



THE 10TH ANNUAL

AP[®] Report to the Nation


STATE SUPPLEMENT
FEBRUARY 11, 2014

Texas



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About This Report

This report provides educators and policymakers with information they can use to celebrate their successes, understand their unique challenges, and set meaningful goals to increase opportunity for all students. It's important to note that while AP® Exams are valid measures of students' content mastery of college-level studies in specific academic disciplines, AP results should never be used as the sole measure for gauging educational excellence and equity.

Because reliable demographic data for nonpublic schools are not available for all states, this report represents public school students only. Additionally, this report looks at students' entire experience with AP—tracking exams taken by graduates throughout their high school careers—as opposed to reporting exam results from a particular calendar year.

Additional data are available at apreport.collegeboard.org.

Note: Throughout this report, public high school graduates represent projections supplied in *Knocking at the College Door* (Western Interstate Commission for Higher Education, 2012).

The redesigned courses, Biology, Latin, and Spanish Literature and Culture, began in fall 2012, and the first AP Exam based on those redesigned courses was administered in May 2013. As a result, the data in this report reflect a blend of the old and redesigned exam results.

Texas has made progress in recent years in improving student access and supporting student performance in AP®. Just as we do in the national report, we wanted to take an opportunity to applaud your efforts and offer additional strategies for your consideration.

Current Picture

Congratulations. You are already using these strategies to build a robust AP Program. You:

- ✓ Include AP in the state accountability system.
 - Establish AP participation and performance indicators.
 - Set clear, measurable statewide goals toward improvement.
- ✓ Celebrate the 14 districts that have earned a spot on the AP Honor Roll through their hard work and dedication to increasing participation and success in AP, particularly for underrepresented students. *See page 6 for more details.*
- ✓ Encourage your educators to participate in the development of the AP Program, such as by becoming AP Exam Readers or participating in course and exam development committees. *See page 5 for more details.*
- ✓ Provide support for professional development for teachers by setting a statewide cost for AP Summer Institutes, including funding for some teachers to attend.
- ✓ Pay exam fee subsidies for low-income students to remove barriers to opportunity.

Opportunities

The following strategies have been proven effective. To build an even stronger AP program, you could:

- Provide targeted assistance and resources to schools serving traditionally underserved populations. For example, funding for materials, supplies, outreach efforts, and tutoring programs.
- Clearly communicate how AP fits into state graduation requirements, and share information about funding opportunities that enable students to participate and succeed in AP.
- Develop policies that allow AP course work and exam scores for sophomores and juniors to substitute for statewide graduation requirements and/or end-of-course assessments.
- Provide resources to schools and districts to support research-based programs that build content knowledge and skills—particularly in literacy and math—to prepare students for success in AP course work, and in college and careers.
- Participate in the Expedited AP data program, which provides states with their AP student data earlier than ever before, free of charge, by using a standardized data agreement and file format.
- Ensure that public colleges and universities develop AP Exam credit and placement policies based on institutional goals, alignment with corresponding courses, and objective outcomes research.

Highlights

The following information dives a little deeper into the details of your efforts.

Participation in the Development of AP

2013 Reading participants— Total: **1,014**

Texas represents **8.9% of all Readers**

- AP High School Teachers: **744**
- College and University Faculty: **270**

2013 AP Professional Development Leaders — Total: **169**

2013 AP Development Committee Members — Total: **31**

Spanish Language and Culture	Alamo Heights High School
Latin	Austin College
European History	Baylor University
United States History	Carroll Senior High School
Spanish Literature	Cy-Fair High School
Physics B	Greenhill School
Studio Art	McKinney North High School
Physics 1	Parish Episcopal School
Music Theory	Plano Senior High School
Art History	Plano West Senior High School
Macroeconomics	Plano West Senior High School
Chemistry	Rice University
Chemistry	Saint Mary's Hall
English Language and Composition	Saint Mary's Hall
English Language and Composition	School for the Talented & Gifted
Comparative Government and Politics	St. John's School
Computer Science A	TAG Magnet High School
World History	Texas A&M University - Kingsville
French Language and Culture	Texas A&M University
Human Geography	Texas A&M University
U.S. Government and Politics	Texas Christian University
Environmental Science	The Liberal Arts and Science Academy High School
U.S. Government and Politics	Trinity University
Comparative Government and Politics	Trinity University
Chemistry	Trinity Valley School
U.S. History	Trinity Valley School
Comparative Government and Politics	University of Texas at Austin
German Language and Culture	University of Texas at Austin
Spanish Literature and Culture	University of Texas at Austin
Spanish Language	University of Texas - Pan American
Statistics	Westwood High School

Highlights (continued)

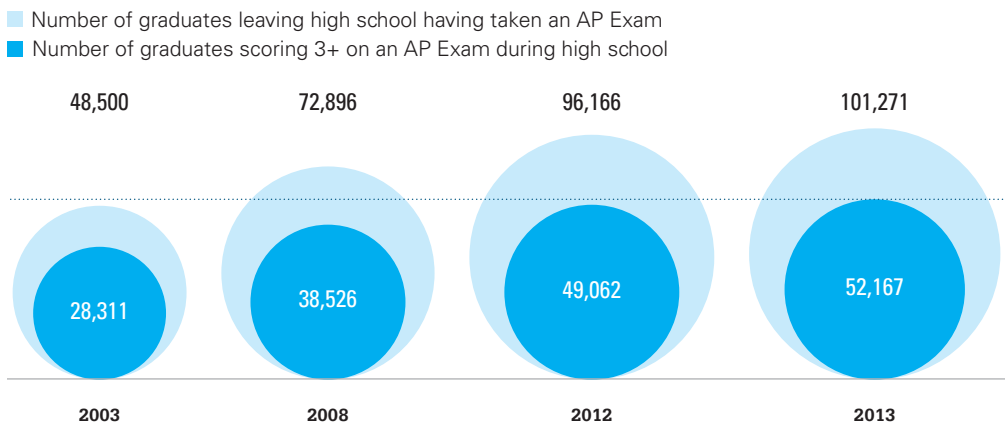
The AP Honor Roll

The AP Honor Roll recognizes and honors those outstanding school districts that simultaneously increase access to Advanced Placement® course work while increasing the percentage of students earning scores of 3 or higher on AP Exams. Achieving both of these goals is the ideal scenario for a district's AP program because it indicates that the district is successfully identifying motivated, academically prepared students who are likely to benefit most from rigorous AP course work.

4th Annual Honor Roll Districts in Texas: 14

Carroll Independent School District*
Coppell Independent School District
Eagle Pass Independent School District*
Frisco Independent School District
IDEA Public Schools
Irving Independent School District
Katy Independent School District*
Lake Travis Independent School District
Mesquite Independent School District
Pasadena Independent School District
Plano Independent School District
Point Isabel Independent School District
Sharyland Independent School District
Southwest Independent School District

FIGURE 1 Growth in AP® Participation and Success

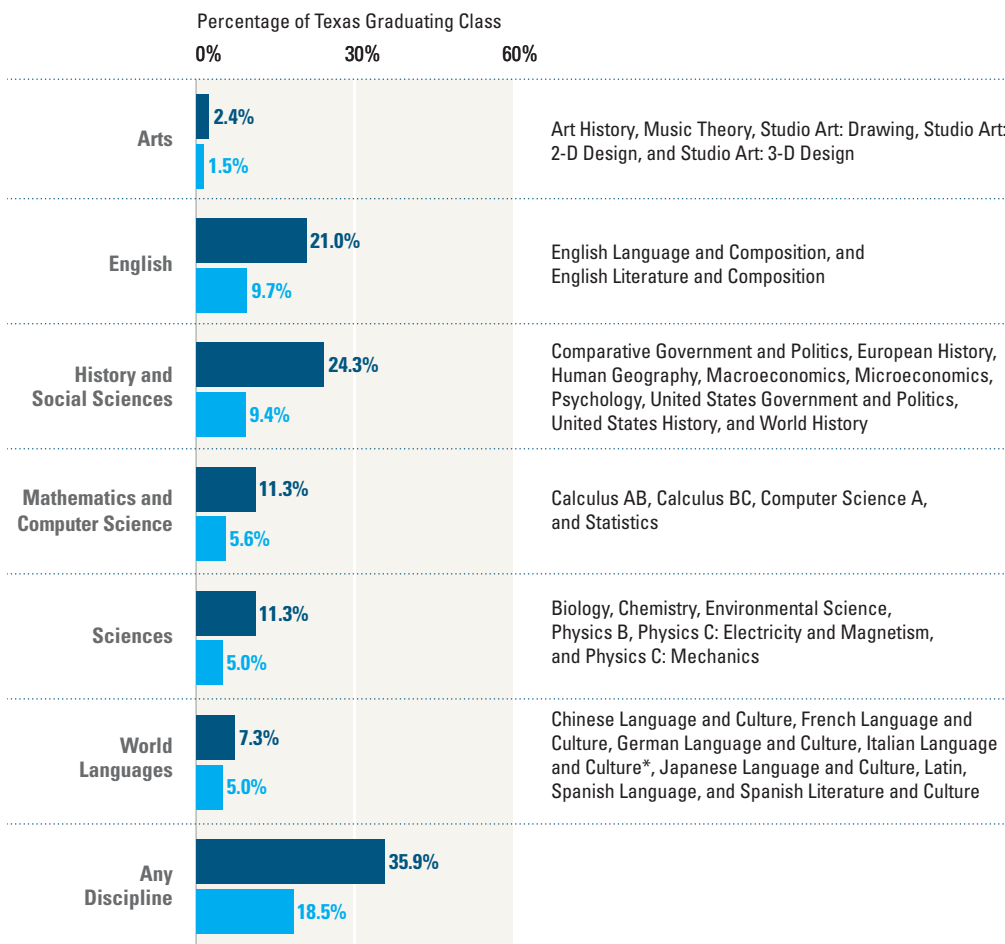


More graduates

are succeeding on AP Exams today than took them in 2003

FIGURE 2 Participation in and Success on AP Exams in the Class of 2013

- Percentage of graduates leaving high school having taken an AP Exam
- Percentage of graduates scoring 3+ on an AP Exam during high school



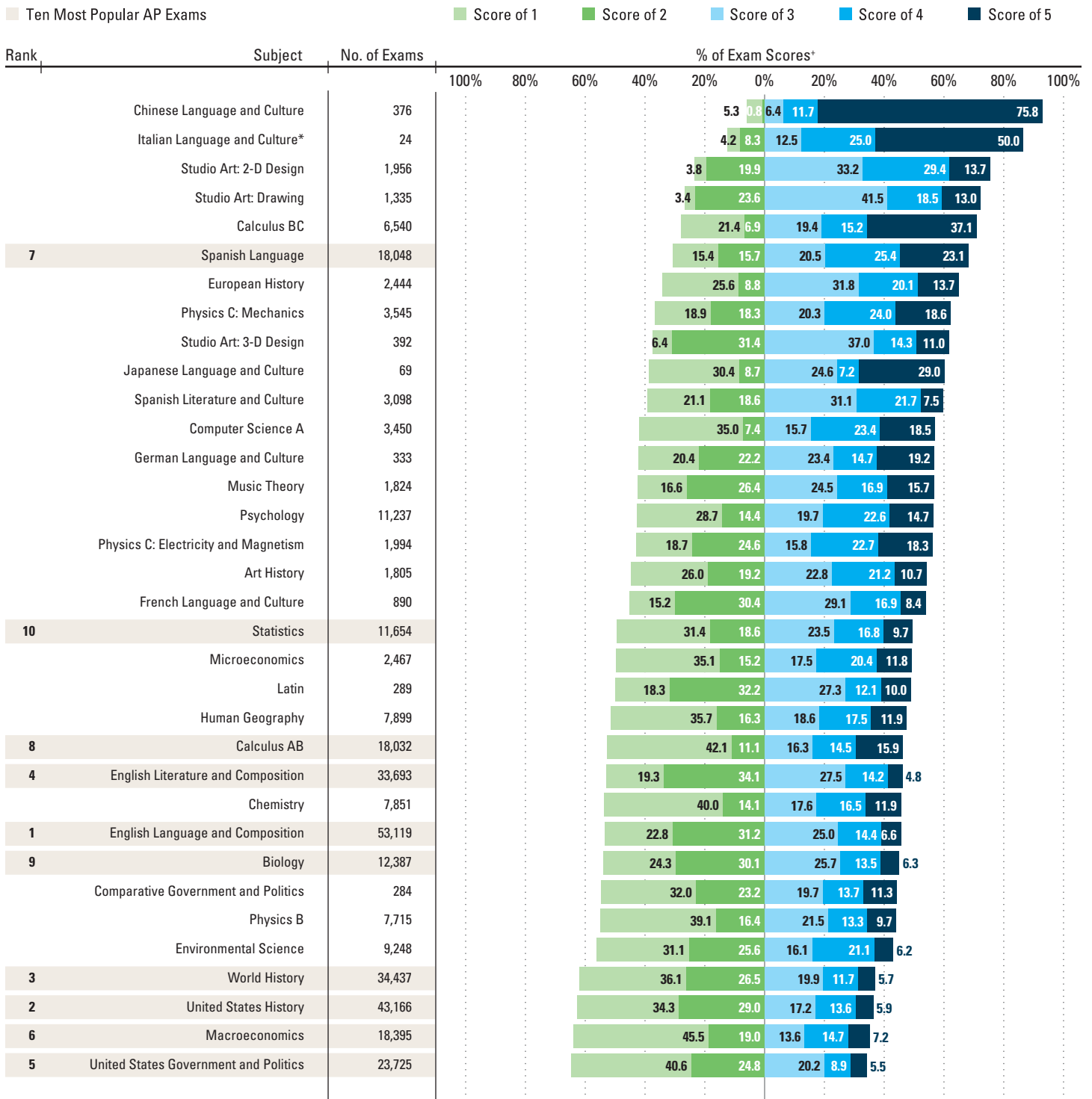
English

had the greatest number of students achieving a score of 3 or higher

* AP Italian Language and Culture was discontinued after the 2008-09 school year, and was reinstated in 2011-12.

FOSTERING AP PARTICIPATION AND SUCCESS

FIGURE 3 Score Distributions of AP Exams Taken by the Class of 2013 During High School



+ Due to rounding, percentages do not always add up to 100.0.

* AP Italian Language and Culture was discontinued after the 2008-09 school year, and was reinstated in 2011-12.

Subjects with fewer than five AP Exam takers were omitted from this figure.

Low Income

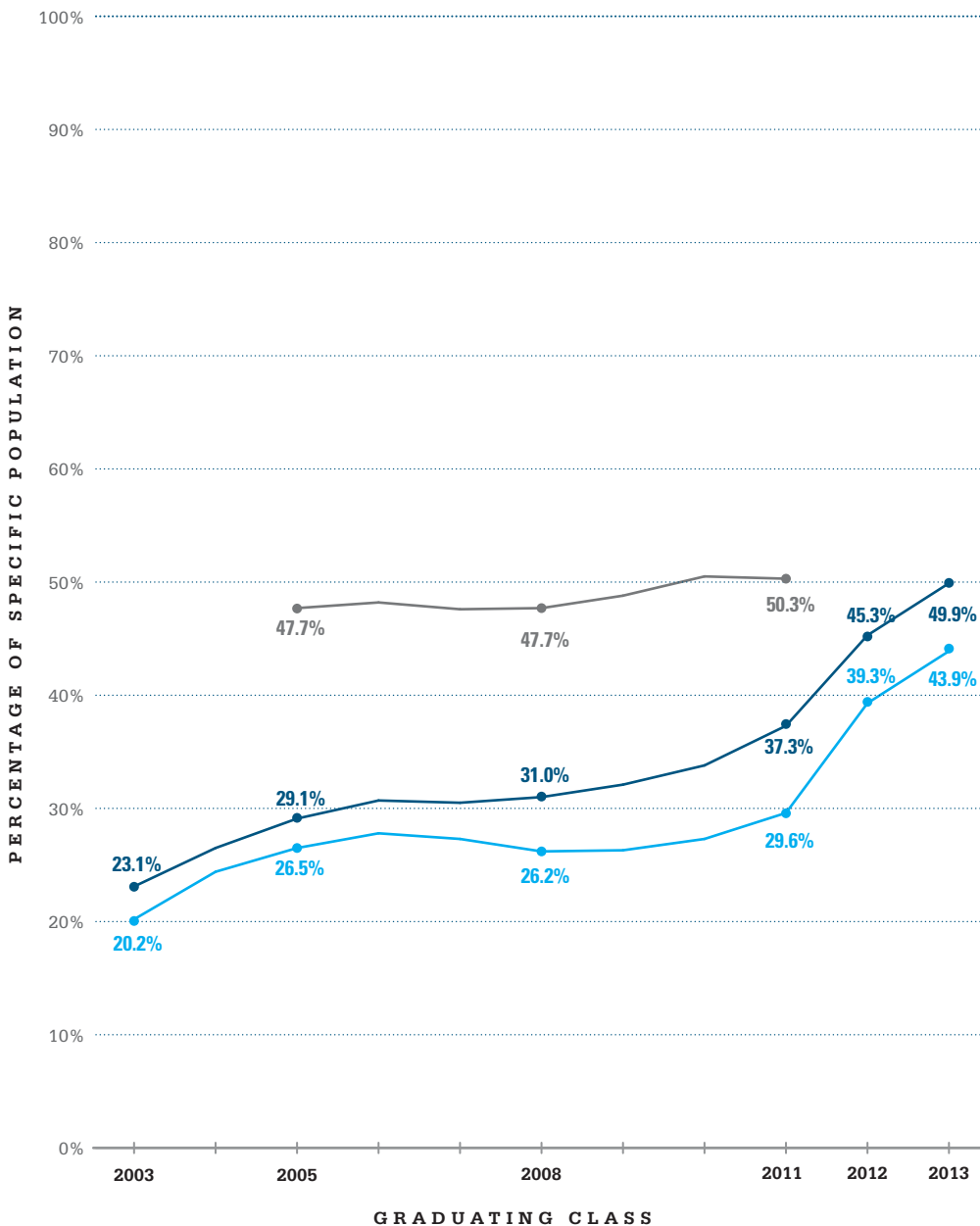
FIGURE 4 Trends in AP Exam Participation and Success

The percentage or number of ...

- K-12 students eligible for free or reduced-price lunch*
- graduates leaving high school having taken an AP Exam who are from low-income backgrounds
- graduates scoring 3+ on an AP Exam during high school who are from low-income backgrounds

167,740

AP Exams were taken by low-income graduates in the class of 2013



	2003	2008	2012	2013
●	**	**	**	**
●	11,191	22,607	43,608	50,584
●	5,714	10,088	19,305	22,884

*Estimates reflect the percentage of K-12 public school students eligible for free or reduced-price lunch. SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics: 2008* (Table 42), *2009* (Table 42), *2010* (Table 44), *2011* (Table 45), and *2012* (Table 46).

**The numbers of students in the graduating classes who are eligible for free or reduced-price lunch are not available.

Black/African American

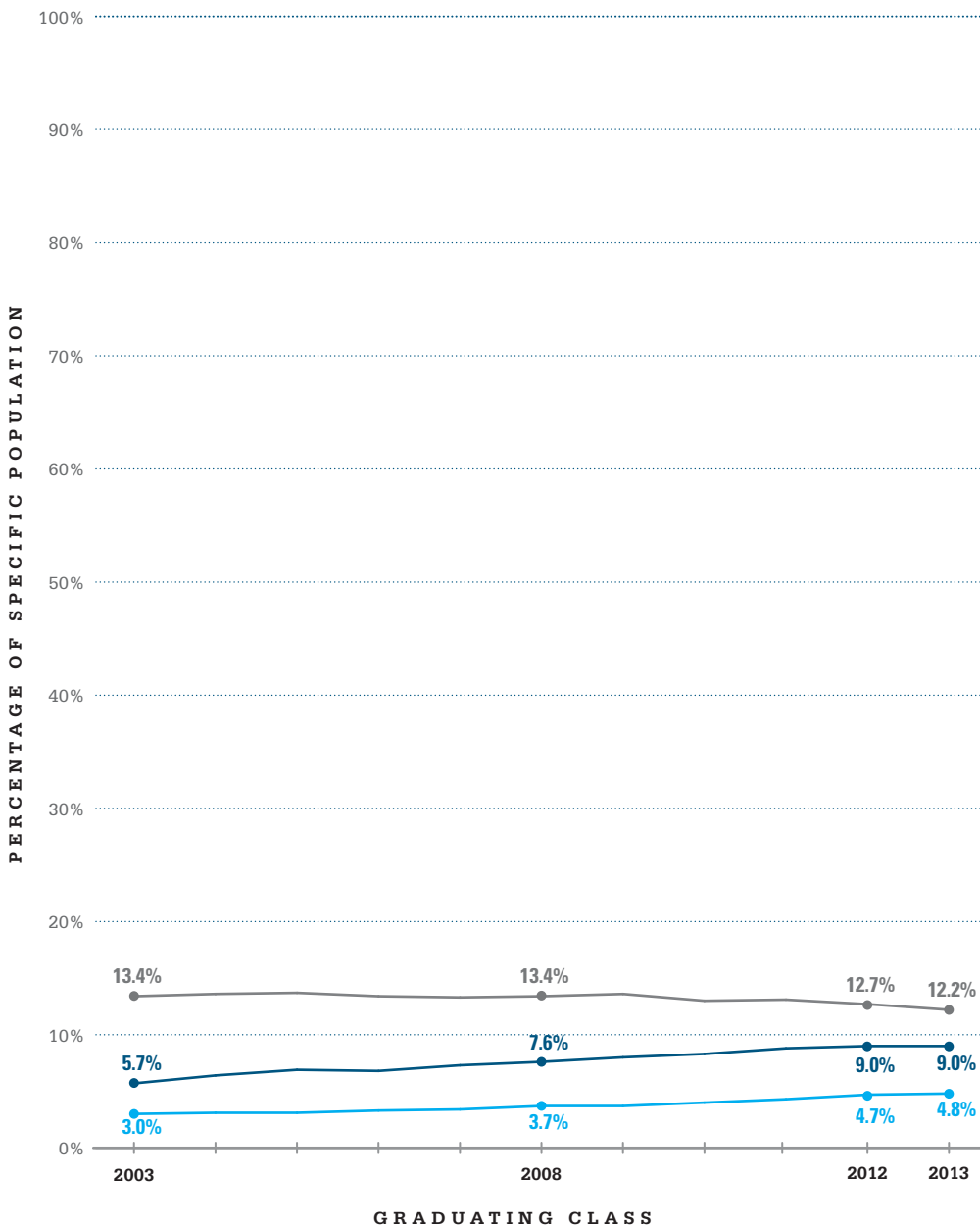
FIGURE 5 Trends in AP Exam Participation and Success

The percentage or number of ...

- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school
- ... who are black/African American

9,147

black/African American graduates in the class of 2013 took an AP Exam during high school



	2003	2008	2012	2013
●	31,801	33,873	35,379	34,319
●	2,780	5,576	8,678	9,147
●	853	1,421	2,284	2,487

Hispanic/Latino

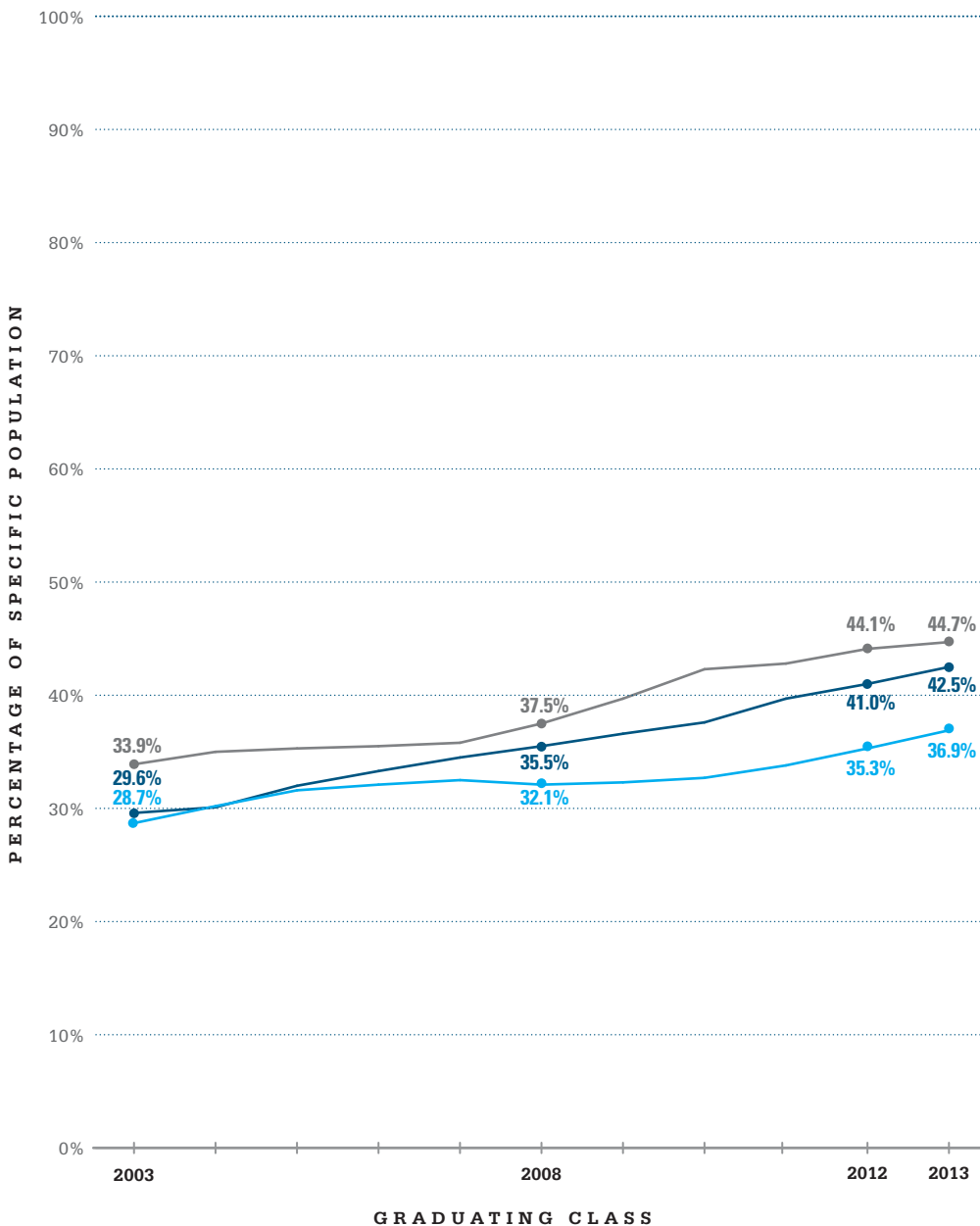
FIGURE 6 Trends in AP Exam Participation and Success

The percentage or number of ...

- students in the graduating class
 - graduates leaving high school having taken an AP Exam
 - graduates scoring 3+ on an AP Exam during high school
- ... who are Hispanic/Latino

43,031

Hispanic/Latino graduates in the class of 2013 took an AP Exam during high school



	2003	2008	2012	2013
●	80,777	94,571	123,250	126,090
●	14,380	25,891	39,456	43,031
●	8,114	12,361	17,307	19,258

American Indian/ Alaska Native

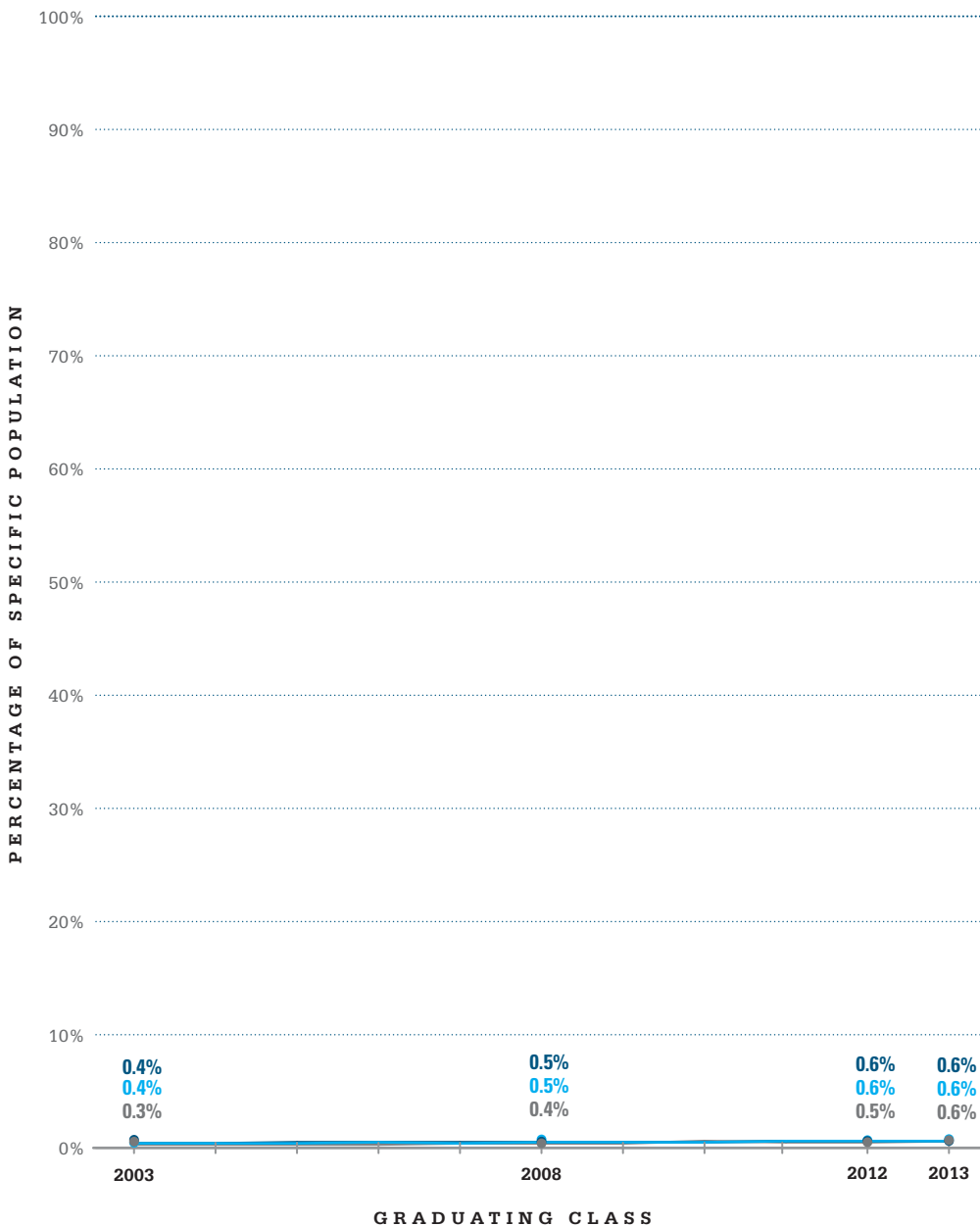
FIGURE 7 Trends in AP Exam Participation and Success

The percentage or number of ...

- students in the graduating class
 - graduates leaving high school having taken an AP Exam
 - graduates scoring 3+ on an AP Exam during high school
- ... who are American Indian/Alaska Native

574

American Indian/Alaska Native graduates in the class of 2013 took an AP Exam during high school



	2003	2008	2012	2013
●	670	944	1,486	1,626
●	204	393	551	574
●	104	181	290	298

Asian/Asian American/ Pacific Islander

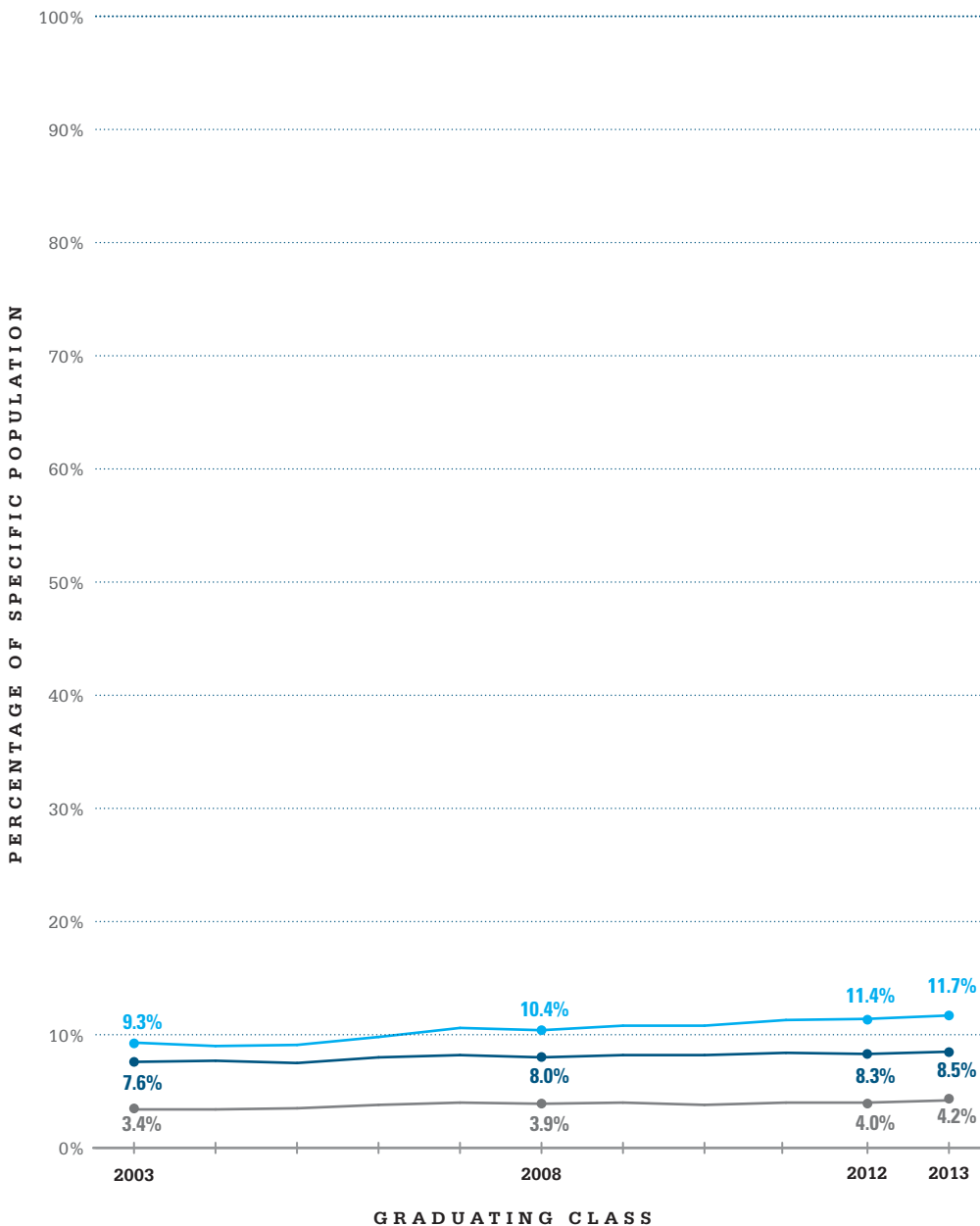
FIGURE 8 Trends in AP Exam Participation and Success

The percentage or number of ...

- students in the graduating class
 - graduates leaving high school having taken an AP Exam
 - graduates scoring 3+ on an AP Exam during high school
- ... who are Asian/Asian American/Pacific Islander

8,621

Asian/Asian American/Pacific Islander graduates in the class of 2013 took an AP Exam during high school



	2003	2008	2012	2013
●	8,045	9,750	11,268	11,923
●	3,668	5,828	7,998	8,621
●	2,625	4,023	5,578	6,095

White

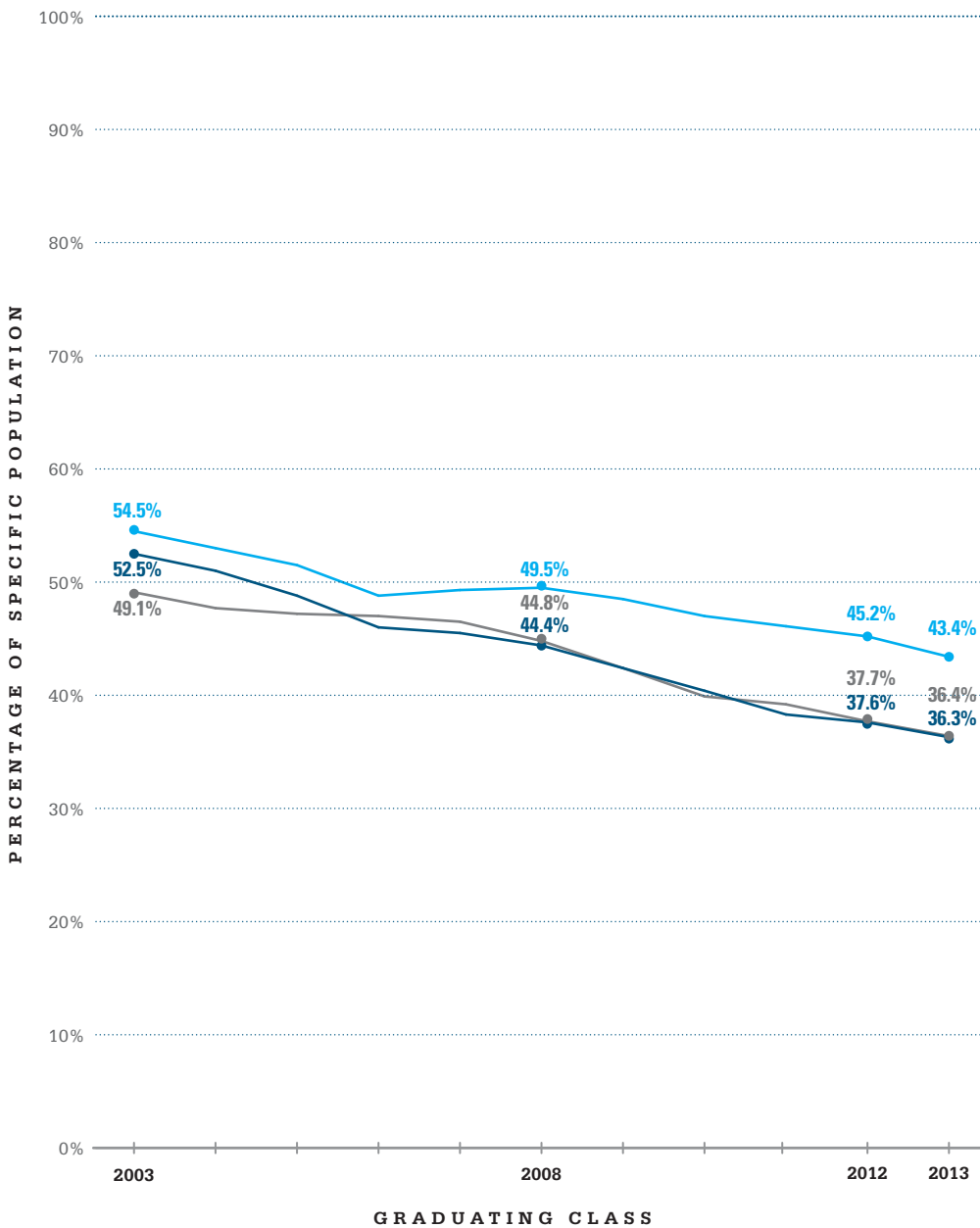
FIGURE 9 Trends in AP Exam Participation and Success

The percentage or number of ...

- students in the graduating class
 - graduates leaving high school having taken an AP Exam
 - graduates scoring 3+ on an AP Exam during high school
- ... who are white

36,728

white graduates in the class of 2013 took an AP Exam during high school



	2003	2008	2012	2013
●	116,818	112,983	105,180	102,703
●	25,445	32,350	36,129	36,728
●	15,422	19,055	22,157	22,663



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