

Advanced Placement and International Baccalaureate Examination Results in Texas Public Schools, 2020-21

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], 2022d; Texas Education Code Chapter 39, Subchapter G, 2022). In addition, AP and IB results are used in substituting for certain end-of-course assessments to meet graduation requirements (Title 19 of the Texas Administrative Code §101.4002, 2022, amended to be effective March 30, 2021; TEC §39.025, 2022).

During the 2020-21 school year, as the COVID-19 pandemic continued to affect schooling, Texas public school districts could

offer full-time in-person, full-time remote, and hybrid learning throughout the school year. The College Board offered three test administration windows for the 2021 AP examinations (two in May and one in June) and three testing modes: in-person paper, in-person digital, and at-home digital (College Board, 2021). All examinations were full-length and covered the full scope of course content. IB provided two assessment options for schools: an examination route and a non-examination route (IB, 2022). Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information.

It may be informative to compare a group's performance results over time, but the reliability of such comparisons depends on the sizes of all groups. When a group is small, compared to other groups, reliability is reduced, and caution should be used when interpreting change over time. In general, changes in the performance of a large group, such as White AP examinees

in Texas, are less likely to have occurred by chance than changes in the performance of a small group, such as American Indian or Pacific Islander AP examinees in Texas. The reliability of between-group comparisons also depends on the sizes of the groups. When groups differ substantially in size, comparisons of performance results between them can be misleading and, generally, are not appropriate. For example, the American Indian and Pacific Islander examinee populations are small in number, compared to other racial/ethnic examinee populations. Therefore, performance results for these groups should not be compared from year to year or to other racial/ethnic groups.

AP test data for Texas public high school examinees were provided to TEA by the College Board. IB test data for Texas public high school examinees were provided to TEA by IB. For additional information about AP and IB examinations and results reported by the TEA Division of Research and Analysis, including definitions of terms and explanations of calculations, please see *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), and *Advanced Placement and International Baccalaureate Glossary of Terms, 2020-21* (TEA, 2022b). 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, 2020-21* (TEA, 2022c).

Highlights

Distinction Designation Indicators for Advanced Placement and International Baccalaureate Combined

- In the 2020-21 school year, 12.1 percent of Texas public school students in Grades 11 and 12 took at least one AP or IB English language arts (ELA) examination, a decrease of 0.6 percentage points from the previous year (Table 1 on page 5). Of those ELA examinees, 42.7 percent scored at or above criterion on at least one AP or IB ELA examination, a decrease of 7.4 percentage points from the previous year.
- Among all students in Grades 11 and 12, 6.1 percent took at least one AP or IB mathematics examination, a decrease of 0.3 percentage point from the previous year (Table 2 on page 7). Of those mathematics examinees, 49.4 percent scored at or above criterion on at least one AP or IB mathematics examination, a decrease of 7.1 percentage points from the previous year.
- In 2020-21, 8.7 percent of all students in Grades 11 and 12 took at least one AP or IB science examination, a decrease of 0.7 percentage point from the previous year (Table 3 on page 9). Of those science examinees, 41.4 percent scored at or above criterion on at least one AP or IB science examination, a decrease of 6.2 percentage points from the previous year.
- Among all students in Grades 11 and 12, 11.6 percent took at least one AP or IB social studies examination, a decrease of 0.8 percentage points from the previous year (Table 4 on page 11). Of those social studies examinees, 42.2 percent scored at or above criterion on at least one AP or IB social studies examination, a decrease of 10.1 percentage points from the previous year.
- In 2020-21, 21.1 percent of all students in Grades 11 and 12 took at least one AP or IB examination in any subject, a decrease of 0.9 percentage points from the previous year (Table 5 on page 13).

Advanced Placement and International Baccalaureate Combined

- In the 2020-21 school year, 159,868 (21.1%) Texas public school students in Grades 11 and 12 took at least one AP or IB examination. Of those, 48.6 percent scored at or above criterion on at least one of the examinations, a decrease of 10.4 percentage points from the previous year (Table 5 on page 13).
- Because all Texas colleges and universities must adopt and implement policies to award credit for freshman courses to students who have completed the IB Diploma Programme or who have achieved required scores on one or more AP examinations (Texas Education Code §51.968, 2022), the percentage of all enrolled students who meet the criterion may be viewed as one indicator of college readiness among Texas public high school students. Among 11th- and 12th-grade students, 10.2 percent scored at or above criterion on at least one AP or IB examination, a decrease of 2.8 percentage points from the previous year (Table 9 on page 19).

Advanced Placement

- In the 2020-21 school year, 155,907 Texas public school students in Grades 11 and 12 took 348,797 AP examinations (Table 10 on page 22). Among 11th- and 12th-grade students, 20.6 percent took at least one AP examination, a decrease of 0.8 percentage points from the previous year. Of those AP examinees, 47.3 percent scored in the 3-5 range on at least one AP examination, a decrease of 10.8 percentage points from the previous year.
- A total of 118,221 students in Grades 9 and 10 took 146,208 AP examinations (Table 11 on page 25). Among 9th- and 10th-grade students, 13.9 percent took at least one AP examination, an increase of 0.1 percentage points from the previous year. Of those AP examinees, 44.7 percent scored in the 3-5 range on at least one AP examination, a decrease of 9.4 percentage points from the previous year.
- Of the 38 AP subject examinations taken by students in Grades 9-12, the five most frequently taken, in rank order, were: World History: Modern, English Language and Composition, Human Geography, United States History, and English Literature and Composition (Table 13 on page 29).

International Baccalaureate

- In the 2020-21 school year, 5,974 Texas public school students in Grades 11 and 12 received scores on 20,547 IB examinations (Table 14 on page 36). Among 11th- and 12th-grade students, 0.8 percent received at least one IB examination score, a decrease of 0.1 percentage points from the previous year. Of those IB examinees, 88.0 percent scored in the 4-7 range on at least one IB examination, an increase of 1.3 percentage points from the previous year.
- The five most frequently taken IB examinations, in rank order, were: History of the Americas, Spanish B, English A: Literature, Biology, and Mathematics: Applications and Interpretation (Table 15 on page 39).

Advanced Coursework

- In the 2020-21 school year, 608,513 Texas public school students in Grades 9-12 completed at least one advanced course (Table 16 on page 45). Of those students, 57.7 percent completed at least one AP course, unchanged from the previous year.
- Of the 635,315 AP courses completed by students in Grades 9-12, 67.3 percent were completed by students taking corresponding examinations, an increase of 0.4 percentage points from the previous year (Table 19 on page 48). Of the 493,358 AP examinations taken, 86.6 percent were taken by students completing corresponding courses, a decrease of 4.7 percentage points from the previous year.
- On 24 of the 29 AP examinations that had at least 250 test takers who completed corresponding AP courses and at least 250 test takers who did not complete corresponding AP courses, test takers who completed corresponding AP courses had higher mean scores (Table 21 on page 50).

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

Reporting of Results

For the 2022 accountability ratings cycle, the distinction designation indicators for Advanced Placement (AP) and International Baccalaureate (IB) examinations were evaluated for all students only. In addition to results for all students, this section of the report presents results by race/ethnicity, economic status, and gender.

Table 1
Participation and Performance in English Language Arts, Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2019-20 and 2020-21

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

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information.

^aEnglish language arts. ^bEconomically disadvantaged.

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Table 1 (continued)
Participation and Performance in English Language Arts, Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2019-20 and 2020-21

Group	Students	ELA ^a examinees	ELA participation rate (%)	ELA examinees scoring at or above 3 (AP) or 4 (IB) (N)	ELA examinees scoring at or above 3 (AP) or 4 (IB) (%)
2020-21					
African American	93,430	7,432	8.0	1,925	25.9
American Indian	2,462	236	9.6	100	42.4
Asian	37,113	13,183	35.5	9,243	70.1
Hispanic	392,531	38,700	9.9	9,054	23.4
Pacific Islander	1,143	117	10.2	45	38.5
White	214,251	29,601	13.8	17,394	58.8
Multiracial	17,037	2,451	14.4	1,395	56.9
Econ. disad. ^b	400,759	33,312	8.3	6,760	20.3
Not econ. disad.	355,060	58,073	16.4	32,308	55.6
Female	375,525	54,034	14.4	23,189	42.9
Male	382,442	37,695	9.9	15,973	42.4
State	757,967	91,732	12.1	39,163	42.7

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. During the COVID-19 pandemic, IB 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. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information.

^aEnglish language arts. ^bEconomically disadvantaged.

Table 2
Participation and Performance in Mathematics, Advanced Placement (AP)
and International Baccalaureate (IB) Examinations Combined, Grades 11
and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public
Schools, 2019-20 and 2020-21

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) (%)
2019-20					
African American	91,409	2,430	2.7	1,043	42.9
American Indian	2,579	115	4.5	67	58.3
Asian	35,697	10,678	29.9	8,126	76.1
Hispanic	379,211	15,714	4.1	5,969	38.0
Pacific Islander	1,151	60	5.2	28	46.7
White	215,152	17,210	8.0	10,738	62.4
Multiracial	15,432	1,340	8.7	878	65.5
Econ. disad. ^a	391,946	13,227	3.4	4,984	37.7
Not econ. disad.	348,685	34,244	9.8	21,840	63.8
Female	366,437	23,475	6.4	13,017	55.5
Male	374,194	24,072	6.4	13,832	57.5
State	740,631	47,547	6.4	26,849	56.5
2020-21					
African American	93,430	2,577	2.8	810	31.4
American Indian	2,462	107	4.3	55	51.4
Asian	37,113	10,322	27.8	7,330	71.0
Hispanic	392,531	15,889	4.0	4,526	28.5
Pacific Islander	1,143	49	4.3	19	38.8
White	214,251	16,384	7.6	9,539	58.2
Multiracial	17,037	1,278	7.5	755	59.1
Econ. disad.	400,759	13,623	3.4	3,797	27.9
Not econ. disad.	355,060	32,865	9.3	19,193	58.4

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. During the COVID-19 pandemic, IB 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. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), 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, 2019-20 and 2020-21

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	375,525	22,291	5.9	10,251	46.0
Male	382,442	24,323	6.4	12,787	52.6
State	757,967	46,614	6.1	23,038	49.4

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), 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, 2019-20 and 2020-21

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) (%)
2019-20					
African American	91,409	4,380	4.8	1,324	30.2
American Indian	2,579	190	7.4	79	41.6
Asian	35,697	12,659	35.5	8,702	68.7
Hispanic	379,211	25,308	6.7	7,307	28.9
Pacific Islander	1,151	71	6.2	27	38.0
White	215,152	24,893	11.6	14,461	58.1
Multiracial	15,432	1,876	12.2	1,094	58.3
Econ. disad. ^a	391,946	21,562	5.5	5,876	27.3
Not econ. disad.	348,685	47,718	13.7	27,085	56.8
Female	366,437	36,756	10.0	16,147	43.9
Male	374,194	32,623	8.7	16,848	51.6
State	740,631	69,380	9.4	32,995	47.6
2020-21					
African American	93,430	4,073	4.4	956	23.5
American Indian	2,462	179	7.3	70	39.1
Asian	37,113	11,884	32.0	7,426	62.5
Hispanic	392,531	24,260	6.2	5,313	21.9
Pacific Islander	1,143	72	6.3	22	30.6
White	214,251	23,570	11.0	12,492	53.0
Multiracial	17,037	1,891	11.1	1,009	53.4
Econ. disad.	400,759	20,678	5.2	4,120	19.9
Not econ. disad.	355,060	45,061	12.7	23,110	51.3

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), 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, 2019-20 and 2020-21

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	375,525	34,501	9.2	13,069	37.9
Male	382,442	31,434	8.2	14,223	45.2
State	757,967	65,937	8.7	27,293	41.4

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), 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, 2019-20 and 2020-21

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) (%)
2019-20					
African American	91,409	6,566	7.2	2,358	35.9
American Indian	2,579	239	9.3	134	56.1
Asian	35,697	14,788	41.4	11,432	77.3
Hispanic	379,211	36,459	9.6	12,194	33.4
Pacific Islander	1,151	124	10.8	65	52.4
White	215,152	31,175	14.5	20,171	64.7
Multiracial	15,432	2,457	15.9	1,621	66.0
Econ. disad. ^a	391,946	31,175	8.0	9,611	30.8
Not econ. disad.	348,685	60,481	17.3	38,309	63.3
Female	366,437	51,251	14.0	26,353	51.4
Male	374,194	40,559	10.8	21,622	53.3
State	740,631	91,810	12.4	47,975	52.3
2020-21					
African American	93,430	6,368	6.8	1,577	24.8
American Indian	2,462	213	8.7	85	39.9
Asian	37,113	14,025	37.8	9,482	67.6
Hispanic	392,531	35,561	9.1	8,122	22.8
Pacific Islander	1,143	121	10.6	39	32.2
White	214,251	29,064	13.6	16,410	56.5
Multiracial	17,037	2,339	13.7	1,326	56.7
Econ. disad.	400,759	30,167	7.5	6,111	20.3
Not econ. disad.	355,060	57,168	16.1	30,818	53.9

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. During the COVID-19 pandemic, IB 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. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), 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, 2019-20 and 2020-21

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	375,525	48,074	12.8	19,232	40.0
Male	382,442	39,628	10.4	17,815	45.0
State	757,967	87,704	11.6	37,048	42.2

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information.

^aEconomically disadvantaged.

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

Table 5
Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2016-17 Through 2020-21

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

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. 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. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), 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, 2016-17 Through 2020-21

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	358,592	106,368	29.7	52,373	49.2	244,274	108,376	44.4
Male	367,076	80,852	22.0	42,535	52.6	199,772	99,038	49.6
State	725,668	187,220	25.8	94,908	50.7	444,046	207,414	46.7
2018-19								
African American	91,264	14,800	16.2	4,328	29.2	29,888	8,276	27.7
American Indian	2,606	505	19.4	270	53.5	1,144	583	51.0
Asian	34,165	20,665	60.5	15,518	75.1	69,475	48,542	69.9
Hispanic	374,465	86,153	23.0	33,755	39.2	181,593	56,964	31.4
Pacific Islander	1,147	243	21.2	118	48.6	580	286	49.3
White	216,292	58,327	27.0	37,605	64.5	141,858	86,443	60.9
Multiracial	14,479	4,115	28.4	2,647	64.3	10,735	6,683	62.3
Econ. disad. ^a	393,166	77,331	19.7	27,742	35.9	161,634	46,113	28.5
Not econ. disad.	341,252	106,952	31.3	66,272	62.0	272,699	161,279	59.1
Female	362,821	104,730	28.9	52,070	49.7	239,208	109,178	45.6
Male	371,597	80,103	21.6	42,181	52.7	196,103	98,610	50.3
State	734,418	184,835	25.2	94,251	51.0	435,313	207,788	47.7
2019-20								
African American	91,409	12,142	13.3	4,901	40.4	24,557	8,985	36.6
American Indian	2,579	443	17.2	255	57.6	988	540	54.7
Asian	35,697	21,088	59.1	17,117	81.2	69,724	51,383	73.7
Hispanic	379,211	70,575	18.6	33,421	47.4	148,369	57,000	38.4
Pacific Islander	1,151	224	19.5	132	58.9	480	248	51.7
White	215,152	54,552	25.4	37,638	69.0	130,347	81,110	62.2
Multiracial	15,432	3,986	25.8	2,755	69.1	10,394	6,629	63.8
Econ. disad.	391,946	60,470	15.4	26,874	44.4	126,008	45,403	36.0
Not econ. disad.	348,685	102,184	29.3	69,187	67.7	258,238	160,263	62.1

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), 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, 2016-17 Through 2020-21

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

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), 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, 2020-21

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	76,457	7,861	10.3	2,843	36.2	13,845	3,447	24.9
Not bilingual or ESL	679,362	151,293	22.3	74,538	49.3	354,172	166,173	46.9
CTE ^b concentrator	481,444	100,421	20.9	45,149	45.0	223,019	95,572	42.9
Not CTE concentrator	274,406	58,862	21.5	32,280	54.8	145,223	74,118	51.0
Gifted and talented	74,086	41,121	55.5	27,888	67.8	119,189	75,411	63.3
Not gifted and talented	681,733	118,033	17.3	49,493	41.9	248,828	94,209	37.9
Section 504	66,918	9,914	14.8	4,712	47.5	21,117	9,347	44.3
Not Section 504	688,901	149,240	21.7	72,669	48.7	346,900	160,273	46.2
Special education	74,286	1,871	2.5	571	30.5	3,720	1,052	28.3
Not special education	681,533	157,283	23.1	76,810	48.8	364,297	168,568	46.3
Title I	337,566	62,425	18.5	19,695	31.5	132,924	36,455	27.4
Not Title I	418,253	96,729	23.1	57,686	59.6	235,093	133,165	56.6
State	757,967	159,868	21.1	77,664	48.6	369,344	170,101	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 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. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), 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,
2020-21

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	349,001	29,020	8.3	8,044	27.7	53,776	12,230	22.7
Not at-risk	408,966	129,736	31.7	69,171	53.3	313,568	157,119	50.1
Dyslexia	29,373	2,330	7.9	804	34.5	4,339	1,396	32.2
Not dyslexia	728,594	156,426	21.5	76,411	48.8	363,005	167,953	46.3
EB/EL ^a	80,989	8,265	10.2	2,947	35.7	14,622	3,596	24.6
Not EB/EL	674,830	150,889	22.4	74,434	49.3	353,395	166,024	47.0
Foster care	1,510	54	3.6	14	25.9	100	21	21.0
Not foster care	754,309	159,100	21.1	77,367	48.6	367,917	169,599	46.1
Homeless	11,194	1,063	9.5	317	29.8	1,970	485	24.6
Not homeless	744,625	158,091	21.2	77,064	48.7	366,047	169,135	46.2
Immigrant	10,091	1,676	16.6	1,019	60.8	3,207	1,777	55.4
Not immigrant	747,876	157,080	21.0	76,196	48.5	364,137	167,572	46.0
Migrant	2,764	265	9.6	60	22.6	444	74	16.7
Not migrant	753,055	158,889	21.1	77,321	48.7	367,573	169,546	46.1
Military-connected	21,146	4,962	23.5	2,420	48.8	10,756	4,870	45.3
Not military-connected	734,673	154,192	21.0	74,961	48.6	357,261	164,750	46.1
State	757,967	159,868	21.1	77,664	48.6	369,344	170,101	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 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. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information.

^aEmergent bilingual student/English learner.

Table 8
Participation and Performance of Racial/Ethnic Groups on Advanced Placement (AP) and International Baccalaureate (IB) Examinations Combined, Grades 11 and 12, by Gender, Texas Public Schools, 2020-21

Group	Students	Examinees	Participation rate (%)	Examinees scoring at or above 3 (AP) or 4 (IB) (N)	Examinees scoring at or above 3 (AP) or 4 (IB) (%)
African American					
Female	46,618	7,617	16.3	2,269	29.8
Male	46,812	4,523	9.7	1,248	27.6
All students	93,430	12,140	13.0	3,517	29.0
American Indian					
Female	1,202	234	19.5	122	52.1
Male	1,260	179	14.2	96	53.6
All students	2,462	413	16.8	218	52.8
Asian					
Female	18,137	10,517	58.0	7,796	74.1
Male	18,976	10,040	52.9	7,340	73.1
All students	37,113	20,557	55.4	15,136	73.6
Hispanic					
Female	195,756	40,966	20.9	14,246	34.8
Male	196,775	29,516	15.0	10,159	34.4
All students	392,531	70,486	18.0	24,407	34.6
Pacific Islander					
Female	584	133	22.8	59	44.4
Male	559	72	12.9	31	43.1
All students	1,143	205	17.9	90	43.9
White					
Female	104,585	28,254	27.0	17,136	60.6
Male	109,666	23,785	21.7	14,709	61.8
All students	214,251	52,041	24.3	31,846	61.2
Multiracial					
Female	8,643	2,281	26.4	1,356	59.4
Male	8,394	1,717	20.5	1,075	62.6
All students	17,037	3,998	23.5	2,431	60.8
State					
Female	375,525	90,022	24.0	42,997	47.8
Male	382,442	69,840	18.3	34,664	49.6
All students	757,967	159,868	21.1	77,664	48.6

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees by race/ethnicity or by gender may differ from one another or from the total of all examinees. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information.

Table 9
Students Qualifying for College Credit Based on Advanced Placement (AP)
or International Baccalaureate (IB) Examination Performance, Grades 11
and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public
Schools, 2016-17 Through 2020-21

Group	Students	Students scoring at or above 3 (AP) or 4 (IB) (N)	Students scoring at or above 3 (AP) or 4 (IB) (%)
2016-17			
African American	88,652	4,307	4.9
American Indian	2,633	262	10.0
Asian	30,217	13,498	44.7
Hispanic	350,156	30,896	8.8
Pacific Islander	1,104	126	11.4
White	219,162	39,171	17.9
Multiracial	13,167	2,372	18.0
Economically disadvantaged	362,197	24,931	6.9
Not economically disadvantaged	342,894	65,328	19.1
Female	349,044	49,779	14.3
Male	356,047	40,859	11.5
State	705,091	90,638	12.9
2017-18			
African American	90,417	4,488	5.0
American Indian	2,650	296	11.2
Asian	32,756	14,884	45.4
Hispanic	365,652	33,089	9.0
Pacific Islander	1,104	117	10.6
White	219,135	39,493	18.0
Multiracial	13,954	2,528	18.1
Economically disadvantaged	388,751	27,969	7.2
Not economically disadvantaged	336,917	66,698	19.8

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

Note. Students who took multiple examinations are counted only once. Sums of students by race/ethnicity, by economic status, or by gender may differ from the total of all examinees. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information. Because all Texas colleges and universities must adopt and implement policies to award credit for freshman courses to students who have completed the IB Diploma Programme or who have achieved required scores on one or more AP examinations (Texas Education Code §51.968, 2022), the percentage of all enrolled students who meet the criterion score (3 or higher on an AP examination or 4 or higher on an IB examination) may be viewed as one indicator of college readiness among Texas public high school students. Whereas indicators of performance presented earlier in this report were based on the percentage of examinees who met the criterion score on an AP or IB examination, this indicator of qualification for college credit is based on the percentage of all students who met the criterion score.

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Table 9 (continued)
Students Qualifying for College Credit Based on Advanced Placement (AP) or International Baccalaureate (IB) Examination Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2016-17 Through 2020-21

Group	Students	Students scoring at or above 3 (AP) or 4 (IB) (N)	Students scoring at or above 3 (AP) or 4 (IB) (%)
Female	358,592	52,373	14.6
Male	367,076	42,535	11.6
State	725,668	94,908	13.1
2018-19			
African American	91,264	4,328	4.7
American Indian	2,606	270	10.4
Asian	34,165	15,518	45.4
Hispanic	374,465	33,755	9.0
Pacific Islander	1,147	118	10.3
White	216,292	37,605	17.4
Multiracial	14,479	2,647	18.3
Economically disadvantaged	393,166	27,742	7.1
Not economically disadvantaged	341,252	66,272	19.4
Female	362,821	52,070	14.4
Male	371,597	42,181	11.4
State	734,418	94,251	12.8
2019-20			
African American	91,409	4,901	5.4
American Indian	2,579	255	9.9
Asian	35,697	17,117	48.0
Hispanic	379,211	33,421	8.8
Pacific Islander	1,151	132	11.5

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

Note. Students who took multiple examinations are counted only once. Sums of students by race/ethnicity, by economic status, or by gender may differ from the total of all examinees. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information. Because all Texas colleges and universities must adopt and implement policies to award credit for freshman courses to students who have completed the IB Diploma Programme or who have achieved required scores on one or more AP examinations (Texas Education Code §51.968, 2022), the percentage of all enrolled students who meet the criterion score (3 or higher on an AP examination or 4 or higher on an IB examination) may be viewed as one indicator of college readiness among Texas public high school students. Whereas indicators of performance presented earlier in this report were based on the percentage of examinees who met the criterion score on an AP or IB examination, this indicator of qualification for college credit is based on the percentage of all students who met the criterion score.

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Table 9 (continued)
Students Qualifying for College Credit Based on Advanced Placement (AP)
or International Baccalaureate (IB) Examination Performance, Grades 11
and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public
Schools, 2016-17 Through 2020-21

Group	Students	Students scoring at or above 3 (AP) or 4 (IB) (N)	Students scoring at or above 3 (AP) or 4 (IB) (%)
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
Pacific Islander	1,143	90	7.9
White	214,251	31,846	14.9
Multiracial	17,037	2,431	14.3
Economically disadvantaged	400,759	18,977	4.7
Not economically disadvantaged	355,060	58,404	16.4
Female	375,525	42,997	11.4
Male	382,442	34,664	9.1
State	757,967	77,664	10.2

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

Note. Students who took multiple examinations are counted only once. Sums of students by race/ethnicity, by economic status, or by gender may differ from the total of all examinees. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information. Because all Texas colleges and universities must adopt and implement policies to award credit for freshman courses to students who have completed the IB Diploma Programme or who have achieved required scores on one or more AP examinations (Texas Education Code §51.968, 2022), the percentage of all enrolled students who meet the criterion score (3 or higher on an AP examination or 4 or higher on an IB examination) may be viewed as one indicator of college readiness among Texas public high school students. Whereas indicators of performance presented earlier in this report were based on the percentage of examinees who met the criterion score on an AP or IB examination, this indicator of qualification for college credit is based on the percentage of all students who met the criterion score.

Results for Texas Public Schools: Advanced Placement

Table 10
Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2016-17 Through 2020-21

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

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information.

^aEconomically disadvantaged.

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Table 10 (continued)

Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2016-17 Through 2020-21

Group	Students	Examinees	Participation rate (%)	Examinees scoring 3-5 on exams (N)	Examinees scoring 3-5 on exams (%)	Exams	Exams with scores of 3-5 (N)	Exams with scores of 3-5 (%)
2018-19								
African American	91,264	14,401	15.8	4,102	28.5	28,278	7,609	26.9
American Indian	2,606	495	19.0	261	52.7	1,098	546	49.7
Asian	34,165	20,227	59.2	15,051	74.4	65,803	45,580	69.3
Hispanic	374,465	84,546	22.6	32,254	38.1	173,223	52,752	30.5
Pacific Islander	1,147	237	20.7	113	47.7	555	269	48.5
White	216,292	57,454	26.6	36,772	64.0	136,675	82,618	60.4
Multiracial	14,479	4,020	27.8	2,552	63.5	10,182	6,254	61.4
Econ. disad. ^a	393,166	75,839	19.3	26,503	34.9	154,151	42,636	27.7
Not econ. disad.	341,252	105,016	30.8	64,375	61.3	260,723	152,607	58.5
Female	362,821	102,655	28.3	50,113	48.8	227,746	101,966	44.8
Male	371,597	78,749	21.2	41,001	52.1	188,105	93,672	49.8
State	734,418	181,404	24.7	91,114	50.2	415,851	195,638	47.0
2019-20								
African American	91,409	11,676	12.8	4,557	39.0	22,666	7,941	35.0
American Indian	2,579	429	16.6	246	57.3	937	513	54.7
Asian	35,697	20,571	57.6	16,554	80.5	65,732	47,926	72.9
Hispanic	379,211	68,431	18.0	31,398	45.9	138,133	51,184	37.1
Pacific Islander	1,151	219	19.0	128	58.4	453	231	51.0
White	215,152	53,605	24.9	36,662	68.4	125,063	76,811	61.4
Multiracial	15,432	3,896	25.2	2,671	68.6	9,920	6,239	62.9
Econ. disad.	391,946	58,533	14.9	25,109	42.9	117,072	40,481	34.6
Not econ. disad.	348,685	99,936	28.7	66,947	67.0	245,211	150,133	61.2
Female	366,437	90,908	24.8	52,547	57.8	200,331	103,224	51.5
Male	374,194	67,923	18.2	39,669	58.4	162,578	87,621	53.9
State	740,631	158,834	21.4	92,217	58.1	362,912	190,846	52.6

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information.

^aEconomically disadvantaged.

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Table 10 (continued)

Advanced Placement (AP) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2016-17 Through 2020-21

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

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information.

^aEconomically disadvantaged.

Table 11
Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, by
Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2016-17 Through 2020-21

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

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information.

^aEconomically disadvantaged.

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Table 11 (continued)
Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2016-17 Through 2020-21

Group	Students	Examinees	Participation rate (%)	Examinees scoring 3-5 on exams (N)	Examinees scoring 3-5 on exams (%)	Exams	Exams with scores of 3-5 (N)	Exams with scores of 3-5 (%)
2018-19								
African American	105,033	9,353	8.9	2,398	25.6	10,411	2,748	26.4
American Indian	2,938	351	11.9	164	46.7	430	207	48.1
Asian	36,437	16,600	45.6	12,079	72.8	23,720	17,626	74.3
Hispanic	434,541	59,336	13.7	23,994	40.4	71,522	27,100	37.9
Pacific Islander	1,202	148	12.3	63	42.6	170	71	41.8
White	231,662	36,846	15.9	21,111	57.3	43,125	24,998	58.0
Multiracial	17,716	3,046	17.2	1,732	56.9	3,660	2,160	59.0
Econ. disad. ^a	484,182	52,690	10.9	19,515	37.0	63,005	21,902	34.8
Not econ. disad.	345,347	72,626	21.0	41,861	57.6	89,610	52,824	58.9
Female	401,842	70,130	17.5	32,936	47.0	84,397	39,210	46.5
Male	427,687	55,571	13.0	28,612	51.5	68,662	35,707	52.0
State	829,529	125,701	15.2	61,548	49.0	153,059	74,917	48.9
2019-20								
African American	106,986	8,132	7.6	2,805	34.5	9,156	3,213	35.1
American Indian	2,873	303	10.5	142	46.9	377	177	46.9
Asian	37,538	17,505	46.6	13,561	77.5	25,508	19,787	77.6
Hispanic	448,543	52,099	11.6	23,385	44.9	64,014	27,041	42.2
Pacific Islander	1,257	144	11.5	75	52.1	174	93	53.4
White	230,898	35,408	15.3	21,347	60.3	41,725	25,122	60.2
Multiracial	19,029	3,015	15.8	1,818	60.3	3,699	2,230	60.3
Econ. disad.	492,751	44,074	8.9	18,344	41.6	54,003	21,186	39.2
Not econ. disad.	354,373	72,096	20.3	44,569	61.8	90,078	56,171	62.4
Female	409,561	65,757	16.1	35,110	53.4	80,473	42,328	52.6
Male	437,563	50,862	11.6	28,032	55.1	64,201	35,352	55.1
State	847,124	116,621	13.8	63,143	54.1	144,676	77,681	53.7

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information.

^aEconomically disadvantaged.

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Table 11 (continued)
Advanced Placement (AP) Examination Participation and Performance, Grades 9 and 10, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2016-17 Through 2020-21

Group	Students	Examinees	Participation rate (%)	Examinees scoring 3-5 on exams (N)	Examinees scoring 3-5 on exams (%)	Exams	Exams with scores of 3-5 (N)	Exams with scores of 3-5 (%)
2020-21								
African American	108,970	8,910	8.2	2,170	24.4	9,968	2,518	25.3
American Indian	2,837	302	10.6	138	45.7	364	170	46.7
Asian	37,915	17,712	46.7	12,790	72.2	26,101	18,885	72.4
Hispanic	452,794	53,250	11.8	16,872	31.7	65,130	19,354	29.7
Pacific Islander	1,281	150	11.7	61	40.7	179	79	44.1
White	228,217	34,719	15.2	19,119	55.1	40,604	22,416	55.2
Multiracial	20,263	3,150	15.5	1,745	55.4	3,831	2,156	56.3
Econ. disad. ^a	494,711	46,218	9.3	13,027	28.2	56,052	14,863	26.5
Not econ. disad.	357,139	71,215	19.9	39,582	55.6	89,180	50,358	56.5
Female	413,733	65,305	15.8	28,195	43.2	79,719	34,174	42.9
Male	438,544	52,904	12.1	24,702	46.7	66,475	31,406	47.2
State	852,277	118,221	13.9	52,903	44.7	146,208	65,586	44.9

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information.

^aEconomically disadvantaged.

Table 12
Advanced Placement (AP) Examination Participation and Performance, Grade 8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2019-20 and 2020-21

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	52,268	19	<0.1	7	36.8	19	7	36.8
American Indian	1,463	14	1.0	13	92.9	14	13	92.9
Asian	18,188	58	0.3	51	87.9	62	54	87.1
Hispanic	216,982	4,065	1.9	3,601	88.6	4,066	3,601	88.6
Pacific Islander	616	0	0.0	0	n/a ^a	0	0	n/a
White	112,191	175	0.2	124	70.9	178	126	70.8
Multiracial	9,704	14	0.1	8	57.1	14	8	57.1
Econ. disad. ^b	247,239	3,399	1.4	3,013	88.6	3,400	3,013	88.6
Not econ. disad.	164,173	932	0.6	781	83.8	939	786	83.7
Female	200,594	2,668	1.3	2,379	89.2	2,668	2,379	89.2
Male	210,818	1,677	0.8	1,425	85.0	1,685	1,430	84.9
State	411,412	4,345	1.1	3,804	87.5	4,353	3,809	87.5
2020-21								
African American	53,939	26	<0.1	10	38.5	26	10	38.5
American Indian	1,446	15	1.0	11	73.3	15	11	73.3
Asian	18,918	59	0.3	48	81.4	59	48	81.4
Hispanic	224,140	4,278	1.9	2,545	59.5	4,278	2,545	59.5
Pacific Islander	631	1	0.2	1	100	1	1	100
White	112,854	193	0.2	124	64.2	194	125	64.4
Multiracial	10,699	17	0.2	12	70.6	17	12	70.6
Econ. disad.	253,391	3,519	1.4	2,030	57.7	3,519	2,030	57.7
Not econ. disad.	169,099	1,047	0.6	706	67.4	1,048	707	67.5
Female	205,708	2,703	1.3	1,770	65.5	2,703	1,770	65.5
Male	216,919	1,886	0.9	981	52.0	1,887	982	52.0
State	422,627	4,589	1.1	2,751	59.9	4,590	2,752	60.0

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information.

^aNot applicable. ^bEconomically disadvantaged.

Table 13
Advanced Placement (AP) Examinations and Performance, Grades 9-12,
by Subject and Grade, Texas Public Schools, 2020-21

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
World History: Modern				
Grade 9	1,069	1.9	34.1	2.2
Grade 10	54,412	96.0	40.4	2.4
Grade 11	1,042	1.8	43.6	2.5
Grade 12	143	0.3	48.3	2.7
Total	56,666	100	40.4	2.4
English Language and Composition				
Grade 9	7	<0.1	14.3	1.9
Grade 10	1,911	3.4	33.8	2.2
Grade 11	51,295	92.6	45.9	2.5
Grade 12	2,203	4.0	20.5	1.8
Total	55,416	100	44.5	2.5
Human Geography				
Grade 9	43,697	93.9	40.1	2.3
Grade 10	1,712	3.7	44.0	2.4
Grade 11	776	1.7	58.2	2.9
Grade 12	351	0.8	69.2	3.3
Total	46,536	100	40.8	2.3
United States History				
Grade 9	94	0.2	12.8	1.4
Grade 10	2,551	5.5	26.7	1.9
Grade 11	43,382	93.4	38.3	2.2
Grade 12	422	0.9	42.9	2.3
Total	46,449	100	37.6	2.2
English Literature and Composition				
Grade 9	0	0.0	n/a ^a	n/a
Grade 10	73	0.2	12.3	1.7
Grade 11	2,838	8.0	23.3	2.0
Grade 12	32,370	91.7	36.5	2.3
Total	35,281	100	35.4	2.2
United States Government and Politics				
Grade 9	205	0.8	36.1	2.2
Grade 10	370	1.4	16.2	1.6
Grade 11	1,579	5.9	32.6	2.1
Grade 12	24,753	92.0	41.2	2.3
Total	26,907	100	40.3	2.3

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

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

^aNot applicable.

continues

Table 13 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12,
by Subject and Grade, Texas Public Schools, 2020-21

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Physics 1				
Grade 9	91	0.4	76.9	3.5
Grade 10	2,511	11.3	39.7	2.4
Grade 11	17,144	76.8	26.0	1.9
Grade 12	2,567	11.5	25.7	1.9
Total	22,313	100	27.7	2.0
Biology				
Grade 9	486	2.2	66.5	3.0
Grade 10	2,614	11.8	54.9	2.7
Grade 11	9,101	41.1	47.0	2.5
Grade 12	9,964	45.0	45.6	2.5
Total	22,165	100	47.7	2.5
Macroeconomics				
Grade 9	4	<0.1	100	4.8
Grade 10	191	0.9	29.8	2.0
Grade 11	1,319	6.4	34.9	2.2
Grade 12	19,232	92.7	34.5	2.2
Total	20,746	100	34.5	2.2
Spanish Language and Culture				
Grade 9	3,438	17.2	65.5	3.0
Grade 10	7,072	35.3	73.3	3.2
Grade 11	6,783	33.8	75.4	3.3
Grade 12	2,748	13.7	74.5	3.3
Total	20,041	100	72.9	3.2
Calculus AB				
Grade 9	42	0.2	81.0	3.7
Grade 10	320	1.7	65.9	3.4
Grade 11	4,031	21.5	50.0	2.7
Grade 12	14,354	76.6	36.4	2.3
Total	18,747	100	39.9	2.4
Environmental Science				
Grade 9	75	0.4	22.7	1.9
Grade 10	974	5.8	42.8	2.4
Grade 11	6,683	40.0	47.4	2.6
Grade 12	8,975	53.7	45.2	2.5
Total	16,707	100	45.8	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.

^aNot applicable.

continues

Table 13 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12,
by Subject and Grade, Texas Public Schools, 2020-21

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Psychology				
Grade 9	83	0.5	36.1	2.1
Grade 10	3,337	20.1	44.8	2.4
Grade 11	8,539	51.5	47.6	2.5
Grade 12	4,631	27.9	45.5	2.5
Total	16,590	100	46.4	2.5
Statistics				
Grade 9	17	0.1	94.1	4.3
Grade 10	957	6.3	69.8	3.4
Grade 11	4,757	31.3	58.3	2.9
Grade 12	9,461	62.3	42.2	2.3
Total	15,192	100	49.0	2.6
Chemistry				
Grade 9	43	0.4	18.6	1.6
Grade 10	1,224	11.2	35.0	2.1
Grade 11	6,797	62.3	42.8	2.4
Grade 12	2,848	26.1	39.9	2.3
Total	10,912	100	41.1	2.3
Computer Science Principles				
Grade 9	2,661	27.2	60.3	2.8
Grade 10	3,494	35.7	56.6	2.7
Grade 11	2,389	24.4	58.9	2.8
Grade 12	1,245	12.7	61.1	2.8
Total	9,789	100	58.7	2.8
Calculus BC				
Grade 9	8	0.1	100	4.6
Grade 10	295	3.3	89.2	4.3
Grade 11	2,089	23.7	77.3	3.7
Grade 12	6,431	72.9	61.9	3.1
Total	8,823	100	66.5	3.3
Computer Science A				
Grade 9	309	4.6	75.4	3.6
Grade 10	2,253	33.3	65.1	3.1
Grade 11	2,692	39.8	57.1	2.8
Grade 12	1,509	22.3	53.5	2.7
Total	6,763	100	59.8	2.9

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

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

^aNot applicable.

continues

Table 13 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12,
by Subject and Grade, Texas Public Schools, 2020-21

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Spanish Literature and Culture				
Grade 9	445	9.2	41.8	2.3
Grade 10	1,280	26.5	48.0	2.5
Grade 11	1,715	35.5	56.2	2.7
Grade 12	1,393	28.8	61.9	2.8
Total	4,833	100	54.3	2.6
Capstone Seminar				
Grade 9	115	2.7	64.3	2.7
Grade 10	1,634	38.4	86.3	3.3
Grade 11	2,250	52.9	80.0	3.1
Grade 12	252	5.9	68.3	2.8
Total	4,251	100	81.3	3.2
European History				
Grade 9	7	0.2	42.9	2.0
Grade 10	1,545	39.4	40.6	2.5
Grade 11	1,102	28.1	56.4	2.9
Grade 12	1,265	32.3	57.2	2.9
Total	3,919	100	50.4	2.7
Microeconomics				
Grade 9	118	3.4	9.3	1.3
Grade 10	308	8.8	8.1	1.3
Grade 11	395	11.3	32.9	2.1
Grade 12	2,663	76.4	29.3	2.0
Total	3,484	100	27.2	1.9
Physics C: Mechanics				
Grade 9	0	0.0	n/a ^a	n/a
Grade 10	16	0.5	93.8	4.3
Grade 11	415	13.1	77.8	3.6
Grade 12	2,737	86.4	70.5	3.2
Total	3,168	100	71.6	3.3
2-D Art and Design				
Grade 9	14	0.4	57.1	2.7
Grade 10	174	5.6	75.9	3.2
Grade 11	1,178	37.7	83.4	3.3
Grade 12	1,759	56.3	84.0	3.3
Total	3,125	100	83.2	3.3

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

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

^aNot applicable.

continues

Table 13 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12,
by Subject and Grade, Texas Public Schools, 2020-21

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Art History				
Grade 9	141	5.1	16.3	1.7
Grade 10	776	28.3	51.2	2.8
Grade 11	1,079	39.4	52.4	2.8
Grade 12	742	27.1	59.8	3.0
Total	2,738	100	52.2	2.8
Physics 2				
Grade 9	1	<0.1	100	5.0
Grade 10	59	2.5	94.9	4.1
Grade 11	855	36.2	68.0	3.1
Grade 12	1,446	61.2	51.4	2.7
Total	2,361	100	58.5	2.9
Physics C: Electricity and Magnetism				
Grade 9	0	0.0	n/a ^a	n/a
Grade 10	14	0.6	85.7	4.4
Grade 11	209	9.5	79.9	3.8
Grade 12	1,988	89.9	58.8	3.0
Total	2,211	100	61.0	3.1
Drawing				
Grade 9	0	0.0	n/a	n/a
Grade 10	129	6.2	76.0	3.1
Grade 11	703	33.8	82.2	3.4
Grade 12	1,246	60.0	79.1	3.3
Total	2,078	100	79.9	3.3
Capstone Research				
Grade 9	0	0.0	n/a	n/a
Grade 10	9	0.4	88.9	3.2
Grade 11	890	44.0	81.3	3.4
Grade 12	1,125	55.6	77.5	3.1
Total	2,024	100	79.2	3.2
Music Theory				
Grade 9	34	1.7	55.9	3.0
Grade 10	234	12.0	58.5	2.9
Grade 11	914	46.8	64.9	3.1
Grade 12	772	39.5	61.9	3.1
Total	1,954	100	62.8	3.1

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

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

^aNot applicable.

continues

Table 13 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12,
by Subject and Grade, Texas Public Schools, 2020-21

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
French Language and Culture				
Grade 9	12	1.3	83.3	3.5
Grade 10	151	16.4	57.0	2.8
Grade 11	362	39.4	66.0	2.9
Grade 12	393	42.8	44.5	2.4
Total	918	100	55.6	2.7
Chinese Language and Culture				
Grade 9	90	16.1	98.9	4.6
Grade 10	147	26.3	98.6	4.6
Grade 11	188	33.7	91.0	4.3
Grade 12	133	23.8	66.2	3.2
Total	558	100	88.4	4.2
3-D Art and Design				
Grade 9	0	0.0	n/a ^a	n/a
Grade 10	15	3.2	66.7	3.1
Grade 11	132	28.6	63.6	3.0
Grade 12	315	68.2	63.2	2.9
Total	462	100	63.4	2.9
German Language and Culture				
Grade 9	3	1.1	100	3.3
Grade 10	34	12.1	52.9	2.8
Grade 11	67	23.8	61.2	2.9
Grade 12	178	63.1	41.6	2.3
Total	282	100	48.2	2.5
Latin				
Grade 9	2	0.8	50.0	2.0
Grade 10	37	15.4	51.4	2.9
Grade 11	85	35.3	40.0	2.3
Grade 12	117	48.5	47.0	2.4
Total	241	100	45.2	2.5
Comparative Government and Politics				
Grade 9	2	0.9	50.0	2.0
Grade 10	31	13.4	22.6	1.6
Grade 11	80	34.6	56.3	2.7
Grade 12	118	51.1	46.6	2.4
Total	231	100	46.8	2.4

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

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

^aNot applicable.

continues

Table 13 (continued)
Advanced Placement (AP) Examinations and Performance, Grades 9-12,
by Subject and Grade, Texas Public Schools, 2020-21

Grade	Exams (N)	Exams (%)	Scoring in 3-5 range (%)	Mean score
Japanese Language and Culture				
Grade 9	14	13.5	100	4.8
Grade 10	16	15.4	87.5	4.5
Grade 11	25	24.0	68.0	3.4
Grade 12	49	47.1	38.8	2.3
Total	104	100	61.5	3.2
Italian Language and Culture				
Grade 9	0	0.0	n/a ^a	n/a
Grade 10	1	5.0	100	5.0
Grade 11	3	15.0	100	4.3
Grade 12	16	80.0	81.3	3.7
Total	20	100	85.0	3.9

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

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

^aNot applicable.

Results for Texas Public Schools: International Baccalaureate

Table 14

International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2016-17 Through 2020-21

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

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

Note. Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information.

^aEconomically disadvantaged.

continues

Table 14 (continued)

International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2016-17 Through 2020-21

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	358,592	3,131	0.9	2,596	82.9	10,415	6,928	66.5
Male	367,076	2,153	0.6	1,707	79.3	7,063	4,614	65.3
State	725,668	5,284	0.7	4,303	81.4	17,478	11,542	66.0
2018-19								
African American	91,264	559	0.6	277	49.6	1,610	667	41.4
American Indian	2,606	12	0.5	10	83.3	46	37	80.4
Asian	34,165	1,040	3.0	941	90.5	3,672	2,962	80.7
Hispanic	374,465	2,414	0.6	1,830	75.8	8,369	4,211	50.3
Pacific Islander	1,147	9	0.8	7	77.8	25	17	68.0
White	216,292	1,571	0.7	1,342	85.4	5,183	3,825	73.8
Multiracial	14,479	162	1.1	143	88.3	553	429	77.6
Econ. disad. ^a	393,166	2,198	0.6	1,501	68.3	7,482	3,476	46.5
Not econ. disad.	341,252	3,569	1.0	3,049	85.4	11,976	8,672	72.4
Female	362,821	3,411	0.9	2,722	79.8	11,462	7,212	62.9
Male	371,597	2,357	0.6	1,829	77.6	7,997	4,937	61.7
State	734,418	5,770	0.8	4,551	78.9	19,461	12,149	62.4
2019-20								
African American	91,409	565	0.6	403	71.3	1,891	1,044	55.2
American Indian	2,579	21	0.8	12	57.1	51	27	52.9
Asian	35,697	1,148	3.2	1,097	95.6	3,992	3,457	86.6
Hispanic	379,211	2,775	0.7	2,331	84.0	10,233	5,813	56.8
Pacific Islander	1,151	6	0.5	5	83.3	27	17	63.0
White	215,152	1,645	0.8	1,491	90.6	5,284	4,299	81.4
Multiracial	15,432	149	1.0	132	88.6	474	390	82.3
Econ. disad.	391,946	2,482	0.6	2,020	81.4	8,925	4,917	55.1
Not econ. disad.	348,685	3,827	1.1	3,451	90.2	13,027	10,130	77.8

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

Note. Examinees who took multiple examinations are counted only once. Sums of 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. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information.

^aEconomically disadvantaged.

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Table 14 (continued)

International Baccalaureate (IB) Examination Participation and Performance, Grades 11 and 12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2016-17 Through 2020-21

Group	Students	Examinees	Participation rate (%)	Examinees scoring 4-7 on exams (N)	Examinees scoring 4-7 on exams (%)	Exams	Exams with scores of 4-7 (N)	Exams with scores of 4-7 (%)
Female	366,437	3,710	1.0	3,304	89.1	13,067	9,288	71.1
Male	374,194	2,601	0.7	2,168	83.4	8,888	5,760	64.8
State	740,631	6,311	0.9	5,472	86.7	21,955	15,048	68.5
2020-21								
African American	93,430	495	0.5	360	72.7	1,612	948	58.8
American Indian	2,462	12	0.5	11	91.7	39	27	69.2
Asian	37,113	1,113	3.0	1,073	96.4	3,966	3,702	93.3
Hispanic	392,531	2,640	0.7	2,249	85.2	9,464	5,873	62.1
Pacific Islander	1,143	10	0.9	9	90.0	17	11	64.7
White	214,251	1,541	0.7	1,409	91.4	4,903	4,112	83.9
Multiracial	17,037	155	0.9	140	90.3	533	451	84.6
Econ. disad. ^a	400,759	2,394	0.6	1,987	83.0	8,559	5,145	60.1
Not econ. disad.	355,060	3,570	1.0	3,262	91.4	11,969	9,977	83.4
Female	375,525	3,405	0.9	3,071	90.2	11,781	8,995	76.4
Male	382,442	2,569	0.7	2,186	85.1	8,766	6,140	70.0
State	757,967	5,974	0.8	5,257	88.0	20,547	15,135	73.7

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

Note: Examinees who took multiple examinations are counted only once. Sums of examinees or examinations by race/ethnicity, by economic status, or by gender may differ from one another or from the total of all examinees or examinations. During the COVID-19 pandemic, IB canceled the 2020 examinations and awarded examination scores based on three components: student coursework, school grades, and school context. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information.

^aEconomically disadvantaged.

Table 15
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2020-21

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
History of the Americas				
Higher Level	2,846	13.9	72.8	4.1
Spanish B				
Higher Level	807	3.9	95.2	5.9
Standard Level	1,829	8.9	89.9	5.2
Total	2,636	12.8	91.5	5.4
English A: Literature				
Higher Level	1,929	9.4	79.8	4.6
Standard Level	65	0.3	49.2	3.5
Total	1,994	9.7	78.8	4.5
Biology				
Higher Level	911	4.4	70.9	4.2
Standard Level	1,044	5.1	45.9	3.6
Total	1,955	9.5	57.5	3.9
Mathematics: Applications and Interpretation				
Higher Level	157	0.8	66.9	4.1
Standard Level	1,552	7.6	57.6	3.8
Total	1,709	8.3	58.5	3.8
English A: Language and Literature				
Higher Level	1,519	7.4	87.1	4.6
Standard Level	2	<0.1	100	6.0
Total	1,521	7.4	87.1	4.6
Mathematics: Analysis and Approaches				
Higher Level	303	1.5	87.1	5.0
Standard Level	1,155	5.6	74.8	4.5
Total	1,458	7.1	77.4	4.6

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

Note. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information. Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Japanese B, Mandarin AB, Italian AB, Spanish A: Literature, Chinese A: Literature, German A: Literature, Hebrew A: Literature, Hebrew B, Hindi A: Literature, Portuguese A: Literature, Turkish A: Literature, and Vietnamese A: Literature. Parts may not add to 100 percent because of rounding.

^aInformation Technology in a Global Society.

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Table 15 (continued)
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2020-21

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Environmental Systems and Societies				
Standard Level	891	4.3	55.0	3.8
Visual Arts				
Higher Level	420	2.0	46.9	3.6
Standard Level	336	1.6	44.6	3.5
Total	756	3.7	45.9	3.5
Psychology				
Higher Level	260	1.3	90.0	4.9
Standard Level	432	2.1	81.7	4.6
Total	692	3.4	84.8	4.7
Economics				
Higher Level	397	1.9	58.9	3.8
Standard Level	181	0.9	90.1	5.0
Total	578	2.8	68.7	4.2
Chemistry				
Higher Level	205	1.0	81.0	4.9
Standard Level	352	1.7	67.3	4.2
Total	557	2.7	72.4	4.5
Physics				
Higher Level	149	0.7	83.9	4.7
Standard Level	370	1.8	83.8	4.7
Total	519	2.5	83.8	4.7
French B				
Higher Level	44	0.2	97.7	5.6
Standard Level	327	1.6	74.3	4.3
Total	371	1.8	77.1	4.4

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

Note. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information. Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Japanese B, Mandarin AB, Italian AB, Spanish A: Literature, Chinese A: Literature, German A: Literature, Hebrew A: Literature, Hebrew B, Hindi A: Literature, Portuguese A: Literature, Turkish A: Literature, and Vietnamese A: Literature. Parts may not add to 100 percent because of rounding.

^aInformation Technology in a Global Society.

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Table 15 (continued)
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2020-21

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Film				
Higher Level	203	1.0	59.6	3.8
Standard Level	133	0.6	51.1	3.7
Total	336	1.6	56.3	3.8
Spanish AB				
Standard Level	182	0.9	76.4	4.5
Theatre				
Higher Level	80	0.4	78.8	4.2
Standard Level	62	0.3	88.7	4.4
Total	142	0.7	83.1	4.3
History				
Standard Level	134	0.7	67.9	4.2
Computer Science				
Higher Level	80	0.4	95.0	5.3
Standard Level	52	0.3	75.0	4.7
Total	132	0.6	87.1	5.0
Information Tech. in a Global Society ^a				
Higher Level	41	0.2	95.1	5.0
Standard Level	87	0.4	74.7	4.3
Total	128	0.6	81.3	4.5
Spanish A: Language and Literature				
Higher Level	63	0.3	81.0	4.4
Standard Level	30	0.1	80.0	4.5
Total	93	0.5	80.6	4.4

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

Note. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information. Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Japanese B, Mandarin AB, Italian AB, Spanish A: Literature, Chinese A: Literature, German A: Literature, Hebrew A: Literature, Hebrew B, Hindi A: Literature, Portuguese A: Literature, Turkish A: Literature, and Vietnamese A: Literature. Parts may not add to 100 percent because of rounding.

^aInformation Technology in a Global Society.

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Table 15 (continued)
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2020-21

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Chinese B				
Higher Level	4	<0.1	100	7.0
Standard Level	84	0.4	85.7	5.3
Total	88	0.4	86.4	5.4
Music: Group Performance				
Standard Level	82	0.4	87.8	5.0
World Religions				
Standard Level	78	0.4	84.6	4.7
Dance				
Higher Level	40	0.2	80.0	4.7
Standard Level	32	0.2	68.8	4.4
Total	72	0.4	75.0	4.5
Philosophy				
Higher Level	17	0.1	82.4	4.6
Standard Level	49	0.2	89.8	4.9
Total	66	0.3	87.9	4.8
Sports: Exercise Science				
Higher Level	5	<0.1	0.0	2.2
Standard Level	55	0.3	81.8	5.0
Total	60	0.3	75.0	4.8
German B				
Higher Level	9	<0.1	100	5.8
Standard Level	40	0.2	95.0	4.7
Total	49	0.2	95.9	4.9

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

Note. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information. Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Japanese B, Mandarin AB, Italian AB, Spanish A: Literature, Chinese A: Literature, German A: Literature, Hebrew A: Literature, Hebrew B, Hindi A: Literature, Portuguese A: Literature, Turkish A: Literature, and Vietnamese A: Literature. Parts may not add to 100 percent because of rounding.

^aInformation Technology in a Global Society.

continues

Table 15 (continued)
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2020-21

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
French AB				
Standard Level	43	0.2	67.4	4.1
Geography				
Higher Level	29	0.1	82.8	4.5
Standard Level	10	<0.1	100	5.0
Total	39	0.2	87.2	4.6
Latin				
Higher Level	4	<0.1	100	5.3
Standard Level	34	0.2	85.3	5.2
Total	38	0.2	86.8	5.2
Music: Solo Performance				
Standard Level	33	0.2	69.7	4.4
Music: Creating				
Standard Level	32	0.2	50.0	3.4
Music				
Higher Level	30	0.1	63.3	3.8
Arabic B				
Standard Level	23	0.1	82.6	4.3
European History				
Higher Level	23	0.1	91.3	5.2
Business Management				
Higher Level	22	0.1	95.5	5.2

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

Note. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information. Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Japanese B, Mandarin AB, Italian AB, Spanish A: Literature, Chinese A: Literature, German A: Literature, Hebrew A: Literature, Hebrew B, Hindi A: Literature, Portuguese A: Literature, Turkish A: Literature, and Vietnamese A: Literature. Parts may not add to 100 percent because of rounding.

^aInformation Technology in a Global Society.

continues

Table 15 (continued)
International Baccalaureate (IB) Examinations and Performance,
Grades 11 and 12, by Subject, Texas Public Schools, 2020-21

Examination	Exams (N)	Exams (%)	Scoring in 4-7 range (%)	Mean score
Design Technology				
Higher Level	7	<0.1	0.0	2.3
Standard Level	15	0.1	26.7	2.8
Total	22	0.1	18.2	2.6
Art History				
Standard Level	19	0.1	57.9	3.6
Global Politics				
Higher Level	19	0.1	47.4	3.5
German AB				
Standard Level	13	0.1	84.6	4.5
Astronomy				
Standard Level	11	0.1	100	5.3
English B				
Higher Level	5	<0.1	100	4.8
Standard Level	5	<0.1	60.0	4.2
Total	10	<0.1	80.0	4.5
Italian B				
Higher Level	2	<0.1	100	6.0
Standard Level	8	<0.1	100	4.8
Total	10	<0.1	100	5.0
Hindi B				
Standard Level	7	<0.1	85.7	5.4
Theatre (Pilot)				
Higher Level	6	<0.1	100	4.5

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

Note. IB provided two assessment options for the 2021 examinations: an examination route and a non-examination route. Students from schools pursuing the examination route were awarded examination scores based on examination results and coursework, while students from schools pursuing the non-examination route were awarded examination scores based on internal coursework and teacher-submitted predicted grades. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information. Examinations are listed in descending order by total number of examinations taken. Excluded from the results are satisfactory theory of knowledge course and essay completions, which are required for the IB Diploma but excluded in TEA accountability system reporting of Advanced Placement (AP) and IB subject examinations. Also excluded are subjects in which the total number of examinations taken is less than five: Japanese B, Mandarin AB, Italian AB, Spanish A: Literature, Chinese A: Literature, German A: Literature, Hebrew A: Literature, Hebrew B, Hindi A: Literature, Portuguese A: Literature, Turkish A: Literature, and Vietnamese A: Literature. Parts may not add to 100 percent because of rounding.

^aInformation Technology in a Global Society.

Results for Texas Public Schools: Advanced Coursework

Table 16
Advanced Course Completions, Grades 9-12, by Course Type, Texas
Public Schools, 2016-17 Through 2020-21

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
2016-17					
AP ^d	352,253	66.8	685,196	63.3	1.9
IB ^e	8,192	1.6	30,141	2.8	3.7
Other advanced ^f	308,871	58.6	366,733	33.9	1.2
All advanced	527,168	100	1,082,070	100	2.1
2017-18					
AP	369,616	68.2	706,168	63.5	1.9
IB	8,842	1.6	34,699	3.1	3.9
Other advanced	310,284	57.2	370,812	33.4	1.2
All advanced	542,316	100	1,111,679	100	2.0
2018-19					
AP	373,577	57.7	711,186	51.3	1.9
IB	9,793	1.5	41,169	3.0	4.2
Other advanced	451,113	69.7	633,576	45.7	1.4
All advanced	647,140	100	1,385,931	100	2.1
2019-20					
AP	381,416	57.7	700,308	52.3	1.8
IB	9,937	1.5	42,719	3.2	4.3
Other advanced	442,700	67.0	595,826	44.5	1.3
All advanced	661,171	100	1,338,853	100	2.0
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

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

Note. A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed. There are two AP Physics C courses: Mechanics, and Electricity and Magnetism. In 2016-17, guidance on how to report these courses to TEA changed. In addition, beginning in 2017-18, TEA implemented a standard method for reporting the courses. As a result, counts of courses completed for 2016-17 are different from counts for earlier years, and counts of courses completed for 2017-18 and later years are also different from counts for earlier years. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information. Several courses (e.g., Forensic Science and Anatomy and Physiology) were reclassified as advanced for 2018-19, which resulted in a higher number of other advanced courses, compared to previous years.

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

^eInternational Baccalaureate. ^fCourses identified as advanced that are not AP or IB courses. See, for example, the *Comprehensive Glossary: 2020-21 Texas Academic Performance Report* (TEA, 2021) for lists of courses identified as advanced.

Table 17
Advanced Placement (AP) Examinees Completing Advanced Courses, Grades 9-12, by Course Type, Texas Public Schools, 2016-17 Through 2020-21

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 (%)
2016-17	289,686	272,991	94.2	4,614	1.6	12,081	4.2
2017-18	298,573	283,738	95.0	4,269	1.4	10,566	3.5
2018-19	306,643	290,737	94.8	5,902	1.9	10,004	3.3
2019-20	274,931	264,701	96.3	4,465	1.6	5,765	2.1
2020-21	273,058	249,250	91.3	4,453	1.6	19,355	7.1

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

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

^aCourses identified as advanced that are not AP courses. See, for example, the *Comprehensive Glossary: 2020-21 Texas Academic Performance Report* (TEA, 2021) for lists of courses identified as advanced.

Table 18
Advanced Course Completers Taking Advanced Placement (AP) Examinations, Grades 9-12, by Course Type, Texas Public Schools, 2016-17 Through 2020-21

Course type	Course completers	Course completers taking at least one AP exam (N)	Course completers taking at least one AP exam (%)
2016-17			
At least one AP	352,253	272,991	77.5
Other (no AP) ^a	174,915	4,614	2.6
2017-18			
At least one AP	369,616	283,738	76.8
Other (no AP)	172,700	4,269	2.5
2018-19			
At least one AP	373,577	290,737	77.8
Other (no AP)	273,563	5,902	2.2
2019-20			
At least one AP	381,416	264,701	69.4
Other (no AP)	279,755	4,465	1.6
2020-21			
At least one AP	351,001	249,250	71.0
Other (no AP)	257,512	4,453	1.7

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

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

^aCourses identified as advanced that are not AP courses. See, for example, the *Comprehensive Glossary: 2020-21 Texas Academic Performance Report* (TEA, 2021) for lists of courses identified as advanced.

Table 19

Correspondence Between Advanced Placement (AP) Examinations and AP Courses Completed, Grades 9-12, Texas Public Schools, 2016-17 Through 2020-21

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 (%)
2016-17	550,642	501,657	91.1	677,876	501,657	74.0
2017-18	564,387	516,483	91.5	703,054	516,483	73.5
2018-19	568,263	519,964	91.5	702,230	519,964	74.0
2019-20	506,783	462,944	91.3	691,532	462,944	66.9
2020-21	493,358	427,340	86.6	635,315	427,340	67.3

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

Note. There are two AP Physics C examinations and courses: Mechanics, and Electricity and Magnetism. In 2016-17, guidance on how to report these courses to TEA changed. In addition, beginning in 2017-18, TEA implemented a standard method for reporting the courses. As a result, counts of courses completed for 2016-17 are different from counts for earlier years, and counts of courses completed for 2017-18 and later years are also different from counts for earlier years. Beginning in 2016-17, counts of examinations and course completions included both Physics C examinations and courses when students had data for both. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information. A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed. Counts of AP examinations include only those taken by examinees who could be matched to student records in the Public Education Information Management System (PEIMS). Counts of AP courses completed may differ from counts of AP examinations because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in PEIMS.

^aCorresponding courses. ^bCorresponding exams.

Table 20

Correspondence Between Advanced Placement (AP) Examination Scores and AP Courses Completed, Grades 9-12, Texas Public Schools, 2016-17 Through 2020-21

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											
2016-17	146,635	29.2	126,665	25.2	110,014	21.9	75,087	15.0	43,256	8.6	2.5
2017-18	145,489	28.2	127,608	24.7	113,520	22.0	81,090	15.7	48,776	9.4	2.5
2018-19	145,042	27.9	126,055	24.2	115,429	22.2	82,933	15.9	50,505	9.7	2.6
2019-20	111,255	24.0	105,973	22.9	113,274	24.5	81,732	17.7	50,710	11.0	2.7
2020-21	127,536	29.8	103,499	24.2	90,218	21.1	66,603	15.6	39,484	9.2	2.5
Exams taken without corresponding courses											
2016-17	17,974	36.7	10,971	22.4	9,772	19.9	6,563	13.4	3,705	7.6	2.3
2017-18	15,353	32.0	10,598	22.1	9,733	20.3	7,161	14.9	5,059	10.6	2.5
2018-19	16,370	33.9	10,521	21.8	9,415	19.5	6,920	14.3	5,073	10.5	2.5
2019-20	11,683	26.6	9,745	22.2	9,562	21.8	7,265	16.6	5,584	12.7	2.7
2020-21	27,915	42.3	14,470	21.9	11,021	16.7	7,614	11.5	4,998	7.6	2.2

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

Note. There are two AP Physics C examinations and courses: Mechanics, and Electricity and Magnetism. In 2016-17, guidance on how to report these courses to TEA changed. In addition, beginning in 2017-18, TEA implemented a standard method for reporting the courses. As a result, counts for 2016-17 are different from counts for earlier years, and counts for 2017-18 and later years are also different from counts for earlier years. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information. A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed. Counts of examinations include only those taken by examinees who could be matched to student records in the Public Education Information Management System (PEIMS). Counts of AP courses completed may differ from counts of AP examinations because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in PEIMS. Parts may not add to 100 percent because of rounding.

Table 21
Correspondence Between Advanced Placement (AP) Examination Mean Scores and AP Courses Completed, Grades 9-12, by Subject, Texas Public Schools, 2020-21

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	56,446	50,491	89.5	2.4	5,955	10.5	1.9
English Language and Composition	55,206	46,249	83.8	2.6	8,957	16.2	2.1
Human Geography	46,354	42,028	90.7	2.4	4,326	9.3	1.8
United States History	46,253	38,557	83.4	2.3	7,696	16.6	1.9
English Literature and Composition	35,221	30,424	86.4	2.3	4,797	13.6	2.0
United States Government and Politics	26,836	23,052	85.9	2.4	3,784	14.1	2.0
Physics 1	22,260	20,197	90.7	2.0	2,063	9.3	1.7
Biology	22,107	19,640	88.8	2.6	2,467	11.2	2.2
Macroeconomics	20,715	18,620	89.9	2.2	2,095	10.1	2.0
Spanish Language and Culture	19,930	15,215	76.3	3.3	4,715	23.7	3.0
Calculus AB	18,710	16,857	90.1	2.4	1,853	9.9	1.9
Environmental Science	16,652	15,342	92.1	2.6	1,310	7.9	2.2
Psychology	16,535	14,453	87.4	2.5	2,082	12.6	2.2
Statistics	15,150	13,732	90.6	2.6	1,418	9.4	2.2
Chemistry	10,883	9,913	91.1	2.4	970	8.9	2.0
Computer Science Principles	9,737	8,498	87.3	2.8	1,239	12.7	2.4
Calculus BC	8,810	7,842	89.0	3.3	968	11.0	3.2
Computer Science A	6,737	5,529	82.1	3.0	1,208	17.9	2.6
Spanish Literature and Culture	4,813	4,040	83.9	2.7	773	16.1	2.4
Capstone Seminar	4,244	3,777	89.0	3.2	467	11.0	2.7
European History	3,900	3,407	87.4	2.8	493	12.6	2.6
Microeconomics	3,455	2,040	59.0	2.2	1,415	41.0	1.5
Physics C: Mechanics	3,156	1,931	61.2	3.2	1,225	38.8	3.4
2-D Art and Design	3,117	2,238	71.8	3.3	879	28.2	3.3
Art History	2,731	2,570	94.1	2.8	161	5.9	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) and include both Physics C examinations when students have scores for both and both Physics C courses when students have completed both. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information. A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed. Counts of AP courses completed may differ from counts of AP examinations because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in PEIMS. Parts may not add to 100 percent because of rounding.

^aCorresponding courses.

continues

Table 21 (continued)
Correspondence Between Advanced Placement (AP) Examination Mean Scores and AP Courses Completed, Grades 9-12, by Subject, Texas Public Schools, 2020-21

Exam subject	Exams	Exams taken with courses ^a (N)	Exams taken with courses (%)	Mean score of exams taken with courses	Exams taken without courses (N)	Exams taken without courses (%)	Mean score of exams taken without courses
Physics 2	2,356	2,061	87.5	2.9	295	12.5	3.1
Physics C: Electricity and Magnetism	2,201	1,389	63.1	3.2	812	36.9	2.9
Drawing	2,073	1,751	84.5	3.3	322	15.5	3.3
Capstone Research	2,018	1,696	84.0	3.3	322	16.0	3.1
Music Theory	1,949	1,802	92.5	3.1	147	7.5	2.8
French Language and Culture	916	731	79.8	2.7	185	20.2	2.8
Chinese Language and Culture	552	285	51.6	4.1	267	48.4	4.2
3-D Art and Design	460	388	84.3	3.0	72	15.7	2.7
German Language and Culture	282	216	76.6	2.5	66	23.4	2.7
Latin	240	140	58.3	2.3	100	41.7	2.7
Comparative Government and Politics	230	186	80.9	2.4	44	19.1	2.4
Japanese Language and Culture	103	51	49.5	2.5	52	50.5	3.9
Italian Language and Culture	20	2	10.0	2.0	18	90.0	4.1
All examination subjects	493,358	427,340	86.6	2.5	66,018	13.4	2.2

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

Note. Examinations are listed in descending order by total number of examinations taken. Counts of examinations include only those taken by examinees who could be matched to student records in the Public Education Information Management System (PEIMS) and include both Physics C examinations when students have scores for both and both Physics C courses when students have completed both. See *Advanced Placement and International Baccalaureate General Information, 2020-21* (TEA, 2022a), for additional information. A student enrolled in a multi-semester course is counted as a completer only when he or she completes the final semester of the course. Some AP courses (e.g., AP Human Geography) may be taught as either single-semester courses or yearlong courses. For such courses, counts of courses completed include either version a student completed. Counts of AP courses completed may differ from counts of AP examinations because (a) not all course completers take examinations, (b) not all examinees complete advanced courses, and (c) some College Board records for examinees could not be matched to student records in PEIMS. Parts may not add to 100 percent because of rounding.

^aCorresponding courses.

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Abstract. This report presents Advanced Placement (AP) and International Baccalaureate (IB) examination participation and performance results in Texas public schools for the 2020-21 school year. Data are provided by student characteristics, including race/ethnicity; gender; and economic, at-risk, dyslexia, Emergent bilingual student/English learner, foster care, homeless, immigrant, migrant, and military-connected statuses. Data also are provided by participation in bilingual education or English as a second language, career and technical education, gifted and talented, Section 504, special education, and Title I programs.

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

Additional information about this report may be obtained by contacting the Texas Education Agency Division of Research and Analysis by phone at (512) 475-3523 or by e-mail at Research@tea.texas.gov.

For additional information about AP examinations, contact the College Board Southwestern Regional Office at (866) 392-3017 or <http://www.collegeboard.org/>. For additional information about IB examinations, contact the IB Americas Office in Bethesda, Maryland, at (301) 202-3000 or <http://www.ibo.org/>.



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