Advanced Placement and International Baccalaureate Examination Results in Texas 2002-03

Division of Accountability Research
Department of Accountability and Data Quality
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Abstract. This report examines Advanced Placement (AP) and International Baccalaureate (IB) participation and performance in Texas during the 2002-03 school year. The number of AP and IB examinees in Texas public schools was higher than in previous years, as was the number of public schools participating in the AP program. The percentage of AP examinees in the public schools scoring in the 3-5 range and the percentage of examinations with scores of 3-5 were higher in 2001-02 than 2002-03. At the same time, the percentages of IB examinees and examinations with scores of 4-7 increased. Higher percentages of Asian/Pacific Islander and White students received AP scores of 3-5 and IB scores of 4-7 than African American and Hispanic students. AP participation in Texas public and non-public schools combined has increased more rapidly than participation nationally between 1986-87 and 2002-03. In 2002-03, the percentages of AP examinations with scores of 3-5 in public and non-public schools decreased in both Texas and the United States.

Keywords. Advanced placement, inv7(o)-1-5

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Highlights

Texas Public Schools

Statewide Results

- In the 2002-03 school year, a total of 71,306 Texas public school students took 142,749 Advanced Placement (AP) examinations. From 1994-95 to 2002-03, the percentage of 11th and 12th graders taking AP examinations rose from 6.8 percent to 16.0 percent.

- The percentage of AP examinees scoring in the 3-5 range decreased from 56.5 percent in 2001-02 to 55.6 percent in 2002-03. The percentage of examinations with scores in the 3-5 range also decreased, from 52.4 percent in 2001-02 to 50.8 percent in 2002-03.

- In 2002-03, nearly 88 percent of International Baccalaureate (IB) examinees scored in the 4-7 range. The percentage of AP and IB examinees combined who met the score criteria for either AP or IB (56.0%) was only four-tenths of a percentage point higher than for AP alone.

- Among AP examinees tested in 2002-03, over 91 percent completed advanced academic courses during the year.

- In 2002-03, a total of 677 (62.3%) of the 1,087 Texas public school districts and charter schools with Grade 11-12 enrollment had students who took at least one AP examination. Seventeen of these 677 districts also had students who took one or more IB examinations.

- In 1992-93, there were only 158 Texas public schools with students completing AP courses.

Advanced Academic Programs: Advanced Placement (AP) and International Baccalaureate (IB)

History of AP and IB Programs

As early as the 1950s, high schools, colleges, and universities had begun designing courses and examinations to allow high school students to receive college credit and/or advanced college placement. In 1951, the Ford Foundation sponsored a project in three private high schools and three universities to design examinations that would give students advanced college placement (College Board, 2001a, as cited in Nugent, 2002). The Foundation's Fund for the Advancement of Education subsequently provided financial support to 12 colleges and 12 secondary schools to expand the project. A committee from these institutions comprised the School and College Study of Admissions with Advanced Standing. The College Board took ownership of the program in 1955 and created what is now the Advanced Placement Program.

The International Baccalaureate Programme, founded in 1968, began as the International Schools Examination Syndicate, a group of schools interested in establishing a common curriculum and university entry credential. The schools also hoped that "critical thinking and exposure to a variety of points of view would encourage intercultural understanding by young people" (IBO, 2002, p. 2). The Diploma Programme for students in the final two

To receive an IB diploma, diploma candidates must accumulate at least 24 of 45 total examination points in the required subject areas, plus complete the TOK course, extended essay, and CAS activities at satisfactory levels. The maximum score of 45 points includes scores of 7 on each of the six subject examinations and 3 bonus points for an exceptional essay and exceptional performance in TOK. Students who do not satisfy all requirements or elect to take fewer than six subject examinations are awarded certificates for examinations completed with acceptable scores (IBO, 2002).

IB Examination and School Fees

students who took the prerequisite courses (Dodd et al., 2002; Casserly, 1986; Morgan & Crone, 1993; Morgan & Ramist, 1998).

AP and IB programs also benefit teachers, high schools, and the colleges and universities attended by program participants (College Board, 1996). Secondary school teachers who develop and implement AP and IB programs benefit from opportunities for professional development and the chance to teach challenging subjects to high-performing, motivated students. High schools benefit by expanding the academic choices for students who wish to take more rigorous courses and by enhancing the quality and reputation of their college preparatory programs. Colleges and universities have an additional means of identifying and recruiting students who have successfully met the demands of challenging, college-level courses.

Access to, and Participation in, AP and IB Programs

The College Board recommends that high schools not select their AP students based on test or course grades alone (Camara & Millsap, 1998). Mathews (2001) argued that all students should have ready access to AP courses, given the contributions of advanced academic courses to student success in college. For example, U.S. Education Department senior researcher Clifford Adelman (1999) studied a cohort of 8,700 students and found that the students most likely to finish college were not those who had the highest high school grades or test scores, but those who had taken the most difficult courses in high schools.

Both policymakers and researchers have called for greater student access to AP and IB courses, especially for minority students. Several studies have pointed to persistently low representation and performance on AP and IB examinations of African American and Hispanic students compared to other racial and ethnic minorities. A report released by the National Research Council (2002) recommended that advanced courses be made more readily available to minority students and to youths in rural and poor urban areas. In addition, the College Board recently prepared a best practices guide for achieving equity in the AP program, specifically encouraging minority student participation in the AP program (College Board, AP Central, 2004f).

Uses of AP and IB Examination Results

Indicators of State and National Progress

In recent years, AP examination results have been used as one of many indicators of educational progress and comparative performance. Because AP examinations measure higher-level learning in a broad array of subject areas, the results provide valuable information to high schools on the preparation of students for academic challenges beyond the secondary school level. States may use national participation and performance as benchmarks to compare their performance in preparing high school students for college-level courses. Comparisons of AP performance among states are most appropriate when AP examination participation rates, demographic characteristics of examinees,

and AP policies are similar. The College Board prepares summary reports of national and state AP examination results (College Board & ETS, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994b, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003).

Indicators in the Texas Accountability System

Texas has in place an integrated state accountability system and an Academic Excellence Indicator System (AEIS) that support state goals for public education. These systems recognize, reward, sanction, and intervene with school districts and campuses to ensure excellence in education for all students. Information used to rate and acknowledge districts and schools is compiled in AEIS reports. Grade 11-12 examinee participation and performance on AP and IB examinations is included as an indicator in the AEIS. More detailed information on this indicator is presented in the next section of this report.

Texas Policy Related to Advanced Placement (AP) and International Baccalaureate (IB)

Access to Courses and Examinations

Overview

Texas has made a concerted effort to facilitate student access to AP/IB courses and testing. The State Board of Education (SBOE), for example, encourages high schools to participate in the programs by allowing AP and IB courses to satisfy high school graduation requirements (Texas Administrative Code [TAC], Title 19, §§74.11-74.13, 2003). As a result, more high schools are offering AP and IB courses, more students are enrolling in courses, and more students are participating in examinations.

Both the state and federal governments have provided direct incentives to schools, teachers, and students who need financial assistance. Incentives for schools and teachers include program funds and professional development support for the teaching of advanced academic subjects. Incentives for students include financial assistance with examination fees.

Texas Advanced Placement Incentive Program

Purpose. The Texas Advanced Placement Incentive Program (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 the educational goals of the state (Texas Education Code [TEC] §§35.001-35.008, 1994; 19 TAC §74.29, 1996). IB was added to the program by the 74th Texas Legislature in 1995 (TEC §§28.051-28.058, 1996). In 2001, SBOE rules implementing the AP Incentive Program were amended to include IB (19 TAC §74.29, 2002).

Awards and subsidies.

The AP Incentive Program also includes subsidies for college AP and IB examinations (TEC §28.054, 2004). The SBOE is responsible for adopting guidelines for determining financial need that are consistent with the definitions of financial need adopted by the College Board and the IBO (TEC §28.054, 2004). Approval of reimbursements has continued through the 2004-2005 fiscal biennium. In 1995, the SBOE approved up to $25 from the Texas Education Agency (TEA) to be allocated for each student who meets the criteria for financial need. This amount increased to $30 for the 2003-04 school year (TEA, 2004a; College Board, AP Central, 2004a). A student who qualifies under the College Board criteria for financial need is eligible for a $22 fee reduction by the College Board; TEA will pay an additional $17 for each examination taken by a student who qualifies for the College Board fee reduction (TEA, 2004b).

With subsidies provided by the AP Incentive Program, AP examinees in 2003-04 who met financial need criteria and took AP courses corresponding with the tests paid no more than $5 per AP examination. Support from the program also ensured that all other AP examinees taking AP courses in corresponding subject areas paid no more than $52 per examination (TEA, 2004a; College Board, AP Central, 2004a). Students in financial need who took IB courses corresponding with the tests paid no more than $5 per examination in 2003-04; all other IB examinees paid no more than $24 per examination.

History of state funding. Implementation of the AP Incentive Program occurred in the 1994-1995 fiscal biennium under the authority of TEC §35.001 (1994). During the first year of implementation, no funding was appropriated specifically for the program. Funds for two components—teacher training and examination fee reimbursement for students in financial c0.0002 -18.5301 -1.3661 TD0

$14.5 million was allocated for FY 2002 and $17.5 million was allocated for FY 2003. Additional support for the AP/IB Program came from funds appropriated for textbook expenditures (General Appropriations Act, Article III, Rider 29 and Strategy B.1.1, 77th Legislature; Texas Association for the Gifted and Talented, 2002). According to Rider 29, funding priority for teacher training was to be given to teachers at public school campuses not offering AP/IB courses. The rider also provided for making AP/IB courses available at as many public schools as possible, "without regard to the rural/urban status of the campus and the socioeconomic status of its students" (p. III-13).

For the 2004-2005 fiscal biennium, funding decreased somewhat to $27 million; $13.5 million per year was allocated from the Foundation School Program for both pre-AP/IB activities and for the AP Incentive Program. Unlike in previous years, no additional funding was reappropriated from the Gifted and Talented fund. Any allocated funding for FY 2004 not used by August 31, 2004, will be appropriated for FY 2005 (General Appropriations Act, Article III, Rider 26 and Strategy A.2.1, 78th Legislature). Based on Rider 26, TEA will give funding priority to examination fee subsidies for students and to training for teachers at public school campuses not offering AP/IB courses. Rider 26 also restates the goal of providing access to AP/IB courses at as many public schools as possible (p. III-11).

History of federal funding. Although the federal AP fee assistance program was first authorized in the 1992 Higher Education Act, Congress did not fund the program until federal FY 1998. This program was first implemented in 34 states, including Texas, to provide fee assistance for low-income students, defined as students whose family incomes were at or below 150 percent of the Census Bureau poverty guidelines. The secretary of education expanded the program to include students with financial need taking IB examinations, as well. For federal FY 1999, Congress appropriated $4 million for the AP and IB fee assistance program. Of the $4 million, Texas received $300,000 for May 2000 examinations. For May 2001 examinations, Texas' share of federal monies increased to $379,000. For the 2002-03 school year, 45 states, four territories, and the District of Columbia received funds totaling $22 million through the U.S. Department of Education's Advanced Placement Incentive Program. These grants were designed to provide assistance to students from low-income families, encourage their enrollment and participation in AP, and increase the availability of AP courses in schools serving low-income areas (College Board, AP Central, 2004c).

In addition to receiving federal support for AP and IB examinees with financial need, Texas competed successfully for special federal funds to develop initiatives to increase participation of minority and other historically disadvantaged students in AP and IB programs. The Texas Center for AP/IB Initiatives opened in July 2001 and is funded by a three-year, $3.5 million grant from the U.S. Department of Education (Texas Center for AP/IB Initiatives, 2004). The goal of the center is to increase the participation of underrepresented and underserved populations in AP and IB programs in Texas. Texas also received almost $200,000 to establish a Spanish-language Middle School AP Project in 1999-00 and support its continued development through 2002-03. Other current center projects include AP/IB focus groups, which bring together administrators and teachers throughout the state to discuss issues regarding the future of AP and IB programs; the AP Baldrige in Education Project, which helps to incorporate the Baldrige management assessment tools in AP classrooms; the

PSAT/NMSQT Pilot Program, which encourages testing all 10th graders on the PSAT/NMSQT to help identify students for participation in Pre-AP and AP courses; and the AP Thinking Maps Project, which provides visual tools called Thinking Maps to help students achieve higher AP examination

Reporting Information and Data Sources

Public and Non-Public Schools

Examination results for Texas 11th and 12th graders are presented in two sections of this report. One section presents results for Advanced Placement (AP) and International Baccalaureate (IB) examinations for Texas public school students only. The other section presents AP examination results for public and non-public high school student

1994b, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003). Comparable reports were not available for IB performance (cf. IBO, 1995).

Student grade, ethnicity, and gender, as well as other relevant district, campus, and student information, were available in the TEA Public Education Information Management System (PEIMS). The College Board also collects student grade level, ethnicity, and gender information for AP examinees; these data were used when they were not available in PEIMS. The IBO does not collect this information.

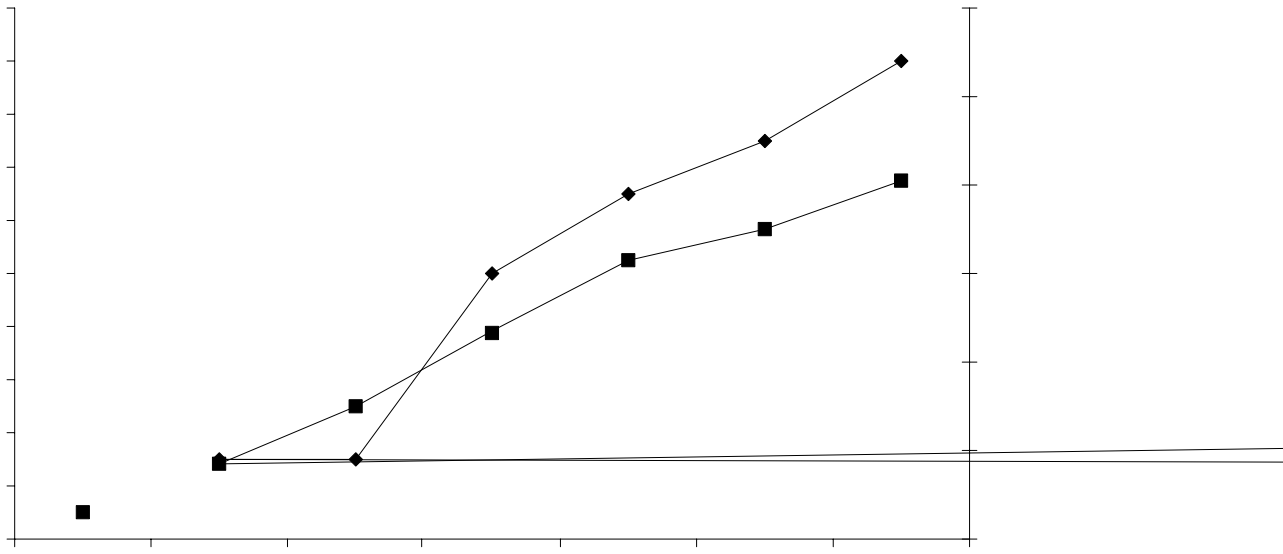
Results for Texas Public Schools

Statewide Results and Trends: All Students

Advanced Placement (AP) Participation and Performance

Between school years 1994-95 and 2002-03, the percentage of 11th and 12th graders taking AP

Figure 3
State Funding for Advanced Placement (AP)/International Baccalaureate (IB) Programs and Participation in AP/IB Programs, Grades 11-12, Texas Public Schools, 1996-97 Through 2002-03



Source. General Appropriations Act, Article III, Rider 39, 74th Legislature; General Appropriations Act, Article III, Rider 34, 75th Legislature; General Appropriations Act, Article III, Rider 30, 76th Legislature; General Appropriations Act, Article III, Rider 29, 77th Legislature; and Texas Education Agency.

examinee and examination performance with AP [(Gener-9 0 v8ormance)-5.8n gRy.7(in i(y6-ud5.8s Act)4.2pti)5.6(g

Statewide Results and Trends: By Ethnicity

AP Participation and Performance The rates at

Table 3
Advanced Placement (AP) Examination Participation and Performance, Grades 11-12, Texas Public Schools, 2002-03

		Examinees		Examinees scoring 3-5 on examinations			Examinations with scores of 3-5	
			Participation					
Group	Students	Number	Rate (%)	Number	Percent	Examinations	Number	Percent
African American	57,016	4,358	7.6	1,270	29.1	7,623	1,984	26.0
Asian/Pacific Islander	16,192	6,047	37.3	4,208	69.6	16,452	10,685	65.0
Hispanic	154,447	18,729	12.1	8,620	46.0	32,403	11,500	35.5
Native American	1,225	206	16.8	113	54.9	427	211	49.4
White	216,439	41,794	19.3	25,381	60.7	85,557	47,967	56.1

(Table A-3 in Appendix A). As a result, the gap between the participation rates of the two genders widened from 1.4 percentage points in 1994-95 to 3.9 percentage points in 2002-03.

Compared to 2001-02, the percentages of male and female AP examinees earning scores in the 3-5 range decreased slightly in 2002-03, from 58.7 percent to 57.7 percent for males and from 54.9 percent to 54.2 percent for females. Between 1994-95 and 2002-03, male examinees consistently outperformed female examinees.

IB Participation and Performance

Participation rates on IB examinations, as on AP examinations, increased more rapidly for females than males between 1994-95 and 2002-03 (Table A-4 in Appendix A). The participation gap between the two genders remained essentially stable between 2001-02 and 2002-03.

Between 1994-95 and 2002-03, IB examination performance fluctuated for both male and female examinees. The percentage of male examinees scoring in the 4-7 range increased from 78.5 percent in 1994-95 to 91.0 percent in 1997-98, gradually declined to 84.3 percent in 2001-02, then climbed to 85.9 percent in 2002-03. The percentage of female examinees earning high scores increased from 81.4 percent to 93.9 percent between 1994-95 and 1998-99, decreased over the next three years to 85.6 percent in 2001-02, then increased to 89.3 percent in 2002-03.

Examinee Population Profile

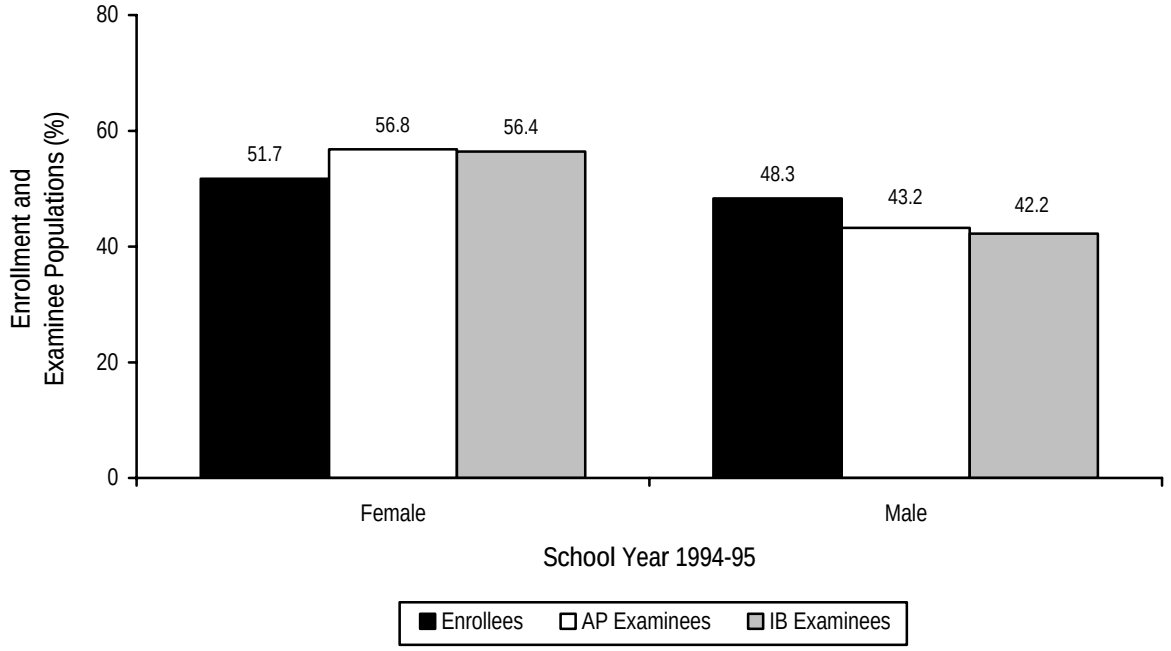
Between 1994-95 and 2002-03, males were consistently underrepresented among AP and IB examinees (Figure 5 on page 22 and Tables A-3 and A-4 in Appendix A). In 2002-03, for example, the proportion of male AP examinees (42.2%) was 6 percentage points lower than the proportion of male students in enrollment (48.2%). Between 1994-95 and 2002-03, the proportion of female AP examinees was consistently higher than the proportion of female students in enrollment. In 2002-03, the proportion of female AP examinees was 57.8 percent, and the proportion of females in enrollment was 51.8 percent. Male underrepresentation and female overrepresentation were even greater for IB examinees.

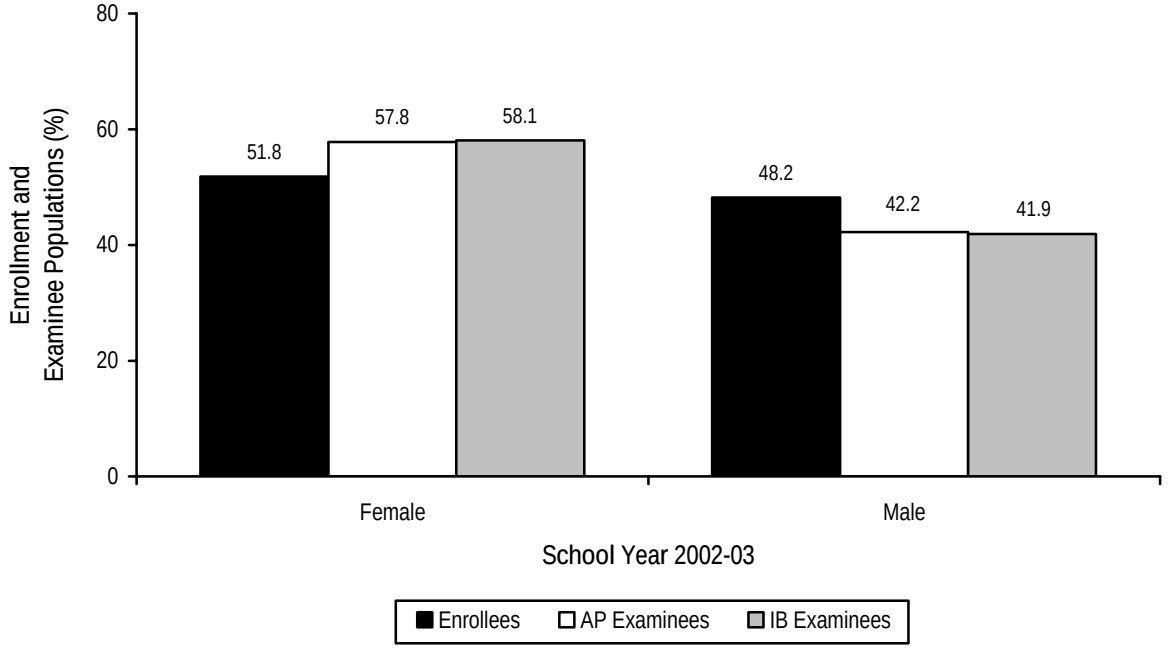
Advanced Courses and Examination Participation and Performance

General Trends

Not all AP examinees take AP or other advanced academic courses, nor do all students who participate in advanced courses ultimately take AP examinations. The 10-year period from 1992-93 through 2002-03 was marked by an increase in the number of Texas public school students participating in courses considered academically advanced (Table A-7 in Appendix A). For example, the number of students in Grades 9-12 completing at least one AP course increased over tenfold, from 11,402 to 568 98 0 089n inT0 98 0 0815[(partod fromx). For awas)-G0eGradan

Figure 5
Enrollment and Examinees, Grades 11-12, by Gender, Texas Public Schools, 1994-95 and 2002-03





Source. College Board, International Baccalaureate Organisation, and Texas Education Agency (TEA).

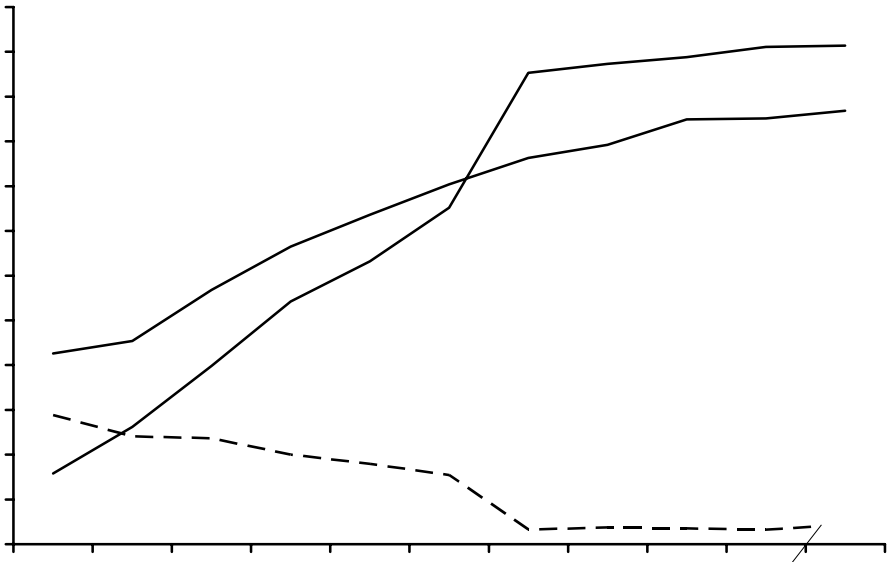
Note. Grade level and gender were taken from the TEA Public Education Information Management System, as available, and from Advanced Placement files, otherwise. Thus, the sums of percentages by gender may not total 100 percent.

addition, the percentage of all advanced courses taken that were College Board AP courses increased from 11.7 percent in 1992-93 to 53.5 percent in 2002-03.

Participating Schools

According to data collected through the Texas Education Agency (TEA) Public Education Information Management System, the increase in the numbers of course takers and courses taken was partly a result of an increase in the number of schools offering AP courses. The number of Texas public schools with students completing AP courses rose from 158 schools in 1992-93 to 1,114 schools in 2002-03 (Table 5 and Figure 6 on page

Figure 6
Texas Public Schools with Grades 9-12 Advanced Placement (AP) Courses and Examinations, 1992-93 Through 2002-03



Source. College Board and Texas Education Agency (TEA).

Note. Final semester completion of courses was used as the basis for numerical counts. Counts for the number of schools with AP examinations and the number of schools with AP courses in 1994-95 vary slightly from preliminary counts reported for these data in TEA (1995).

courses both expanded rapidly, but participation in AP courses increased nearly twice as much as participation in other advanced courses. In addition, the average number of AP courses completed by examinees more than doubled, from 1.5 per examinee to 3.2 per examinee.

As the percentage of AP examinees taking advanced courses increased, so too did the percentage of students with advanced courses taking AP examinations (Table A-9 in Appendix A). Participation of students with AP courses in AP examinations expanded steadily in the decade to 2002-03 (41.6% to 54.4%). Advanced courses other than AP courses appeared to have played an increasingly important role in preparing students for AP examinations. The sustained growth in AP, IB, and other advanced courses and participation in AP examinations was accompanied by state funding increases in the 2000-2001 and 2002-2003 fiscal bienniums.

Correspondence Within Subjects

Between 1992-93 and 2002-03, the relationship between AP course completion and AP examination participation changed dramatically (Table A-10 in Appendix A). In 1992-93, just over a quarter of students who took examinations (27.2%) had previously completed AP courses in the same subjects. By 2002-03, the percentage was over three-quarters (77.4%). Similarly, in 1992-93, only 34.8 percent of students who completed AP courses participated in the corresponding AP

examinations. By 2002-03 this had increased to nearly half of those who completed AP courses (49.1%).

In some instances, the numbers of students tested were too small to draw conclusions, but generally speaking, students who completed the corresponding AP courses outperformed those who did not (Table A-12 in Appendix A). Nevertheless, there were exceptions. There were four examination subjects in which the average performance of students who had not taken AP courses in the same subjects exceeded the average performance of students who had by more than 0.05: World History, Biology, Spanish Language, and French Language. Of examinees who did not take corresponding AP courses, a large percentage (19.7%) took the Spanish Language test. The mean score for the Spanish Language examinees who had not taken AP Spanish was 3.86, the highest performance on any subject for students without AP courses. The average score for students who had taken AP Spanish was 3.62, the highest performance on any subject for students with AP courses. These strong results led Texas public school students to outperform students nationally on AP Spanish Language examinations.

Results for Texas and the United States

Advanced Placement (AP) Examination Trends

In school year 2002-03, a total of 90,880 students in 1,124 Texas public and non-public schools took 164,804 AP examinations (Table 6). This put Texas second in the nation, behind California, in the number of AP examinees and the number of AP examinations taken (Table A-13 in Appendix A). Texas was 10th among the states in the percentage increase (13.3%) in number of examinees from the previous year.

From 1986-87 to 2002-03, participation in AP examinations increased more rapidly in Texas than in the nation as a whole (Table 6). The number of Texas AP examinees increased over tenfold, from 8,792 to 90,880, while the national number increased almost fourfold, from 259,222 to 998,329. During this same time period, the number of examinations taken by Texas students increased from 12,506 to 164,804, and the number of examinations taken nationally increased from 364,804 to 1,705,207.

Table 6
Advanced Placement (AP) Examination Trends, Texas and the United States, 1986-87 Through 2002-03

	Schools		Examinees		Examinations		Examinations with scores 3-5		Scores in 3-5 range (%)	
Year	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
1986-87	285	7,776	8,792	259,222	12,506	364,804	8,897	246,458	71.1	67.6
1987-88	297	8,247	10,478	288,372	15,567	419,101	10,739	281,566	69.0	67.2
1988-99	346	8,768	11,832	309,751	17,813	455,996	12,102	297,813	67.9	65.3
1989-90	394	9,292	12,766	323,736	19,625	480,696	13,367	318,963	68.1	66.4
1990-91	413	9,781	14,101	351,144	21,529	523,236	14,446	334,911	67.1	64.0
1991-92	451	10,191	15,364	378,692	23,672	566,036	16,442	369,942	69.5	65.4
1992-93	502	10,594	18,139	413,939	28,437	623,933	19,334	401,256	68.0	64.3
1993-94	544	10,863	21,178	447,972	33,944	684,449	23,605	452,377	69.5	66.1
1994-95	649	11,274	27,770	493,263	45,733	767,881	28,006	476,327	61.2	62.0
1995-96	756	11,136	31,843	525,072	52,156	824,329	32,381	523,321	62.1	63.5
1996-97	834	11,424	37,563	566,720	62,318	899,463	37,526	579,865	60.2	64.5
1997-98	909	11,843	44,093	618,257	74,192	991,952	42,909	635,922	57.8	64.1
1998-99	971	12,229	51,228	685,981	88,485	1,122,414	49,721	712,903	56.2	63.5
1999-00	1,015	12,558	60,405	747,922	107,640	1,242,324	58,964	790,810	54.8	63.6
2000-01	1,063	12,960	69,569	820,880	125,785	1,380,146	64,157	845,933	51.0	61.3
2001-02	1,119	13,423	80,240	913,251	144,060	1,548,999	76,802	977,760	53.3	63.1
2002-03	1,124	13,624	90,880	998,329	164,804	1,705,207	85,545	1,048,510	51.9	61.5

Source. College Board & Educational Testing Service (1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994b, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003) and personal communication with P. Williamson, College Board Southwest Regional Office, November 10, 1997.

Note. Data are based on public and non-public examinees.

The number of Texas public and non-public schools participating in AP examinations also rose during this period, roughly quadrupling from 285 to 1,124, while nationally, the number of participating schools nearly doubled, from 7,776 to 13,624. The percentage of Texas schools participating in AP examinations in 2002-03 (68.2%) exceeded the national percentage (59.9%). Massachusetts had the highest percentage of participating schools (89.3%), and North Dakota had the lowest percentage of participating schools (9.7%) (Table A-13 in Appendix A).

Along with increases in numbers of examinees and examinations, Texas experienced a dramatic increase in the number of AP scores in the 3-5 range over the 17-year period, from 8,897 in 1986-87 to 85,545 in 2002-03 (Table 6 on page 27). Compared to 2001-02 , the percentage of Texas AP examinations with high scores decreased from 53.3 percent to 51.9 percent in 2002-03. Nationally, 61.5 percent of examinations in 2002-03 had scores in the 3-5 range.

It is likely that declines in the percentages of high AP examination scores are related to rising participation rates. In recent years, greater numbers of schools have offered AP programs for the first time. As a result, a growing proportion of AP examinees are students taking AP courses and examinations for the first time. These students may be less prepared than students who have taken AP courses and examinations previously. AP examinees who have had progressively rigorous academic preparation may have some performance advantage over students who have not (College Board, 2000).

AP Examination Subjects

Although AP examinations are offered in 34 subjects, the top three subjects in 2002-03 were the same for AP examinees in Texas and the United States: English Language and Composition, English Literature and Composition, and U.S. History (Table A-14 in Appendix A). In 2002-03, for the first time in Texas, the number of students taking AP Spanish Language examinations surpassed the number taking Calculus AB examinations. Nationally, Calculus AB remained the fourth most popular AP examination. The top four subjects A3847 0 T/TT8 1sP ptyns. National()-1.6Cf 2per7ves AB examina

AP Examinee Profile

Compared to the United States, Texas had more than twice the percentage of Hispanic AP examinees in 2002-03 (28.0% versus 11.4%) and a similar percentage of African American examinees (5.4% versus 5.1%) (Table 7). Higher proportions of historically lower-scoring, under-prepared groups of examinees may contribute to the state's relatively lower percentage of high AP examination scores (Table 6 on page 27). This resu

Considerations for Educators

Overview

In high-quality Advanced Placement (AP) and International Baccalaureate (IB) programs, high school students explore academic subjects in depth and are exposed to college course content. Scores from AP and IB examinations represent objective, external, and standardized measurements for predicting student performance in college courses on the same subjects.

The overall value of college-level learning opportunities offered through AP and IB programs depends on the quality and rigor of the advanced courses and the effectiveness of the teaching. Ultimately, such higher-level learning should increase the number of Texas high school graduates who are academically prepared to meet the challenges of college and university studies. The following strategies have been identified for enhancing student access to, and performance in, AP and IB courses and examinations.

Student Access to AP and IB Courses and Examinations Within Schools

Access to Courses

High schools use a variety of approaches for identifying students who may be successful in AP courses. The following strategies may prove useful.

- Use procedures such as teacher recommendations, student self-nominations and parent requests, previous coursework, grades in relevant courses, and achievement test scores to IB courses a6anceu(A(,Tgo exam)IB.9( )]TJ/TT14 1 Tf12 0 0 12 .e(nn-7.5s(06 TT Me05 Tc0.00exam)and ach

Access to Examinations

As is the case for any examination not required of all students, the extent of student participation in AP and IB examinations can be affected by a variety of factors. One important factor is the fee charged per examination taken. Although the fees for examinations are much less than the cost of taking college courses, the fees can still be prohibitive for many. Resources for students with financial needs in Texas include:

- College Board fee reductions for AP examinations (College Board, AP Central, 2004e);
- available funding in the Texas AP Incentive Program (TEA, 2004b);
- federal funding for AP and IB programs (Texas Center for AP/IB Initiatives, 2004); and
- other locally sponsored fee reductions and waivers (Hager, Antinone, Fleisher, & Vinson, 1997).

For more information on funding, refer to the section, Access to Courses and Examinations.

Student Performance in AP and IB Courses and Examinations

When considering ways to improve student performance in AP and IB courses and examinations, policymakers and practitioners might consider the following research findings.

- On average, AP examinees who have taken the corresponding AP courses either outscore or perform about the same as those who have not taken the corresponding courses (TEA, 1995, 2000a, 2000b, 2001, 2002a, 2003). For more information, refer to the section, Advanced Courses and Examination Participation and Performance.
- AP examinees who have had progressively ri

Appendix A
Supplemental Tables

Table A-1
Advanced Placement (AP) Examinations, Texas Public School Courses, and Minimum Recommended College Credit Hours, 2002-03

AP examination	AP course number	Course in Public Education Information Management System	Minimum recommended college credit hours
Art and Music			
Art History	A3500100	History of Art	6
Studio Art – Drawing	A3500300	Studio Art – Drawing	6
Studio Art – 2-D Design	A3500200	Studio Art – General	N/A[a]
Studio Art – 3-D Design	A3500200	Studio Art – General	N/A[a]
Music Theory	A3150200	Music Theory	6
English			
English Language and Composition	A3220100	English Language and Composition	6
English Literature and Composition	A3220200	English Literature and Composition	6
Languages			
French Language	A3410100	French Language	6-8
French Literature	A3410200	French Literature	6-12
German Language	A3420100	German Language	6-8

Table A-2
Advanced Placement (AP)/International Baccalaureate (IB) Incentives, Texas Public Schools, Through the 2004-2005 Biennium

Incentive description	Funding status in each biennium					
	1994-1995	1996-1997	1998-1999	2000-2001	2002-2003	2004-2005
School						
A school may receive a one-time $3,000 equipment grant for providing a college-level AP or IB course. Schools are selected based on need as determined by the commissioner of education.	No	No	Yes	Yes	Yes	Yes
A school may receive $100 for each student who scores a 3 or higher on a college-level AP examination or 4 or higher on an IB examination.	No	No	No	Yes	Yes	Yes
Teacher						
A teacher of AP or IB courses may receive a subsidy of up to $450 for AP or IB teacher training.	No	Yes	Yes	Yes	Yes	Yes[a]
A teacher may receive a one-time award of $250 for teaching a college-level AP or IB course for the first time.	No	No	No	No	No	No
A teacher may receive a share of the teacher bonus pool, which shall be distributed by the teacher's school in shares proportional to the number of courses taught. Fifty dollars may be deposited in the teacher bonus pool for each student enrolled in the school who scores a 3 or above on an AP examination or 4 or above on an IB examination.	No	No	No	No	No	No
Student						
A student receiving a score of 3 or above on an AP examination or 4 or above on an IB examination may receive reimbursement, not to exceed $65, for the testing fee.	No	No	No	No	No	No
The Texas Education Agency (TEA) may pay for all AP and IB examinations taken by students who take an AP/IB course (as designated in the Public Education Information Management System) in the subject of the test.	No	No	Yes	Yes	Yes	Yes
Students in financial need may receive further federal and state fee reductions.	Yes	Yes	Yes	Yes	Yes	Yes[b]

Source. General Appropriations Act, Article III, 73rd Legislature; General Appropriations Act, Article III, Rider 39, 74th Legislature; General Appropriations Act, Article III, Rider 34, 75th Legislature; General Appropriations Act, Article III, Rider 30, 76th Legislature; General Appropriations Act, Article III, Rider 29, 77th Legislature; General Appropriations Act, Article III, Rider 26, 78th Legislature; Texas Administrative Code (1996); TEA (2004a); and Texas Education Code (1994).

[a]The reimbursement was available for pre-AP and pre-IB 9th – 12th grade teachers, beginning in summer 2002 (TEA, 2004a). [b]Actual costs of AP and IB

Table A-3
Advanced Placement (AP) Examination Participation and Performance, Grades 11-12, Texas Public Schools, 1994-95 Through 2002-03

Group	Students	Examinees		Examinees scoring 3-5 on examinations		Examinations	Examinations with scores of 3-5	
		Number	Participation Rate (%)	Number	Percent		Number	Percent
1994-95								
African American	43,811	848	1.9	306	36.1	1,181	423	35.8
Asian/Pacific Islander	11,189	2,465	22.0	1,835	74.4	5,215	3,671	70.4
Hispanic	107,843	4,055	3.8	2,241	55.3	5,783	2,799	48.4
Native American	792	71	9.0	47	66.2	119	74	62.2
White	188,952	16,391	8.7	10,432	63.6	27,289	16,788	61.5
Female	182,228	13,611	7.5	8,234	60.5	21,354	12,371	57.9
Male	170,359	10,369	6.1	6,731	64.9	18,505	11,560	62.5
State	352,587	23,980	6.8	14,965	62.4	39,859	23,931	60.0
1995-96								
African American	45,849	1,180	2.6	380	32.2	1,683	527	31.3
Asian/Pacific Islander	11,553	2,693	23.3	2,014	74.8	5,794	4,098	70.7
Hispanic	110,328	4,853	4.4	2,521	51.9	6,784	3,163	46.6
Native American	821	64	7.8	45	70.3	116	73	62.9
White	190,785	18,415	9.7	12,050	65.4	30,576	19,374	63.4
Female	186,647	15,582	8.3	9,604	61.6	24,412	14,495	59.4
Male	172,689	11,831	6.9	7,550	63.8	20,908	12,977	62.1
State	359,336	27,413	7.6	17,154	62.6	45,320	27,472	60.6
1996-97								
African American	49,021	1,568	3.2	493	31.4	2,277	684	30.0
Asian/Pacific Islander	12,118	3,064	25.3	2,263	73.9	6,633	4,591	69.2
Hispanic	117,575	6,172	5.2	3,217	52.1	8,934	4,046	45.3
Native American	831	64	7.7	42	65.6	98	58	59.2
White	197,740	21,122	10.7	13,711	64.9	36,024	22,331	62.0
Female	195,693	18,410	9.4	11,129	60.5	29,549	16,872	57.1
Male	181,592	13,661	7.5	8,643	63.3	24,521	14,892	60.7
State	377,285	32,071	8.5	19,772	61.7	54,070	31,764	58.7

Source. College Board and Texas Education Agency.

continues

Table A-3 (continued)
Advanced Placement (AP) Examination Participation and Performance, Grades 11-12, Texas Public Schools, 1994-95 Through 2002-03

		Examinees		Examinees scoring 3-5 on examinations			Examinations with scores of 3-5	
			Participation					
Group	Students	Number	Rate (%)	Number	Percent	Examinations	Number	Percent
1997-98								
African American	51,136	1,848	3.6	552	29.9	2,747	807	29.4
Asian/Pacific Islander	12,834	3,458	26.9	2,512	72.6	8,148	5,636	69.2
Hispanic	124,351	8,073	6.5	4,027	49.9	12,188	5,196	42.6
Native American	918	88	9.6	46	52.3	159	85	53.5
White	204,700	24,206	11.8	15,214	62.9	42,644	25,750	60.4
Female	204,395	21,659	10.6	12,561	58.0	36,030	19,664	54.6
Male	189,544	16,084	8.5	9,862.9				1892(7-98

Table A-3 (continued)
Advanced Placement (AP) Examination Participation and Performance, Grades 11-12, Texas Public Schools, 1994-95 Through 2002-03

		Examinees		Examinees scoring 3-5 on examinations			Examinations with scores of 3-5	
			Participation					
Group	Students	Number	Rate (%)	Number	Percent	Examinations	Number	Percent
2000-01								
African American	52,963	3,264	6.2	884	27.1	5,542	1,429	25.8
Asian/Pacific Islander	14,955	5,133	34.3	3,474	67.7	13,177	8,306	63.0
Hispanic	137,190	15,185	11.1	6,721	44.3	25,451	8,743	34.4
Native American	1,047	144	13.8	67	46.5	280	124	44.3
White	209,683	35,251	16.8	20,526	58.2	68,009	37,004	54.4
Female	216,003	34,196	15.8	17,718	51.8	62,185	29,140	46.9
Male	199,835	24,854	12.4	14,003	56.3	50,423	26,557	52.7
State	415,838	59,050	14.2	31,721	53.7	112,608	55,697	49.5
2001-02								
African American	54,727	3,586	6.6	1,076	30.0	6,049	1,684	27.8
Asian/Pacific Islander	15,758	5,368	34.1	3,847	71.7	14,366	9,530	66.3
Hispanic	145,222	16,499	11.4	7,409	44.9	27,865	9,926	35.6
Native American	1,120	140	12.5	59	42.1	278	110	39.6
White	213,731	38,241	17.9	23,667	61.9	76,117	44,018	57.8
Female	223,741	36,968	16.5	20,294	54.9	68,761	34,361	50.0
Male	206,817	26,866	13.0	15,764	58.7	55,914	30,907	55.3
State	430,558	63,834	14.8	36,058	56.5	124,675	65,268	52.4
2002-03								
African American	57,016	4,358	7.6	1,270	29.1	7,623	1,984	26.0
Asian/Pacific Islander	16,192	6,047	37.3	4,208	69.6	16,452	10,685	65.0
Hispanic	154,447	18,729	12.1	8,620	46.0	32,403	11,500	35.5
Native American	1,225	206	16.8	113	54.9	427	211	49.4
White	216,439	41,794	19.3	25,381	60.7	85,557	47,967	56.1
Female	230,502	41,204	17.9	22,317	54.2	78,993	38,254	48.4
Male	214,817	30,102	14.0	17,356	57.7	63,756	34,220	53.7
State	445,319	71,306	16.0	39,673	55.6	142,749	72,474	50.8

Source. College Board and Texas Education Agency.

Table A-4
International Baccalaureate (IB) Examination Participation and Performance, Grades 11-12, Texas Public Schools, 1994-95 Through 2002-03

Table A-4 (continued)
International Baccalaureate (IB) Examination Participation and Performance, Grades 11-12, Texas Public Schools, 1994-95 Through 2002-03

		Examinees		Examinees scoring 4-7 on examinations			Examinations with scores of 4-7	
			Participation					
Group	Students	Number	Rate (%)	Number	Percent	Examinations	Number	Percent
1997-98								
African American	51,136	58	0.1	32	55.2	158	63	39.9
Asian/Pacific Islander	12,834	121	0.9	114	94.2	345	317	91.9
Hispanic	124,351	39	<0.1	35	89.7	92	65	70.7
Native American	918	–	–	–	–	–	–	–
White	204,700	388	0.2	354	91.2	1,000	838	83.8
Female	204,395	366	0.2	317	86.6	937	739	78.9
Male	189,544	243	0.1	221	91.0	670	555	82.8
State	393,939	612	0.2	540	88.2	1,610	1,296	80.5
1998-99								
African American	51,253	45	0.1	36	80.0	108	72	66.7
Asian/Pacific Islander	14,214	135	1.0	130	96.3	395	340	86.1
Hispanic	129,512	52	<0.1	49	94.2	124	94	75.8
Native American	1,475	–	–	–	–	–	–	–
White	207,815	477	0.2	438	91.8	1,156	986	85.3
Female	209,762	424	0.2	398	93.9	1,056	911	86.3
Male	194,507	288	0.2	258	89.6	735	588	80.0
State	404,269	714	0.2	657	92.0	1,793	1,500	83.7
1999-00								
African American	52,069	53	0.1	48	90.6	140	92	65.7
Asian/Pacific Islander	14,376	161	1.1	149	92.5	421	347	82.4
Hispanic	133,844	115	0.1	85	73.9	256	144	56.3
Native American	979	–	–	–	–	–	–	–
White	209,040	511	0.2	441	86.3	1,264	1,063	84.1
Female	213,139	506	0.2	432	85.4	1,240	967	78.0
Male	197,169	336	0.2	293	87.2	844	682	80.8
State	410,308	843	0.2	725	86.0	2,085	1,649	79.1

Source. International Baccalaureate Organisation (IBO) and Texas Education Agency (TEA).

Note. Final IB results data for 2002-03 obtained from IBO in August 2003. Grade level, gender, and ethnicity from TEA Public Education Information Management System as available. Thus, the sums of examinees by gender and by ethnic group are slightly less than the total for all examinees. Statistics based on fewer than five examinees are masked with a dash (-).

continues

Table A-4 (continued)
International Baccalaureate (IB) Examination Participation and Performance, Grades 11-12, Texas Public Schools, 1994-95 Through 2002-03

		Examinees		Examinees scoring 4-7 on examinations			Examinations with scores of 4-7	
			Participation					
Group	Students	Number	Rate (%)	Number	Percent	Examinations	Number	Percent
2000-01								
African American	52,963	55	0.1	42	76.4	119	89	74.8
Asian/Pacific Islander	14,955	185	1.2	171	92.4	481	419	87.1
Hispanic	137,190	96	0.1	69	71.9	235	145	61.7
Native American	1,047	–	–	–	–	–	–	–
White	209,683	556	0.3	480	86.3	1,253	1,056	84.3
Female	216,003	502	0.2	430	85.7	1,166	970	83.2
Male	199,835	392	0.2	334	85.2	930	747	80.3
State	415,838	895	0.2	764	85.4	2,097	1,717	81.9
2001-02								
African American	54,727	90	0.2	55	61.1	178	109	61.2
Asian/Pacific Islander	15,758	195	1.2	185	94.9	551	482	87.5
Hispanic	145,222	171	0.1	136	79.5	370	237	64.1
Native American	1,120	–	–	–	–	–	–	–
White	213,731	771	0.4	670	86.9	1,753	1,424	81.2
Female	223,741	742	0.3	635	85.6	1,662	1,315	79.1
Male	206,817	489	0.2	412	84.3	1,195	938	78.5
State	430,558	1,233	0.3	1,049	85.1	2,860	2,256	78.9
2002-03								
African American	57,016	96	0.2	73	76.0	208	138	66.4
Asian/Pacific Islander	16,192	232	1.4	208	89.7	556	476	85.6
Hispanic	154,447	177	0.1	148	83.6	471	324	68.8
Native American	1,225	–	–	–	–	–	–	–
White	216,439	831	0.4	745	89.7	2,035	1,671	82.1
Female	230,502	778	0.3	695	89.3	1,941	1,568	80.8
Male	214,817	561	0.3	482	85.9	1,335	1,046	78.4
State	445,319	1,340	0.3	1,177	87.8	3,278	2,614	79.7

Source. International Baccalaureate Organization (I 90 80.8 1,508 1,941

Table A-5
International Baccalaureate (IB) Examination Score Statistics, by Subject, Texas Public Schools, 2002-03

	Examinations		Scores	
Examination	Number	Percent	Scoring in 4-7 range (%)	Mean score
English A1[a]	620	18.9	94.5	4.8
Spanish B[a]	368	11.2	93.8	5.3
History: Americas Higher Level (HL)[b]	289	8.8	89.6	4.6

Table A-6
Combined Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations, Grades 11-12, Texas Public Schools, 1996-97 Through 2002-03

		Examinees		Examinees who met score criterion			Examinations scoring at criterion	
			Participation					
Group	Students	Number	Rate (%)	Number	Percent	Examinations	Number	Percent
1996-97								
African American	49,021	1,621	3.3	510	31.5	2,442	720	29.5
Asian/Pacific Islander	12,118	3,096	25.5	2,306	74.5	6,928	4,836	69.8
Hispanic	117,575	6,193	5.3	3,234	52.2	8,999	4,092	45.5
Native American	831	65	7.8	43	66.2	102	62	60.8
White	197,740	21,341	10.8	13,936	65.3	36,965	23,117	62.5
Female	195,693	18,602	9.5	11,309	60.8	30,379	17,492	57.6
Male	181,592	13,795	7.6	8,766	63.5	25,161	15,389	61.2
State	377,285	32,400	8.6	20,078	62.0	55,551	32,890	59.2
1997-98								
African American	51,136	1,894	3.7	577	30.5	2,905	870	29.9
Asian/Pacific Islander	12,834	3,488	27.2	2,543	72.9	8,493	5,953	70.1

Table A-6 (continued)
Combined Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations, Grades 11-12, Texas Public Schools, 1996-97 Through 2002-03

		Examinees		Examinees who met score criterion			Examinations scoring at criterion	
			Participation					
Group	Students	Number	Rate (%)	Number	Percent	Examinations	Number	Percent
2002-03								
African American	57,016	4,430	7.8	1,327	30.0	7,831	2,122	27.1
Asian/Pacific Islander	16,192	6,084	37.6	4,247	69.8	17,009	11,161	65.6
Hispanic	154,447	18,827	12.2	8,731	46.4	32,876	11,824	36.0
Native American	1,225	208	17.0	115	55.3	432	215	49.8
White	216,439	42,165	19.5	25,753	61.1	87,596	49,642	56.7
Female	230,502	41,552	18.0	22,680	54.6	80,934	39,822	49.2
Male	214,817	30,333	14.1	17,574	57.9	65,093	35,266	54.2
State	445,319	71,885	16.1	40,254	56.0	146,027	75,088	51.4

Source. College Board, International Baccalaureate Organisation (IBO), and Texas Education Agency.

Note. Students who took either an AP or IB examination or both are counted only once. Combined results include AP results obtained from the College Board in December 2003 and IB results obtained from the IBO in August 2003.

Table A-7
Advanced Course Completions, Grades 9-12, Texas Public Schools, 1992-93 Through 2002-03

Course type	Students completing at least one course	Course completions		
		Number	Percent	Average number per student
1992-93				
Advanced Placement (AP)	11,402	17,073	11.7	1.5
International Baccalaureate (IB)	–	–	–	–
Other advanced	93,149	128,273	88.3	1.4
All advanced	98,541	145,346	100	1.5
1993-94				
AP	21,505	32,667	19.9	1.5
IB	–	–	–	–
Other advanced	96,530	131,724	80.1	1.4
All advanced	106,726	164,391	100	1.5
1994-95				
AP	32,723	51,270	27.2	1.6
IB	–	–	–	–
Other advanced	102,247	137,013	72.8	1.3
All advanced	117,791	188,283	100	1.6
1995-96				

Table A-7 (continued)
Advanced Course Completions, Grades 9-12, Texas Public Schools, 1992-93 Through 2002-03

Course type	Students completing at least one course	Course completions

Table A-8
Advanced Placement (AP) Examinees Completing Advanced Courses, Grades 9-12, Texas Public Schools, 1992-93 Through 2002-03

		Examinees taking at least one course		Examinees taking no courses	
Year	Course type[a]	Number	Percent	Number	Percent
1992-93	AP only	4,747	33.7	9,334	66.3
	AP and other advanced	12,013	85.3	2,068	14.7
1993-94	AP only	8,014	48.3	8,570	51.7
	AP and other advanced	14,513	87.5	2,071	12.5
1994-95	AP only	13,067	56.4	10,109	43.6
	AP and other advanced	20,198	87.2	2,978	12.8
1995-96	AP only	17,468	66.4	8,843	33.6
	AP and other advanced	23,753	90.3	2,558	9.7
1996-97	AP only	23,233	70.5	9,699	29.5
	AP and other advanced	29,915	90.8	3,017	9.2
1997-98	AP only	28,492	72.9	10,585	27.1
	AP and other advanced	35,836	91.7	3,214	8.3
1998-99	AP only	39,648	86.6	6,114	13.4
	AP and other advanced	42,115	92.0	3,647	8.0
1999-00	AP only	47,751	88.7	6,062	11.3
	AP and other advanced	50,216	93.3	3,597	6.7
2000-01	AP only	42,981	69.1	19,195	30.9
	AP and other advanced	58,225	93.7	3,951	6.4
2001-02	AP only	49,898	68.6	22,849	31.4
	AP and other advanced	67,038	92.2	5,709	7.9
2002-03	AP only	55,057	68.4	25,421	31.6
	AP and other advanced	73,580	91.4	6,898	8.6

Source. College Board and Texas Education Agency (TEA).

Note. Last semester completion of courses was used as the basis for numerical counts. AP examinees were linked to AP and advanced course completers by student to obtain the statistics. Thus, some counts may be slightly imprecise because data needed for perfect student matching were not available.

[a]Other advanced courses do not include courses designated only as dual enrollment. Starting with the 2000-01 school year, advanced courses, as defined by TEA (2003c), have been broadened to include dual enrollment courses.

Table A-9
Advanced Course Completers Taking Advanced Placement (AP) Examinations, Grades 9-12, Texas Public Schools, 1992-93 Through 2002-03

		Course completers taking at least one examination		Course completers taking no examinations	
Year	Course type[a]	Number	Percent	Number	Percent
1992-93	AP only	4,747	41.6	6,655	58.4
	AP and other advanced	12,013	12.2	86,528	87.8
1993-94	AP only	8,014	37.3	13,491	62.7
	AP and other advanced	14,513	13.6	92,213	86.4
1994-95	AP only	13,067	40.5	19,219	59.5
	AP and other advanced	20,198	17.1	97,593	82.9
1995-96	AP only	17,468	40.7	25,425	59.3
	AP and other advanced	23,753	17.0	115,895	83.0
1996-97	AP only	23,233	42.3	31,670	57.7
	AP and other advanced	29,915	17.8	138,323	82.2
1997-98	AP only	28,492	42.1	39,219	57.9
	AP and other advanced	35,836	19.8	145,541	80.2
1998-99	AP only	39,648	40.3	58,686	59.7
	AP and other advanced	42,115	24.6	128,920	75.4
1999-00	AP only	47,751	46.0	56,136	54.0
	AP and other advanced	50,216	26.5	139,099	73.5
2000-01	AP only	42,981	51.0	41,329	49.0
	AP and other advanced	58,225	29.5	139,302	70.5
2001-02	AP only	49,898	53.6	43,179	46.4
	AP and other advanced	67,038	32.3	140,199	67.7
2002-03	AP only	55,057	54.4	46,166	45.6
	AP and other advanced	73,580	33.6	145,534	66.4

Source. College Board and Texas Education Agency (TEA).

Note. Last semester completion of courses was used as the basis for numerical counts. AP and advanced course completers were linked to AP examinees to obtain the statistics. Thus, some counts may be slightly imprecise because data needed for perfect student matching were not available.

[a]Other advanced courses do not include courses designated only as dual enrollment. Starting with the 2000-01 school year, advanced courses, as defined by TEA (2003c), have been broadened to include dual enrollment courses.

Table A-11 (continued)
Correspondence Between Advanced Placement (AP) Examination Scores and AP Courses Completed, Grades 9-12, Texas Public Schools, 1992-93 Through 2002-03

Examination score	Examinations taken with corresponding course			Examinations taken without corresponding course		
	Number	Percent	Mean score	Number	Percent	Mean score
1997-98			2.85			2.81
5	5,403	12.0		2,748	12.6	
4	8,462	18.7		3,775	17.3	
3	12,257	27.1		5,722	26.2	
2	12,282	27.2		5,834	26.7	
1	6,791	15.0		3,764	17.2	
1998-99			2.83			2.72
5	6,775	11.6		2,809	12.8	
4	10,387	17.8		3,561	16.2	
3	16,002	27.4		5,058	23.0	

Table A-12
Correspondence Between Advanced Placement (AP) Examination Mean Scores and AP Courses Completed, Grades 9-12, by Subject, Texas Public Schools, 2002-03

Examination subjects	Examinations taken with corresponding course		Examinations taken without corresponding course	
	Number	Mean score	Number	Mean score
English Language and Composition	21,706	2.55	7,051	2.54
History: U.S.	15,377	2.26	2,561	2.20
English Literature and Composition	14,650	2.68	3,129	2.72
Calculus AB	9,852	2.71	955	2.26
Government and Politics: U.S.	8,216	2.36	1,529	2.25
World History	5,628	2.37	1,456	2.52
Economics: Macroeconomics	5,315	2.62	1,645	2.45
Biology	4,391	2.50	570	2.71
Spanish Language	4,282	3.62	6,543	3.86
Statistics	3,303	2.82	271	2.59
Chemistry	3,008	2.40	364	2.03
Psychology	2,761	2.74	556	2.75
Calculus BC	2,633	3.37	306	3.24
Physics B	1,704	2.57	679	2.25
Economics: Microeconomics	1,356	2.41	706	2.21
History: European	1,311	3.08	181	2.47
Computer Science A	1,159	2.74	647	2.78
Human Geography	946	2.99	252	2.80
Physics C: Mechanics, Electricity & Magnetism	942	3.32	302	2.71
Environmental Science	791	2.26	228	2.23
Art History	713	2.89	155	2.85
Spanish Literature	708	2.53	635	2.09
Studio Art: Drawing	632	3.14	223	3.04
Computer Science AB	562	3.56	210	3.14
Music Theory	448	3.26	124	2.75

Table A-13
Advanced Placement (AP) Examination Results, Grades 11-12, by State and for the United States, 2002-03

State	AP Schools		Enrollment		Examinees		Examinations	
	Number	Percent	Number	Taking >=1 AP exam (%)	Number	Change, 2001-02 to 2002-03 (%)	Number	Scoring 3-5 (%)
Alabama	170	32.0	96,396	6.9	6,604	6.5	10,453	58.4
Alaska	40	13.9	19,305	9.6	1,860	10.2	3,184	61.7
Arizona	151	33.8	121,268	8.8	10,699	9.6	17,892	62.1
Arkansas	148	38.4	62,331	8.4	5,251	14.1	8,590	48.0
California	1,272	76.6	880,121	20.1	176,715	8.0	317,872	59.4
Colorado	214	53.8	100,702	16.1	16,260	12.5	26,383	64.1
Connecticut	208	88.1	88,992	18.1	16,110	6.8	27,566	73.3
Delaware	41	68.3	17,853	16.5	2,941	10.8	5,123	65.8
District of Columbia	37	80.4	10,391	24.2	2,510	4.1	4,798	66.8
Florida	527	61.6	317,277	22.1	70,182	18.8	126,367	52.1
Georgia	368	66.7	181,526	15.4	27,870	7.4	46,458	58.5
Hawaii	62	67.4	26,608	14.7	3,922	3.8	6,426	63.3
Idaho	79	50.3	35,769	7.7	2,768	10.7	4,298	64.5
Illinois	485	56.5	320,511	12.4	39,592	7.4	69,529	72.3
Indiana	331	68.5	138,035	9.6	13,206	15.6	20,571	53.9
Iowa	187	45.3	80,184	6.4	5,141	14.3	7,721	68.9
Kansas	111	27.2	71,552	5.9	4,208	6.8	6,332	68.3
Kentucky	241	72.6	89,160	11.4	10,154	13.8	16,447	48.8
Louisiana	122	25.7	110,723	3.7	4,129	4.5	6,166	63.0
Maine	125	71.0	33,335	13.7	4,565	11.7	6,735	62.4
Maryland	267	78.3	130,119	23.1	29,993	20.0	53,363	67.7
Massachusetts	366	89.3	151,237	18.2	27,494	8.9	45,823	72.6
Michigan	513	57.9	247,437	10.9	27,009	6.7	42,592	65.8
Minnesota	250	50.9	154,804	10.7	16,640	3.9	25,343	65.4
Mississippi	118	35.4	61,586	4.8	2,969	-2.8	4,233	46.4
Missouri	214	34.5	138,585	6.4	8,847	8.0	15,121	70.6
Montana	91	45.0	24,263	7.9	1,927	2.2	2,726	69.5
Nebraska	68	20.8	45,123	4.1	1,832	-4.7	2,656	63.6
Nevada	62	56.4	44,199	10.3	4,551	20.2	8,244	57.3
New Hampshire	89	71.8	37,021	11.0	4,085	9.5	5,904	68.3

Source. College Board & Educational Testing Service (2003).

Note. Data include both public and non-public school examinees and enrollees.

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Table A-13 (continued)
Advanced Placement (AP) Examination Results, Grades 11-12, by State and for the United States, 2002-03

	AP Schools		Enrollment		Examinees		Examinations	
				Taking >=1		Change, 2001-02		Scoring
State	Number	Percent	Number	AP exam (%)	Number	to 2002-03 (%)	Number	3-5 (%)
New Jersey	433	85.6	184,176	17.0	31,278	7.1	55,011	71.5

Table A-14
Advanced Placement (AP) Examinations and Scores, by Subject, Texas and the United States, 2002-03

	Examinations				Scores			
	Number		Percent		Scoring in 3-5 range (%)		Mean score	
Examination	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
English Language and Composition	31,895	173,245	19.4	10.2	49.5	60.9	2.58	2.86
English Literature and Composition	20,142	225,011	12.2	13.2	54.6	62.6	2.72	2.92
History: U.S.	20,070	240,933	12.2	14.1	36.3	51.6	2.31	2.73
Spanish Language	12,452	82,901	7.6	4.9	81.4	77.7	3.78	3.61
Calculus AB	12,154	162,402	7.4	9.5	54.0	65.6	2.70	3.07
Government and Politics: U.S.	10,765	104,268	6.5	6.1	41.2	53.1	2.37	2.69
World History	7,539	34,090	4.6	2.0	42.7	56.2	2.40	2.78
Economics: Macroeconomics	7,332	36,861	4.4	2.2	46.4	55.9	2.58	2.88
Biology	5,653	101,761	3.4	6.0	45.1	58.6	2.57	2.97
Statistics	4,043	57,496	2.5	3.4	59.2	62.0	2.83	2.92
Chemistry	3,940	63,669	2.4	3.7	45.1	56.2	2.45	2.79
Psychology	3,635	61,395	2.2	3.6	55.0	69.4	2.72	3.22
Calculus BC	3,401	45,251	2.1	2.7	73.6	80.7	3.40	3.68
Physics B	2,674	39,571	1.6	2.3	50.3	59.8	2.55	2.81
Economics: Microeconomics	2,169	24,425	1.3	1.4	40.6	61.6	2.37	3.01
History: European	2,031	72,484	1.2	4.3	72.0	69.2	3.10	2.99
Computer Science A	1,980	14,127	1.2	0.8	56.8	61.1	2.75	2.90
Spanish Literature	1,618	10,563	1.0	0.6	49.3	56.0	2.44	2.65
Physics C: Mechanics	1,435	20,150	0.9	1.2	69.8	72.4	3.27	3.35
Human Geography	1,272	7,063	0.8	0.4	60.5	64.5	2.92	3.03
Environmental Science	1,189	29,668	0.7	1.7	41.9	50.9	2.33	2.61
Art History	1,000	13,413	0.6	0.8	67.3	70.3	2.98	3.07
French Language	956	17,120	0.6	1.0	41.5	58.2	2.30	2.75
Studio Art: Drawing	952	10,362	0.6	0.6	70.0	68.3	3.08	3.06
Studio Art-2D Design	904	7,424	0.5	0.4	69.5	64.1	3.09	2.93
Computer Science AB	832	6,850	0.5	0.4	76.3	76.0	3.43	3.51
Physics C: Electricity and Magnetism	777	9,764	0.5	0.6	63.6	66.1	3.24	3.35
Music Theory	625	7,763	0.4	0.5	69.3	67.7	3.16	3.16
Government and Politics: Comparative	374	11,721	0.2	0.7	50.3	60.4	2.53	2.84
German Language	303	3,614	0.2	0.2	49.2	64.8	2.74	3.15

Source. College Board & Educational Testing Service (2003).

Note. Data are based on public and non-public examinees. Statistics based on fewer than five examinees are masked with a dash (–). Parts may not add to 100 percent because of rounding.

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Table A-14 (continued)
Advanced Placement (AP) Examinations and Scores, by Subject, Texas and the United States, 2002-03

	Examinations				Scores			
	Number		Percent		Scoring in 3-5 range (%)		Mean score	
Examination	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Latin-Vergil	213	3,939	0.1	0.2	58.7	67.4	2.77	3.07
Latin Literature	202	2,701	0.1	0.2	46.0	61.6	2.42	2.92
Studio Art-3D Design	173	1,464	0.1	0.1	60.7	65.0	2.77	2.91
French Literature	104	1,738	0.1	0.1	44.2	69.3	2.55	3.26

Source. College Board & Educational Testing Service (2003).

Note. Data are based on public and non-public examinees. Statistics based on fewer than five examinees are masked with a dash (–). Parts may not add to 100 percent because of rounding.

Appendix B
District and Campus Listings by County

Notes on Appendix B

Of the 1,087 Texas public school districts and charter schools with Grade 11-12 enrollment in school year 2002-03, a total of 677 districts had students who took at least one Advanced Placement

Appendix C
Advanced Placement (AP) and International Baccalaureate (IB) Results by District Characteristic

Notes on Appendix C

Tables C-1 and C-2 present Advanced Placement (AP) and International Baccalaureate (IB) program statistics disaggregated by category within 25 groupings of district characteristics. Specifically, Table C-1 shows the number and percentage of districts with AP examination participation in school year 2002-03 by each of the 25 groupings of district characteristics. In addition, the table shows the percentage of 11th and 12th graders taking at least one AP examination and the percentages of both examinees and examinations with scores in the 3-5 range. Table C-2 shows how the 17 districts with IB examination participation are distributed across each of the groupings. For both tables, state summary statistics are provided at the bottom of each page.

All data about teachers, district budgets, and students are from the fall submission of the PEIMS. All data are for the 2002-03 school year with the exception of college admissions, which lag one year. Grouping criteria include student enrollment, district type, the percentage of students passing the Texas Assessment of Knowledge and Skills (TAKS), and the percentage of teachers with an advanced degree. Although the number of categories within each grouping is consistent from year to year, the range represented by a particular category may change.

Texas Education Agency
District Characteristic Descriptions, 2002-03

Enrollment

Districts are grouped by size into nine subcategories based on their number of students in membership. This is the total number of students in membership in the district on a day in late October of each year. It does not include students who are served by the district but are not in membership in the serving district.

District Type

Districts are classified on a scale ranging from major urban to rural. The charter school districts are in a separate subcategory. Factors such as size, growth rates, student economic status, and proximity to urban areas are used to determine the appropriate group. The groups are:

Major Urban

The largest school districts in the state that serve the six metropolitan areas of Houston, Dallas, San Antonio, Fort Worth, Austin, and El Paso. A district is designated major urban if it is the largest in counties with populations of 650,000 or over, and there are at least 35% low-income students in the school district. Or, if not the largest district in the county, the number of students in membership is 75% of the largest district and there are at least 35% low-income students in the district.

Major Suburban

Other school districts in and around the major urban areas. A district is major suburban if it is contiguous to a major urban district and the number of students in membership is at least 3% of the major urban district or an enrollment of at least 4,500. If a district is not contiguous to a major urban area, then it must be within the same county and have an enrollment of 15% of the major urban district or an enrollment of at least 4,500 in order to be classified as major suburban.

Other Central City

The major school districts in other large Texas cities. If the district is not contiguous to one of the major urban districts but the county population is between 100,000 and 650,000 and it is the largest district in the county or its population is 75% of the largest district then the district is designated as other central city.

Other Central City Suburban

Other school districts in and around the other large, but not major, Texas cities. If the district is in a county between 100,000 and 650,000 population and the number of students in membership is at least 15% of the largest district in the county then it is designated central city suburban. If a district is contiguous to a central city district, its population is greater than 3% of that district's, and the number

of students in membership is greater than the corresponding median figure for the state, it is also central city suburban.

Independent Town

If the district is the largest in a county having a population of 25,000 to 100,000, or the number of students in membership is greater than 75% of the largest district, the district is considered an independent town.

Non-Metro: Fast Growing

The school districts that fail to be in any of the above subcategories and that exhibit a five-year growth rate of at least 20 percent. These districts must have at least 300 students in membership.

Non-Metro: Stable

The school districts that fail to be in any of the above subcategories, yet the number of students in membership exceeds the state median of 704.5.

Rural

The school districts that fail all of the above tests for placement into a subcategory. These districts either have a growth rate less than 20 percent and the number of students in membership is between 300 and the state median of 704.5, or the number of students in membership is less than 300.

Charter Schools

The 185 open-enrollment schools granted a charter by the State Board of Education for operation during 2002-2003. Open-enrollment charter schools operate in a facility of a commercial or nonprofit entity or a school district.

Property Wealth

Wealth is defined as total taxable property value divided by the total number of students and is used as an indicator of a district's ability to raise local funds on a per pupil basis. The property value used is total taxable value for the last completed calendar year, i.e., 2002, as determined by the Comptroller's Property Tax Division (CPTD). This taxable value is the traditional measure of value, not the alternative value which may be used in state funding formulas. The total number of students is for the current school year, i.e., 2002-2003. The first wealth grouping classifies districts into ten subcategories with approximately equal numbers of districts in each, called deciles. The second grouping simply shows districts above and below state average wealth. The third wealth grouping classifies districts into 20 subcategories with approximately equal numbers of students in each. The six special statutory and 185 charter school distri

Locally Adopted Tax Rates

Districts are grouped into four tax effort subcategories, or quartiles, with approximately equal numbers of districts in each. This category shows the total adopted tax rate, as reported by the CPTD office. The six special statutory and 185 charter school districts are in a separate subcategory because they do not levy property taxes.

Local Maintenance and Operations Tax Rates

Districts are grouped into four tax effort subcategories, or quartiles, with approximately equal numbers of districts in each. This category shows the maintenance and operation (M&O) adopted tax rate, as reported by the CPTD office. The M&O levy includes money generated by districts for equalizing wealth. The six special statutory and 185 charter school districts form a separate group in both categories because they do not levy property taxes.

Highest Property Value Category

Currently, the Comptroller's Property Tax Division (CPTD) classifies property into multiple subcategories based on how the property is used. These subcategories are aggregated into four classifications as follows:

- Residential: Single-family and multi-family residential, and residential inventory
- Land: Vacant lots, and rural real (taxable)
- Oil and Gas: Oil, gas, and minerals
- Business: Commercial and industrial real, commercial and industrial personal, and utilities

The one subcategory of these four which has the greatest total property value for a district determines in which category the district is placed. The six special statutory and 185 charter school districts form a separate group because they have no taxable property wealth.

Small/Sparse Adjustment

Districts are grouped into four small/sparse subcategories, or quartiles, with approximately equal numbers of districts in each. The category shows the amount of small/sparse adjustment as a percent of the total adjusted basic allotment amount. A fifth subcategory contains all districts receiving no small/sparse adjustment. This small/sparse percentage is a measure of the extent to which state funding is adjusted to compensate for small and/or sparsely populated districts.

Cost of Education Index

The Cost of Education Index (CEI) reflects geographic variations in costs beyond the control of school districts. The index currently in use was first implemented in 1991-92. The CEI has a minimum value of 0.0 and a maximum of 1.20. Most districts have a CEI value of at least 1.0.

Student Density

Many years ago, the square miles in a school district were determined through a joint effort by the State Property Tax Board, now the CPTD, the Texas Education Agency, and the Texas Water Commission. School district maps provided by school districts to the CPTD were digitized by the Water Commission and acreage was determined. Density is the number of students per square mile. Density groups range from "fewer than five students per square mile" to "100 or more students per square mile." The six special statutory and 185 charter school districts form a separate group because mileage information is not available for them.

Pupil Change: 01/02 – 02/03

This category looks at the growth or decline in student population over a one-year period. Districts where the total number of students declined represent one grouping, while the remaining groups show one year growth rate ranging from "0%-3%" to "10% and over."

Percent African American, Hispanic, and Minority Students

In these categories, districts are grouped according to the ethnic composition of their student populations, as reported on PEIMS. Minority percent is calculated as the sum of all non-white populations expressed as a percent of the total. The non-white populations include Native American or Alaskan Native; Asian or Pacific Islander; African American, not of Hispanic origin; and Hispanic. Each of the three categories has six subgroups with the particular population ranging from "under 5%" to "50 percent and over."

Percent Economically Disadvantaged (Low Income) Students

Percent low income is the number of students reported as economically disadvantaged on PEIMS, expressed as a percent of the total number of students. Districts report students as economically disadvantaged if they meet any of the following conditions:

a. eligible for free or reduced-price meals under the National School Lunch and Child Nutrition

Average Teacher Experience

In this category, districts are grouped into four subcategories with approximately equal numbers of districts in each. Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts, when summed for all teachers within a district and divided by the total teacher FTE count within that respective district, result in the average years of teacher experience.

Average Teacher Salary

In this category, districts are grouped into four subcategories with approximately equal numbers of districts in each. Average teacher salary is calculated as the total salary of teachers divided by the total FTE count of teachers. The total salary amount is for regular duties only and does not include pay for any supplemental duties.

Percent Minority Teachers

In this category, districts are grouped according to the minority composition of their teacher populations, as reported on PEIMS. Minority percent is calculated as the sum of all non-white teacher FTEs expressed as a percent of total teacher FTEs. The category has six groupings with the minority

In this category, districts are grouped into fsubcategories with approximately equal numbers esult inicts in each. Averag

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Compliance Statement

Title VI, Civil Rights Act of 1964, the Modified Court Order, Civil Action 5281, Federal District Court, Eastern District of Texas, Tyler Division.

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

1. acceptance policies on student transfers from other school districts;
2. operation of school bus routes or runs on a nonsegregated basis;
3. nondiscrimination in extracurricular activities and the use of school facilities;
4. nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
5. enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
6. nondiscriminatory practices relating to the use of a student's first language; and
7. evidence of published procedures for hearing complaints and grievances.

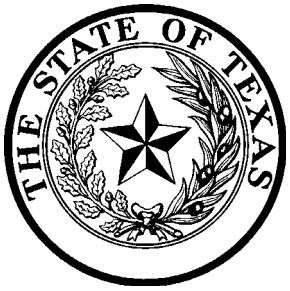
In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

Title VII, Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972; Executive Orders 11246 and 11375; Equal Pay Act of 1964; Title IX, Education Amendments; Rehabilitation Act of 1973 as Amended; 1974 Amendments to the Wage-Hour Law Expanding the Age Discrimination in Employment Act of 1967; Vietnam Era Veterans Readjustment Assistance Act of 1972 as Amended; Immigration Reform and Control Act of 1986; Americans With Disabilities Act of 1990; and the Civil Rights Act of 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Opportunity/Affirmative Action employer.



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