

# Reporting Texas AP Examination Performance: Promoting a Head Start on the Transition to College

The concept behind the College Board's Advanced Placement Program (AP Program) is to provide college-level courses and examinations to high school students and to ease the transition to college graduation programs (of which AP is a component) and college and university AP policies. The Texas Advanced Placement Incentive Program and national reporting of AP performance are also provided. During the school year, the College Board also offers one-day and two-day professional development workshops for new and experienced AP teachers.

Table 1  
 AP Examinations, Texas Public School Courses,  
 and Minimum College Credit Hours Recommended

AP Exam	AP Course in PEIMS	Recommended Minimum Credit Hours
History of Art	A3500100 History of Art	6
Studio Art — Drawing Portfolio	A3500300 Studio Art - Drawing (1 unit)	6
Studio Art — General Portfolio	A3500200 Studio Art - General	6
Biology	A3010100 General Biology (1 unit)	8
Chemistry	A3020100 Chemistry	8
Computer Science A	A3580100 Computer Science I (1 unit)	3–4
Computer Science AB	A3580200 Computer Science II (1 unit)	6–8
Economics — Macroeconomics	A3310200 Macroeconomics	3
Economics — Microeconomics	A3310100 Microeconomics	3
English Language and Composition	A3220100 English Language & Composition	6
English Literature and Composition	A3220200 English Literature & Composition	6
French Language	A3410100 French Language	6–8
French Literature	A3410200 French Literature	6–12
German Language	A3420100 German Language	6–8
Government and Politics — Comparative	A3330200 Comparative Government & Politics	3
Government and Politics — United States	A3330100 U.S. Government & Politics	3
History — European	A3340200 European History	6
History — United States	A3340100 U.S. History	6
Latin Literature	A3430200 Latin (Catullus-Horace)	6–8
Latin — Vergil	A3430100 Latin (Vergil)	6–8
Mathematics — Calculus AB	A3100100 Calculus AB or BC	3–4

¥ guiding training of college faculty and AP teachers in the reliable application of college-level scoring standards for the free-response items,

¥ evaluating and comparing the performance of college students taking AP examinations upon completion of relevant college courses to that of high school students taking AP examinations upon AP course completion, and

¥ studying the performance of AP versus non-AP students in relevant sequences of college courses (CEEB & ETS, 1994).

### AP Benefits and Costs

According to the College Board (CEEB, 1993c, 1995b; CEEB & ETS, 1994), the AP program benefits students, teachers, secondary schools, and colleges and universities in a number of ways. For instance, AP participation provides students the opportunity to study certain academic subjects in greater depth and to develop analytical and other study skills that can contribute to college-level success. AP can also enrich academic experience because, via the external review of AP examinations, students are provided a basis for comparing their own achievement to that of their peers, which can motivate and give examinees the confidence to manage academic challenges in college. Most obviously, students with sufficiently high AP examination grades can receive college credit or advanced placement, depending on policies of the college or university they attend. In a longitudinal study reported by Willingham and Morris (1986), AP students tended to be better prepared for college than their non-AP peers and were more likely to graduate from college with double majors and to be admitted to doctoral programs.

For secondary teachers, AP introduces opportunities for professional development through written materials provided by the College Board and the workshops it sponsors, as well as the chance to teach challenging subjects to able, motivated students. For secondary schools, AP helps enrich the academic curriculum and enhances the quality and reputation of college preparatory programs. For colleges and universities, AP provides a means to identify and recruit students who have successfully met demands in challenging college-level courses; moreover, AP provides admissions officers with another important predictor of student success in college.

To participate in the AP program, secondary schools must indicate willingness to institute the courses, encourage teacher training and professional development, and administer the AP examinations (CEEB, 1995b). No fee is charged to schools for participating in the AP program, but some expenses may accrue for course materials, textbooks, and professional development. For students taking the AP examinations, a fee of \$72 is charged per examination; however, the College Board will reduce this fee by \$22 for students in financial need and encourages districts to waive the \$7 administrative fee that is included in the total examination cost. In addition, beginning in 1995 the Texas Advanced Placement Incentive Program can provide a \$25 examination fee subsidy for students in financial need. Thus, the cost to students in financial need is as low as \$18 per examination. Of course, the potential bonus to students is the savings on tuition costs if the college they attend awards credit for acceptable AP examination grades.

### High School Graduation Requirements

Currently, State Board of Education (SBOE) rules and policy establish five levels of requirements for graduation from a Texas public high school, some of which have AP components. Rules on all levels of graduation requirements are subject to review for re-adoption by the SBOE by September 1996. The minimum graduation requirements are 21 credits earned across the disciplines of English language arts, mathematics, science, education, health education, and from selective courses (19 TAC §75.151). These minimum graduation requirements were adopted in 1984 and last revised in 1989.

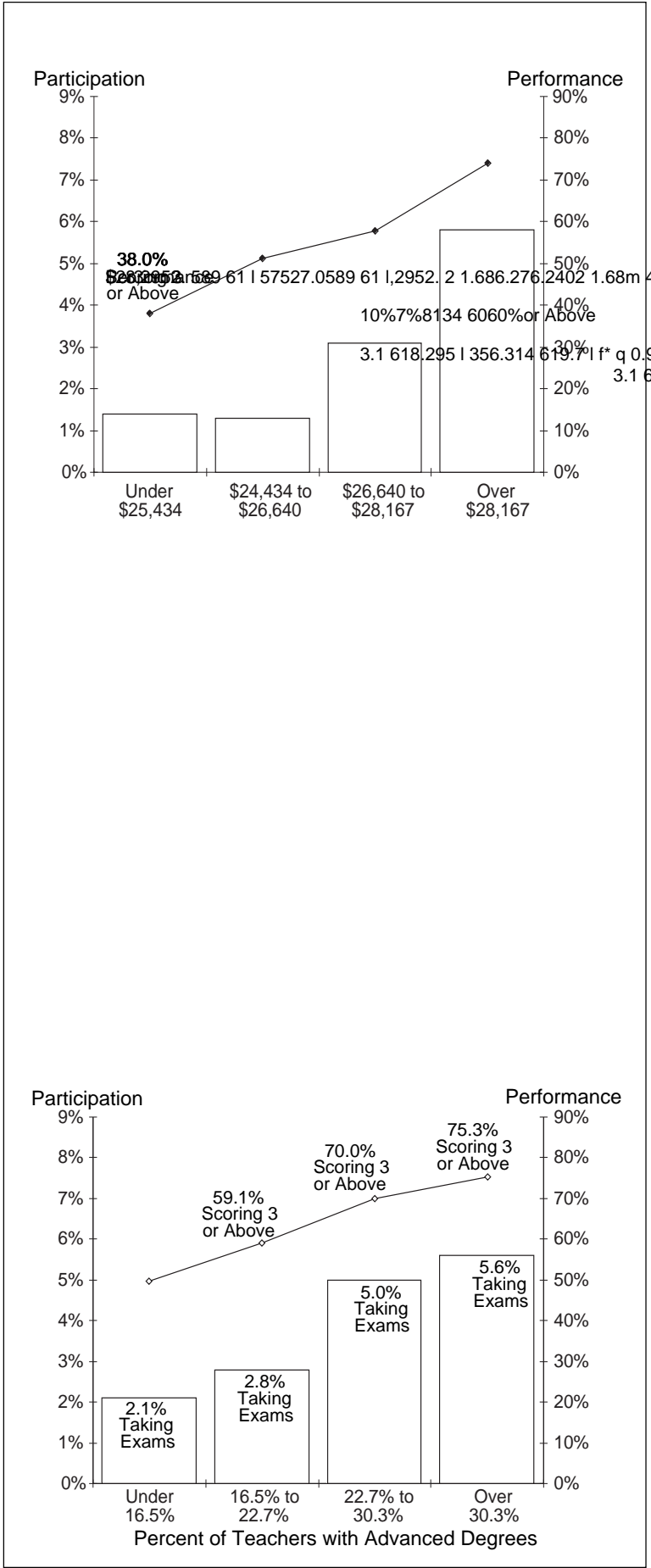
The advanced high school program requires 22 credits, but credit must be earned in additional disciplines including other languages, computer science, and fine arts or speech. In the advanced high school honors program, 5 of the 22 credits must be from state-approved honors courses, which include all College Board AP and International Baccalaureate (IB) courses. The advanced high school program was adopted in 1984 and last revised in 1995 (19 TAC §75.152).

In 1993, the SBOE approved a recommended high school program that includes a 21-credit academic core curriculum, plus a 3-credit elective course component selected from one of three areas of specialization: mathematics and science, career and technology, or college preparatory (SBOE, 1993). The recommended high school program was not previously required by law and has not yet been adopted as SBOE rule. It represents a standard core curriculum for all students in excess of the minimum graduation requirements (TEA, 1995c). Demonstrated proficiencies





Almost half of the 35 institutions offer as much as sophomore standing to students with acceptable scores on AP examinations. Three indicated acceptance of AP examination scores to



For 15 states in the southern region of the nation (Texas, Oklahoma, Arkansas, Louisiana, Mississippi, Tennessee, Kentucky, Alabama, Georgia, Florida, South Carolina, North Carolina, Virginia, West Virginia, and Maryland), the Southern Regional Education Board (SREB) (1995) goals for AP are the following.

- ¥ Increase the percentage of high schools offering Advanced Placement courses to at least 60 percent . . .

¥



indirectly measure, are limited for some students by such a practice. Examination score results reported without concomitant results on testing participation are subject to misinterpretation for the same reason.

The main issue for reporting AP

# Student Course Work

Correspondences among Texas Grade 9-12 public school Advanced Placement (AP) examinees, AP examinations taken, AP courses completed, and advanced courses completed were explored. Advanced courses included AP courses as well as courses not designated as AP. Non-AP advanced courses are courses such as mathematics courses above the level of

Algebra I; science courses such as Biology II, Chemistry II, and Physics II; Creative/Imaginative Writing and Humanities; Debate III; Advanced Social Science Problems; and advanced language courses.

From 1992-93 to 1993-94, the percent of AP examinees completing at least one AP course rose from 33.7 to 48.3 percent. At the same time, the percent of AP examinees completing at least one advanced course went from 85.3 to 87.5 percent. This indicates that a high percentage of examinees overall completed courses considered to be more rigorous generally in preparation for the examinations. The increase in the number of examinees with AP course completions was consistent with the increase in the number of schools offering AP courses between 1992-93 and 1993-94.

Correspondences in the opposite direction were also examined. AP and advanced course completers who took AP examinations. Although the percentage of AP course completers taking at least one AP examination dropped from 41.6 percent in 1992-93 to 37.3 percent in 1993-94, the percent of advanced course completers taking AP examinations rose from 12.2 to 13.6 percent over the same period. Considering that the number of students completing at least one AP course almost doubled from 1992-93 to 1993-94, the drop in the percentage of AP course completers taking examinations is not necessarily alarming, especially given the number of schools reporting AP course completions for the first time in 1993-94. However, most students completing advanced courses did not take AP examinations (86.4% in 1993-94), as expected, but over one-third of AP course takers took AP examinations.

Further analysis provided information on the extent to which students taking AP examinations completed the corresponding AP courses. In 1993-94, 39.2 percent of AP examinations were taken by students who completed the corresponding AP course. For example, students taking the AP Biology Examination had completed the AP Gen-

AP Examinee and Advanced Course Completer Correspondence: 1992-93 and 1993-94 Texas Public Schools (Grades 9-12)				
Examinees	1992-93		1993-94	
	Number	Percent of Group	Number	Percent of Group
AP Courses				
No Courses	9,334	66.3	8,570	51.7
At Least 1 Course	4,747	33.7	8,014	48.3
Advanced Courses				
No Courses	2,068	14.7	2,071	12.5
At Least 1 Course	12,013	85.3	14,513	87.5

Advanced Course Completers and AP Examinee Correspondence: 1992-93 and 1993-94 Texas Public Schools (Grades 9-12)				
Course Completers	1992-93		1993-94	
	Number	Percent of Group	Number	Percent of Group
AP Course Completers				
No Exams	6,655	58.4	13,491	62.7
At Least 1 Exam	4,747	41.6	8,014	37.3
Advanced Course Completers				
No Exams	86,528	87.8	92,213	86.4
At Least 1 Exam	12,013	12.2	14,513	13.6

Data Sources: TEA analysis of CEEB 1992-93 and 1993-94 Texas AP public school examination data and TEA PEIMS course completion data, using only last semester completion of courses as the basis for numerical counts.

# and AP Examinations

eral Biology course taught in Texas public schools. This represented an increase from 27.2 percent in 1992-93.

For 31.8 percent of the AP course completions in 1993-94, students took the corresponding AP examination. The 22,356 students who completed an AP course without taking the corresponding examination included students who did not take any AP examinations as well as students who took an examination in an area other than the AP course completed. Many students take more than one AP course (the average was 1.5 courses per student in 1993-94) and may not take AP examinations corresponding to all courses completed. These findings were consistent with the pattern for students completing any AP course and at least one AP examination.

Although most AP examinations were taken without the student having completed the corresponding AP course, those students who did complete the corresponding course performed better on the examinations. In 1993-94, higher percentages of examinations taken by students who had completed the corresponding AP course received scores of 3 or

above than examinations taken without the corresponding AP course. In 1992-93 this was true for scores of 4 and 5. The higher scores were also reflected in higher mean scores for students who completed the AP course corresponding to the examination.

### Correspondence Between Specific AP Exams and AP Courses Completed: 1992-93 and 1993-94 Texas Public Schools (Grades 9-12)

Examinees and Course Completers	1992-93		1993-94	
	Number	Percent of Group	Number	Percent of Group
Exams Taken Without Corresponding AP Course	15,992	72.8	16,135	60.8

### Correspondence Between AP Exam Scores and AP Courses Completed: 1992-93 and 1993-94 Texas Public Schools (Grades 9-12)

Note: AP examinations were linked to corresponding AP courses by student to obtain the statistics above. In a small number of instances, scores were not available for exams that were taken and, thus, are not included in the statistics above.

**Table 2**  
**1990-91 to 1994-95 AP Exam Trends: Texas versus U.S.**  
**(Public Schools)**

	1990-91		1991-92		1992-93		1993-94		1994-95	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Number of Schools	353	7,378	376	7,754	426	8,095	454	8,265	577	8,599
Number of Examinees	12,102	281,628	13,343	307,073	15,892	338,889	18,540	368,780	24,593	407,030
Number of Exams	18,237	415,336	20,384	453,524	24,753	505,194	29,551	558,330	40,346	628,393
Number of Scores 3-5	12,042	261,160	14,037	290,939	16,583	317,857	20,318	361,125	24,298	380,365
Percent of Scores 3-5	66.0%	62.9%	68.9%	64.2%	67.0%	62.9%	68.8%	64.7%	60.2%	60.5%

**Table 3**  
**1990-91 to 1994-95 AP Exam Trends: Texas versus U.S.**  
**(All Schools)**

	1990-91		1991-92		1992-93		1993-94		1994-95	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Number of Schools	413	9,781	451	10,191	502	10,594	544	10,863	649	11,274
Number of Examinees	14,101	358,679	15,364	388,142	18,139	424,192	21,178	458,945	27,770	493,263
Number of Exams	21,529	534,316	23,672	580,143	28,437	639,385	33,944	701,108	45,733	767,881

Data Source: CEEB (1995c).

AP participation in Texas and nationally for all schools (public and private) shows a similar pattern to that for public schools.

tions taken (number of types of AP examinations taken). AP courses completed includes all AP courses completed by students, whether or not those courses are offered on their home campuses. Although smaller districts and schools may be more limited in the number of AP courses they can offer, students can gain access to a wider variety of courses through cooperative arrangements and distance learning. This measure puts small districts and campuses at less of a disadvantage than reporting of courses offered, which includes only courses offered on the campus. The maximum number of AP courses and examinations currently available is 29.

#### AP Examination and Course Data

##### State and National Trends

Over the past few years, the number of schools and students participating in the AP program has increased both in Texas and nationally, but to a relatively greater extent in Texas (CEEB, 1995). As shown in Table 2, the total number of public

compared to 1992-93 in Texas and nationally, as shown on Table 6 on page 18. In Texas, scores of 3 and above were posted most often by Asian Americans, followed by Whites, and American Indians. Texas scores

<b>Exam</b>	<b>Number of Exams</b>	<b>Percent of</b>
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District- and Campus-Level Trends standing or college course credit once enrolled in a college or university.

A breakdown of AP examination participation and performance by district and campus characteristics further delineates statewide trends and differences among various types of districts and school campuses. Table 7 on page 19 shows that the percentage of Grade 11-12 students taking at least one AP examination improved from 4.0 to 4.6 percent statewide from 1992-93 to 1993-94. The percentage of examinees with at least one score at 3 or above and the percentage of AP examination scores at 3 or above are relevant because these scores may qualify examinees for advanced

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**Table 5**  
**1993-94 Examinees by Grade Level, Gender, and Ethnicity:**  
**Texas versus U.S. Public Schools**

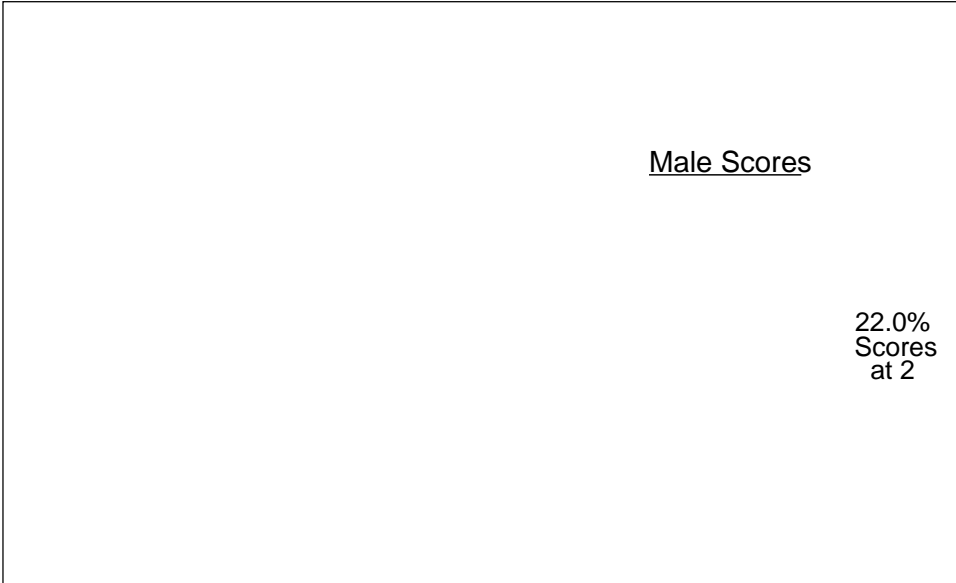
Examinee Groups	Number of Examinees		Percent of Examinee Group		Difference in Percent of Examinee Group from 1992-93	
	Texas	U.S.	Texas	U.S.	Texas	U.S.
<b>9th/10th</b>	577	22,630	3.1	6.1	0.3	0.4
<b>11th</b>	7,574	136,642	41.0	37.1	2.1	0.8
<b>12th</b>	10,232	203,921	55.4	55.3	-2.6	-1.3
<b>11th/12th</b>	17,806	340,563	96.5	92.3	-0.5	-0.5
<b>Female</b>	10,050	203,385	54.5	55.2	0.3	1.1
<b>Male</b>	8,403	165,395	45.5	44.8	-0.3	-1.1
<b>American Indian</b>	43	1,828	0.2	0.5	0.0	0.0
<b>African American</b>	538	17,347	2.9	4.7	-0.2	0.2
<b>Hispanic</b>	2,815	27,678	15.3	7.5	1.3	0.3
<b>Asian American</b>	2,187	43,193	11.9	11.7	-0.4	-0.4
<b>White</b>	12,736	246,437	69.0	66.8	-0.6	-0.9
<b>Other Ethnicity</b>	30	7,145	0.2	1.9	0.0	0.2
<b>Totals</b>	18,453	368,780				

Data Sources: TEA analysis of CEEB 1992-93 and 1993-94 Texas public school AP examinee data, using examinee grade level, gender, and ethnicity from TEA PEIMS as available and from AP files otherwise; and CEEB (1993b and 1994b) for U.S. public school examinees.

In 1993-94, 11th and 12th graders accounted for most of the AP examinees—about 97 percent in Texas and 92 percent nationally. Females were about 55 percent of both Texas and U.S. examinees. Hispanics accounted for about 15 percent of Texas examinees, compared to about 8 percent nationally, while about 3 percent of Texas examinees were African American compared to about 5 percent nationally.







Data Sources: TEA analysis of CEEB 1993-94 Texas public school AP examination data using examinee gender from TEA PEIMS as available and from AP files otherwise.

In 1993-94, 51 percent of Texas AP examinations were taken by females, while males took 49 percent. Of examinations taken by males, 70 percent of examination scores were 3 to 5, compared to 68 percent for females. Eight percent of examinations taken by both males and females showed resulting scores of 1.

with performance information on all performance indicators, as well as descriptive information about the district for inclusion in the annual performance report (TEC §39.053(a)). Performance on the indicators must be compared to state standards (which are set by the commissioner of education (TEC §39.051(c)) and to prior year performance, disaggregated by gender, ethnicity, and socioeconomic status (TEC §39.051(b)). The agency provides this information through the district and campus Academic Excellence Indicator System (AEIS) reports issued each year. The AEIS reports present performance on all indicators as well as profile (descriptive) data items. Profile items are student and financial information that provide context for interpreting the performance results (TEA, 1995a). The AEIS reports are the primary vehicle for reporting performance indicators to districts and campuses.

The SBOE has statutory authority to adopt performance indicators for Texas public schools (TEC §39.051(a)). In addition to eight

indicators specified in law to be used to either accredit districts or report as part of the AEIS system, the SBOE may adopt other indicators to be reported on the AEIS reports (TEC §39.051 (b)(9)). The statutory indicators used for accreditation and reporting and other indicators adopted by the SBOE for reporting through the AEIS become part of an integrated accountability system. The system integrates district accreditation status, campus ratings, district and campus Academic Excellence Indicator System (AEIS) reports issued each year. The AEIS reports present performance on all indicators as well as profile (descriptive) data items. Profile items are student and financial information that provide context for interpreting the performance results (TEA, 1995a).

Each year TEA determines the accreditation status of school districts based on state law and standards set by the commissioner of education (TEC §39.073). State law designates those performance indicators that must be considered in the rating of a district, and other criteria that may be considered (TEC §§39.072-39.073). The commissioner of education determines the frequency of on-site accreditation investigations based on an analysis of all performance indica-

tors, including the indicators adopted by the SBOE (TEC §39.074). The commissioner is also responsible for preparing a school report card that each school must provide to every student's family (TEC §39.052(c)). From a set of indicators specified in law, the commissioner identifies the student performance indicators that will appear on the school report card (TEC §39.052(b)).

The first indicator adopted by the SBOE was percent of students completing advanced academic courses, adopted in June 1994 (SBOE, 1994). The advanced academic courses indicator was first reported on the 1993-94 AEIS reports. (Percent of students enrolled in advanced courses was previously reported on the AEIS reports.) AP indicators, if adopted by the SBOE, could first be reported in the 1995-96 AEIS reports, released in the fall of 1996. Performance indicators and associated profile data are reported for the current and prior school years. Therefore, 1995-96 and 1994-95 AP examination participation and performance would be reported in

**Table 6**  
1993-94 AP Exam Participation and Scores by Ethnicity;  
Texas versus U.S. Public Schools (All Grade Levels)

Examinee Group	Number of Exams		Percent of Scores at 2		Percent of Scores at 3-5		Difference from 1992-93 in Percent Scores 3-5		
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	
American Indian	85	2,528	20.0	32.3	67.1	49.5	1.4	1.0	
African American	776	23,722	33.2	35.3	48.3	33.9	6.5	2.2	
Hispanic	3,814	37,961	26.0	22.4	56.5	63.3	1.0	1.8	
Asian American	4,130	75,351	17.4	21.2	75.7	69.2	1.7	2.4	
White	20,462	368,709	23.3	25.1	70.2	65.4	1.8	1.7	
Other Ethnicity	42	11,332	26.2	23.5	61.9	65.6	-11.2	2.7	
<b>Totals</b>	<b>29,476</b>	<b>558,330</b>							

Data Sources: TEA analysis of CEEB 1992-93 and 1993-94 Texas public school AP exam data, using examinee ethnicity from TEA PEIMS as available and from AP files otherwise; and CEEB (1993b, 1994b) for U.S. public school exam data.

In 1993-94, Texas AP scores were higher than national scores for all ethnic groups, except for Hispanics. Of all Texas and U.S. ethnic groups, Texas African Americans showed the largest gain in percentages of 3 to 5 examination scores between 1992-93 and 1993-94.

**Table 7**  
**Texas AP Exam Participation and Scores:**  
**1992-93 and 1993-94 Public Schools, Grades 11-12**

Student Groups	Percent of Students Taking At Least One Exam		Percent of Examinees Scoring 3-5 on At Least One Exam		Percent of Exams With Scores of 3 or Above	
	1992-93	1993-94	1992-93	1993-94	1992-93	1993-94
All	4.0	4.6	68.6	70.6	67.0	68.6
Female	4.4	5.0	66.0	69.4	64.4	67.5
Male	3.6	4.1	71.7	72.0	69.6	69.8
American Indian	5.0	4.9	68.3	70.7	66.2	66.3
African American	1.0	1.0	49.6	52.7	41.7	48.5
Asian American	17.0	18.2	76.5	77.7	74.1	75.7
Hispanic	1.8	2.2	58.7	60.3	54.2	54.7
White	5.2	6.0	70.3	72.2	68.6	70.4

Data Sources: TEA analysis of CEEB 1992-93 and 1993-94 Texas AP public school examination data using grade level, gender and ethnicity from TEA PEIMS as available and from AP files otherwise.

From 1992-93 to 1993-94, the percentage of 11th and 12th graders taking AP examinations in Texas public schools increased from 4.0 to 4.6 percent. Asian American, Hispanic, and White students accounted for the increase. The percentage of Texas examinees with at least one 3 to 5 exam score increased by 2.0 percentage points, while the percentage of 3 to 5 scores went up by almost the same amount. Females posted relatively larger gains for the same score percentages than males.

the 1995-96 AEIS reports. As noted earlier, AEIS reports present data for the total group at the district, regional, and state levels, and the campus level where appropriate. By law, data are disaggregated by gender (male and female) and ethnicity (American Indian/Native American, Asian American/Pacific Islander, African American, Hispanic, and White). Where possible, AEIS data are also disaggregated by socioeconomic status; the data agreement with the College Board precludes reporting by socioeconomic status for SAT and AP examination scores.

**Reporting and Analysis of AP Data**

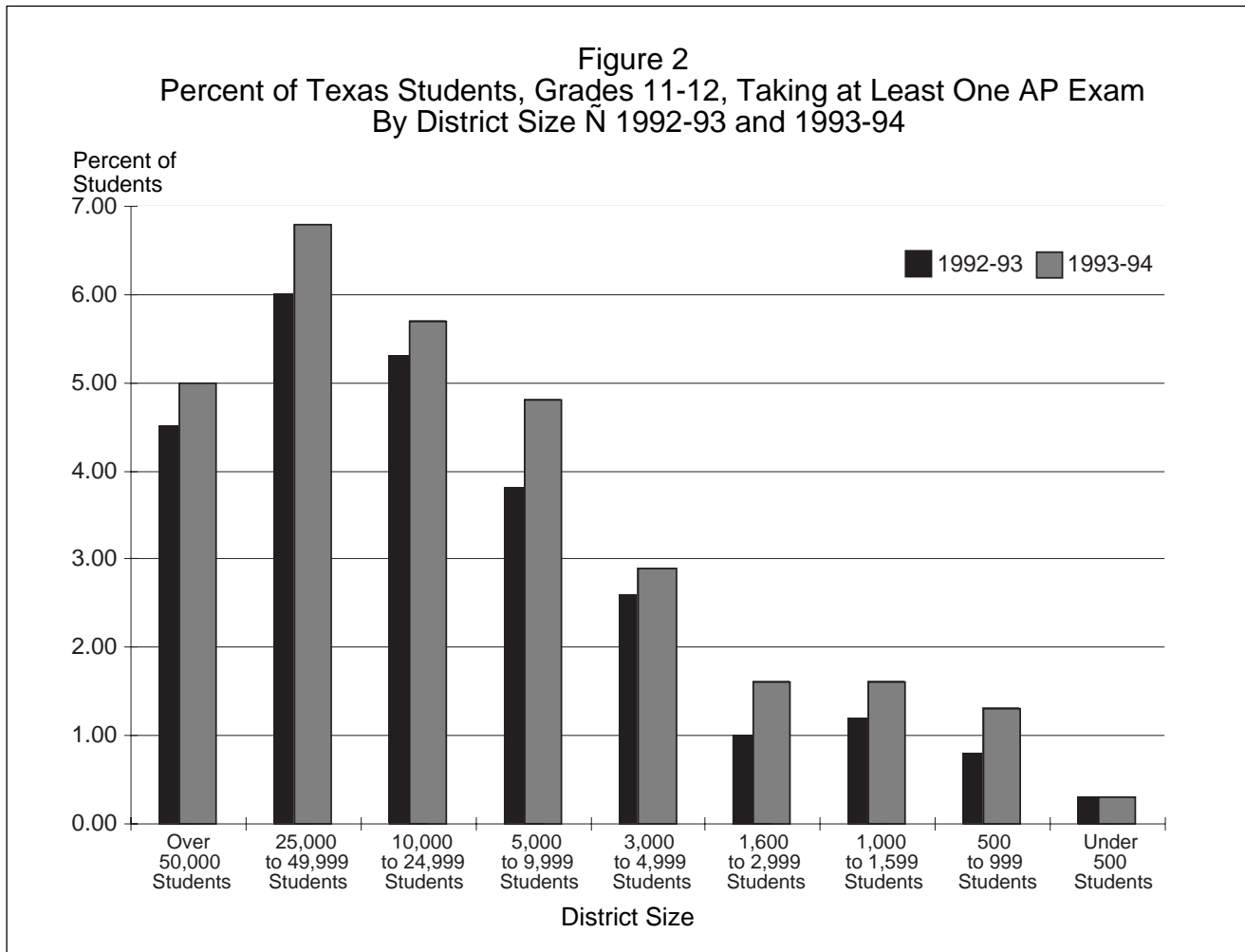
The AEIS report is the primary mechanism for reporting indicator data for Texas public schools individually at the state, region, district, and campus levels. Data are reported for the two most recent years for which data are available. More

detailed and comprehensive statewide indicator information is also provided through reports published by TEA of system-wide data or data related to individual indicators. Snapshot: School District Profiles (e.g., TEA, 1995g) provides an annual summary of profile and indicator information at the state, region, and district levels.

Report on Public School Dropouts (e.g., TEA, 1995e) reports state, region, county, district, and campus dropout rates, as well as analysis of dropout rate trends. Results of College Admissions Testing in Texas for Graduating Seniors (e.g., TEA, 1995f) reports state, region, district, and campus SAT and ACT results, with analysis of participation and performance trends. Both reports are published annually. Report on Pradeses by oeatatecatots, seur5duating Sropoe (e.g., TEAd), eports publiennls indi- and Both rummary

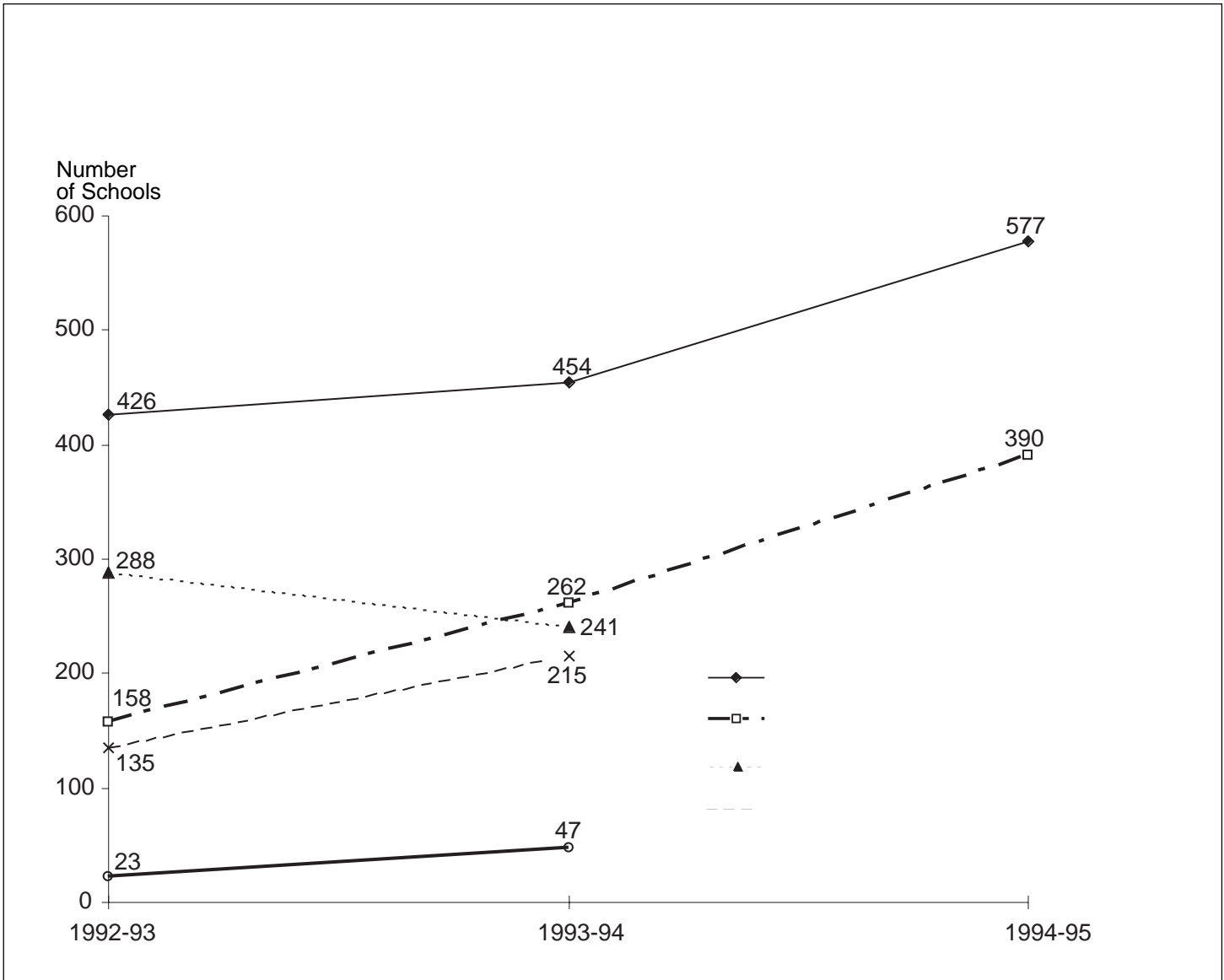
Primary areas for additional study stem from state-level implementation of statutory programs and policies developed to improve the quality of education, such as the Texas Advanced Placement Incentive Program and wider reporting of AP indicator data. Both of which are expected to fuel growth in the number of students and schools that participate in the AP program of courses and examinations. The recommended high school program, which can include both AP and IB examinations, will be reported as a statutory indicator beginning with the 1995-96 AEIS reports, which may further stimulate changes in

of these types of questions is the extent to which taking AP, other types of advanced and honors courses



Data Sources: TEA analysis of CEEB 1992-93 and 1993-94 Texas public school AP exam data and TEA PEIMS 1992-93 and 1993-94 enrollment data using examinee grade level from PEIMS as available and from AP files otherwise.

Overall, the percentage of 11th and 12th graders taking at least one AP examination in Texas public school districts tended to be higher in 1993-94 than in 1992-93. These percentages are higher as district size increases up to 50,000 students.



**Table 8**  
**Texas Advanced Courses and Students with Advanced Course Completions:**  
**1992-93 to 1994-95 (Grades 9-12)**

Statistics	1992-93			1993-94			1994-95		
	AP	Non-AP	All Advanced	AP	Non-AP	All Advanced	AP	Non-AP	All Advanced
# Students With at Least One Course Completion	11,402	93,149	98,541	21,505	96,530	106,726	32,723	102,247	117,791
# Course Completions	17,073	128,273	145,346	32,667	131,724	164,391	51,270	137,013	188,283
# Average Courses Completed Per Student	1.5	1.4	1.5	1.5	1.4	1.5	1.6	1.3	1.6

Data Sources: TEA analysis of 1992-93 to 1994-95 TEA PEIMS course completion data, using only last semester completions as the basis for numerical counts.

Although the number of students with AP and non-AP advanced course completions has grown steadily over the past three years, AP courses accounted for the largest portion of the increase. The number of students completing at least one AP course almost tripled over this time period, while students enrolled in all advanced courses increased by 20 percent; the number of AP courses completed per student also went up.

potential for high school students to earn college credit with qualifying scores, is much less than the cost of taking a college course, the fee can be prohibitive for many students. The examination cost is becoming less of an issue with College Board fee reductions, the advent of the Texas Advanced Placement Incentive Program, and other locally sponsored fee reductions and waivers. These efforts usually include special provisions for assisting economically disadvantaged students with AP course costs.

However, small districts have a history of collaborating to meet the educational needs of students. Also, solutions through technology, such as increased access to distance learning courses, are becoming more of a reality as the Long-Range Plan for Technology is implemented (TEA, 1995b). A special note should also be made of schools that have not previously or recently shown any AP examination participation. A reasonable expectation is that schools with no previous AP examination experience may be at a disadvantage when compared to schools with prior experience.

As previously noted, all performance indicators are not used for accountability or accreditation purposes; however, there is the assumption that the reporting of additional indicators will encourage schools and districts to appropriately focus educational efforts in those areas and across the full diversity of student groups.

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