

This section details the impact the COVID-19 pandemic had on AP and IB examinations for the 2019-20 through 2022

IB Diploma Programme. The IB Diploma Programme is a high school curriculum for students ages 16-19 that is anchored by three core components: a theory of knowledge course; creativity, activity, and service; and an extended essay project based on original independent research (IB, 2016). Typically taught over two years, the Diploma Programme offers courses across six subject groups: studies in language and literature, language acquisition, individuals and societies, sciences, mathematics, and the arts (IB, 2016, 2024a).

Schools may develop a course that IB does not otherwise offer in individuals and societies, sciences, or the arts by using a school-based syllabus (SBS) (IB, 2024b). The syllabus is developed in close collaboration with IB and must be approved by IB prior to the course being offered by the school. Astronomy is an example of a course offered using an SBS.

Diploma candidates are required to select a course from each subject group (IB, 2024a). The single exception is the arts, for which students may substitute a second course from the sciences, individuals and societies, or languages subject groups. The six subject group courses are taken at either standard level, which consists of 150 teaching hours, or higher level, which consists of 240 teaching hours. Students must take at least three, but not more than four, subject-group courses at higher level. Higher-level courses differ from standard-level courses in that students are "expected to demonstrate a greater body of knowledge, understanding, and skills at higher level."

Each IB course is reviewed over a seven-year period by IB staff, teachers, examiners, and consultants to ensure that course materials are relevant and up to date (IB, 2014). IB schools worldwide contribute to the review process by completing surveys, attending curriculum review meetings, and commenting on draft subject guides.

To be eligible to apply for authorization to participate in the IB Diploma Programme, a high school must first submit a successful application for candidacy (IB, 2018b). To be considered for candidacy, each school must conduct a feasibility study, and appropriate school faculty must attend IB professional development workshops, among several other requirements. Each prospective IB teacher must attend an IB workshop in the subject the teacher plans to teach. The workshops provide course material that aids each teacher in creating a course outline, which must be submitted with the authorization request. After a school submits an authorization request, IB visits the school to verify the details of the application before the IB director general decides whether to authorize the school's request.

Examinations

AP Program. Although most students who take AP examinations do so after having completed the

Texas AP Incentive Program

Purpose. The Texas AP Incentive Program was created in 1993 by the 73rd Texas Legislature to recognize and reward students, teachers, and schools that demonstrate success in achieving

Distinction Designations

Overview. Under the Texas public school accountability system, distinction designations are awarded to recognize school districts and campuses for

Texas First Early High School Completion Program

In 2021, the 87th Texas Legislature created the Texas First Early High School Completion Program to allow public high school students who demonstrate early readiness for college to graduate early from high school (TEC §28.0253, 2022). To demonstrate this readiness, a student must meet several criteria, including demonstrating mastery in the subject areas of English/language arts, mathematics, science, social studies, and a language other than English (19 TAC §21.52, 2024, amended to be effective February 15, 2024). A student can meet the criteria by passing AP examinations in the subject areas of English, mathematics, science, social studies, and a language other than English, and/or passing IB examinations in the subject areas of language and literature, mathematics, science, individuals and societies, and language acquisition. Passing scores are defined as 3 or higher for an AP examination and 4 or higher on an IB examination.

Data Sources and Methodological Considerations

Data Sources

The College Board provides the Texas Education Agency (TEA) with annual examination results and demographic information for Texas public school Advanced Placement (AP) examinees. International Baccalaureate (IB) provides TEA with annual examination results, and in the 2022-23 school year, provided data on gender for Texas public school IB examinees. Data on public school student grade level, race/ethnicity, economic status, gender, and advanced course completion, as well as other relevant district, campus, and student information, are obtained from the TEA Public Education Information 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 2019-20 school year, AP and IB examinees were able to select a third, nonbinary gender option. In the 2022-23 school year, there were 15 AP/IB examinees who selected the nonbinary gender option and did not match to student records in PEIMS.

Sums of examinees or examinations by student characteristic and by program participation may differ from one another or from the total of al.25 Td()T0.996 (one a)8.007 (not)-4.004 (h)10.996 (er)-5 (o)112.998 ()JT7

Reporting of Scores

The College Board AP Program offers

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