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ABSTRACT

This report presents the results of the fourth testing cycle of the Texas Assessment of Basic Skills (TABS), a statewide basic skills test for students in grades 3 and 5 and in high school (exit level) of the Austin Independent School District (AISD). The TABS measures basic performance objectives in mathematics, reading, and writing. The general findings of this report are: (1) from 1980 to 1983, the general trend has been upward, with the greatest improvement at grade 3; (2) although White students still outperform Hispanic and Black students, overall, the gains for minorities were greater over the past 3 years than the gains for White students; (3) AISD's minimum competency requirements for graduation are higher than the state-adopted minimum competency level for the TABS; AISD graduates must perform at a higher level of mastery than that required by the state for mastery on the TAB; and (4) the topic for the writing sample has changed every year; comparison of writing scores across years in not advisable. (PN)

AUSTIN TABS

EXECUTIVE SUMMARY 1983

Errata

A computer failure at Westinghouse Data Score Systems (TABS contractor for TEA) caused the written composition scores of 40 ninth-grade students from Anderson High School to be tabulated as zero for both composition and handwriting. Corrected reports are expected from TEA but were not received in time to be included in this report.

The corrections will increase the percentage of ninth-grade students at Anderson High School mastering the objectives measured by the written composition and mastering the total writing test by five percentage points.

Districtwide, these corrections will produce an increase of one percentage point mastering the written composition objectives as well as the total writing test.

These changes must be considered when looking at all the figures and tables in this report.

Corrected reports will be sent to Anderson High School and affected students as soon as they are received from TEA. Corrected data will be available at ORE and will be provided upon request.

TEXAS ASSESSMENT OF BASIC SKILLS

FINAL TECHNICAL REPORT: EXECUTIVE SUMMARY

Spring, 1983

Publication Number 82.57

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*Not in Executive Summary: see full report

ABSTRACT

Title: TEXAS ASSESSMENT OF BASIC SKILLS (TABS): 1982-83 Final Technical Report: Executive Summary

Contact Persons: Evangelina Mangino, Glynn Ligon

No. Pages: 52

Summary:

This report presents the results of the fourth testing cycle of the Texas Assessment of Basic Skills (TABS), a statewide basic skills test for students in grades three and five and in high school (exit level). The TABS measures basic performance objectives in mathematics, reading, and writing.

Caution must be used when interpreting comparisons across the last four years for three reasons:

- Each objective is measured by only four items, and most of these items have been changed each year.
- The topic of the writing sample exercise has changed each year.
- Only limited technical and statewide data are available (none at this time for 1983) for comparison and analysis.

The general findings of this report are:

- From 1980 to 1983, the general trend has been upward, with the most improvement at grade three.
- Although White students still outperform Hispanic and Black students, overall, the gains for minorities were greater over the past three years than the gains for White students.
- AISD's minimum competency requirements for graduation are higher than the state-adopted minimum competency level for the TABS. AISD graduates must perform at a higher level of mastery than that required by the State for mastery on the TABS.
- The topic for the writing sample has changed every year. Comparisons of writing scores across years is not advisable.

This TABS report is published in two volumes.

- Texas Assessment of Basic Skills (TABS): 1982-83 Final Technical Report
- Texas Assessment of Basic Skills (TABS): 1982-83 Final Technical Report: Executive Summary (includes the first six appendices of the full report)

Appendix A

TABS: BACKGROUND INFORMATION

TEXAS ASSESSMENT OF BASIC SKILLS 1983

Purpose

In addition to being a state-mandated test, the Texas Assessment of Basic Skills (TABS) provides data relevant to the following information needs as stated in the 1982-1983 Evaluation Design for the State Compensatory Education Program:

> Information Needs Question I2. How did Austin ISD students perform, by grade and ethnicity, on the Texas Assessment of Basic Skills (TABS)?
>
> Information Needs Question I3. How did the performance of Austin ISD students on the TABS in 1983 compare, by grade and ethnicity, with the performance of students in Austin ISD who took the test in previous years?
>
> Information Needs Question I4. How did current Austin ISD 10th, 11th, and 12th graders who did not score 30 or higher on the TABS in previous years score on the TABS, by ethnicity, in 1983.
>
> Information Needs Question I5. What percentage of Austin ISD students, by ethnicity, who took the TABS in 1983 did not meet state minimum competency levels?
>
> Information Needs Question I6. How does the percentage of students who took the TABS in 1983 and did not meet state minimum competency levels compare with the percentages for previous years?

Procedure

Test Administration

The fourth cycle of TABS was administered in 1983 districtwide to students in grades 3, 5, and 9, and to students in grades 10-12 who had not previously demonstrated mastery on the TABS according to state-set criteria. Administration of the TABS was on February 14 through 18, including make-up testing.

Preadministration Procedures

Test dates. Although TEA had set aside February 14 through 25, 1983 for administration of the TABS, Austin ISD limited testing, including make-ups, to the week of February 14-18. This decision was based on restrictions in time for inspecting, completing, and repackaging materials after testing.

Coding of student information. For the second year in a row, TEA offered through the TABS contractor (Westinghouse DataScore Systems) a demographic data pregridding (preslugging) option for grade 5 and exit level (grades 9-12). Data to be pregridded included name, ID number, sex, birthdate, ethnicity, participation in free or reduced-price meal, Chapter 1, migrant instructional, bilingual, special education, and/or gifted and talented programs, as well as language proficiency student classification (LEP versus non-LEP). The data tape containing this infromation (format on file in ORE) was due at Westinghouse Data Score Systems November 1, 1982, and was current as of October 30, 1982 (program ESC WEST 1, 11-1-82).

The first week of January 1983, all TABS materials arrived from TEA. Boxed by campus were test booklets, answer folders, and school, grade, and class information forms, as well as school coordinator and test administrator manuals.

Based on past experiences, and in order to reduce as much as possible the test burden on the schools, inventorying materials, coding, and updating information was done at ORE, requiring 338.6 hours of hired temporary coders. Coders filled out answer documents for new students, corrected pregridded documents, and added retest status to grade 9 documents. Coding to be done by school personnel was reduced to new students or changes as of January 6, 1983, and retest status of students in grades 10-12 who chose to take the test.

Centralized coding of students in grade 3 was done by hand, following a printout containing all necessary information (program SC-T DEMO-0301 and 0601, 1-7-83).

Coding new students and program or status updates was based on printouts of the discrepancies between the tape sent to Westinghouse and a new version produced January 5 (ESC WEST 2).

Coding retest status was done with data compiled January 11 (SC-TELIG-0101) matching Austin ISD current enrollment and TABS tapes from 1980, 81, and 82. Students who had previously taken TABS in other school districts had to be dealt with individually at each campus.

Once centralized inventorying and coding was completed, materials were sent to schools January 31, and February 1 and 2.

Training of school coordinators and test administrators. The SCE Evaluator, who acted as TABS District Coordinator for Austin ISD, attended the training session on TABS offered at the Regional Education Service Center XIII, January 21. The session consisted of a video tape of TEA staff explaining testing procedures.

Four training sessions for school coordinators were offered January 24-26 (see Keeping Tabs on TABS, ORE publication 82.38 for schedule and other

information sent to school coordinators). Attendance at TABS training sessions was optional given that most school coordinators had been TABS school coordinators in the past and no significant changes were made in the TABS procedures.

Students tested. All students in grades 3, 5, and 9, not officially exempt, were to take the test. Non-exempt students in grades 10-12, who had taken the TABS in previous years but had not demonstrated mastery according to TEA-set criteria, as well as those who had not previously taken the TABS, were given the opportunity and encouraged to take it in accordance with Section 16.176(c) of the Texas Education Code.

Student exemptions. The exemption policy used in the administration of the TABS was that set by the State Board of Education in Policy 38.01.030(a)(2). In accordance with this policy, the LST/ARD committee on each campus determined the TABS testing status of each special education student. A printout (program SW-SE 050) was given to each TABS school coordinator with the testing status of each special education student in terms of three categories for each TABS section (reading, math, and writing):

V = The student should take this section, and the score will be valid.

E = The student should take this section for experience only (this section would not be scored).

Blank = The student should not take this TABS section.

Any special testing procedure which the ARD committee considered should be used in testing each student was also listed. Changes in student exemption status had to be made through the LST/ARD committee and had to be reported to ORE as soon as they were made.

Limited English Proficient (LEP) students were not exempt, regardless of classification.

Demographic data. All the demographic data requested for the TABS answer documents except gifted and talented status (G/T) were available through the different program files. After the evaluator and/or programmer responsible for each file confirmed its currentness, the following files were accessed to prepare the preslugging tape and the data printouts for hand coding and updating:

- Student Master File (SMF)
- Free/Reduced-Price Meal Program (CAFLAMST)
- Chapter 1 Student Master File (TIMST-83)
- Migrant Student Master File (ESCMIG-83)
- Language (LANGFL)
- Special Education Master File (SPEDFL)

TEA requires that students participating in state-funded exemplary programs (for gifted and talented students) be identified in the TABS answer documents. According to the coordinator of gifted and talented programs in Austin ISD, none of the gifted and talented programs in the District is funded 100% with state funds (19TAC-89.55).

All preslugged TABS answer documents were coded "N" for gifted and talented (G/T) status as default. Teachers in programs reported as partially funded with state funds were instructed to change the status on the answer documents of the students they were serving.

Invalidations. All answer documents had a section labeled DO NOT SCORE. One bubble was to be filled in to invalidate each of the sections of the test. Invalidations were intended for use by the test administrators in circumstances where the student's score on the test would be invalid if returned, e.g., illness during the test, marking answers in the wrong place, or cheating, as well as absence or exemption.

Test security. In accordance with TEA requirements, ORE took considerable care to maintain test security.

- All testing materials were inventoried upon receipt by ORE.
- Security requirements were communicated to school coordinators and principals.
- Test materials were reinventoried when returned to ORE after test administration.
- School coordinators were required to send signed test security forms to ORE and file test security forms signed by each test administrator.
- School coordinators were required to send a written statement explaining the circumstances in the event of missing test booklets.

With all these measures, however, some test booklets were unaccounted for when materials were returned to TEA. Exit-level booklets numbers 295476, 296600, 296560, 296696, 296701, and 296704 were not accounted for in the final ORE inventory despite multiple recounts and communications with the schools involved.

Data Analyses

Westinghouse DataScore Systems processed all of the tests, including scoring of the writing samples, and provided each district the following (samples on file in ORE)

- Confidential Student Reports
- Confidential Student Labels
- Campus Summary
- District Summary

- Demographic Summary
- Campus Summary of LEP and Non-LEP Students
- District Summaries of LEP and Non-LEP Students
- DO-NOT-SCORE Report

Through additional analyses, ORE produced the following:

- District Performance by Ethnicity Report
- Exit-level Attainment of State Minimum Competency
- Exit-level Performance by Junior High School Attendance
- District Performance Comparisons (1980, 1981, 1982, and 1983).

NOTE: ORE ASSUMES THAT THE TEST SCORES AND RELATED INFORMATION FURNISHED BY WESTINGHOUSE DATASCORE SYSTEMS ARE CORRECT. MINOR DISCREPANCIES BETWEEN RESULTS GENERATED BY ORE FROM THE DATA TAPE AND THOSE REPORTED BY WESTINGHOUSE DATASCORE SYSTEMS HAVE BEEN DISCOVERED. DISCREPANCIES CONCERNING NUMBER OF STUDENTS TESTED AND PERCENTAGE OF STUDENTS MASTERING TABS OBJECTIVES CAN BE ATTRIBUTED TO THE CORRECTION AND UPDATING OF DEMOGRAPHIC INFORMATION AT ORE AFTER ANALYSIS WAS PERFORMED AT WESTINGHOUSE DATASCORE SYSTEMS.

Scoring System

The TABS results presented in this report are reported as percentage of students demonstrating mastery of each objective. In addition, exit-level results include the percentage of students mastering each section of the test (reading, math, and writing).

Individual student reports present the raw scores obtained by the student (i.e., the number of questions answered correctly). In addition to number of correct answers, the writing score includes the number of points assigned to the writing sample by two or three individual readers.

Mastery of objectives. In each of the three subject areas a mastery level was set for all objectives measured by multiple-choice items. To master an objective, a student must answer correctly at least three of the four items testing that objective. Writing samples measure three objectives (organization of ideas, response to stimulus, and handwriting). A composite score is assigned for organization of ideas and response to stimulus following a "focused holistic scoring" guide developed specifically for TABS. This score is reported as "Written Composition." Handwriting is rated separately as "acceptable,", "hard to read," "illegible, " or "not ratable."

Exit-level total test mastery. No total test mastery level has been established for reading, math, and writing for grades 3 and 5. However, a total mastery level has been set by the State Board of Education for the exit level tests.*

* It is important to point out that TEA's minimum competency level for high school graduation is 30/44 on the TABS, whereas Austin ISD's minimum competency on the TABS is 38/44.

For the reading and mathematics exit-level tests, a student must answer correctly at least 30 of the 44 items in order to demonstrate mastery according to the state minimum competency criteria. Because of the importance of the writing sample, the "Written Composition" score obtained by the student was weighted more heavily than the score on the multiple-choice items. Following is a detailed description of the writing sample scores and their weight.

WHAT DOES EACH SCORE POINT MEAN?
A general description of the characteristics of papers receiving each score point is listed below. These characteristics are common to expressive, informative, and persuasive writing.

0 The paper is not scorable because it is blank or fails in other ways to respond to the writing assignment. Such papers may address a different topic; copy or paraphrase the stimulus; be illegible; say, "I don't know," or be written in a language other than English.

1 The writer attempts to address the assignment but does not attend to the visual/verbal cues in a manner appropriate for the purpose and audience specified (third graders are not expected to address audience), or the writer produces a response that is incoherent because of garbled syntax, extremely confused details, or errors in writing mechanics that are so serious that they impair meaning.

2 The writer produces a response that is minimally consistent with verbal/visual cues of the assignment. However, the response is characterized by weaknesses, such as being generally undeveloped, skeletal and unelaborated, rambling off the topic, or containing major gaps or inconsistencies that cause confusion to the reader.

3 The writer produces a response consistent with the verbal/visual cues of the assignment and containing some elaboration or development of the ideas, events, reasons, perceptions, or dialogue, specific details, varied word choice, names of characters or places, explanations, definitions, or illustrations. This response may include minor gaps or inconsistencies. However, they do not cause confusion to the reader.

4 The writer produces a response that is well developed and organized systematically into a unified whole. The response will include many of the following: contains a clear beginning and ending; remains on topic from beginning to end; recognizes the needs of the audience and responds to those needs (not applicable to Grade 3); contains an overall fluency in the expression of ideas; has an absence of gaps, inconsistencies, digressions, or needless repetitions; includes vivid words, phrases, or expressions of thought.

WHAT ARE THE CRITERIA FOR SUCCESS ON THE VARIOUS TYPES OF WRITING MEASURED ON TABS?
In addition to the general criteria for success, specific criteria include:

Expressive/Narrative

- A narrative that has a sense of beginning and ending
- A story that follows the narrative progression from beginning to end
- A response that attempts to use sophisticated syntactic constructions, narrative devices, and parenthetical expressions
- A response that includes rich details and varied word choices
- A narrative in which elaboration is interconnected with the story line
- A response that includes a series of at least three events occurring over time

Informative/Descriptive

- A description that is specific and elaborated
- A response that remains on topic from beginning to end and does not digress into narration
- A response that paints a vivid picture of the object or scene presented
- A well-organized response that describes one feature at a time before moving on to describe another feature

Persuasive/Descriptive

- A response that states a position and supports it with a set of reasons that are clearly developed, convincing, and appropriate to the specified audience
- A composition in which introductory, transitional, and concluding elements are used effectively
- A response which contains an abundance of descriptive detail about possible results of the proposed action

HOW IS MASTERY ON THE TABS WRITING TESTS DETERMINED?
On the multiple-choice section of the writing tests, a student demonstrates mastery on each objective when at least three of the four items testing that objective are answered correctly.

No total writing test mastery level has been established for Grades 3 and 5. However, a total mastery level has been set by the State Board of Education for the exit level writing test.

A formula, which weights the written composition more heavily than the mulitple-choice items, has been devised for determining mastery on the total writing test.

The total writing score is determined in the following manner:

- The total number of items correct on the objects measured by multiple-choice items is divided by 3 and rounded to the nearest whole number to obtain a converted score.
- The raw score earned on the written composition is multiplied by 4 to obtain a converted score.
- The two converted scores are combined to obtain the total writing score.

Appendix B

TABS RESULTS: SUMMARY

GRADE 3

MATHEMATICS	STUDENTS MASTERING
Select Units of Measure	66%
Order Whole Numbers	68%
Subtract Whole Numbers	69%
Complete Number Patterns	79%
Identify Fractional Parts	83%
Read and Write Whole Numbers	85%
Add Whole Numbers	86%
Solve Word Problems: +, -	86%
Identify Values of Money	90%
Multiply Whole Numbers	93%

READING	
Identify Main Idea	69%
Sequence Events	74%
Recall Facts and Details	83%
Understand Word Structures	87%
Use Context Clues	88%
Recognize Words Through Phonics	94%
Recognize Words by Sight	96%
Follow Written Directions	97%

WRITING	
Punctuation	66%
Sentence Structure	79%
Capitalization	91%
Correct English Usage	91%
Written Composition	96%
Spelling	98%
Handwriting	99%

GRADE 5

MATHEMATICS	STUDENTS MASTERING
Solve Word Problems: x, ÷	61%
Identify Geometric Terms, Figures	63%
Interpret Place Value	63%
Identify Equivalent Fractions	67%
Divide Whole Numbers	75%
Solve Word Problems: +, -	79%
Multiply Whole Numbers	79%
Subtract Whole Numbers	82%
Order Whole Numbers	84%
Select Units of Measure	88%
Add Whole Numbers	91%
Intrepret Graphs	96%

READING	
Distinguish Fact, Non-Fact	62%
Identify Main Idea	62%
Predict Outcomes	68%
Sequence Events	73%
Recall Facts, Details	75%
Draw Conclusions	79%
Identify Character Feelings	85%
Follow Written Directions	85%
Use Maps, Charts	89%
Use Index	90%
Use Context Clues	96%

WRITING	
Punctuation	69%
Correct English Usage	73%
Sentence Structure	83%
Capitalization	90%
Commonly Used Forms	91%
Spelling	97%
Written Composition	98%
Handwriting	100%

GRADE 9

MATHEMATICS	STUDENTS MASTERING
Solve Personal Finance Problems	48%
Use Ratio/Proportion/Percent	57%
Use Fractions/Mix Nos: +, -, x	66%
Solve Problems: ÷, -, x, :	68%
Use Measurement Units	80%
Use Decimals: +, -, x, :	85%
Find Total Dollar Amount/Correct Change	87%
Determine Distance/Location on Maps	90%
Multiply/Divide Whole Numbers	90%
Read, Interpret Charts/Graphs	92%
Add/Subtract Whole Numbers	96%
Total Mathematics	78%

READING	
Use Parts of Book	69%
Make Generalizations	70%
Distinguish Fact, Non-Fact	73%
Evaluate Information	74%
Identify Main Idea	76%
Perceive Cause-Effect	77%
Draw Conclusions	78%
Sequence Events	81%
Use Maps, Charts	87%
Use Reference Skills	90%
Follow Written Directions	90%
Total Reading	79%

WRITING	
Correct English Usage	73%
Punctuation	76%
Sentence Structure	86%
Commonly Used Forms	89%
Spelling	89%
Capitalization	91%
Written Composition	92%
Handwriting	96%
Total Writing	87%

Figure B-1: TABS OBJECTIVES IN ASCENDING ORDER ACCORDING TO THE PERCENTAGE OF STUDENTS MASTERING EACH OBJECTIVE, IN 1983.

RESULTS

Appendix B presents Austin Independent School District's performance on the fourth testing cycle of the TABS. First, a summary table shows the TABS objectives in increasing order of percentage of students mastering each objective (Figure B-1, previous page). For exit level, the percentage of students mastering each area of the test is also reported. The remainder of this appendix is a summary of the changes in performance by objective in Austin ISD from 1980 to 1983. For each year, the number of objectives increasing and decreasing is reported, as well as the average number of percentage points by which these objectives increased or decreased.

In Appendix C, 1983 TABS results are compared with the results obtained by Austin ISD in 1980, 1981, and 1982. This comparison is made by objective for all levels and, in addition, the comparisons for exit level include the percentage of students who mastered each test (Figures C-1 through C-9).

Appendix D presents the percentage of exit-level students meeting state mastery levels on the TABS (Figures D-1 and D-2).

Appendix E is a summary of the performance on the TABS by the three largest ethnic groups in Austin ISD. Complete data and comparisons by objectives are presented in Appendix H of the full Technical Report.

Appendix F includes campus comparisons (Subject Area Performance Summaries) by objective for grades 3, 5, and 9. These comparisons are based on all students tested at these grades.

Appendix G (Technical Report only) includes the demographic summary, presenting demographic data by grade level, by campus and for the District.

Performance by objective by Indian, Asian, Black, Hispanic, and White students is presented in Appendix H (Technical Report only).

Appendices I and J (Technical Report only) are the individual campus reports for elementary schools and high schools respectively.

Note: Numbers generated by analyses done at Westinghouse may vary from those in other figures because the demographic codes were updated by ORE after reports were received from TEA/Westinghouse. Minor discrepancies in the percentage of students mastering objectives in the different analyses are due to rounding errors.

AISD PERFORMANCE, 1983

On the 1983 TABS test AISD continued a general upward trend at all grade levels. The percentage of students demonstrating mastery has declined on a small number of objectives each year; however, considerably more objectives have increased in the percentage of students at a mastery level. Each year, the average number of objectives mastered by AISD students has increased.

Following is a summary of the changes on the three TABS tests in grades 3, 5, and 9 from 1980 (1981 for grade 3) through 1983. Detailed performance comparisons, by objectives, are presented in bar-graph form immediately after the summary.

GRADE 3

MATHEMATICS (10 Objectives)

1981-1982	9 objectives increased (+6.5 percentage points average) 1 objective decreased (-2.0 percentage points) MATHEMATICS AVERAGE CHANGE: +5.7 percentage points
1982-1983	6 objectives increased (+3.5 percentage points average) 2 objectives decreased (-2.0 percentage points average) MATHEMATICS AVERAGE CHANGE: +1.7 percentage points

READING (8 Objectives)

1981-1982	7 objectives increased (+6.8 percentage points average) 1 objective decreased (-4.0 percentage points) READING AVERAGE CHANGE: +5.5 percentage points
1982-1983	7 objectives increased (+2.9 percentage points average) 0 objectives decreased READING AVERAGE CHANGE: +2.5 percentage points

WRITING (5 Objectives Multiple Choice)

1981-1982	5 objectives increased (+8.2 percentage points average) 0 objectives decreased WRITING* AVERAGE CHANGE: +8.2 percentage points Written Composition decreased (-25.0 percentage points) Handwriting increased (+1.0 percentage point)
1982-1983	4 objectives increased (+3.8 percentage points average) 1 objective decreased (-4.0 percentage points) WRITING* AVERAGE CHANGE: +2.2 percentage points Written Composition increased (+29.0 percentage points)

* Multiple-choice items only.

GRADE 5

MATHEMATICS (12 Objectives)

1980-1981	8 objectives increased (+4.3 percentage points average) 2 objectives decreased (-6.5 percentage points average) MATHEMATICS AVERAGE CHANGE: +1.4 percentage points
1981-1982	6 objectives increased (+5.0 percentage points average) 2 objectives decreased (-3.0 percentage points average) MATHEMATICS AVERAGE CHANGE: +2.0 percentage points
	9 objectives increased (+5.3 percentage points average) 3 objectives decreased (-2.7 percentage points average) MATHEMATICS AVERAGE CHANGE: +3.3 percentage points

READING (11 Objectives)

1980-1981	4 objectives increased (+7.2 percentage points average) 7 objectives decreased (-5.4 percentage points average) READING AVERAGE CHANGE: -2.8 percentage points
1981-1982	9 objectives increased (4.7 percentage points average) 1 objective decreased (-3.0 percentage points) READING AVERAGE CHANGE: +3.5 percentage points
1982-1983	9 objectives increased (+4.4 percentage points average) 1 objective decreased (-1.0 percentage point) READING AVERAGE CHANGE: +3.5 percentage points

WRITING (6 Objectives Multiple-Choice)

1980-1981	1 objective increased (+1.0 percentage point) 4 objectives decreased (-2.2 percentage points average) WRITING* AVERAGE CHANGE: -1.3 percentage points Written Composition decreased (-13.0 percentage points)
1981-1982	2 objectives increased (+1.5 percentage points average) 2 objectives decreased (-1.0 percentage point average) WRITING* AVERAGE CHANGE: +0.2 percentage points Written Composition decreased (-13.0 percentage points)
1982-1983	4 objectives increased (+3.0 percentage points average) 1 objective decreased (-1.0 percentage point) WRITING* AVERAGE CHANGE: +1.8 percentage points Written Composition increased (+28.0 percentage points) Handwriting increased (1.0 percentage points)

* Multiple-choice items only.

GRADE 9 (All Students)

MATHEMATICS (11 Objectives)

1980-1981	9 objectives increased (+2.9 percentage points average) 2 objectives decreased (2.5 percentage points avergae) MATHEMATICS AVERAGE CHANGE: +1.9 percentage points Students mastering test: NO CHANGE
1981-1982	8 objectives increased (3.7 percentage points average) 3 objectives decreased (-3.5 percentage points average) MATHEMATICS AVERAGE CHANGE: +1.8 percentage points Students mastering test: +4.0 percentage points
1982-1983	8 objectives increased (+3.6 percentage points average) 5 objectives decreased (-1.7 percentage points average) MATHEMATICS AVERAGE CHANGE: +2.2 percentage points Students mastering test: +2.0 percentage points

READING (11 Objectives)

1980-1981	3 objectives increased (+2.0 percentage points average) 8 objectives decreased (-4.9 percentage points average) READING AVERAGE CHANGE: -3.0 percentage points Students mastering test: -3.0 percentage points
1981-1982	7 objectives increased *+4.9 percentage points average) 4 objectives decreased (-2.0 percentage points average) READING AVERAGE CHANGE: +2.0 percentage points Students mastering test: +2.0 percentage points
1982-1983	10 objectives increased (+6.1 percentage points average) 1 objective decreased (1.0 percentage point) READING AVERAGE CHANGE: +5.5 percentage points Students mastering test: +8.0 percentage points

WRITING (6 Objectives Multiple-Choice)

1980-1981	3 objectives increased (+6.0 percentage points average) 3 objectives decreased (-2.0 percentage points average) WRITING* AVERAGE CHANGE: +2.0 percentage points Written Composition increased (+24.0 percentage points) Handwriting increased (+1.0 percentage point) Students mastering test: +20 percentage points
1981-1982	4 objectives increased (4.2 percentage points average) 1 objective decreased (2.0 percentage points) WRITING* AVERAGE CHANGE: +2.5 percentage points Written Composition decreased (-5.0 percentage points) Handwriting decreased (-2.0 percentage points) Students mastering test: -3.0 percentage points
1982-1983	6 objectives increased (+3.5 percentage points average) 0 objectives decreased WRITING* AVERAGE CHANGE: +3.. percentage points Written Composition increased (12.0 percentage points) Students mastering test: +11.0 percentage points

* Multiple-choice items only.

Appendix C

FOUR-YEAR TREND: 1980 - 1983

ABBREVIATION KEY

GRADE 3

Mathematics

Read/Write #	: Read and Write Whole Numbers
Order #'s	: Order Whole Numbers
Add #'s	: Add Whole Numbers
Subt #'s	: Subtract Whole Numbers
+,-Wd. Prob.	: Solve Word Problems: Add/Subtract
# Patterns	: Complete Number Patterns
Multiply #'s	: Multiply Whole Numbers
Fract. Parts	: Identify Fraction Parts
Money Values	: Identify Values of Money
Measures	: Select Units of Measure

Reading

Main Idea	: Identify Main Idea
Facts/Detail	: Recall Facts and Details
Sequence	: Sequence Events
Directions	: Follow Written Directions
Phonics	: Recognize Words Through Phonics
Context Clue	: Use Context Clues
Wd.Structure	: Understand Word Structure
Sight Words	: Recognize Words By Sight

Writing

Spelling	: Spelling
Punctuation	: Punctuation
Capitalizing	: Capitalization
Usage	: Correct English Usage
Sentences	: Sentence Structure
Composition	: Composition
Handwriting	: Handwriting

GRADE 5

Mathematics

Geom. Terms	: Geometric Terms and Figures
Place Value	: Interpret Place Value
Add #'s	: Add Whole Numbers
Subtract #'s	: Subtract Whole Numbers
Multiply #'s	: Multiply Whole Numbers
Divide #'s	: Divide Whole Numbers
+,- Wd.Prob.	: Solve Word Problems: Add/Subtract
x,÷ Wd.Prob.	: Solve Word Problems: Multiply/Divide
Measures	: Select Units of Measure
Graphs	: Interpret Graphs
Equal Fract.	: Identify Equivalent Fractions
Order #'s	: Order Whole Numbers

Reading

Main Idea	: Identify Main Idea
Facts/Detail	: Recall Facts, Details
Sequence	: Sequence events
Fac/Non-Fact	: Distinguish Fact, Non-Fact
Conclusions	: Draw Conclusions
Pred.Outcome	: Predict Outcomes
Context Clue	: Use Context Clues
Use Index	: Use Index
Maps/Charts	: Use Maps, Charts
Directions	: Follow Written Directions
Id Character	: Identify Character Feelings

Writing

Spelling	: Spelling
Punctuation	: Punctuation
Capitalizing	: Capitalization
Usage	: Correct English Usage
Sentences	: Sentence Structure
Common Forms	: Commonly Used Forms
Composition	: Composition
Handwriting	: Handwriting

GRADE 9

Mathematics:

Add/Subt #'s	: Add/Subtract Whole Numbers
Mult/Div #'s	: Multiply/Divide Whole Numbers
+,-,x,÷ Prob	: Solve Problems: Add/Sub./Mult./Divide
+,-,x Fract.	: Use Fractions/Mixed Numbers: Add/Sub./Mult
+,-,x,÷ Deci	: Use Decimals: Add/Sub./Mult./Divide
Finance Prob	: Solve Personal Finance Problems
Money/change	: Find Total Dollar Amount/Change
Measures	: Use Measurement Units
Ratio/Prop'%	: Use Ratio/Proportion/Percent
Map:Dist/Loc	: Determine Distance/Location on Maps
Charts/Graph	: Read, Interpret Charts/Graphs

Reading:

Main Idea	: Identify Main Idea
Sequence	: Sequence Events
Cause/Effect	: Perceive Cause - Effect
Eval. Info	: Evaluate Information
Fac/Non-Fact	: Distinguish Fact, Non-Fact
Conclusions	: Draw Conclusions
Generalizing	: Make Generalizations
Directions	: Follow Written Directions
Use Bk Parts	: Use Parts of Book
Referencing	: Use Reference Skills
Maps/Charts	: Use Maps, Charts

Writing:

Spelling	: Spelling
Punctuation	: Punctuation
Capitalizing	: Capitalization
Usage	: Correct English Usage
Sentences	: Sentence Structure
Common Forms	: Commonly Used Forms

FIGURE C-1; PERCENTAGE OF STUDENTS MASTERING TABS OBJECTIVES, MATHEMATICS, GRADE 3, 1981 THROUGH 1983.

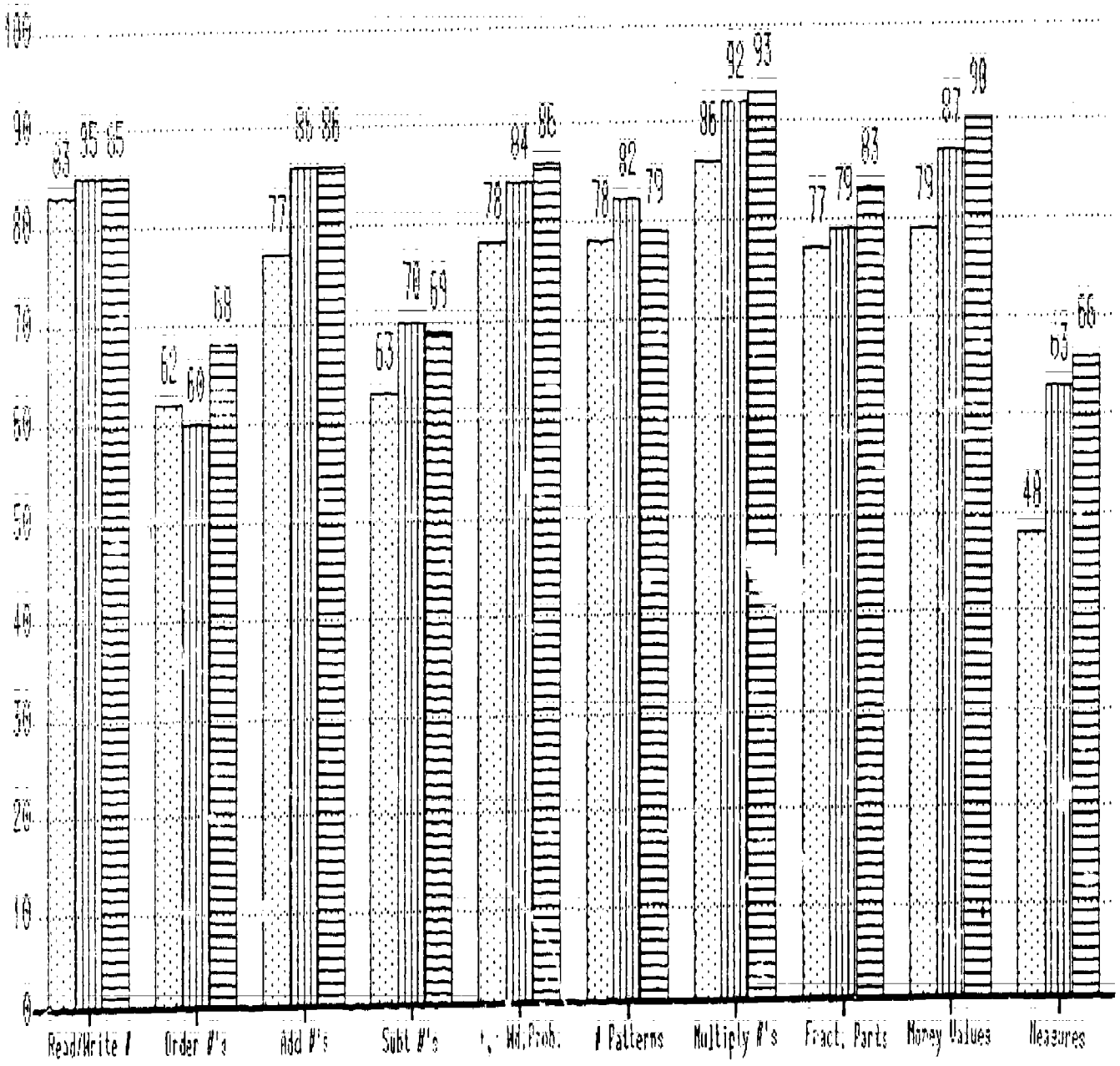


FIGURE C-2. PERCENTAGE OF STUDENTS MASTERING TABS OBJECTIVES, READING, GRADE 3, 1981 THROUGH 1983.

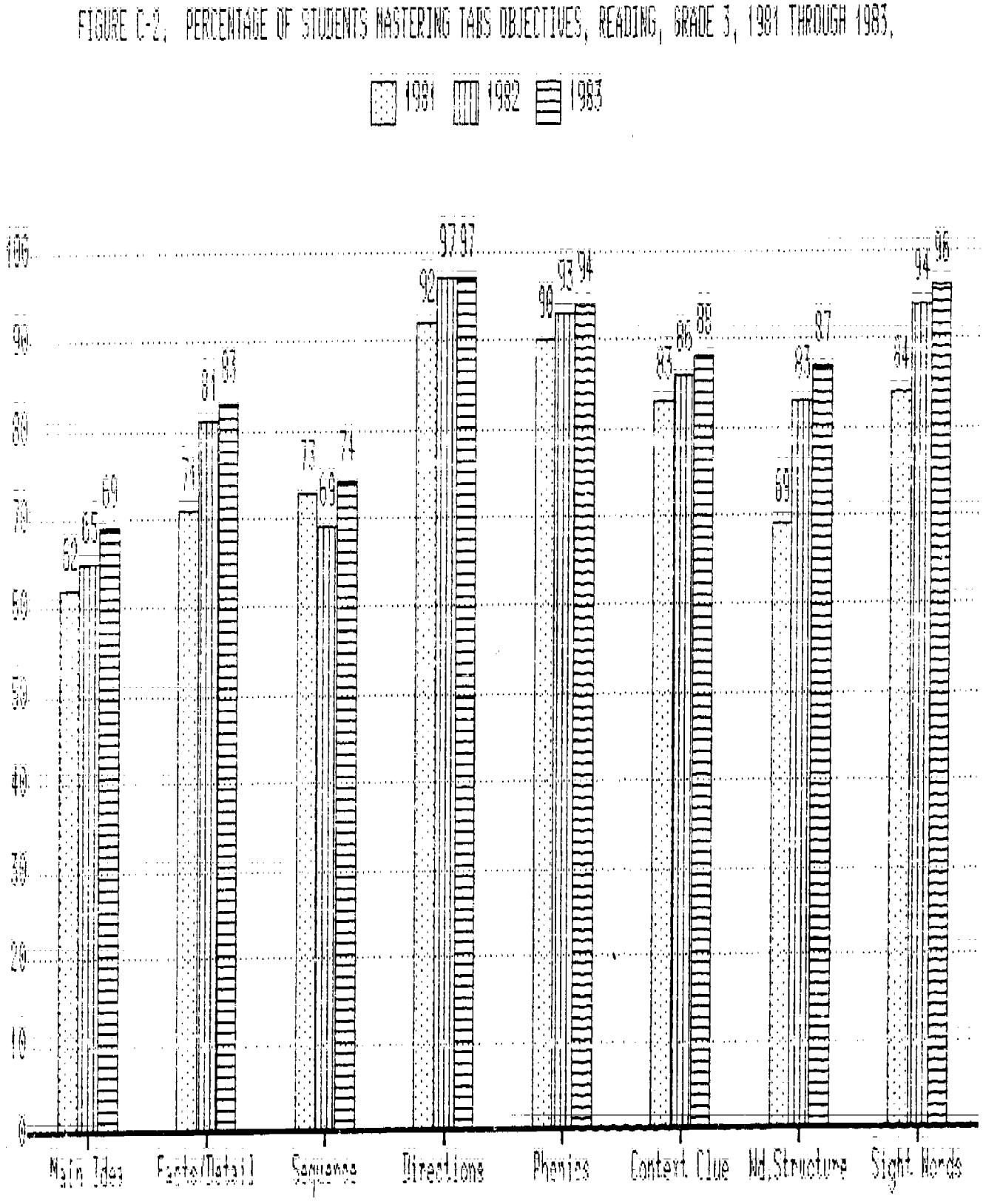


FIGURE C-3. PERCENTAGE OF STUDENTS MASTERING TABS OBJECTIVES, WRITING, GRADE 3, 1981 THROUGH 1983.

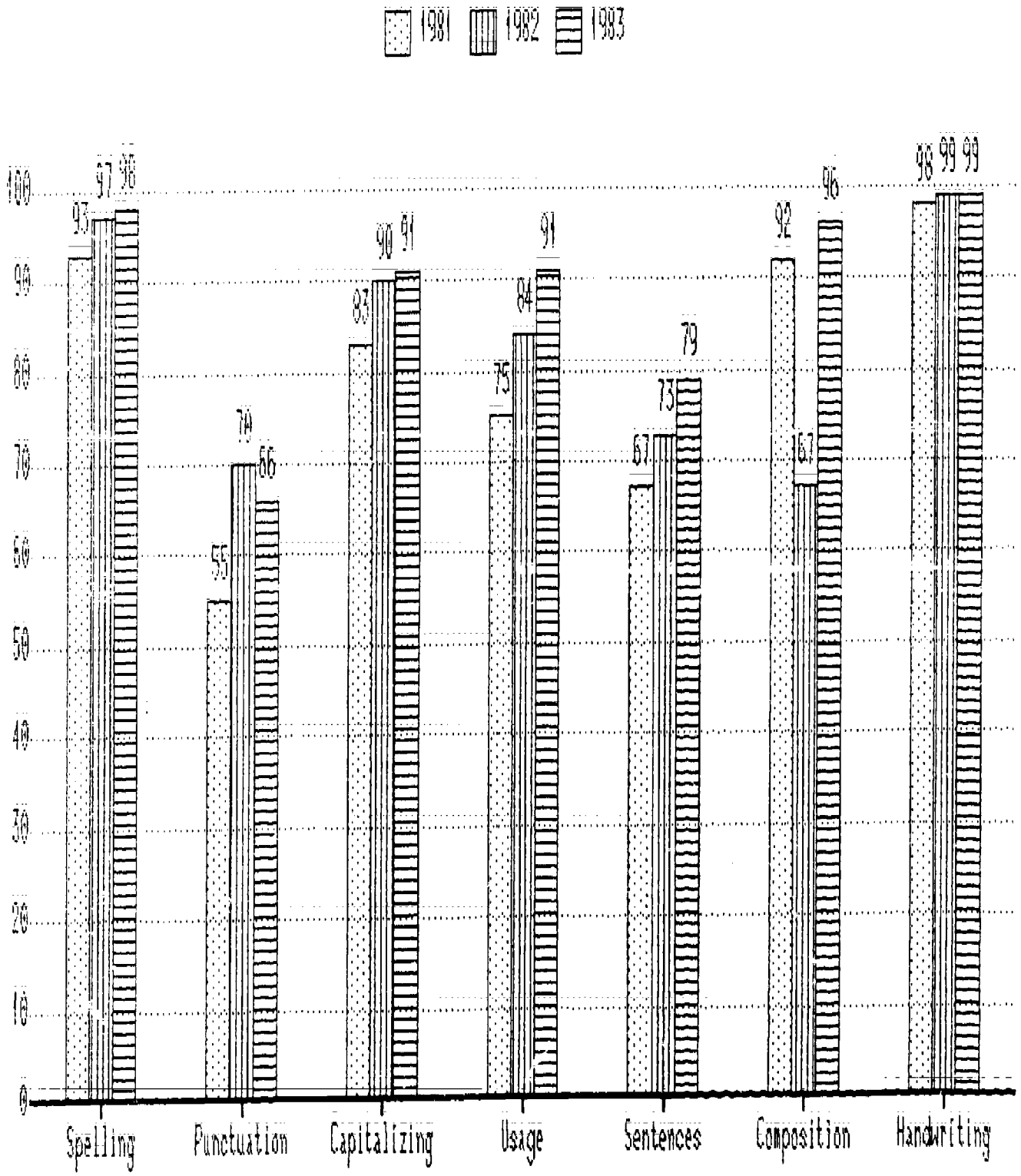


FIGURE C-4. PERCENTAGE OF STUDENTS MASTERING TABS OBJECTIVES, MATHEMATICS, GRADE 5, 1980 THROUGH 1983: PART 1.

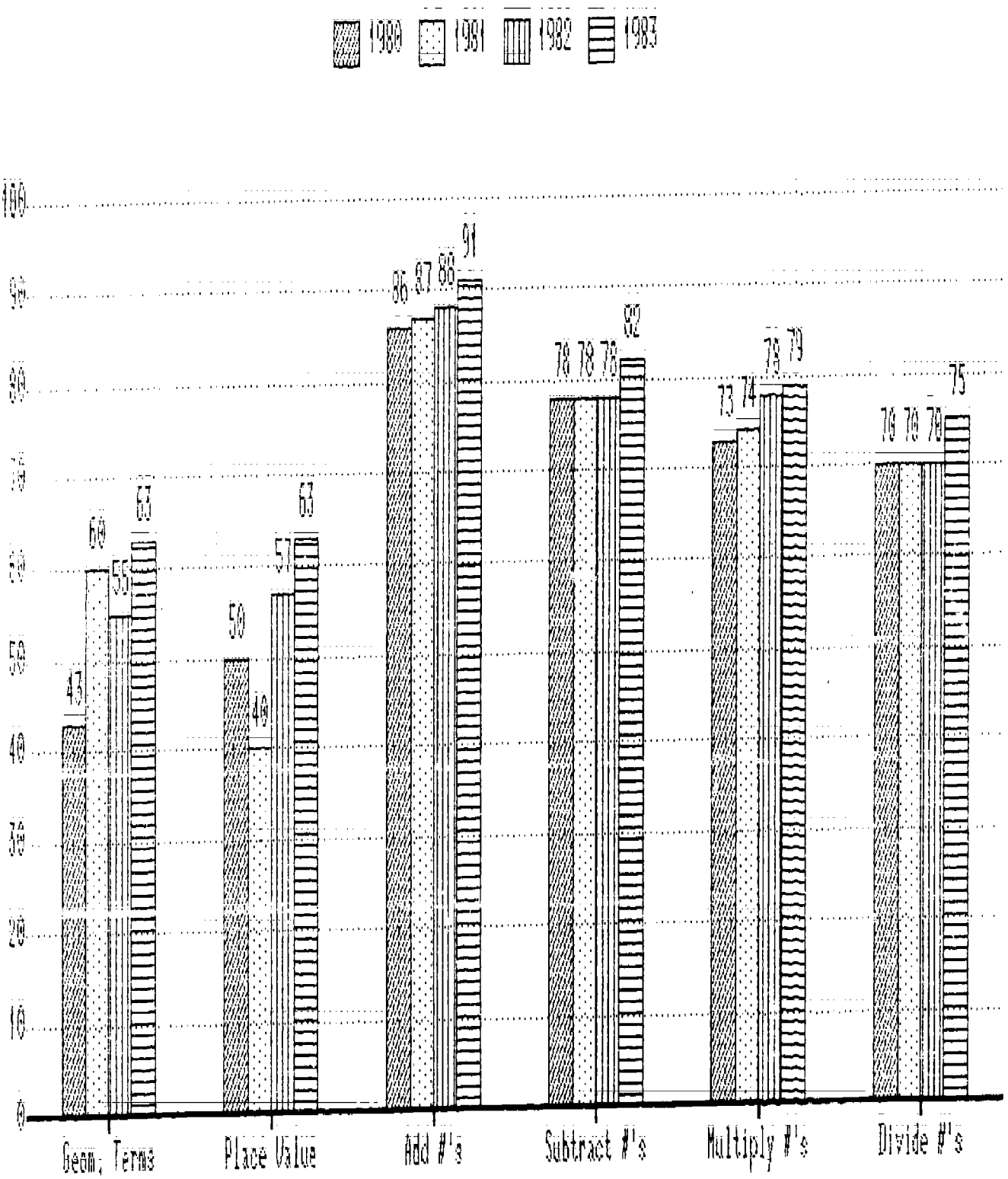


FIGURE C-4. PERCENTAGE OF STUDENTS MASTERING TABS OBJECTIVES, MATHEMATICS, GRADE 5, 1980 THROUGH 1983: PART 2

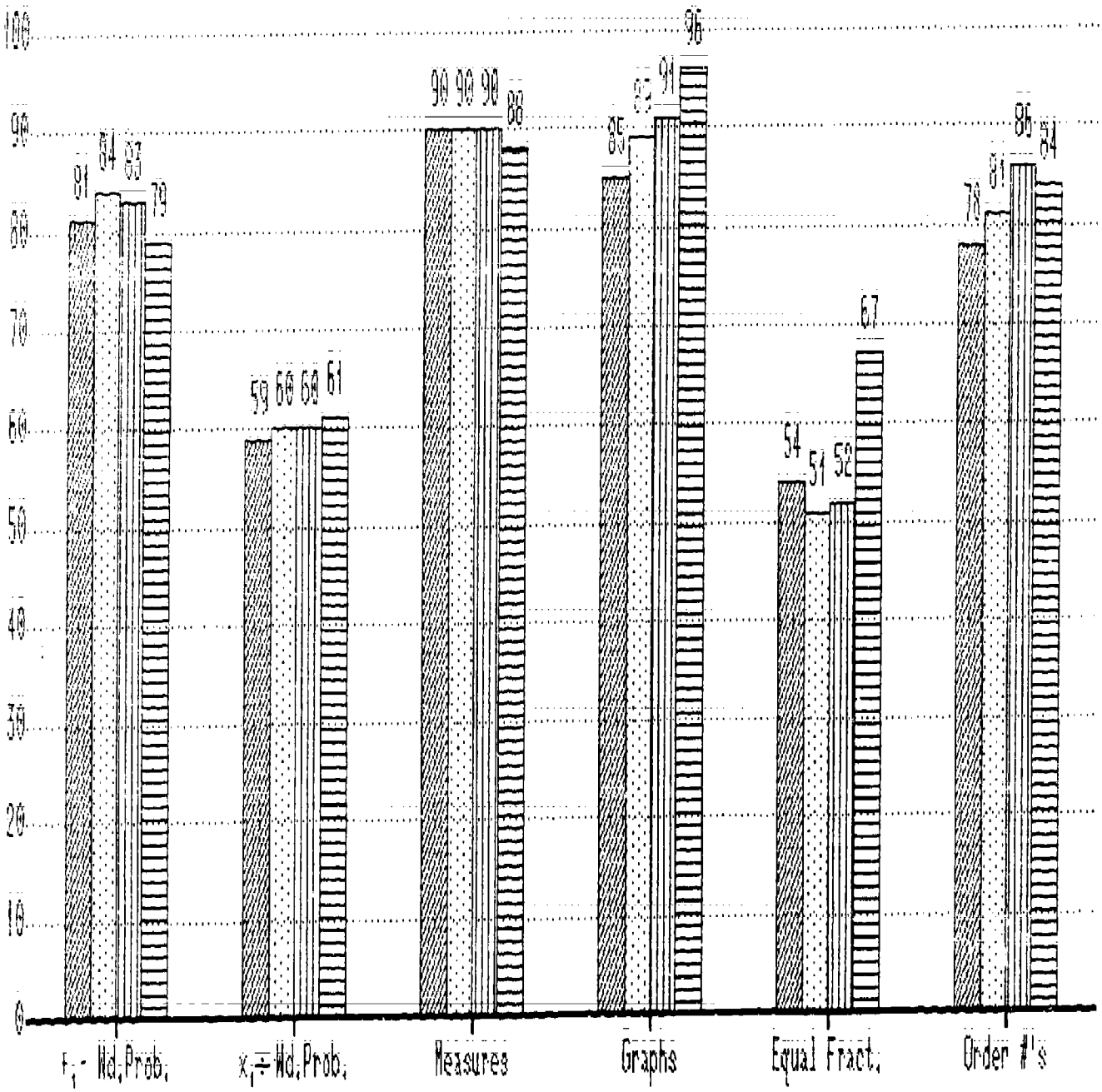


FIGURE C-6: PERCENTAGE OF STUDENTS MASTERING TABS OBJECTIVES, READING, GRADE 5, 1980 THROUGH 1983: PART 1.

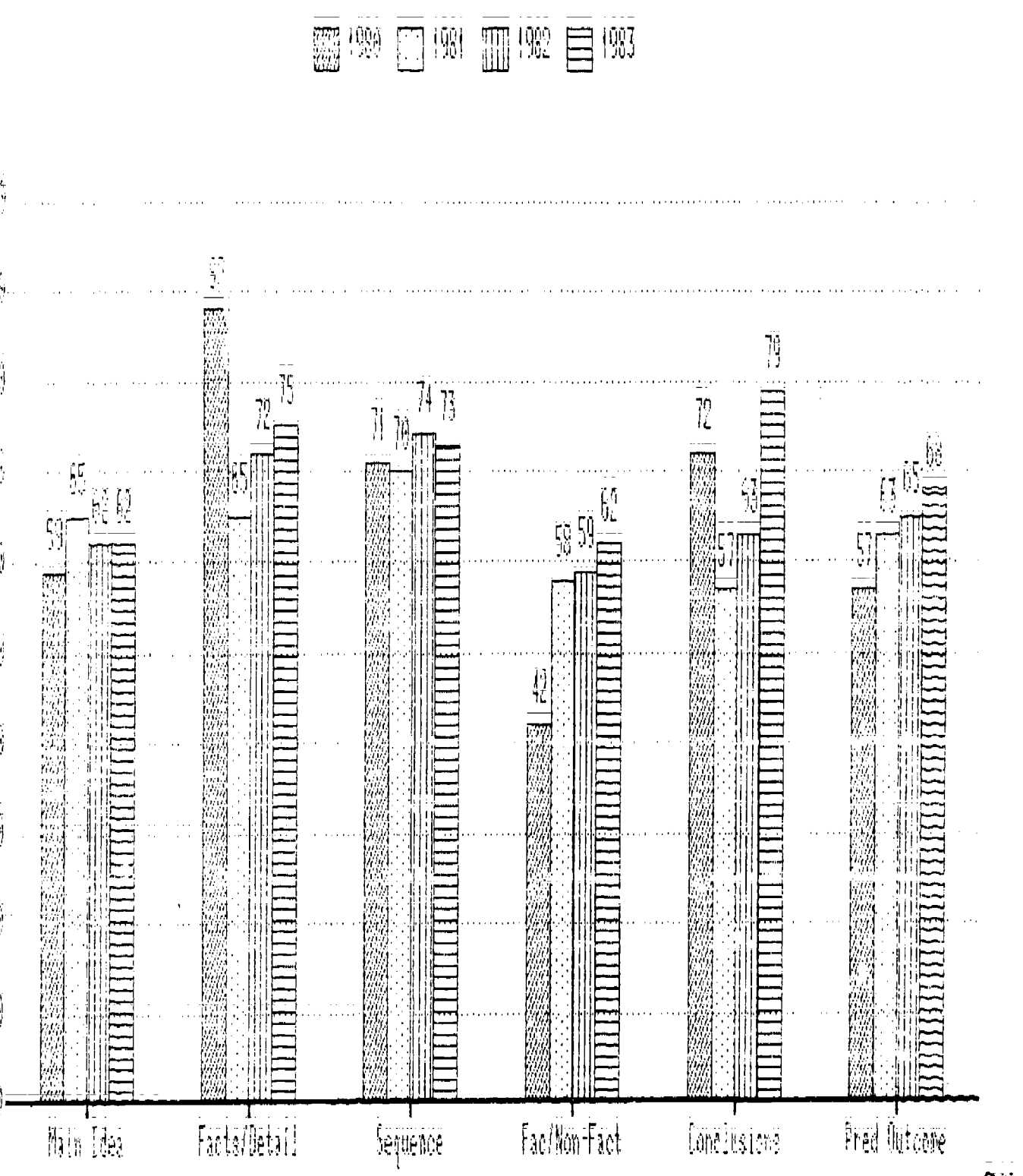


FIGURE C-5. PERCENTAGE OF STUDENTS MASTERING TABS OBJECTIVES, READING, GRADE 5, 1980 THROUGH 1983: PART 2.

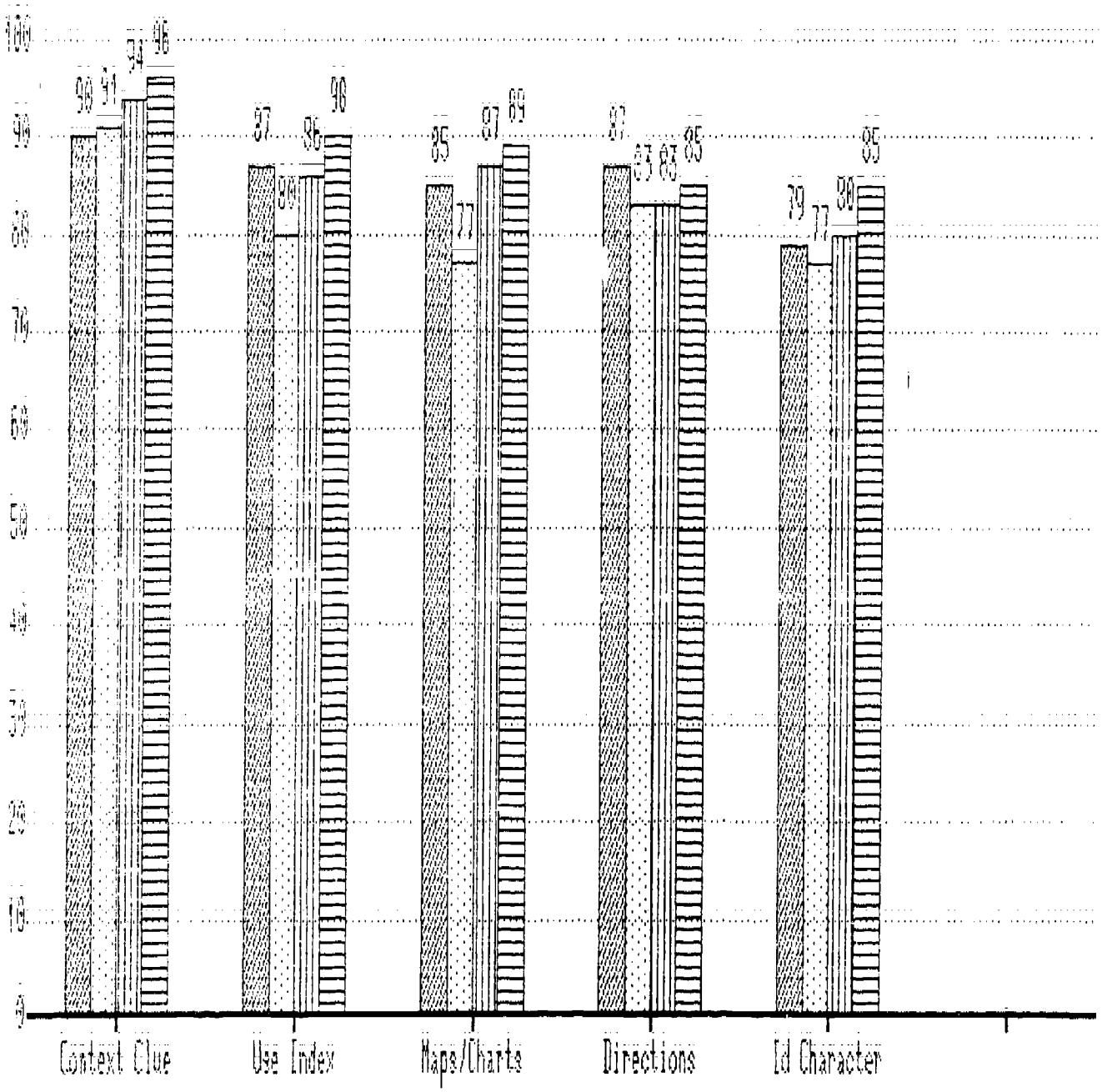


FIGURE 5-6. PERCENTAGE OF STUDENTS MASTERING TABS OBJECTIVES, WRITING, GRADE 5, 1980 THROUGH 1983.

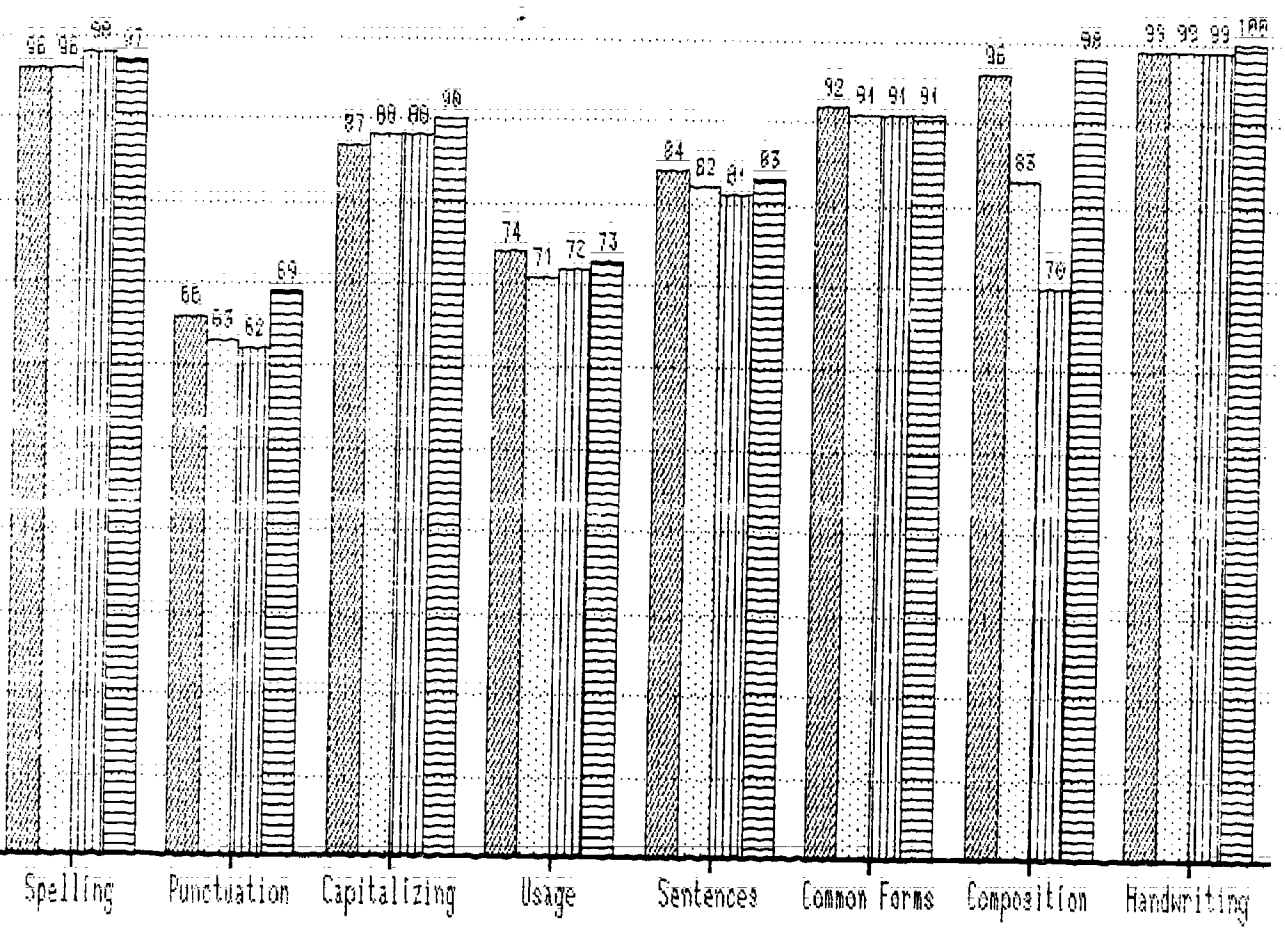


FIGURE C-7. PERCENTAGE OF STUDENTS MASTERING TABS OBJECTIVES, MATHEMATICS, GRADE 9, 1980 THROUGH 1983: PART 1.

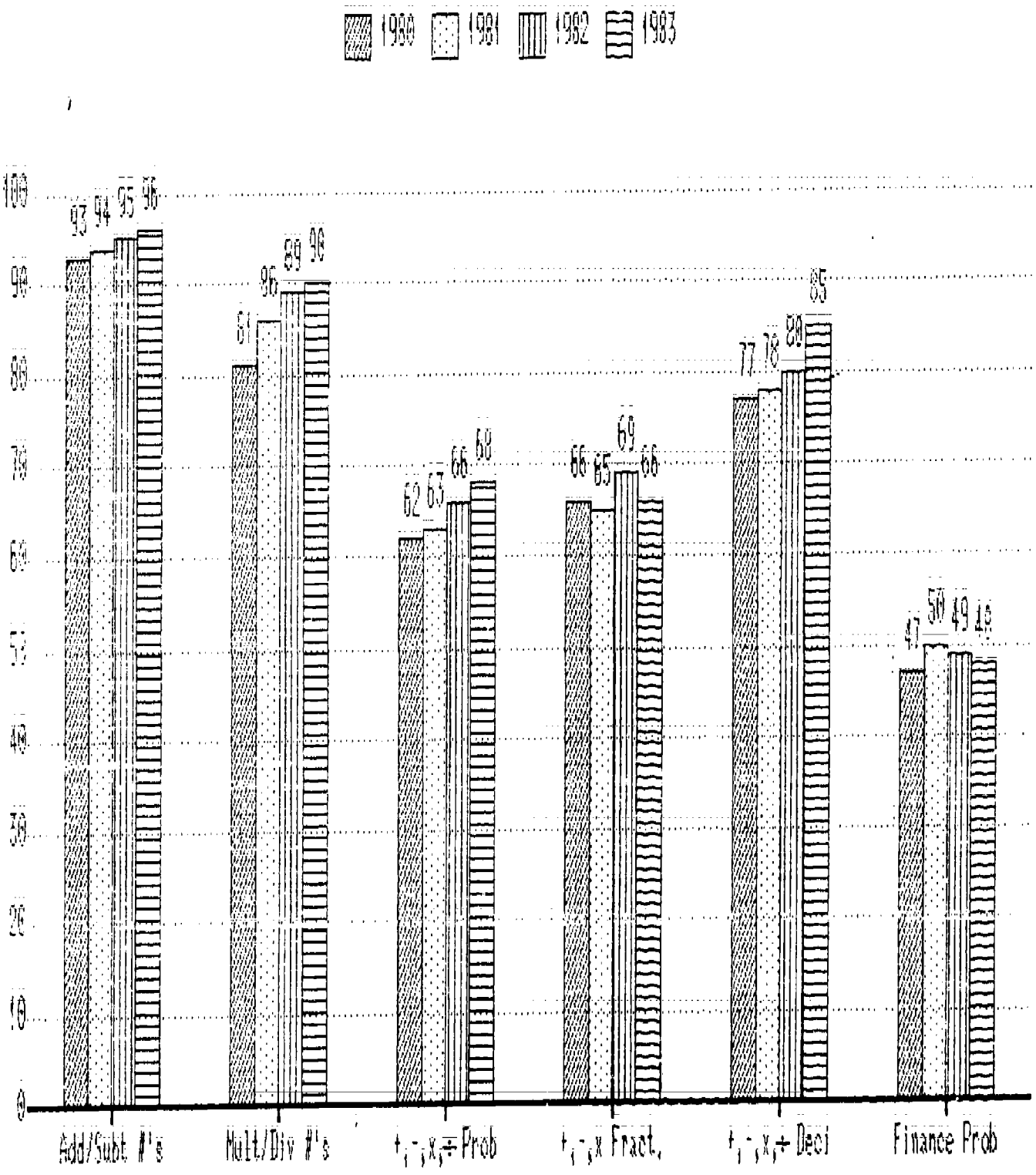


FIGURE C-7. PERCENTAGE OF STUDENTS MASTERING TABS OBJECTIVES, MATHEMATICS, GRADE 9, 1980 THROUGH 1983; PART 2.

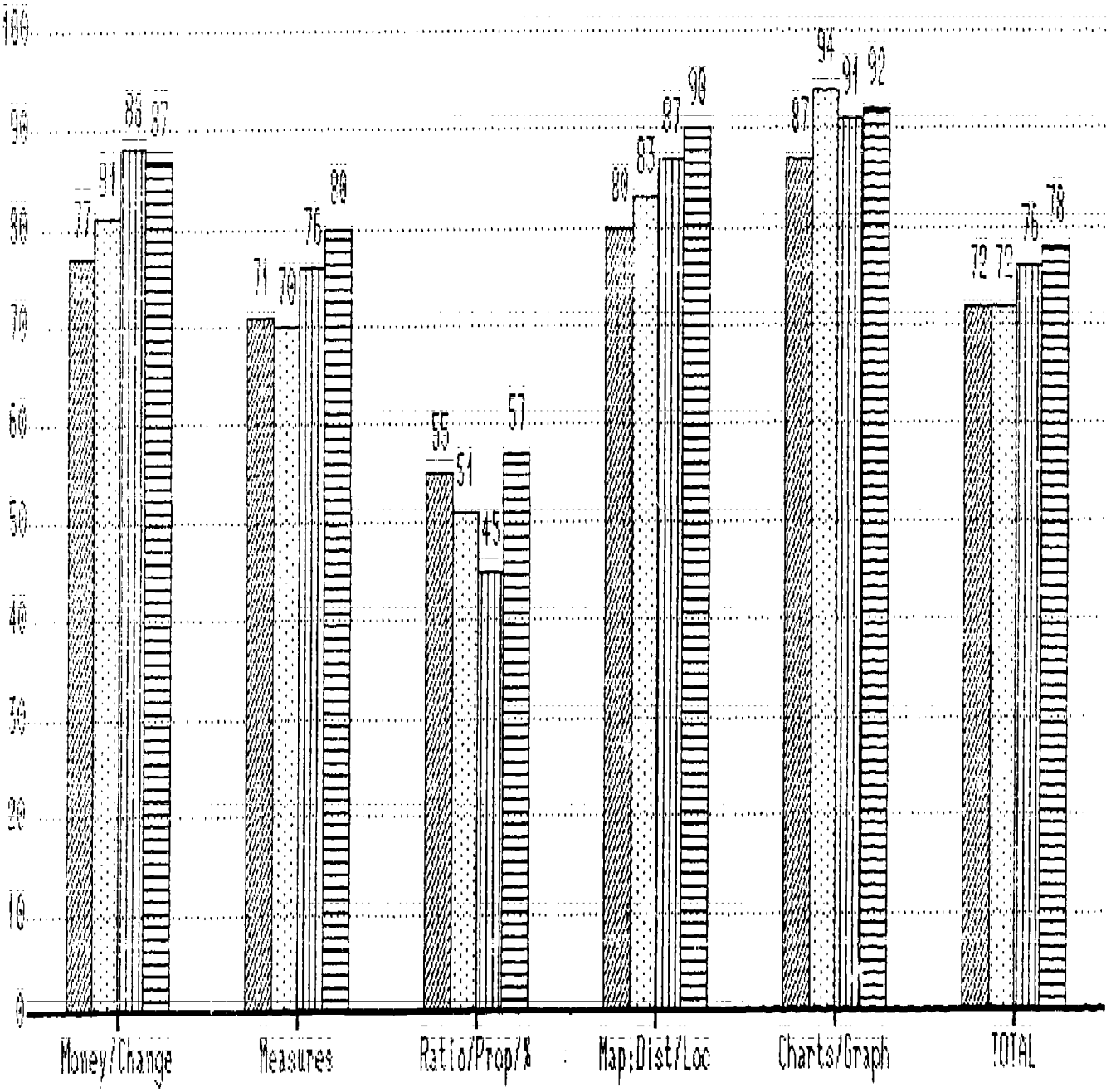


FIGURE C-8. PERCENTAGE OF STUDENTS MASTERING TABS OBJECTIVES, READING, GRADE 9, 1980 THROUGH 1983: PART I.

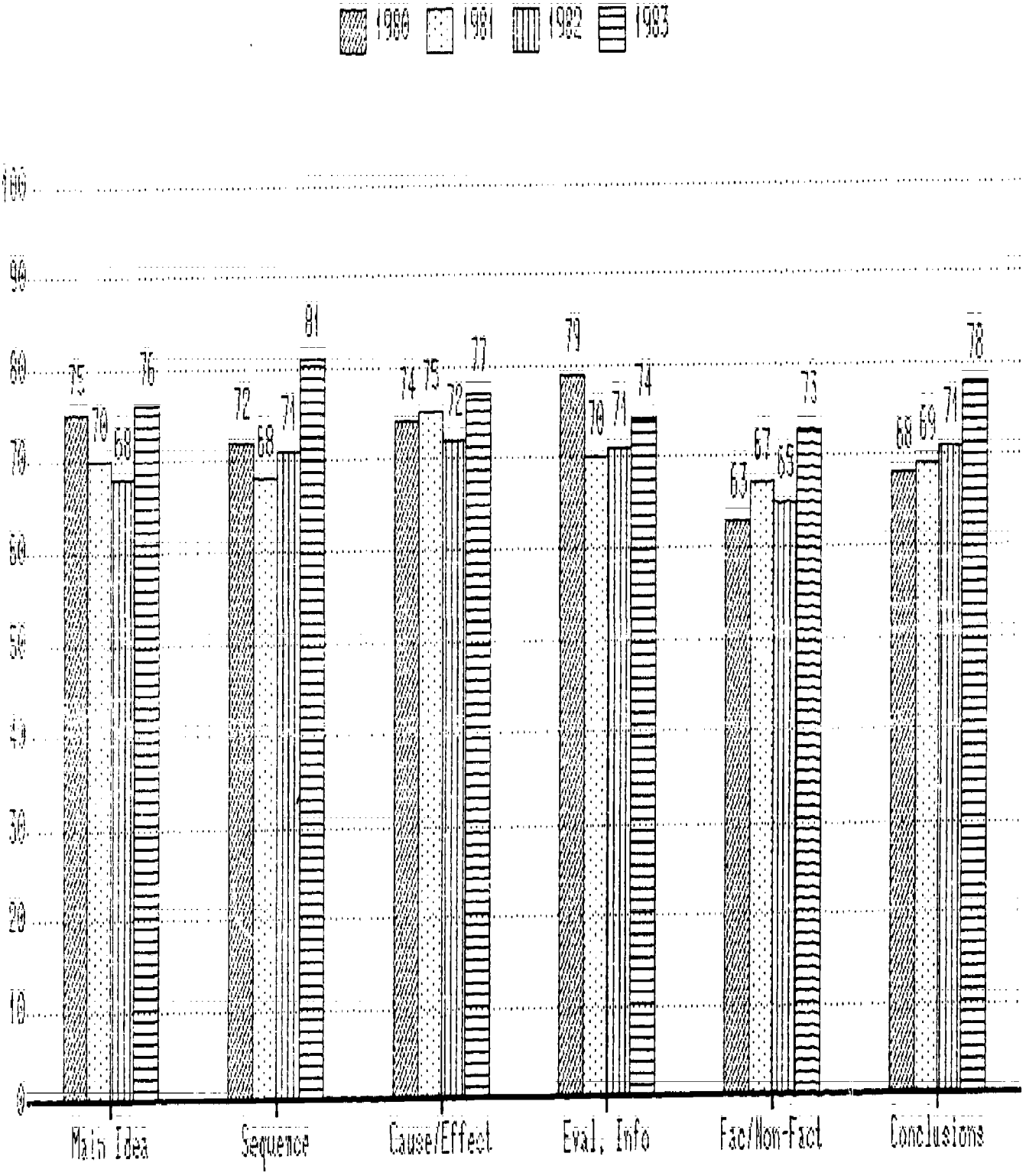


FIGURE C-8. PERCENTAGE OF STUDENTS MASTERING TABS OBJECTIVES, READING, GRADE 9, 1980 THROUGH 1983: PART 2.

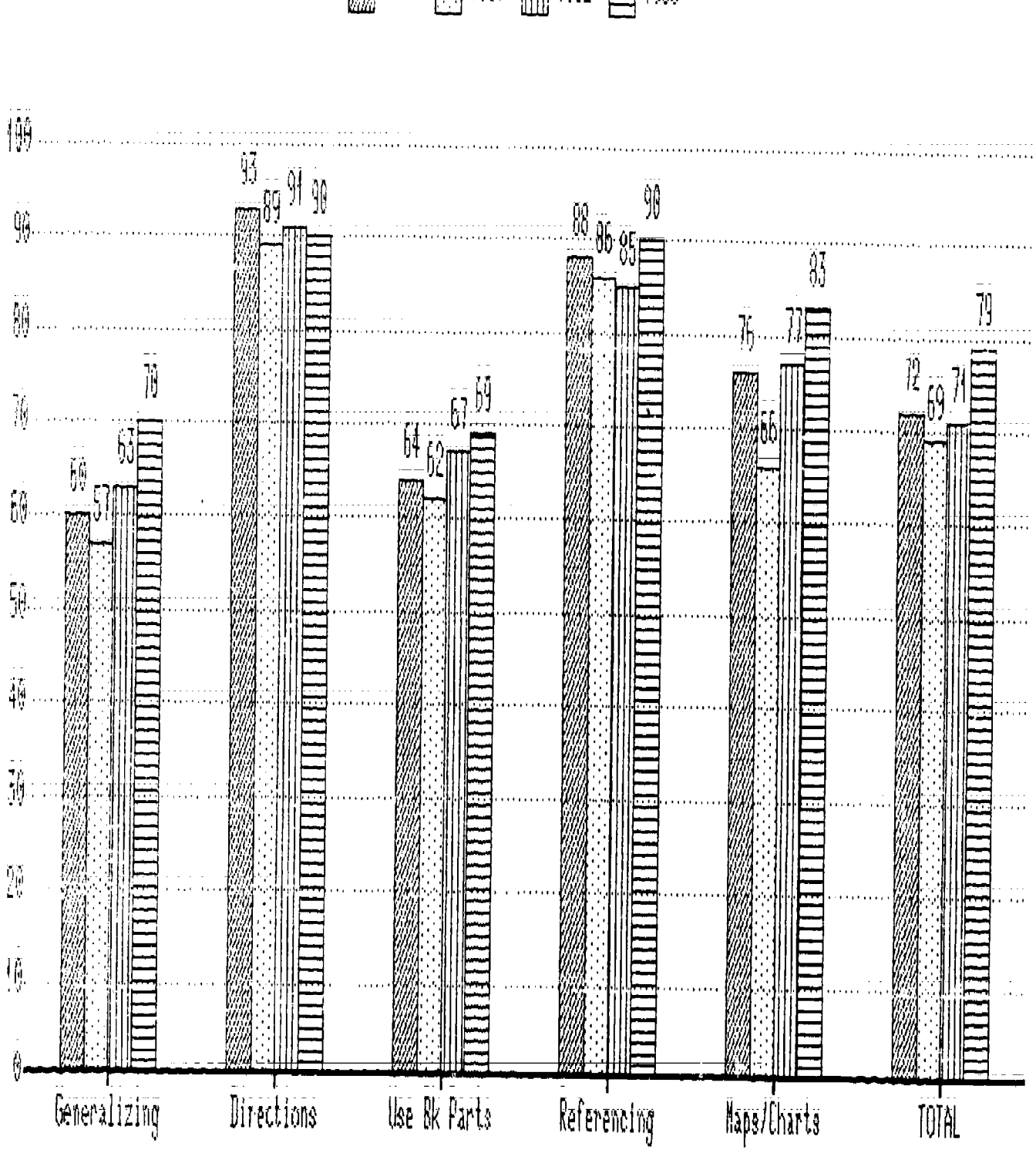
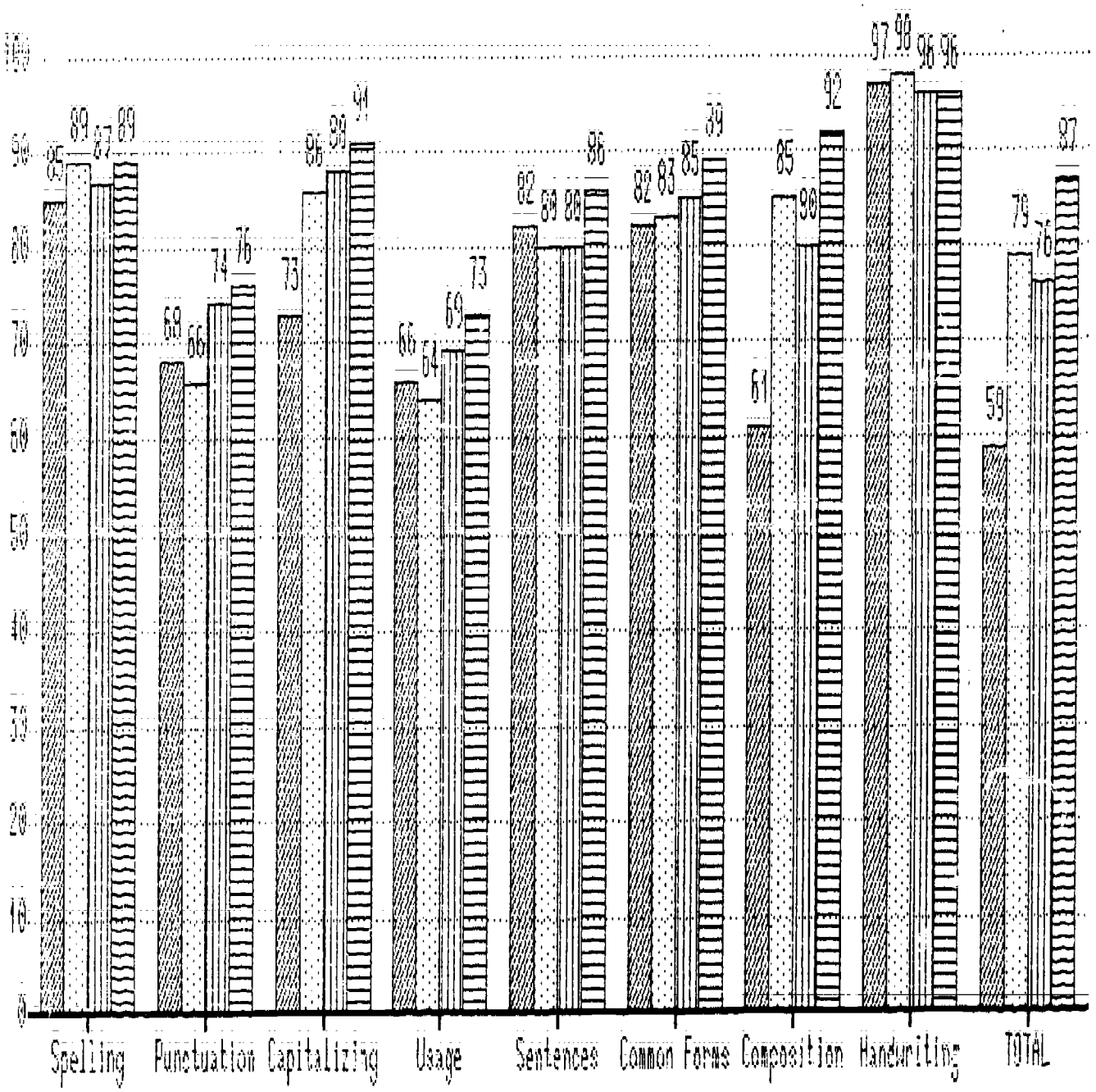


FIGURE C-9. PERCENTAGE OF STUDENTS MASTERING TABS OBJECTIVES, WRITING, GRADE 9, 1980 THROUGH 1983.



Appendix D

EXIT-LEVEL MASTERY

STUDENTS DEMONSTRATING EXIT-LEVEL MASTERY

As mentioned before, the exit-level mastery criteria established by the state for the TABS is 30 of 44 items (68%) answered correctly. For writing, students must score at least a 2 on the writing composition (0-4 scale) and answer correctly at least 15 of the 24 multiple-choice items.

The mastery criteria established by the state are lower than those established by Austin ISD for high school graduation. A minimum of 38 correct items in math and in reading is required for AISD graduation. Therefore, a student may master the TABS tests but still need to demonstrate a higher achievement level for graduation from AISD.

Figure D-1 shows the percentage of students in grades 9, 10, 11, and 12 mastering each area of the TABS, each of the years in which the tests have been given. Figure D-2 shows the percentage of students at each high school mastering each area of the TABS this year. Mastery of individual objectives by high school students is presented in Appendices F and J. Appendix F includes also the percentage of students in grade 9 this year, who were in the same junior high during 1980-81 and 1981-82 and who mastered the TABS objectives and the TABS tests.

The goals of the State Board of Education is to have 85% of the exit-level students mastering math and reading by 1983 and 85% mastering writing by 1985.

An examination of the percentage of students mastering the math and reading sections of the TABS reveals that:

- The percentage of students mastering math has been higher every year the test has been administered at grades 9, 10, and 11.
- Although the performance of students in grade 9 declined in reading the second year in which the test was administered, ever since, and for every grade level, the percentage of students mastering the test has increased.
- The percentage of first-time tested students mastering the TABS (all three areas) has been higher than the percentage of retested students mastering the tests every year the test has been offered to retested students.
- The percentage of exit-level students tested for the first time is 5 percentage points below the 1983 goal in math, 3 percentage points below the 1983 goal in reading, and 4 percentage points above the 1985 goal in writing.

	1980			1981			1982			1983			
GRADE	M	R	W	M	R	W	M	R	W	M	R	W	GRADE
9 First Time	72	72	59	74	70	80	79	74	79	80	82	89	9 First Time
9 Retested				54	48	65	58	53	58	65	64	78	9 Retested
10 First Time				67	60	72	73	70	55	83	84	89	10 First Time
10 Retested				25	23	67	57	50	21	63	64	81	10 Retested
11 First Time							83	74	60	89	88	92	11 First Time
11 Retested							69	59	37	73	73	87	11 Retested
12 First Time										91	89	91	12 First Time
12 Retested										83	83	86	12 Retested

M = MATH R = READING W = WRITING

Figure D-1. PERCENTAGE OF STUDENTS MASTERING TABS EXIT-LEVEL. Students Tested In Grades 9 Through 12, First Time and Retested. 1980-1983.

		ANDERSON	AUSTIN	CROCKETT	JOHNSON	JOHNSTON	LANIER	McCALLUM	REAGAN	TRAVIS	AISD
MATH	1980	89% (1)	77% (4)	78% (3)	66% (8)	38% (9)	69% (6)	85% (2)	72% (5)	67% (7)	77%
	1981	69% (7)	74% (4)	75% (3)	71% (6)	62% (9)	73% (5)	82% (1)	69% (7)	78% (2)	72%
	1982	75% (6)	80% (2)	77% (5)	70% (9)	74% (7)	80% (2)	83% (1)	76% (7)	78% (4)	76%
	1983	77% (5)	80% (3)	83% (1)	66% (7)	74% (6)	82% (2)	77% (5)	77% (5)	78% (4)	78%
READING	1980	90% (1)	78% (3)	80% (2)	71% (5)	33% (9)	69% (7)	78% (3)	73% (5)	62% (8)	72%
	1981	66% (8)	72% (3)	68% (5)	75% (2)	58% (9)	68% (5)	83% (1)	68% (5)	71% (4)	69%
	1982	69% (6)	81% (1)	71% (4)	68% (7)	65% (9)	76% (3)	79% (2)	71% (4)	68% (7)	71%
	1983	77% (6)	84% (1)	80% (4)	74% (8)	73% (7)	82% (2)	81% (3)	79% (5)	77% (6)	79%
WRITING	1980	77% (1)	66% (3)	70% (2)	58% (5)	18% (9)	56% (6)	65% (4)	57% (7)	52% (7)	59%
	1981	74% (8)	79% (5)	82% (3)	85% (2)	74% (8)	79% (5)	89% (1)	81% (4)	76% (7)	79%
	1982	77% (4)	83% (1)	83% (1)	72% (9)	71% (8)	79% (3)	77% (4)	75% (6)	75% (6)	76%
	1983	85% (7)	92% (1)	88% (3)	85% (6)	85% (6)	86% (5)	90% (2)	86% (5)	87% (4)	87%

Figure D-2. PERCENTAGE OF STUDENTS BY HIGH SCHOOL (AND RANK) MASTERING TABS 1983.

Appendix E

SUMMARY BY ETHNICITY

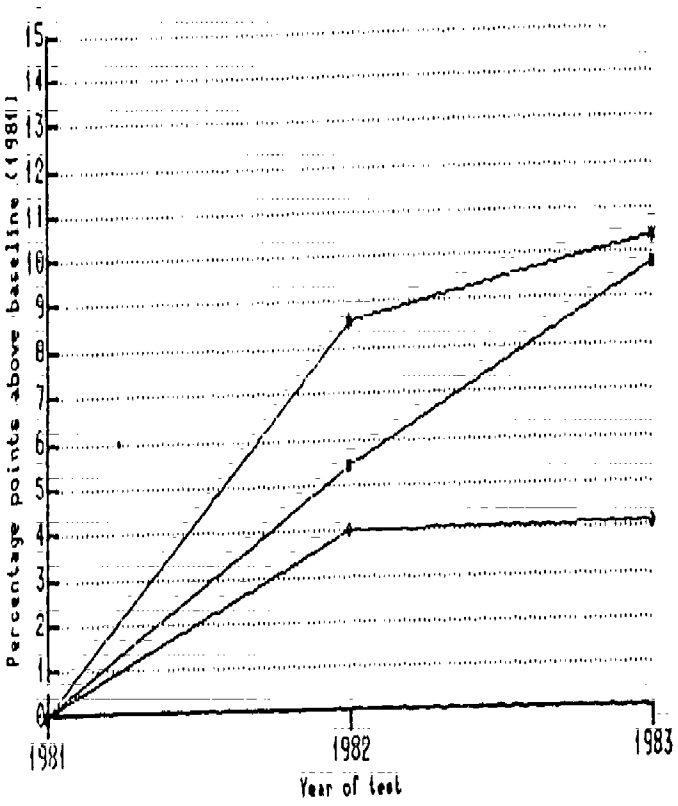
Summary by Ethnicity

This section of the report presents AISD performance results by ethnicity for students in grades 3, 5, and 9 in the years the test has been administered. Results by objective, for five ethnic groups are presented in Appendix H of the full Technical Report, but because of the small number of Indian and Asian students, the following summary will only consider the results for Black, Hispanic, and White students in grades 3, 5, and 9.

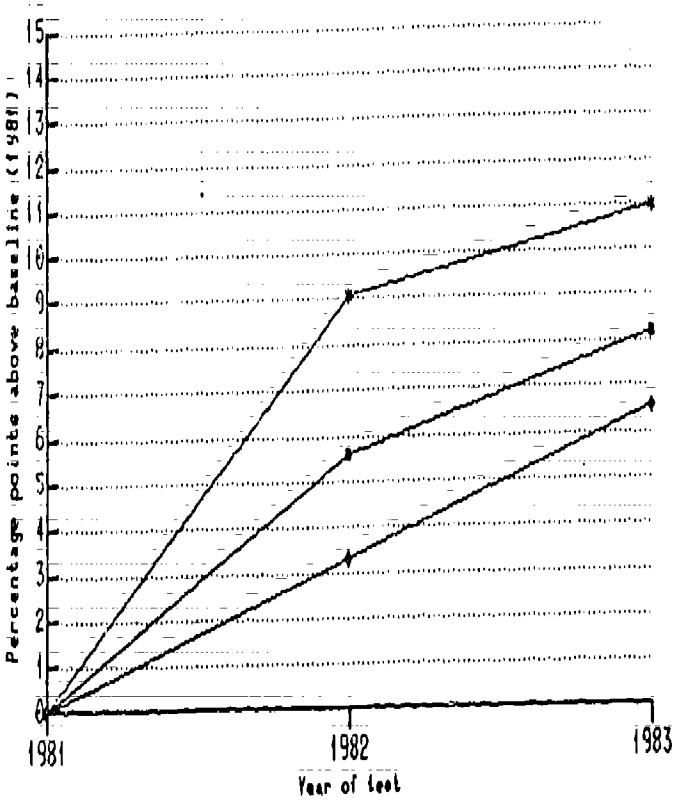
- o In the three ares of the test, at all grade levels, White students performed higher than Black and Hispanic students (12 percentage points average higher than Hispanic students and 16 percentage points average higher than Black students).
- o Overall, Hispanic students performed higher than Black students (3.6 percentage points) except for reading at grade 3, in which Black students outperformed Hispanic students by 1 percentage point.
- o Over the past three years, the gains for Hispanic and Black students were greater than the gains for White students; (Figures E-1 through E-3) thus, narrowing the gap between the performance of the three groups.

		1980	1981	1982	1983
Math	White	85	87	88	91
	Hispanic	59	59	67	69
	Black	44	47	55	59
Reading	White	87	86	87	92
	Hispanic	55	51	55	69
	Black	46	45	49	64
Writing	White	73	90	89	93
	Hispanic	43	69	65	82
	Black	34	66	58	82

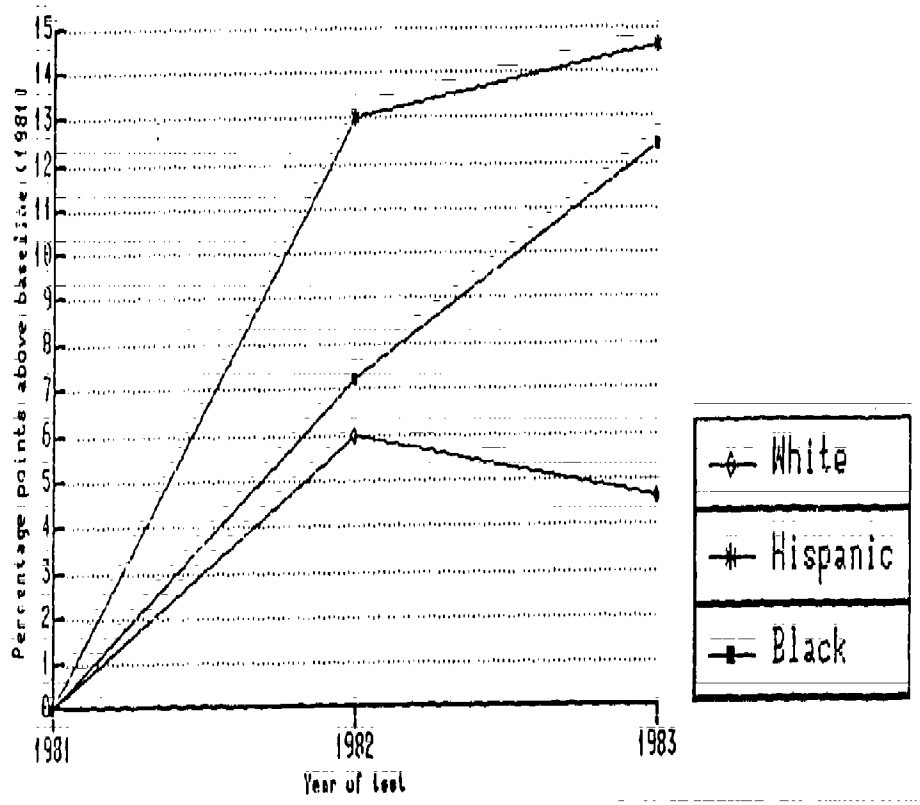
MATH, GRADE 3
Average Gains by Ethnicity



READING, GRADE 3
Average Gains by Ethnicity

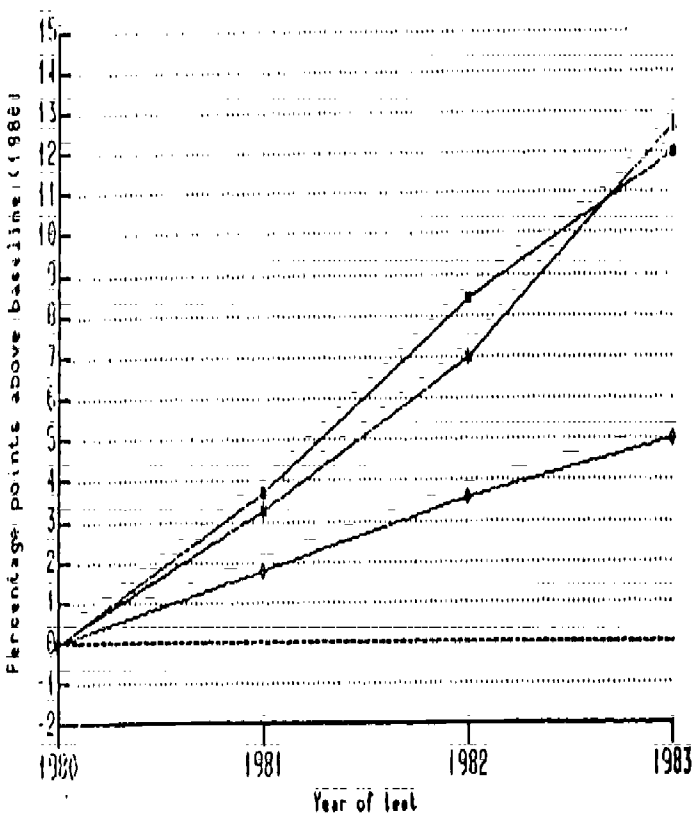


WRITING, GRADE 3
Average Gains by Ethnicity

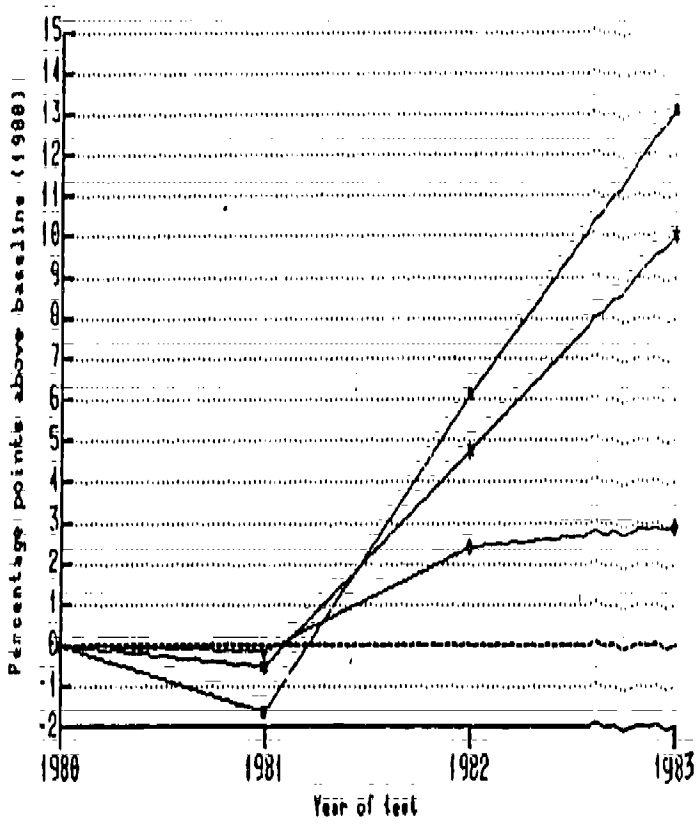


ure E-1. GAINS IN PERCENTAGE OF STUDENTS MASTERING THE THIRD-GRADE TABS OBJECTIVES BY ETHNICITY. Baseline for trends is 1981 performance.

MATH, GRADE 5
Average Gains by Ethnicity



READING, GRADE 5
Average Gains by Ethnicity



WRITING, GRADE 5
Average Gains by Ethnicity

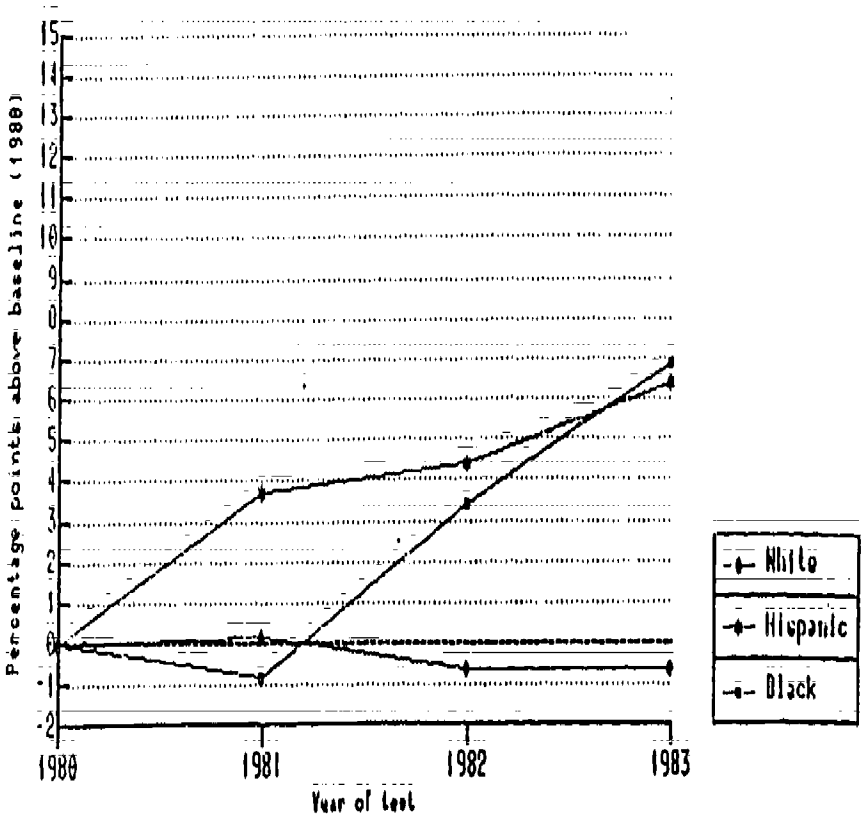
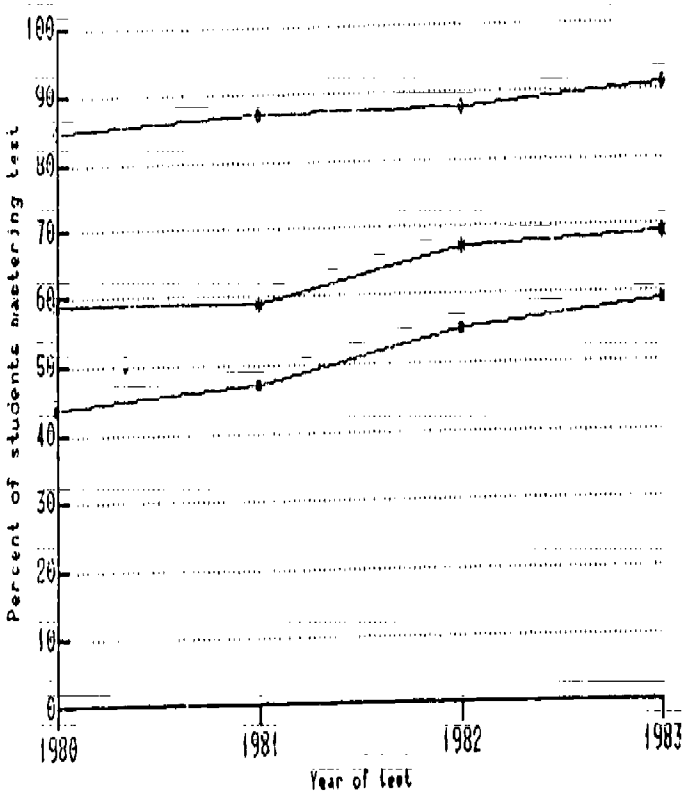
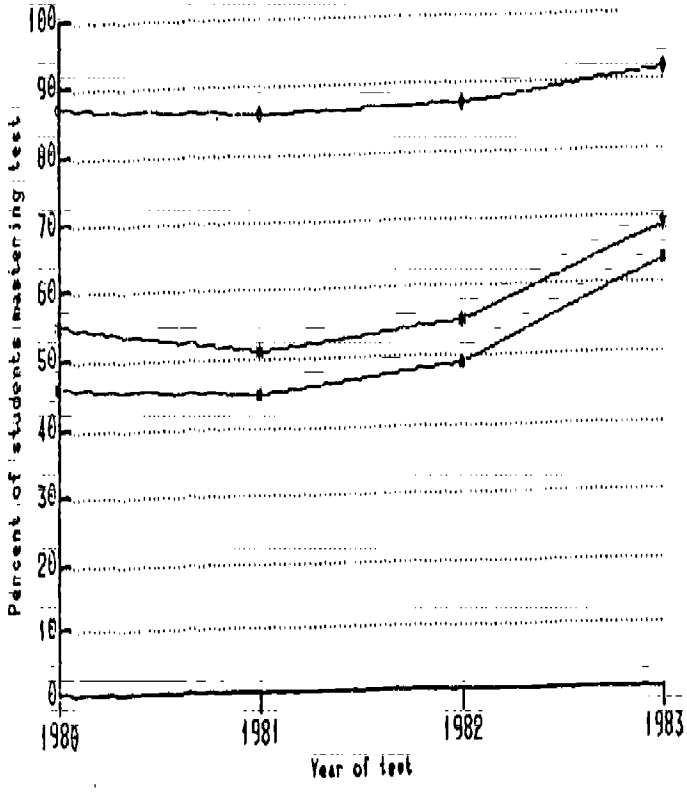


Figure E-2. GAINS IN PERCENTAGE OF STUDENTS MASTERING THE FIFTH-GRADE TABS OBJECTIVES BY ETHNICITY. Baseline for trends is 1980 performance.

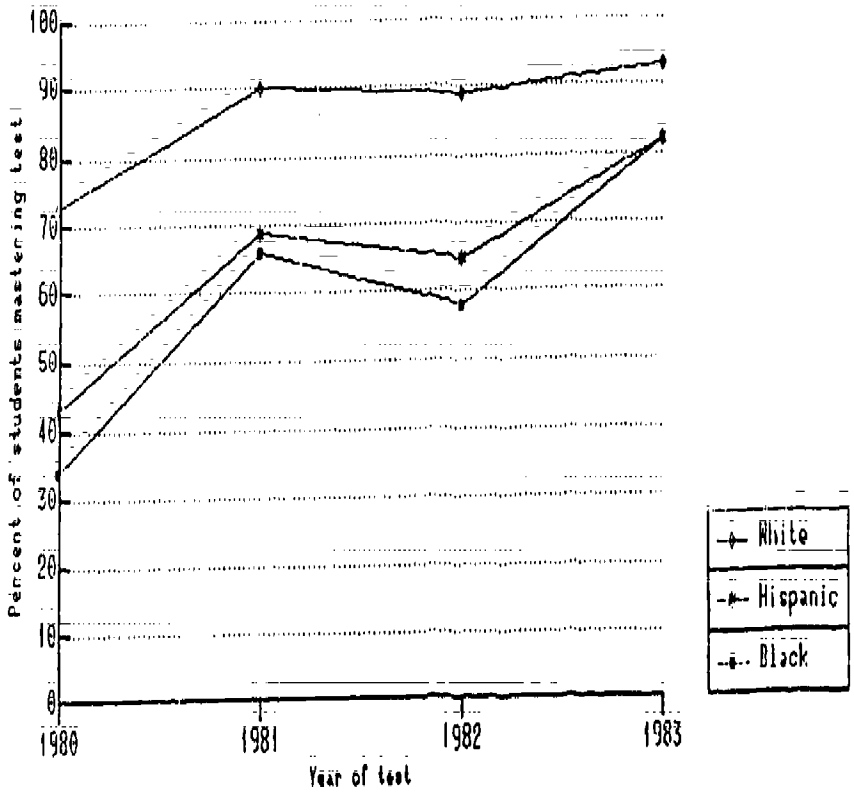
MATH, GRADE 9
Percent of Students Mastering Test



READING, GRADE 9
Percent of Students Mastering Test



WRITING, GRADE 9
Percent of Students Mastering Test



gure E-3. PERCENTAGE OF NINTH-GRADE STUDENTS MASTERING THE TABS TEST BY ETHNICITY, 1980-1983.

Appendix F

CAMPUS COMPARISONS

PERCENTAGE OF STUDENTS DEMONSTRATING MASTERY

GRADE 3 TABS OBJECTIVES	ALLEN	ALLISON	ANDREWS	BARTON-AILLS	BECKER	BENTWOOD	BRIMM	BRYKER WOODS	CASIS	DAWSON	DOSS	GOVALLE	HARRIS	HIGHLAND PARK	HILL	HOUSTON	JOSLIN	LANGFORD	LEE	LINDEB	MAPLEWOOD	MATHEWS	MENCHACA	METZ
MATHEMATICS																								
1. READ AND WRITE WHOLE NUMBERS	85	80	80	77	75	91	80	87	82	88	91	80	83	83	98	87	82	85	100	84	80	89	91	86
2. ORDER WHOLE NUMBERS	69	61	56	55	51	73	61	71	62	55	82	62	55	64	88	72	79	71	90	64	55	75	70	60
3. ADD WHOLE NUMBERS	90	89	71	81	81	84	78	80	80	89	87	73	80	84	97	96	86	82	90	73	84	89	95	85
4. SUBTRACT WHOLE NUMBERS	75	71	38	63	72	66	51	71	65	79	71	61	60	72	71	82	73	57	79	77	53	81	85	59
5. SOLVE WORD PROBLEMS: ADD/SUBTRACT	85	88	73	83	86	91	73	85	79	89	89	78	76	93	95	93	86	82	93	87	84	89	89	84
6. COMPLETE NUMBER PATTERNS	82	80	61	69	73	77	65	84	77	77	83	74	77	86	91	82	75	75	84	77	76	81	74	79
7. MULTIPLY WHOLE NUMBERS	94	90	82	89	96	93	88	92	90	96	93	85	94	93	100	92	90	95	97	92	90	100	97	92
8. IDENTIFY FRACTION PARTS	93	79	67	65	74	60	86	93	89	89	69	80	79	74	100	93	84	92	100	66	82	89	72	84
9. IDENTIFY VALUES OF MONEY	93	87	80	93	85	93	84	90	90	88	91	88	86	92	97	89	84	85	90	92	94	89	89	88
10. SELECT UNITS OF MEASURE	61	58	60	57	54	75	61	68	68	65	83	57	75	62	91	72	72	62	93	57	57	72	72	60
READING																								
1. IDENTIFY MAIN IDEA	66	52	65	77	62	79	49	67	66	67	84	56	54	74	94	81	67	69	86	59	50	81	68	54
2. RECALL FACTS AND DETAILS	81	70	73	89	78	90	82	79	81	81	93	77	83	80	97	91	80	86	90	73	78	94	86	77
3. SEQUENCE EVENTS	71	66	65	81	68	77	76	81	68	66	88	66	67	72	94	83	81	72	93	70	60	86	80	63
4. FOLLOW WRITTEN DIRECTIONS	96	96	93	97	100	97	96	98	96	96	100	94	97	95	100	97	97	97	100	98	96	100	100	97
5. RECOGNIZE WORDS THROUGH PHONICS	92	89	87	100	94	97	92	94	91	91	97	97	95	92	100	98	91	90	100	89	90	91	95	91
6. USE CONTEXT CLUES	85	77	80	91	79	93	85	84	86	86	93	80	83	90	100	95	90	91	95	80	84	94	84	85
7. UNDERSTAND WORD STRUCTURE	81	78	87	91	87	97	89	84	75	85	93	83	86	86	97	94	87	88	95	84	80	97	93	81
8. RECOGNIZE WORDS BY SIGHT	92	88	87	97	97	100	96	96	96	93	100	91	94	96	98	99	97	97	97	92	94	100	100	94
WRITING																								
1. SPELLING	97	97	100	97	98	100	96	96	97	95	100	94	97	98	100	98	98	99	100	98	96	100	97	95
2. PUNCTUATION	67	44	49	58	50	54	53	68	55	73	80	58	52	63	88	77	76	74	81	73	54	67	76	58
3. CAPITALIZATION	92	89	91	91	89	97	86	89	95	89	93	87	95	79	98	93	93	93	97	94	75	97	93	89
4. CORRECT ENGLISH USAGE	89	84	90	91	89	97	86	85	91	88	95	88	94	89	98	92	96	94	93	95	86	100	95	88
5. SENTENCE STRUCTURE	75	63	78	77	65	84	60	78	76	72	90	68	79	79	86	77	04	83	88	85	67	83	89	76
6. COMPOSITION	93	96	87	91	100	97	96	98	100	95	95	94	97	94	100	96	98	92	97	96	98	100	95	94
7. HANDWRITING	98	100	100	95	100	100	100	98	100	97	100	99	100	100	100	100	100	99	97	100	98	100	100	99

PERCENTAGE OF STUDENTS DEMONSTRATING MASTERY

GRADE 3 TABS OBJECTIVES	NORMAN	OAK HILL	OAK SPRINGS	ODOM	PEASE	PECAN SPRINGS	PILLOW	PLEASANT HILL	REILLY	RIDGETOP	ROSEWOOD	ST. ELMO	SANCHEZ	SIMS	SUMMIT	SUNSET VALLEY	TRAVIS HEIGHTS	WILLIAMS	WINN	WOODEN	ZILKER	TOTAL AISD
MATHEMATICS																						
1. READ AND WRITE WHOLE NUMBERS	90	93	68	83	82	85	88	88	82	68	97	93	74	77	95	82	93	89	88	81	85	85
2. ORDER WHOLE NUMBERS	71	81	46	56	66	67	78	87	80	41	78	78	58	81	74	69	72	75	69	67	61	68
3. ADD WHOLE NUMBERS	90	92	76	83	82	89	92	92	90	86	95	81	85	83	90	82	92	91	82	91	82	86
4. SUBTRACT WHOLE NUMBERS	73	79	52	53	46	79	82	86	85	75	80	70	53	83	82	55	74	74	71	77	64	69
5. SOLVE WORD PROBLEMS: ADD/SUBTRACT	92	89	79	83	82	92	91	88	90	93	90	93	88	83	88	76	84	86	83	86	85	85
6. COMPLETE NUMBER PATTERNS	79	91	65	81	84	77	91	85	80	79	85	86	68	77	88	73	78	83	81	75	85	79
7. MULTIPLY WHOLE NUMBERS	98	98	85	90	97	89	95	90	85	100	97	94	89	97	96	92	91	97	92	91	96	92
8. IDENTIFY FRACTION PARTS	95	96	48	65	64	88	82	93	97	89	85	87	64	83	82	79	76	85	92	83	92	82
9. IDENTIFY VALUES OF MONEY	89	94	80	88	82	90	92	95	85	96	97	93	88	83	95	86	92	92	86	86	87	89
10. SELECT UNITS OF MEASURE	62	71	50	67	73	69	72	71	75	58	60	77	51	56	80	52	81	70	66	66	75	66
READING																						
1. IDENTIFY MAIN IDEA	73	82	52	63	76	65	66	80	74	51	73	75	70	66	88	66	70	71	68	70	77	68
2. RECALL FACTS AND DETAILS	93	88	73	72	85	89	83	84	84	58	87	90	83	87	96	76	83	87	84	80	78	83
3. SEQUENCE EVENTS	79	84	60	60	88	71	70	84	76	48	75	85	75	72	85	70	72	82	73	69	64	73
4. FOLLOW WRITTEN DIRECTIONS	98	99	91	93	100	96	98	98	97	96	97	100	98	100	98	97	100	96	96	96	94	97
5. RECOGNIZE WORDS THROUGH PHONICS	95	96	90	89	92	96	95	94	97	75	90	98	89	100	96	92	93	95	93	94	85	93
6. USE CONTEXT CLUES	88	93	83	82	92	88	92	90	89	86	92	95	87	85	93	83	93	88	89	86	89	88
7. UNDERSTAND WORD STRUCTURE	92	94	77	84	88	90	94	88	97	75	87	93	80	93	96	81	91	91	89	84	82	87
8. RECOGNIZE WORDS BY SIGHT	98	99	93	97	100	97	96	96	100	93	97	98	94	97	98	93	97	99	94	96	94	96
WRITING																						
1. SPELLING	90	98	96	97	93	97	98	97	97	96	100	98	97	95	98	96	97	100	98	100	94	97
2. PUNCTUATION	82	74	46	53	77	60	60	81	85	72	68	63	67	68	73	63	72	70	72	64	59	66
3. CAPITALIZATION	93	95	83	82	100	88	94	96	92	86	97	94	93	95	95	93	92	92	90	91	91	91
4. CORRECT ENGLISH USAGE	90	95	83	85	97	90	92	93	95	82	92	95	89	85	96	93	92	94	90	87	91	91
5. SENTENCE STRUCTURE	80	87	66	70	88	83	73	86	80	75	80	79	83	85	91	79	82	85	82	84	78	78
6. COMPOSITION	96	98	88	98	95	97	96	97	100	100	97	97	94	95	100	96	93	99	97	93	85	95
7. HANDWRITING	98	100	99	100	100	98	100	98	100	100	100	97	98	97	100	100	98	100	99	100	96	99

PERCENTAGE OF STUDENTS DEMONSTRATING MASTERY

GRADE 5 TABS OBJECTIVES	ANDREWS	BARINGTON	BECKER	BLACKSHEAR	BRANTON	BROOKE	BROWN	CAMPBELL	COOK	CUNNINGHAM	DAWSON	DOSS	GRAHAM	GULLETT	HARRIS	HOUSTON	JOSLIN	LANGFORD	LINDER	LEE	MAPLEWOOD	MATHEWS
MATHEMATICS																						
1. GEOMETRIC TERMS AND FIGURES	59	61	46	76	34	67	89	41	59	80	41	83	54	72	65	55	58	67	55	96	46	50
2. INTERPRET PLACE VALUE	57	51	51	70	45	63	69	44	58	69	54	73	59	71	65	67	67	54	61	90	50	75
3. ADD WHOLE NUMBERS	89	94	90	96	85	96	92	83	90	95	88	88	93	96	88	94	91	82	88	100	92	88
4. SUBTRACT WHOLE NUMBERS	75	80	81	83	71	86	89	58	77	86	75	88	68	91	84	82	83	86	77	90	75	86
5. MULTIPLY WHOLE NUMBERS	75	76	75	85	62	83	82	50	78	89	63	90	68	91	83	78	83	78	76	93	79	90
6. DIVIDE WHOLE NUMBERS	71	90	68	83	60	81	82	49	71	79	61	87	64	82	80	80	73	82	74	96	74	90
7. SOLVE WORD PROBLEMS: ADD/SUBTRACT	73	80	70	80	74	84	82	57	70	84	66	87	71	80	80	85	77	81	76	90	70	86
8. SOLVE WORD PROBLEMS: MULTIPLY/DIVIDE	57	57	40	50	49	68	62	35	56	65	48	87	54	65	56	59	65	57	57	96	48	71
9. SELECT UNITS OF MEASURE	89	86	77	82	79	94	92	75	84	91	81	97	86	98	95	88	88	91	88	96	87	82
10. INTERPRET GRAPHS	98	95	89	95	94	94	100	87	95	97	90	100	93	98	97	99	98	100	89	100	90	92
11. IDENTIFY EQUIVALENT FRACTIONS	62	64	57	66	46	62	71	56	57	82	48	92	67	82	63	71	75	62	54	96	59	73
12. ORDER WHOLE NUMBERS	81	82	74	90	74	83	95	63	80	95	79	95	83	87	91	92	87	89	76	96	83	78
READING																						
1. IDENTIFY MAIN IDEA	58	52	52	65	57	65	77	56	62	68	54	81	63	65	62	72	57	56	51	93	57	69
2. RECALL FACTS, DETAILS	78	72	63	75	72	79	84	56	71	77	59	87	73	77	68	83	68	73	71	93	80	76
3. SEQUENCE EVENTS	76	74	60	77	61	68	85	59	69	76	62	82	67	71	73	84	70	71	70	96	73	76
4. DISTINGUISH FACT, NON-FACT	62	54	47	72	50	73	80	42	50	72	46	86	52	66	58	76	66	64	53	96	51	65
5. DRAW CONCLUSIONS	79	74	67	76	76	81	88	66	76	81	67	88	76	83	71	84	77	75	78	100	78	76
6. PREDICT OUTCOMES	71	65	51	70	61	67	77	56	58	74	52	85	70	72	56	72	67	55	68	93	69	69
7. USE CONTEXT CLUES	100	92	88	93	97	97	100	92	95	98	90	97	94	100	98	98	96	98	96	96	100	90
8. USE INDEX	96	84	75	95	89	90	96	80	86	91	87	95	84	95	92	91	89	93	93	96	94	94
9. USE MAPS, CHARTS	92	88	84	88	88	90	96	81	84	90	90	95	85	94	85	97	88	89	93	96	86	82
10. FOLLOW WRITTEN DIRECTIONS	89	83	76	89	76	82	93	77	80	93	81	92	83	90	85	90	80	89	76	100	90	78
11. IDENTIFY CHARACTER FEELINGS	84	84	77	83	83	92	95	78	80	93	73	88	81	92	82	89	79	82	78	96	86	86
WRITING																						
1. SPELLING	99	97	97	96	98	96	98	93	94	99	97	98	94	100	98	99	96	99	94	96	100	94
2. PUNCTUATION	71	63	67	73	57	68	80	59	66	79	65	83	63	85	68	72	66	75	57	96	71	70
3. CAPITALIZATION	88	90	88	92	96	87	100	78	87	91	89	92	86	92	90	93	89	98	91	100	90	86
4. CORRECT ENGLISH USAGE	71	61	56	69	62	70	76	54	69	73	61	92	72	80	67	76	80	83	72	100	80	76
5. SENTENCE STRUCTURE	85	79	76	88	79	79	90	69	83	88	69	91	83	88	79	86	85	88	76	100	78	80
6. COMMONLY USED FORMS	91	89	86	95	90	90	98	84	85	93	87	93	89	96	95	95	88	92	89	100	100	88
7. COMPOSITION	99	97	98	99	98	98	100	94	96	97	95	97	98	97	97	99	98	99	98	100	98	92
8. HANDWRITING	100	98	100	100	100	98	100	99	98	100	97	100	100	99	100	100	100	100	100	100	100	100

PERCENTAGE OF STUDENTS DEMONSTRATING MASTERY

GRADE 5 TABS OBJECTIVES	BENCHACA	OAK HILL	ODOM	ORTEGA	PEASE	PLEASANT HILL	READ	REILLY	RIDGETOP	ROSEDALE	STELMO	TRAVIS HEIGHTS	WALNUT CREEK	WEBB	WILLIAMS	WOODLORIDGE	ZAVALA	ZILKER	TOTAL AISD
MATHEMATICS																			
1. GEOMETRIC TERMS AND FIGURES	62	81	57	88	64	53	59	86	86	58	53	65	72	76	69	49	57	56	62
2. INTERPRET PLACE VALUE	70	73	66	75	76	75	56	68	64	56	50	79	67	70	65	50	65	69	63
3. ADD WHOLE NUMBERS	93	95	89	98	94	91	93	96	94	88	90	88	90	93	93	81	93	88	91
4. SUBTRACT WHOLE NUMBERS	87	84	80	87	79	87	77	86	89	62	83	89	81	82	90	71	78	91	81
5. MULTIPLY WHOLE NUMBERS	86	87	74	85	82	75	80	80	86	58	64	82	77	83	88	69	74	83	78
6. DIVIDE WHOLE NUMBERS	86	83	73	71	87	67	72	82	81	50	75	80	76	78	85	62	76	80	74
7. SOLVE WORD PROBLEMS: ADD/SUBTRACT	86	87	73	87	84	86	81	84	89	52	81	87	76	80	85	66	80	80	78
8. SOLVE WORD PROBLEMS: MULTIPLY/DIVIDE	70	83	55	65	71	67	62	68	62	47	59	68	59	66	72	50	60	59	60
9. SELECT UNITS OF MEASURE	95	87	90	93	94	89	86	94	89	82	93	95	85	88	97	72	84	86	88
10. INTERPRET GRAPHS	100	100	96	95	100	98	97	100	97	84	97	95	94	95	99	94	97	90	96
11. IDENTIFY EQUIVALENT FRACTIONS	83	83	65	73	74	81	53	72	64	52	72	72	70	74	73	62	60	72	67
12. ORDER WHOLE NUMBERS	82	91	80	96	89	92	78	100	97	68	88	82	85	90	79	73	83	80	84
READING																			
1. IDENTIFY MAIN IDEA	59	76	62	61	61	71	65	67	62	41	64	62	56	58	67	48	66	62	62
2. RECALL FACTS, DETAILS	80	84	78	83	84	84	82	81	78	54	76	82	67	75	85	57	72	70	75
3. SEQUENCE EVENTS	72	83	70	82	79	71	81	75	75	58	77	79	67	71	81	64	73	69	73
4. DISTINGUISH FACT, NON-FACT	65	82	65	59	59	76	58	67	75	41	51	61	46	59	75	44	58	58	61
5. DRAW CONCLUSIONS	89	88	81	87	89	85	86	85	91	54	76	82	69	77	89	60	68	73	78
6. PREDICT OUTCOMES	63	81	69	79	76	75	73	69	75	50	68	69	61	66	79	55	65	66	67
7. USE CONTEXT CLUES	98	100	97	96	100	96	96	100	100	87	98	98	92	94	100	95	95	94	96
8. USE INDEX	92	97	90	93	97	92	92	89	94	75	94	90	84	93	91	83	89	84	90
9. USE MAPS, CHARTS	88	94	90	90	97	93	87	93	91	83	93	93	85	88	89	81	93	87	89
10. FOLLOW WRITTEN DIRECTIONS	84	93	81	90	94	92	83	79	94	68	88	88	82	86	91	80	86	76	85
11. IDENTIFY CHARACTER FEELINGS	86	91	85	90	94	93	89	91	97	66	90	89	77	83	91	72	75	86	85
WRITING																			
1. SPELLING	98	98	98	100	97	96	97	100	100	93	98	97	98	97	98	95	96	93	97
2. PUNCTUATION	87	83	66	69	81	75	67	77	64	54	65	73	61	67	72	58	66	66	69
3. CAPITALIZATION	91	93	93	88	86	93	87	91	97	89	92	96	90	90	93	80	90	87	90
4. CORRECT ENGLISH USAGE	78	84	82	77	81	75	71	79	70	62	77	78	58	70	78	56	66	75	72
5. SENTENCE STRUCTURE	84	92	87	87	89	91	80	91	89	64	86	91	72	84	83	73	86	80	83
6. COMMONLY USED FORMS	94	96	90	98	97	89	89	97	97	83	97	92	92	90	95	80	95	86	91
7. COMPOSITION	98	100	99	98	100	97	97	97	100	79	98	98	97	98	100	97	98	93	97
8. HANDWRITING	100	100	95	100	100	97	100	100	100	97	100	100	100	99	100	99	100	95	99

PERCENTAGE OF STUDENTS DEMONSTRATING MASTERY

GRADE 9 TABS OBJECTIVES	ANDERSON	AUSTIN	CROCKETT	JOHNSON	JOHNSTON	LANIER	MCCALLUM	REAGAN	TRAVIS	W R ROBBINS	GIRLSTOWN	KEALING	MARY LEE WEST	TOTAL AISD
MATHEMATICS														
1. ADD/SUBTRACT WHOLE NUMBERS	98	95	96	92	95	96	95	95	96	97	100	92	100	96
2. MULTIPLY/DIVIDE WHOLE NUMBERS	91	90	92	86	88	90	89	89	89	74	100	76	66	89
3. SOLVE PROBLEMS: ADD/SUB./MULT./DIVIDE	65	72	70	58	65	73	72	69	64	43	50	53	66	67
4. USE FRACTIONS/MIXED NUMBERS: ADD/SUB./MULT.	60	69	74	42	64	67	63	70	71	33	50	53	66	65
5. USE DECIMALS: ADD/SUB./MULT./DIVIDE	86	83	89	76	84	85	82	84	84	64	100	69	100	84
6. SOLVE PERSONAL FINANCE PROBLEMS	49	49	51	35	42	46	55	47	48	25	0	30	33	47
7. FIND TOTAL DOLLAR AMOUNT/CHANGE	91	87	90	78	85	86	86	87	88	94	100	76	66	87
8. USE MEASUREMENT UNITS	78	81	85	69	76	80	85	77	79	61	100	69	66	79
9. USE RATIO/PROPORTION/PERCENT	53	63	62	50	51	62	55	58	56	46	50	46	33	57
10. DETERMINE DISTANCE/LOCATION ON MAPS	89	92	91	82	87	87	91	89	92	84	100	76	66	89
11. READ, INTERPRET CHARTS/GRAPHS	91	91	94	91	88	93	89	91	92	92	50	76	100	91
TOTAL MATHEMATICS	77	80	83	66	74	82	77	77	78	53	100	69	66	78
READING														
1. IDENTIFY MAIN IDEA	76	76	78	73	71	77	80	76	72	69	50	76	66	75
2. SEQUENCE EVENTS	79	84	82	74	76	84	85	80	81	71	100	69	33	81
3. PERCEIVE CAUSE - EFFECT	77	81	79	72	76	79	74	79	74	64	100	69	100	77
4. EVALUATE INFORMATION	72	78	75	68	71	77	77	72	72	76	100	46	100	74
5. DISTINGUISH FACT, NON-FACT	71	78	72	68	69	77	75	72	68	61	100	53	66	72
6. DRAW CONCLUSIONS	75	83	78	73	77	78	79	79	77	61	100	46	100	77
7. MAKE GENERALIZATIONS	70	76	72	65	66	66	73	70	68	64	50	53	100	70
8. FOLLOW WRITTEN DIRECTIONS	88	93	88	87	85	92	90	93	89	87	100	92	66	89
9. USE PARTS OF BOOK	67	78	70	59	62	68	75	71	65	56	50	53	66	68
10. USE REFERENCE SKILLS	86	89	91	88	91	93	86	89	88	84	100	92	66	89
11. USE MAPS, CHARTS	81	88	83	79	81	87	81	83	82	84	100	84	100	83
TOTAL READING	77	84	80	74	75	82	81	79	77	64	100	69	100	79
WRITING														
1. SPELLING	88	90	90	87	88	91	88	88	87	86	50	84	100	89
2. PUNCTUATION	74	80	77	70	76	77	75	78	76	63	100	84	100	76
3. CAPITALIZATION	89	94	92	89	90	90	90	90	88	84	100	100	100	90
4. CORRECT ENGLISH USAGE	72	81	74	68	66	71	76	70	71	56	50	69	33	72
5. SENTENCE STRUCTURE	84	89	87	83	82	86	86	86	83	86	50	92	100	85
6. COMMONLY USED FORMS	89	93	89	85	86	91	89	86	88	86	100	84	66	89
7. COMPOSITION	88	95	91	92	90	90	95	93	92	93	50	100	100	92
8. HANDWRITING	91	97	98	97	97	96	96	97	97	100	100	100	100	96
TOTAL WRITING	83	92	88	85	85	86	90	86	87	84	50	92	100	87

PERCENTAGE OF STUDENTS DEMONSTRATING MASTERY

GRADE EXIT LEVEL / TABS OBJECTIVES	BEDICHEK	BURNET	DOBIE	FULMORE	LAMAR	MARTIN	MOSCHISON	O HENRY	PEARCE	PORTER	TOTAL DISTRICT
MATHEMATICS											
1. ADD/SUBTRACT WHOLE NUMBERS	97	98	96	98	96	97	96	96	93	96	96
2. MULTIPLY/DIVIDE WHOLE NUMBERS	93	92	90	92	92	92	91	90	91	92	92
3. SOLVE PROBLEMS: ADD/SUB./MULT./DIVIDE	76	73	77	68	76	73	64	72	68	71	72
4. USE FRACTIONS/MIXED NUMBERS: ADD/SUB./MULT.	76	67	74	73	67	72	65	66	57	78	70
5. USE DECIMALS: ADD/SUB./MULT./DIVIDE	92	88	86	87	87	87	81	84	84	89	87
6. SOLVE PERSONAL FINANCE PROBLEMS	51	49	56	51	56	58	51	46	46	47	51
7. FIND TOTAL DOLLAR AMOUNT/CHANGE	92	90	86	90	90	92	89	87	83	89	89
8. USE MEASUREMENT UNITS	84	84	83	79	84	86	73	80	77	87	82
9. USE RATIO/PROPORTION/PERCENT	62	63	67	58	59	59	60	61	56	59	60
10. DETERMINE DISTANCE/LOCATION ON MAPS	93	89	88	93	92	94	89	91	88	93	91
11. READ, INTERPRET CHARTS/GRAPHS	95	94	94	94	91	92	89	92	92	95	93
TOTAL MATHEMATICS	87	82	85	81	79	82	73	78	76	86	81
READING											
1. IDENTIFY MAIN IDEA	78	82	80	72	82	82	78	77	80	79	79
2. SEQUENCE EVENTS	86	85	88	82	84	84	79	86	78	85	84
3. PERCEIVE CAUSE - EFFECT	82	84	83	75	81	82	78	82	79	81	81
4. EVALUATE INFORMATION	79	80	80	72	80	80	75	78	74	76	78
5. DISTINGUISH FACT, NON-FACT	77	78	82	70	79	79	75	78	75	75	77
6. DRAW CONCLUSIONS	79	81	85	77	80	83	81	82	79	81	81
7. MAKE GENERALIZATIONS	74	71	77	70	74	76	73	74	67	72	73
8. FOLLOW WRITTEN DIRECTIONS	91	94	94	90	92	92	91	89	92	89	91
9. USE PARTS OF BOOK	71	73	75	66	79	79	69	70	67	73	72
10. USE REFERENCE SKILLS	94	94	91	89	88	91	91	89	92	92	91
11. USE MAPS, CHARTS	85	83	87	85	85	87	86	88	84	83	85
TOTAL READING	85	83	87	78	84	85	81	83	80	83	83
WRITING											
1. SPELLING	93	93	93	86	90	92	90	91	88	90	91
2. PUNCTUATION	80	81	84	81	76	82	83	79	76	78	80
3. CAPITALIZATION	95	92	92	91	92	93	91	91	92	92	92
4. CORRECT ENGLISH USAGE	75	76	79	73	79	78	70	76	77	76	76
5. SENTENCE STRUCTURE	90	87	87	85	88	87	85	86	86	86	87
6. COMMONLY USED FORMS	92	88	91	89	89	94	89	90	89	89	90
7. COMPOSITION	93	92	94	96	98	95	94	94	95	93	94
8. HANDWRITING	98	97	98	99	99	97	97	98	98	97	98
TOTAL WRITING	91	89	89	89	91	92	90	90	89	88	90

AUSTIN INDEPENDENT SCHOOL DISTRICT
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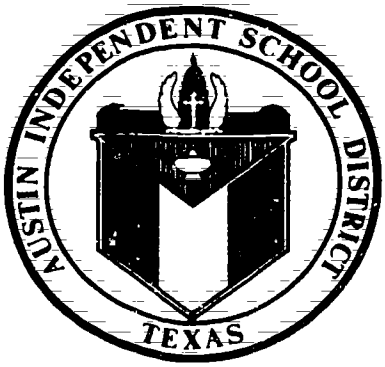

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