

Credit by Exam

Data and Best Practices

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Session Learning Objective

- Participants will analyze district data from UT's statewide Credit by Exam (CBE) program, which provides 30,000 exams annually to students over 300 Texas school districts.
 - Review CBE Policies
 - Analyze Program Data
 - Discuss Best Practices to Serve Students

TEXAS ADMINISTRATIVE CODE - CBE POLICIES

19 TAC §74.24 Credit by Examination

4 Testing Windows

- Districts must provide 4 testing windows annually for examinations for acceleration K-8 and credit for 9-12:
 - January 1- March 31
 - April 1-June 30
 - July 1-Sept 30
 - Oct 1-Dec 31

19 TAC §74.24 Credit by Examination

Testing Window Details

- Students may take a specific examination only once during each window.
- Testing window must be designed to meet needs of all students.
- Dates must be publicized in the community.

19 TAC §74.24 Credit by Examination

Rules effective 2018

- See rules in **19 TAC §74.24**.
 - Districts and providers must certify that exams meet rules and make public an annual report including specific criteria
- Contact TEA for guidance regarding CBE rules

19 TAC §74.24 Credit by Examination

K-5 Acceleration

- Districts must develop procedures for kindergarten acceleration approved by the school district board, including an audit process.
- A student in grades 1-5 must be accelerated one grade if:
 - he/she scores 80% on a criterion-referenced test in language arts, math, science, & social studies;
 - a school district representative recommends acceleration; and
 - parent or guardian gives written approval for acceleration.

19 TAC §74.24 Credit by Examination

High School Courses

- A student may not attempt to earn credit by examination for a high school subject more than two times
- Students must earn credit by exam before the school year when they would be required to enroll in that high school course.
- If credit is given based on 80% or higher on CBE, the district must enter the exam score on the student's transcript and the student is not required to take an applicable EOC.

UT CBE STATEWIDE PROGRAM DATA

UT Statewide CBEs – Most Common

Grades 6-12

- Spanish I
- Spanish II
- Algebra I
- Geometry
- Math Grade 8
- Math Grade 6
- Math Grade 7

Grades K-5

- Math Grade 2
- Math Grade 5
- Math Grade 1
- Math Grade 3
- Math Grade 4

Why are these the most commonly taken CBEs?

UT Statewide CBEs – Average Scores

- Average Scores for all HS CBE Subjects:
 - With Prior Instruction: 65%
 - Without Prior Instruction: 78%
- Average Scores for all K-8 CBE Subjects:
 - Without Prior Instruction: 67%

What are best practices to support students to be successful (with and without prior instruction)?

UT Statewide CBEs – Average Scores Most Common HS Subjects

- **Average Scores Most Common HS Subjects**

(With & Without Prior Instruction):

- Spanish IA/IB: 79%
- Spanish IIA/B: 79%
- Algebra IA/IB: 73%
 - EA: 75%
 - CR: 61%
- Geometry A/B: 72%
 - EA: 74%
 - CR: 61%

What does this data suggest?

UT Statewide CBEs – Average Scores K-8

- Average Scores for all K-8 Subjects:
 - Math: 69%
 - Science: 69%
 - Language Arts: 64%
 - Social Studies: 57%

How should you prioritize which exam subjects students take for K-8 grade level acceleration?

BEST PRACTICES

UT CBEs – Understanding the Test Design

- Exam items match the depth and breadth of the TEKS for 100% alignment.
- Exams are kept confidential as required by state policy
- Exams are developed using subject-specific blueprints including TEKS distribution and alignment, Depth of Knowledge levels for items, and test and item specifications.
- Technical quality is established during alignment assessments and audit evaluations.
- <https://utexas.box.com/v/23-24CBECertificationReport>

UT CBEs – Audit Process

Auditor Invitation

Auditors are certified in the course/grade of review; have no prior participation in writing or reviewing of the current exam(s), no prior participation grading the current exam(s), and are not employed by UTHS.

Screening & Contract

The UTHS staff screens potential candidates and provides contracts to the best qualified candidates to participate in the project.

Auditor Training

Auditors participate in online training to understand project expectations, scope, and timeline.

Project Dialogue

Auditor and UTHS subject experts have ongoing dialogue to ensure 100% TEKS alignment while maintaining rigor and integrity of exams.

Auditor Revisions

Revisions for all audited exams are finalized and submitted to the Texas Education Agency; UTHS releases revised exams.

UT CBEs – Understanding the TEKS

- TEKS Format:
 - (Number) – Knowledge and Skill Statement
 - (Letter) – Student expectation
- TEKS Language: Including vs Such As
 - “Including” references content that must be mastered
 - “Such as” illustrates possible examples

UT CBEs – Understanding the TEKS

Examples of “Including” vs “Such As”

- **Sixth Grade Science TEKS**

(6) Matter and energy. The student knows matter has physical properties that can be used for classification. The student is expected to:

- (A) compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability;
- (C) test the physical properties of minerals, including hardness, color, luster, and streak.

UT CBEs – Understanding the TEKS

- Examples and resources for reviewing TEKS to prepare for exams:
 - Free, printable study guides are provided on our website
 - TEKS: <http://tea.texas.gov/curriculum/teks/>
 - Released STAAR Exams

UT CBEs – Supporting Special Populations



UT CBEs – Identifying Students

- Implement required publicly posted testing windows and clear processes for CBE requests.
- Identify G/T and advanced learners for CBE acceleration using educator and parent recommendations.
- Identify native speakers likely to pass LOTE CBEs through recommendations and pretests.

UT CBEs – Identifying Students (Continued)

- Review students who failed courses for possible credit recovery with CBEs.
- Review seniors mid-year to identify missing credits.
- Offer migrant students opportunities to take CBEs when they need to leave before the end of the semester.

UT CBEs – Supporting Students to Succeed

- Evaluate students for grade level or subject acceleration
 - Support for G/T, advanced learners, and native speakers
 - Celebrate students' abilities and cultures
 - Provide pathways to Advanced Placement, Early College HS, or Early Graduation
- Offer opportunities to recover credits
 - Support students' who failed due to absences or grades close to passing
 - Provide targeted instruction and use CBE to demonstrate mastery
- Utilize CBEs for placement of transfer students
 - Assess K-12 homeschool, mid-year, out-of-state, or out-of-country transfer students.
- Provide targeted instruction and guidance for CBEs

“Credit by exam affirms that a student’s current knowledge is valuable. It is a beacon of hope that their future goals are attainable.”

*–Debi Price, Campus Administrator,
Austin ISD*

CBE Self-Assessment and Action Plan

SELF-ASSESSMENT

Rate your district's knowledge of CBE rules and use of CBEs to serve a variety of student populations.

ACTION PLAN

Develop your action plan to expand options for your students by using CBEs.

Special Populations:

G/T, advanced, native speakers, migrant, credit recovery, transfers

What starts here changes the world.

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