

Advanced Placement and International Baccalaureate General Information, 2021-22

Advanced Placement and International Baccalaureate Programs

Introduction

The Advanced Placement (AP) Program and the International Baccalaureate (IB) Diploma Programme are advanced academic programs that make rigorous, college-level academic content available to secondary school students. All Texas colleges and universities must adopt and implement a

the five-point scale. Additionally, the development committees administer portions of the examinations to college students in corresponding college courses and the results are compared with final course grades. For example, an AP Psychology examination would be administered to college students in an introductory-level college psychology course. The students' scores on the examinations are then compared with their grades in the course. The results of the college comparability studies are used to calibrate the cut scores established by the development committees.

IB Diploma Programme. Although it is very uncommon, students may take IB examinations without having completed the corresponding IB course. A student is not required to complete the course before taking the examination, nor is a student required to take the examination after having completed the

program, a student must have (a) taken an AP course at a Texas public school or been recommended by his or her principal or teacher to take the examination and (b) demonstrated financial need consistent with the definition adopted by the College Board (College Board, 2022e; TEC §28.053, 2022, Title 19 of the Texas Administrative Code [TAC] §74.29, 2023, amended to be effective August 24, 2010). In addition to state funding, federal funds have been available from 2016-17 and earlier school years through funds provided by the United States Department of Education (ED), TEA paid \$16 for each examination taken by a student who qualified for the TEA fee reduction (TEA, 2017). This subsidy was discontinued in 2017-18 with the passage of the federal Every Student Succeeds Act (ESSA). ESSA recommends that districts allocate funds provided by ED, as was intended by ESSA, to provide \$65 fee reductions for AP Seminar and AP Research examinations and to continue the \$16 fee reduction for other AP examinations for low-income students (TEA, n.d.). With the fee reductions, participating districts offered AP examinations at no cost for low-income students in 20-22.

IB Diploma Programme. The fee for each IB examination was \$19 in 2021-22 (IB, 2022b). TEA assumed \$0 of the cost of every IB examination taken by an eligible Texas high school student (TEA, 2021b). To be eligible for this TEA program, a student must have (a) taken an IB course at a Texas public school or been recommended by his or her principal or teacher to take the examination and (b) demonstrated financial need consistent with the definition adopted by the College Board (College Board, 2022e; TEC §28.053, 2022, 19 TAC §74.29, 2023, amended to be effective August 24, 2010). In addition to state funding, federal funds have been available from 2016-17 and earlier school years with funds provided by ED, TEA paid \$65 for each examination taken by a student who qualified for the TEA fee reduction (TEA, 2017). This subsidy was discontinued in 2018 with the passage of ESSA. TEA recommends that districts allocate funds provided by ED, as was intended by ESSA, to continue the \$65 fee reduction for low-income students (TEA, n.d.). With the fee reductions, participating districts reduced the cost for low-income students in 2021-22 to \$14 for each IB examination.

classes taught at a school (c) \$50 deposited in the teacher bonus pool for each student receiving a score of at least 3 on an AP examination or 4 on an IB examination at a school; (d) a testing fee reimbursement, not to exceed \$65, for each student receiving a score of at least 3 on an AP examination or 4 on an IB examination; (e) a one-time \$3,000 equipment grant for participating schools for providing an AP or IB course, based on need as determined by the commissioner of education; (f) \$100 for participating schools for each student who received a

ratings cycled districts and campuses received overall accountability ratings of A or B based on results across a number of indicators in the three domains. The accountability system underwent a refresh, and a revised rating system was implemented using updated cut scores. Performance on AP and IB was a component of the college, career, and military readiness (CCMR) indicators, which were included in all three domains.

College, Career, and Military Readiness Indicators

The CCMR indicators in the Texas public school accountability system use performance data from

additional information about AP/IB calculations for PRDDs, Advanced Placement and International Baccalaureate Glossary of Terms 2021-22 (TEA, 2023b).

End-of-Course Substitute Assessments for Graduation

Beginning in the 2011-12 school year, in accordance with TEC §39.025 (2010), the commissioner of education approved a list of assessments, including several AP and IB examinations, that a student may substitute for State of Texas Assessments of Academic Readiness (STAAR) End-of-course (EOC) assessments to meet graduation requirements. TEC §101.4002, 2013, amended to be effective August 9, 2022. An approved assessment may be used to substitute only one specific EOC assessment graduation requirement. A student may substitute one specific EOC assessment for one specific EOC graduation requirement.

Management System (PEIMS). College Board data on grade level, race/ethnicity and gender for AP examinees and IB data on gender for IB examinees are used when the equivalent PEIMS data are not available. Beginning in the 2018-19 school year, AP and IB examinees were able to select a third, nonbinary gender option. In the 2022 school year, there were 24 AP/IB examinees who selected the nonbinary gender option and did not match to student records in PEIMS.

Sums of examinees by student characteristics and by program participation may differ from one another from the total of all examinees. Whereas counts of all examinees reflect all examinees reported by the testing companies, counts of examinees by race/ethnicity and by gender reflect examinees who could be found in PEIMS plus examinees who could be found in PEIMS but for whom the specified demographic data were available from testing companies. Examinees reported by the testing companies may not be found in PEIMS because of data reporting errors. Because data on other student characteristics and program participation are not available from the testing companies, counts of examinees by these data reflect only those examinees who could be found in PEIMS. Additionally, counts of AP and IB course completers or courses completed may differ from counts of AP and IB examinees or examinations, respectively, because (a) not all course completers take examinations, (b) not all examinees complete and receive credit for advanced courses and (c) it may not have been possible to match some College Board or IB records to student records in PEIMS.

Reporting of Scores

The College Board AP Program offers more than 30 subject examinations across six academic areas. The IB Diploma Programme offers subject examinations across six subject groups. Students may take AP and IB subject examinations only once per school year. Students who have valid AP scores in the range of 1 to 5 or valid IB scores in the range of 1-3.995 (or 5) 10.996 (or) 2.998 (or) 7.0612 7.996 (at) 5 (ch.9)

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 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.

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Abstract. This report presents information about the Advanced Placement (AP) and International Baccalaureate (IB) programs, including information about courses, examinations, and examination fees. The report also discusses the Texas AP Incentive Program, policies related to uses of AP and IB examination results, and data sources and methodological considerations related to reporting participation and performance results in the following reports published by the Texas Education Agency Division of Research and Analysis: Advanced Placement and International Baccalaureate Examination Results in Texas Public Schools 2022 (Texas Education Agency [TEA], 2023a) and Advanced Placement Examination Results in Texas and the United States 2022 (TEA, 2023c).



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