224	51.5
Male	374,194	67,923	18.2	39,669	58.4	162,578	87,621	53.9
State	740,631	158,834	21.4	92,217	58.1	362,912	190,846	52.6
2020-21								
African American	93,430	11,750	12.6	3,206	27.3	22,375	5,695	25.5
American Indian	2,462	403	16.4	209	51.9	871	379	43.5
Asian	37,113	20,037	54.0	14,537	72.6	62,240	41,347	66.4

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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aEconomically disadvantaged.

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Table 11 (continued)

Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2019-20 Through 2023-24

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 (%)
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
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

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 because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aEconomically disadvantaged.

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Table 11 (continued)
Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by
Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2019-20 Through 2023-24

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 (%)
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
2023-24								
African American	98,877	16,581	16.8	6,376	38.5	32,766	11,826	36.1
American Indian	2,490	526	21.1	296	56.3	1,187	636	53.6
Asian	40,957	25,639	62.6	21,192	82.7	85,808	65,793	76.7
Hispanic	414,326	93,385	22.5	39,879	42.7	196,593	68,808	35.0
Pacific Islander	1,238	261	21.1	146	55.9	582	303	52.1
White	208,146	56,192	27.0	39,893	71.0	133,188	90,361	67.8
Multiracial	20,433	5,610	27.5	3,954	70.5	14,237	9,673	67.9
Econ. disad.	441,512	85,770	19.4	33,862	39.5	178,226	57,754	32.4
Not econ. disad.	342,786	112,137	32.7	77,732	69.3	285,569	189,402	66.3
Female	387,554	108,805	28.1	60,221	55.3	245,672	126,342	51.4
Male	398,913	89,393	22.4	51,519	57.6	218,699	121,067	55.4
State	786,467	198,202	25.2	111,743	56.4	464,380	247,413	53.3

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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aEconomically disadvantaged.

Table 12
Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, by
Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2019-20 Through 2023-24

Group	Students	Examinees	Participation rate (%)	Examinees scoring 3-5 on exams (N)	Examinees scoring 3-5 on exams (%)	Exams	Exams with scores of 3-5 (N)	Exams with scores of 3-5 (%)
2019-20								
African American	106,986	8,132	7.6	2,805	34.5	9,156	3,213	35.1
American Indian	2,873	303	10.5	142	46.9	377	177	46.9
Asian	37,538	17,505	46.6	13,561	77.5	25,508	19,787	77.6
Hispanic	448,543	52,099	11.6	23,385	44.9	64,014	27,041	42.2
Pacific Islander	1,257	144	11.5	75	52.1	174	93	53.4
White	230,898	35,408	15.3	21,347	60.3	41,725	25,122	60.2
Multiracial	19,029	3,015	15.8	1,818	60.3	3,699	2,230	60.3
Econ. disad. ^a	492,751	44,074	8.9	18,344	41.6	54,003	21,186	39.2
Not econ. disad.	354,373	72,096	20.3	44,569	61.8	90,078	56,171	62.4
Female	409,561	65,757	16.1	35,110	53.4	80,473	42,328	52.6
Male	437,563	50,862	11.6	28,032	55.1	64,201	35,352	55.1
State	847,124	116,621	13.8	63,143	54.1	144,676	77,681	53.7
2020-21								
African American	108,970	8,910	8.2	2,170	24.4	9,968	2,518	25.3
American Indian	2,837	302	10.6	138	45.7	364	170	46.7
Asian	37,915	17,712	46.7	12,790	72.2	26,101	18,885	72.4
Hispanic	452,794	53,250	11.8	16,872	31.7	65,130	19,354	29.7
Pacific Islander	1,281	150	11.7	61	40.7	179	79	44.1
White	228,217	34,719	15.2	19,119	55.1	40,604	22,416	55.2
Multiracial	20,263	3,150	15.5	1,745	55.4	3,831	2,156	56.3
Econ. disad.	494,711	46,218	9.3	13,027	28.2	56,052	14,863	26.5
Not econ. disad.	357,139	71,215	19.9	39,582	55.6	89,180	50,358	56.5
Female	413,733	65,305	15.8	28,195	43.2	79,719	34,174	42.9
Male	438,544	52,904	12.1	24,702	46.7	66,475	31,406	47.2
State	852,277	118,221	13.9	52,903	44.7	146,208	65,586	44.9

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

Note. Examinees who took multiple examinations are counted only once. Sums of 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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aEconomically disadvantaged.

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Table 12 (continued)
Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2019-20 Through 2023-24

Group	Students	Examinees	Participation rate (%)	Examinees scoring 3-5 on exams (N)	Examinees scoring 3-5 on exams (%)	Exams	Exams with scores of 3-5 (N)	Exams with scores of 3-5 (%)
2021-22								
African American	113,255	10,141	9.0	3,024	29.8	11,329	3,438	30.3
American Indian	2,898	377	13.0	190	50.4	462	232	50.2
Asian	39,256	18,746	47.8	14,933	79.7	27,116	21,439	79.1
Hispanic	467,693	62,802	13.4	22,841	36.4	77,011	26,156	34.0
Pacific Islander	1,375	162	11.8	72	44.4	184	86	46.7
White	228,024	35,528	15.6	22,248	62.6	41,212	25,765	62.5
Multiracial	22,145	3,643	16.5	2,194	60.2	4,334	2,657	61.3
Econ. disad. ^a	514,373	55,611	10.8	18,455	33.2	67,729	21,164	31.2
Not econ. disad.	359,608	74,748	20.8	46,591	62.3	92,607	58,046	62.7
Female	423,456	71,530	16.9	34,327	48.0	87,012	41,099	47.2
Male	451,190	59,891	13.3	31,168	52.0	74,658	38,664	51.8
State	874,646	131,466	15.0	65,515	49.8	161,722	79,786	49.3
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.	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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aEconomically disadvantaged.

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Table 12 (continued)
Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, by
Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2019-20 Through 2023-24

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 (%)
2023-24								
African American	116,381	12,537	10.8	4,315	34.4	14,356	5,117	35.6
American Indian	3,162	554	17.5	261	47.1	683	340	49.8
Asian	44,826	24,332	54.3	19,949	82.0	39,713	32,398	81.6
Hispanic	485,743	77,007	15.9	29,339	38.1	97,238	34,688	35.7
Pacific Islander	1,411	192	13.6	82	42.7	230	91	39.6
White	224,089	40,647	18.1	26,100	64.2	49,645	32,121	64.7
Multiracial	24,986	4,576	18.3	2,888	63.1	5,760	3,750	65.1
Econ. disad. ^a	552,612	71,981	13.0	25,400	35.3	90,405	30,102	33.3
Not econ. disad.	347,460	87,437	25.2	57,320	65.6	116,652	78,120	67.0
Female	437,135	85,946	19.7	43,330	50.4	109,802	55,198	50.3
Male	463,463	73,905	15.9	39,608	53.6	97,839	53,318	54.5
State	900,598	159,854	17.7	82,940	51.9	207,645	108,518	52.3

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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aEconomically disadvantaged.

Table 13
Advanced Placement (AP) Examination Participation and Performance, Grade 8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2022-23 and 2023-24

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	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 ^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. ^b	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
2023-24								
African American	52,549	40	0.1	26	65.0	40	26	65.0
American Indian	1,834	42	2.3	29	69.0	42	29	69.0
Asian	22,061	141	0.6	133	94.3	145	137	94.5
Hispanic	218,237	4,297	2.0	2,820	65.6	4,297	2,820	65.6
Pacific Islander	725	1	0.1	0	0.0	1	0	0.0
White	106,596	245	0.2	164	66.9	248	166	66.9
Multiracial	12,234	35	0.3	24	68.6	35	24	68.6
Econ. disad.	256,717	3,610	1.4	2,288	63.4	3,610	2,288	63.4
Not econ. disad.	157,314	1,137	0.7	863	75.9	1,143	869	76.0
Female	201,706	2,712	1.3	1,938	71.5	2,714	1,939	71.4
Male	212,530	2,089	1.0	1,258	60.2	2,094	1,263	60.3
State	414,236	4,801	1.2	3,196	66.6	4,808	3,202	66.6

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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aNot applicable. ^bEconomically disadvantaged.

Table 14
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by
Subject and Grade, Texas Public Schools, 2023-24

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
World History: Modern				
Grade 9	1,949	2.6	33.7	2.3
Grade 10	71,611	95.6	50.1	2.7
Grade 11	1,115	1.5	40.4	2.5
Grade 12	226	0.3	51.3	2.8
Total	74,901	100	49.6	2.7
English Language and Composition				
Grade 9	7	<0.1	0.0	1.3
Grade 10	2,486	3.7	34.8	2.2
Grade 11	61,821	92.1	42.0	2.4
Grade 12	2,833	4.2	21.0	1.8
Total	67,147	100	40.8	2.4
Human Geography				
Grade 9	58,019	94.5	43.0	2.4
Grade 10	2,120	3.5	53.2	2.7
Grade 11	775	1.3	62.3	3.1
Grade 12	458	0.7	51.5	2.8
Total	61,372	100	43.7	2.4
United States History				
Grade 9	79	0.1	60.8	2.9
Grade 10	3,142	5.6	45.1	2.5
Grade 11	52,384	93.3	59.0	2.9
Grade 12	526	0.9	58.6	2.8
Total	56,131	100	58.2	2.8
English Literature and Composition				
Grade 9	0	0.0	n/a ^a	n/a
Grade 10	43	0.1	41.9	2.3
Grade 11	3,449	7.4	51.2	2.6
Grade 12	43,014	92.5	58.4	2.8
Total	46,506	100	57.8	2.8

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

Note. Examinations are listed in descending order by total number of examinations taken. Parts may not add to 100 percent because of rounding. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aNot applicable.

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Table 14 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by
Subject and Grade, Texas Public Schools, 2023-24

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
United States Government and Politics				
Grade 9	272	0.8	60.7	3.2
Grade 10	540	1.6	47.4	2.5
Grade 11	2,297	6.6	54.0	2.8
Grade 12	31,689	91.1	59.0	3.0
Total	34,798	100	58.5	2.9
Environmental Science				
Grade 9	121	0.4	28.9	2.1
Grade 10	2,020	6.5	38.7	2.4
Grade 11	14,415	46.7	45.9	2.6
Grade 12	14,322	46.4	43.8	2.5
Total	30,878	100	44.4	2.5
Spanish Language and Culture				
Grade 9	5,874	20.1	73.6	3.2
Grade 10	10,302	35.2	75.6	3.3
Grade 11	9,212	31.5	76.7	3.3
Grade 12	3,900	13.3	76.1	3.3
Total	29,288	100	75.6	3.3
Biology				
Grade 9	854	3.2	63.3	3.0
Grade 10	2,880	10.9	63.8	3.0
Grade 11	11,565	43.6	56.0	2.8
Grade 12	11,242	42.4	50.2	2.6
Total	26,541	100	54.6	2.7
Macroeconomics				
Grade 9	12	<0.1	66.7	3.4
Grade 10	283	1.1	46.6	2.5
Grade 11	1,819	7.0	43.0	2.5
Grade 12	23,707	91.8	46.7	2.5
Total	25,821	100	46.5	2.5

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

Note. Examinations are listed in descending order by total number of examinations taken. Parts may not add to 100 percent because of rounding. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aNot applicable.

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Table 14 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by
Subject and Grade, Texas Public Schools, 2023-24

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Physics 1: Algebra-Based				
Grade 9	105	0.4	85.7	3.7
Grade 10	3,499	13.7	41.5	2.4
Grade 11	18,784	73.5	30.0	2.0
Grade 12	3,178	12.4	30.8	2.1
Total	25,566	100	31.9	2.1
Statistics				
Grade 9	22	0.1	86.4	3.9
Grade 10	1,140	5.2	80.7	3.7
Grade 11	6,636	30.4	60.5	2.9
Grade 12	14,028	64.3	47.3	2.5
Total	21,826	100	53.1	2.7
Precalculus				
Grade 9	251	1.2	98.4	4.7
Grade 10	3,598	16.6	83.2	3.9
Grade 11	14,567	67.1	62.6	3.0
Grade 12	3,288	15.1	36.2	2.2
Total	21,704	100	62.4	3.0
Calculus AB				
Grade 9	52	0.2	98.1	4.7
Grade 10	363	1.7	80.4	3.9
Grade 11	4,809	22.5	61.8	3.2
Grade 12	16,178	75.6	45.4	2.6
Total	21,402	100	49.8	2.8
Psychology				
Grade 9	137	0.6	54.0	2.8
Grade 10	5,433	25.6	55.4	2.8
Grade 11	10,297	48.6	53.6	2.7
Grade 12	5,322	25.1	46.6	2.5
Total	21,189	100	52.3	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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aNot applicable.

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Table 14 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by
Subject and Grade, Texas Public Schools, 2023-24

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Computer Science Principles				
Grade 9	5,006	31.1	56.8	2.7
Grade 10	5,846	36.3	56.0	2.6
Grade 11	3,535	22.0	55.5	2.7
Grade 12	1,712	10.6	49.5	2.5
Total	16,099	100	55.4	2.6
Chemistry				
Grade 9	87	0.7	10.3	1.5
Grade 10	1,690	13.4	41.3	2.3
Grade 11	7,269	57.7	71.5	3.2
Grade 12	3,559	28.2	59.4	2.8
Total	12,605	100	63.6	2.9
Computer Science A				
Grade 9	427	4.0	82.9	3.8
Grade 10	3,606	33.4	64.8	3.1
Grade 11	4,444	41.1	56.2	2.8
Grade 12	2,329	21.6	45.4	2.4
Total	10,806	100	57.8	2.8
Calculus BC				
Grade 9	16	0.1	100	4.6
Grade 10	367	3.4	95.9	4.6
Grade 11	2,683	25.1	85.4	4.1
Grade 12	7,640	71.4	65.7	3.3
Total	10,706	100	71.8	3.6
Seminar				
Grade 9	195	2.2	39.5	2.1
Grade 10	4,347	48.6	82.7	3.2
Grade 11	3,777	42.2	84.2	3.2
Grade 12	630	7.0	72.5	2.9
Total	8,949	100	81.7	3.1

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

Note. Examinations are listed in descending order by total number of examinations taken. Parts may not add to 100 percent because of rounding. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aNot applicable.

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Table 14 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by
Subject and Grade, Texas Public Schools, 2023-24

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Spanish Literature and Culture				
Grade 9	566	8.7	33.6	2.2
Grade 10	1,938	29.7	56.2	2.7
Grade 11	2,290	35.1	54.9	2.7
Grade 12	1,732	26.5	58.0	2.8
Total	6,526	100	54.2	2.7
Microeconomics				
Grade 9	195	3.6	9.2	1.4
Grade 10	319	5.8	15.0	1.5
Grade 11	515	9.4	37.3	2.3
Grade 12	4,432	81.2	24.8	1.9
Total	5,461	100	24.9	1.9
2-D Art and Design				
Grade 9	17	0.4	58.8	2.7
Grade 10	489	10.1	47.4	2.5
Grade 11	1,784	36.8	78.5	3.2
Grade 12	2,553	52.7	75.8	3.2
Total	4,843	100	73.9	3.1
European History				
Grade 9	5	0.1	80.0	3.4
Grade 10	2,086	43.5	60.3	2.9
Grade 11	1,241	25.9	69.1	3.2
Grade 12	1,468	30.6	69.4	3.2
Total	4,800	100	65.4	3.1
Physics C: Mechanics				
Grade 9	0	0.0	n/a ^a	n/a
Grade 10	35	0.9	91.4	4.1
Grade 11	649	16.1	77.5	3.6
Grade 12	3,348	83.0	70.0	3.2
Total	4,032	100	71.4	3.3

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

Note. Examinations are listed in descending order by total number of examinations taken. Parts may not add to 100 percent because of rounding. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aNot applicable.

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Table 14 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by
Subject and Grade, Texas Public Schools, 2023-24

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Art History				
Grade 9	105	2.9	68.6	3.2
Grade 10	1,189	33.3	55.6	2.8
Grade 11	1,189	33.3	58.6	2.9
Grade 12	1,083	30.4	52.2	2.6
Total	3,566	100	55.9	2.8
Research				
Grade 9	0	0.0	n/a ^a	n/a
Grade 10	16	0.5	50.0	2.4
Grade 11	1,532	50.6	83.6	3.3
Grade 12	1,482	48.9	79.9	3.2
Total	3,030	100	81.6	3.2
Physics C: Electricity and Magnetism				
Grade 9	0	0.0	n/a	n/a
Grade 10	15	0.5	80.0	3.7
Grade 11	375	12.5	78.1	3.8
Grade 12	2,612	87.0	58.6	3.0
Total	3,002	100	61.2	3.1
Physics 2: Algebra-Based				
Grade 9	3	0.1	100	4.3
Grade 10	50	1.8	90.0	3.9
Grade 11	1,031	36.5	71.6	3.2
Grade 12	1,741	61.6	57.3	2.8
Total	2,825	100	63.2	3.0
Drawing				
Grade 9	7	0.3	71.4	2.9
Grade 10	219	8.1	64.4	3.0
Grade 11	895	33.1	77.1	3.3
Grade 12	1,581	58.5	77.4	3.2
Total	2,702	100	76.2	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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aNot applicable.

continues

Table 14 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by
Subject and Grade, Texas Public Schools, 2023-24

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Music Theory				
Grade 9	42	1.9	66.7	3.0
Grade 10	286	12.9	54.5	2.9
Grade 11	977	44.2	59.5	3.0
Grade 12	905	41.0	60.4	3.0
Total	2,210	100	59.4	3.0
3-D Art and Design				
Grade 9	8	0.7	37.5	2.4
Grade 10	74	6.8	41.9	2.4
Grade 11	268	24.7	65.7	2.8
Grade 12	736	67.8	67.3	2.9
Total	1,086	100	64.9	2.9
African American Studies				
Grade 9	28	3.0	60.7	2.7
Grade 10	310	33.3	63.2	2.9
Grade 11	288	31.0	60.8	2.9
Grade 12	304	32.7	67.1	3.0
Total	930	100	63.7	2.9
French Language and Culture				
Grade 9	25	3.0	92.0	3.5
Grade 10	181	21.5	64.1	2.9
Grade 11	296	35.2	63.5	2.9
Grade 12	339	40.3	43.7	2.4
Total	841	100	56.5	2.7
Chinese Language and Culture				
Grade 9	119	15.4	98.3	4.4
Grade 10	261	33.7	95.4	4.4
Grade 11	237	30.6	87.3	4.0
Grade 12	158	20.4	65.8	3.2
Total	775	100	87.4	4.0

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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aNot applicable.

continues

Table 14 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12, by
Subject and Grade, Texas Public Schools, 2023-24

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Comparative Government and Politics				
Grade 9	3	0.6	33.3	2.3
Grade 10	100	18.6	57.0	2.6
Grade 11	204	37.9	50.5	2.6
Grade 12	231	42.9	58.9	2.7
Total	538	100	55.2	2.6
German Language and Culture				
Grade 9	6	2.4	83.3	3.8
Grade 10	41	16.1	80.5	3.6
Grade 11	62	24.4	66.1	3.0
Grade 12	145	57.1	52.4	2.7
Total	254	100	61.0	2.9
Latin				
Grade 9	2	1.2	50.0	3.5
Grade 10	39	22.5	69.2	3.0
Grade 11	55	31.8	81.8	3.3
Grade 12	77	44.5	31.2	2.1
Total	173	100	56.1	2.7
Japanese Language and Culture				
Grade 9	34	20.4	100	4.7
Grade 10	27	16.2	74.1	3.8
Grade 11	37	22.2	35.1	2.4
Grade 12	69	41.3	44.9	2.4
Total	167	100	58.7	3.1
Italian Language and Culture				
Grade 9	3	10.3	100	4.7
Grade 10	1	3.4	100	5.0
Grade 11	9	31.0	88.9	4.4
Grade 12	16	55.2	75.0	3.6
Total	29	100	82.8	4.0

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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information.

^aNot applicable.

Results for Texas Public Schools: International Baccalaureate

Table 15

International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2019-20 Through 2023-24

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 (%)
2019-20								
African American	91,409	565	0.6	403	71.3	1,891	1,044	55.2
American Indian	2,579	21	0.8	12	57.1	51	27	52.9
Asian	35,697	1,148	3.2	1,097	95.6	3,992	3,457	86.6
Hispanic	379,211	2,775	0.7	2,331	84.0	10,233	5,813	56.8
Pacific Islander	1,151	6	0.5	5	83.3	27	17	63.0
White	215,152	1,645	0.8	1,491	90.6	5,284	4,299	81.4
Multiracial	15,432	149	1.0	132	88.6	474	390	82.3
Econ. disad. ^a	391,946	2,482	0.6	2,020	81.4	8,925	4,917	55.1
Not econ. disad.	348,685	3,827	1.1	3,451	90.2	13,027	10,130	77.8
Female	366,437	3,710	1.0	3,304	89.1	13,067	9,288	71.1
Male	374,194	2,601	0.7	2,168	83.4	8,888	5,760	64.8
State	740,631	6,311	0.9	5,472	86.7	21,955	15,048	68.5
2020-21								
African American	93,430	495	0.5	360	72.7	1,612	948	58.8
American Indian	2,462	12	0.5	11	91.7	39	27	69.2
Asian	37,113	1,113	3.0	1,073	96.4	3,966	3,702	93.3
Hispanic	392,531	2,640	0.7	2,249	85.2	9,464	5,873	62.1
Pacific Islander	1,143	10	0.9	9	90.0	17	11	64.7
White	214,251	1,541	0.7	1,409	91.4	4,903	4,112	83.9
Multiracial	17,037	155	0.9	140	90.3	533	451	84.6
Econ. disad.	400,759	2,394	0.6	1,987	83.0	8,559	5,145	60.1
Not econ. disad.	355,060	3,570	1.0	3,262	91.4	11,969	9,977	83.4

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

Note. Examinees who took multiple examinations are counted only once. Sums of 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, 2023-24* (TEA, 2025a), for additional information.

^aEconomically disadvantaged.

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Table 15 (continued)

International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2019-20 Through 2023-24

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

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, 2023-24* (TEA, 2025a), for additional information.

^aEconomically disadvantaged.

continues

Table 15 (continued)

International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2019-20 Through 2023-24

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	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
2023-24								
African American	98,877	541	0.5	264	48.8	1,779	595	33.4
American Indian	2,490	17	0.7	14	82.4	50	38	76.0
Asian	40,957	1,307	3.2	1,203	92.0	4,019	3,378	84.1
Hispanic	414,326	2,870	0.7	2,003	69.8	10,225	4,189	41.0
Pacific Islander	1,238	8	0.6	7	87.5	20	14	70.0
White	208,146	1,422	0.7	1,198	84.2	4,072	2,959	72.7
Multiracial	20,433	198	1.0	156	78.8	592	408	68.9
Econ. disad. ^a	441,512	2,753	0.6	1,833	66.6	9,742	3,793	38.9
Not econ. disad.	342,786	3,610	1.1	3,012	83.4	11,015	7,788	70.7
Female	387,554	3,590	0.9	2,811	78.3	11,683	6,743	57.7
Male	398,913	2,774	0.7	2,035	73.4	9,075	4,839	53.3
State	786,467	6,365	0.8	4,846	76.1	20,759	11,582	55.8

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, 2023-24* (TEA, 2025a), for additional information.

^aEconomically disadvantaged.

Table 16
International Baccalaureate (IB) Examinations and Performance, Grades 11
and 12, by Subject, Texas Public Schools, 2023-24

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
History of the Americas				
Higher Level	2,620	12.6	55.8	3.6
English A: Language and Literature				
Higher Level	2,426	11.7	66.0	4.0
Standard Level	169	0.8	38.5	3.1
Total	2,595	12.5	64.2	4.0
Spanish B				
Higher Level	976	4.7	86.0	5.0
Standard Level	1,565	7.5	77.4	4.5
Total	2,541	12.2	80.7	4.7
Mathematics: Applications and Interpretation				
Higher Level	232	1.1	27.2	2.7
Standard Level	1,953	9.4	30.6	2.7
Total	2,185	10.5	30.2	2.7
Biology				
Higher Level	788	3.8	56.2	3.7
Standard Level	924	4.5	30.6	3.0
Total	1,712	8.2	42.4	3.3
Environmental Systems and Societies				
Standard Level	1,323	6.4	30.9	3.0
English A: Literature				
Higher Level	1,305	6.3	80.1	4.2
Standard Level	1	<0.1	100	5.0
Total	1,306	6.3	80.1	4.2
Mathematics: Analysis and Approaches				
Higher Level	314	1.5	67.2	4.2
Standard Level	628	3.0	51.1	3.6
Total	942	4.5	56.5	3.8

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

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

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Table 16 (continued)
International Baccalaureate (IB) Examinations and Performance, Grades 11 and 12, by Subject, Texas Public Schools, 2023-24

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Psychology				
Higher Level	266	1.3	67.3	3.9
Standard Level	620	3.0	70.6	4.1
Total	886	4.3	69.6	4.1
Visual Arts				
Higher Level	375	1.8	29.6	3.2
Standard Level	449	2.2	35.0	3.1
Total	824	4.0	32.5	3.2
Chemistry				
Higher Level	140	0.7	43.6	3.6
Standard Level	264	1.3	48.9	3.7
Total	404	1.9	47.0	3.6
Physics				
Higher Level	136	0.7	61.0	3.9
Standard Level	262	1.3	58.0	4.1
Total	398	1.9	59.0	4.0
Economics				
Higher Level	145	0.7	60.0	3.9
Standard Level	242	1.2	60.7	4.1
Total	387	1.9	60.5	4.0
Film				
Higher Level	178	0.9	43.8	3.3
Standard Level	191	0.9	38.7	3.1
Total	369	1.8	41.2	3.2
French B				
Higher Level	22	0.1	81.8	5.1
Standard Level	252	1.2	77.4	4.4
Total	274	1.3	77.7	4.5

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

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

continues

Table 16 (continued)
International Baccalaureate (IB) Examinations and Performance, Grades 11 and 12, by Subject, Texas Public Schools, 2023-24

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Sports, Exercise and Health Science				
Higher Level	16	0.1	37.5	3.4
Standard Level	197	0.9	31.0	3.1
Total	213	1.0	31.5	3.1
Computer Science				
Higher Level	70	0.3	70.0	4.1
Standard Level	103	0.5	30.1	2.8
Total	173	0.8	46.2	3.3
History				
Standard Level	172	0.8	44.8	3.3
Philosophy				
Higher Level	12	0.1	91.7	4.6
Standard Level	133	0.6	88.7	4.7
Total	145	0.7	89.0	4.7
Spanish AB				
Standard Level	143	0.7	74.8	4.2
Theatre				
Higher Level	84	0.4	33.3	3.1
Standard Level	57	0.3	40.4	3.4
Total	141	0.7	36.2	3.2
Global Politics				
Higher Level	90	0.4	57.8	4.2
Standard Level	47	0.2	55.3	3.6
Total	137	0.7	56.9	4.0
Music				
Higher Level	16	0.1	62.5	3.8
Standard Level	116	0.6	56.9	3.9
Total	132	0.6	57.6	3.9

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

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

continues

Table 16 (continued)
International Baccalaureate (IB) Examinations and Performance, Grades 11 and 12, by Subject, Texas Public Schools, 2023-24

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Business Management				
Higher Level	90	0.4	44.4	3.3
Standard Level	23	0.1	13.0	2.2
Total	113	0.5	38.1	3.1
Digital Society				
Higher Level	54	0.3	55.6	3.6
Standard Level	47	0.2	63.8	3.8
Total	101	0.5	59.4	3.7
Chinese B				
Higher Level	6	<0.1	83.3	4.5
Standard Level	70	0.3	81.4	5.0
Total	76	0.4	81.6	4.9
Spanish A: Language and Literature				
Higher Level	41	0.2	63.4	3.7
Standard Level	30	0.1	80.0	4.0
Total	71	0.3	70.4	3.9
Dance				
Higher Level	23	0.1	65.2	4.0
Standard Level	26	0.1	38.5	3.4
Total	49	0.2	51.0	3.7
World Religions				
Standard Level	46	0.2	47.8	3.7
French AB				
Standard Level	39	0.2	53.8	3.8
Geography				
Higher Level	26	0.1	96.2	5.0
Standard Level	9	<0.1	100	4.9
Total	35	0.2	97.1	5.0

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

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

continues

Table 16 (continued)
International Baccalaureate (IB) Examinations and Performance, Grades 11 and 12, by Subject, Texas Public Schools, 2023-24

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
German B				
Higher Level	8	<0.1	100	5.1
Standard Level	27	0.1	77.8	4.5
Total	35	0.2	82.9	4.7
Art History				
Standard Level	26	0.1	15.4	2.5
Mandarin AB				
Standard Level	25	0.1	68.0	4.1
Design Technology				
Standard Level	20	0.1	100	4.9
Arabic B				
Standard Level	17	0.1	41.2	3.5
History of Europe				
Higher Level	15	0.1	100	5.1
Latin				
Higher Level	5	<0.1	100	5.8
Standard Level	9	<0.1	33.3	3.6
Total	14	0.1	57.1	4.4
Astronomy				
Standard Level	12	0.1	91.7	5.1
English B				
Standard Level	12	0.1	75.0	4.1
German AB				
Standard Level	10	<0.1	70.0	3.8
Italian B				
Standard Level	8	<0.1	75.0	4.0

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

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

Results for Texas Public Schools: Advanced Coursework

Comparison of Results Across Years

In 2022, the College Board began updating scoring standards for some AP examinations (College Board, 2024). In general, 60 to 80 percent of AP examinations taken have had scores of 3 or higher. Between 2022 and 2024, the College Board evaluated student performance for nine AP examinations with lower percentages of scores of 3 or higher and updated performance standards on those tests, resulting in increased percentages of scores of 3 or higher. Because of the changes to the performance standards, caution should be used when comparing AP performance results for 2021-22 through 2023-24 to one another or to earlier years. For additional information, see the section "Highlights" on page 3.

Table 17
Advanced Course Completions, Grades 9-12, by Course Type, Texas
Public Schools, 2019-20 Through 2023-24

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
2019-20					
AP ^d	381,416	57.7	700,308	52.3	1.8
IB ^e	9,937	1.5	42,719	3.2	4.3
Other advanced ^f	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

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. Beginning with the 2023-24 school year, courses completed as dual credit are included in the counts. 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. The AP African American Studies examination, first offered in 2023-24, does not have an official corresponding AP course in Texas.

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

^eInternational Baccalaureate. ^fCourses identified as advanced that are not AP or IB courses. See, for example, 2023-24 Texas Academic Performance Report (TAPR) Glossary (TEA, 2024) for lists of courses identified as advanced.

continues

Table 17 (continued)
Advanced Course Completions, Grades 9-12, by Course Type, Texas
Public Schools, 2019-20 Through 2023-24

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
2022-23					
AP ^d	384,099	57.1	695,948	52.3	1.8
IB ^e	10,339	1.5	42,342	3.2	4.1
Other advanced ^f	443,365	65.9	591,490	44.5	1.3
All advanced	672,294	100	1,329,780	100	2.0
2023-24					
AP	406,612	57.7	764,260	52.4	1.9
IB	10,077	1.4	39,615	2.7	3.9
Other advanced	470,752	66.8	655,676	44.9	1.4
All advanced	704,802	100	1,459,551	100	2.1

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. Beginning with the 2023-24 school year, courses completed as dual credit are included in the counts. 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. The AP African American Studies examination, first offered in 2023-24, does not have an official corresponding AP course in Texas.

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

^eInternational Baccalaureate. ^fCourses identified as advanced that are not AP or IB courses. See, for example, 2023-24 Texas Academic Performance Report (TAPR) Glossary (TEA, 2024) for lists of courses identified as advanced.

Table 18
Advanced Placement (AP) Examinees Completing Advanced Courses, Grades 9-12, by Course Type, Texas Public Schools, 2019-20 Through 2023-24

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 (%)
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
2023-24	357,812	329,239	92.0	5,964	1.7	22,609	6.3

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

Note. Examinees who took multiple examinations are counted only once. A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Beginning with the 2023-24 school year, courses completed as dual credit are included in the counts. 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. The AP African American Studies examination, first offered in 2023-24, does not have an official corresponding AP course in Texas. 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.

^aCourses identified as advanced that are not AP courses. See, for example, 2023-24 *Texas Academic Performance Report (TAPR) Glossary* (TEA, 2024) for lists of courses identified as advanced.

Table 19
Advanced Course Completers Taking Advanced Placement (AP) Examinations, Grades 9-12, by Course Type, Texas Public Schools, 2019-20 Through 2023-24

Course type	Course completers	Course completers taking at least one AP exam (N)	Course completers taking at least one AP exam (%)
2019-20			
At least one AP	381,416	264,701	69.4
Other (no AP) ^a	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
2023-24			
At least one AP	406,612	329,239	81.0
Other (no AP)	298,190	5,964	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. Beginning with the 2023-24 school year, courses completed as dual credit are included in the counts. 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. The AP African American Studies examination, first offered in 2023-24, does not have an official corresponding AP course in Texas. 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.

^aCourses identified as advanced that are not AP courses. See, for example, 2023-24 Texas Academic Performance Report (TAPR) Glossary (TEA, 2024) for lists of courses identified as advanced.

Table 20

Correspondence Between Advanced Placement (AP) Examinations and AP Courses Completed, Grades 9-12, Texas Public Schools, 2019-20 Through 2023-24

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 (%)
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
2023-24	671,589	586,130	87.3	751,400	586,130	78.0

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. Beginning with the 2023-24 school year, courses completed as dual credit are included in the counts. 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. The AP African American Studies examination, first offered in 2023-24, does not have an official corresponding AP course in Texas. Counts of AP examinations include only those taken by examinees who could be matched to student records in the Public Education Information Management System (PEIMS). Counts of AP courses completed may differ from counts of AP examinations because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in PEIMS.

^aCorresponding courses. ^bCorresponding exams.

Table 21

Correspondence Between Advanced Placement (AP) Examination Scores and AP Courses Completed, Grades 9-12, Texas Public Schools, 2019-20 Through 2023-24

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											
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
2023-24	127,823	21.8	132,808	22.7	130,772	22.3	123,268	21.0	71,459	12.2	2.8
Exams taken without corresponding courses											
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
2023-24	36,976	43.3	18,317	21.4	14,066	16.5	10,023	11.7	6,077	7.1	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. Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24* (TEA, 2025a), for additional information. Beginning with the 2023-24 school year, courses completed as dual credit are included in the counts. 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. The AP African American Studies examination, first offered in 2023-24, does not have an official corresponding AP course in Texas. 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 22

Correspondence Between Advanced Placement (AP) Examination Mean Scores and AP Courses Completed, Grades 9-12, by Subject, Texas Public Schools, 2023-24

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	74,869	68,277	91.2	2.8	6,592	8.8	1.8
English Language and Composition	67,106	59,900	89.3	2.5	7,206	10.7	1.8
Human Geography	61,337	54,742	89.2	2.6	6,595	10.8	1.4
United States History	56,096	49,311	87.9	2.9	6,785	12.1	2.2
English Literature and Composition	46,484	42,722	91.9	2.8	3,762	8.1	2.0
United States Government and Politics	34,780	29,719	85.4	3.0	5,061	14.6	2.4
Environmental Science	30,865	28,278	91.6	2.6	2,587	8.4	1.5
Spanish Language and Culture	29,271	20,791	71.0	3.4	8,480	29.0	3.0
Biology	26,522	24,031	90.6	2.8	2,491	9.4	1.8
Macroeconomics	25,810	24,128	93.5	2.5	1,682	6.5	2.4
Physics 1: Algebra-Based	25,552	23,314	91.2	2.2	2,238	8.8	1.5
Statistics	21,815	20,196	92.6	2.8	1,619	7.4	1.5
Precalculus	21,690	15,825	73.0	3.1	5,865	27.0	2.9
Calculus AB	21,384	20,012	93.6	2.8	1,372	6.4	1.6
Psychology	21,173	17,164	81.1	2.7	4,009	18.9	2.3
Computer Science Principles	16,086	13,222	82.2	2.8	2,864	17.8	1.7
Chemistry	12,594	11,821	93.9	3.0	773	6.1	1.7
Computer Science A	10,792	9,410	87.2	2.9	1,382	12.8	2.6
Calculus BC	10,693	10,041	93.9	3.6	652	6.1	2.9
Seminar	8,946	8,464	94.6	3.2	482	5.4	2.1
Spanish Literature and Culture	6,524	4,836	74.1	2.8	1,688	25.9	2.3
Microeconomics	5,449	2,538	46.6	2.2	2,911	53.4	1.5
2-D Art and Design	4,842	3,050	63.0	3.3	1,792	37.0	2.9
European History	4,796	4,143	86.4	3.1	653	13.6	2.7
Physics C: Mechanics	4,029	2,305	57.2	3.2	1,724	42.8	3.3

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). Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24 (TEA, 2025a)*, 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. Beginning with the 2023-24 school year, courses completed as dual credit are included in the counts. 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. The AP African American Studies examination, first offered in 2023-24, does not have an official corresponding AP course in Texas. Counts of AP courses completed may differ from counts of AP examinations because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in PEIMS. Parts may not add to 100 percent because of rounding.

^aCorresponding courses. ^bNot applicable.

continues

Table 22 (continued)
Correspondence Between Advanced Placement (AP) Examination Mean Scores and AP Courses Completed, Grades 9-12, by Subject, Texas Public Schools, 2023-24

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
Art History	3,566	2,954	82.8	3.0	612	17.2	1.5
Research	3,030	2,971	98.1	3.3	59	1.9	2.7
Physics C: Electricity and Magnetism	3,000	2,330	77.7	3.1	670	22.3	3.0
Physics 2: Algebra-Based	2,825	2,536	89.8	2.9	289	10.2	3.3
Drawing	2,699	2,146	79.5	3.3	553	20.5	2.8
Music Theory	2,207	2,101	95.2	3.0	106	4.8	2.1
3-D Art and Design	1,086	876	80.7	2.9	210	19.3	2.5
African American Studies	930	n/a ^b	n/a	n/a	930	100	2.9
French Language and Culture	840	727	86.5	2.7	113	13.5	2.8
Chinese Language and Culture	743	434	58.4	3.9	309	41.6	4.3
Comparative Government and Politics	537	392	73.0	2.8	145	27.0	2.2
German Language and Culture	253	204	80.6	2.8	49	19.4	3.4
Latin	172	102	59.3	2.4	70	40.7	3.1
Japanese Language and Culture	167	101	60.5	2.4	66	39.5	4.2
Italian Language and Culture	29	16	55.2	4.3	13	44.8	3.7
All examination subjects	671,589	586,130	87.3	2.8	85,459	12.7	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). Because of changes to some AP examination performance standards between 2021-22 and 2023-24, caution should be used when comparing AP performance results for 2021-22 and later years to one another or to earlier years. See *Advanced Placement and International Baccalaureate General Information, 2023-24 (TEA, 2025a)*, 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. Beginning with the 2023-24 school year, courses completed as dual credit are included in the counts. 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. The AP African American Studies examination, first offered in 2023-24, does not have an official corresponding AP course in Texas. Counts of AP courses completed may differ from counts of AP examinations because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in PEIMS. Parts may not add to 100 percent because of rounding.

^aCorresponding courses. ^bNot applicable.

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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 2023-24 school year. Data are provided by student characteristics, including race/ethnicity; gender; and economic, at-risk, dyslexia, emergent bilingual, foster care, homeless, immigrant, migratory, 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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