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ABSTRACT

The Texas Educational Assessment of Minimum Skills (TEAMS), a criterion-referenced test, was mandated by the Texas legislature in 1984 to be instituted beginning with the school year 1985-86. This is the first report of TEAMS, which replaces the formerly used Texas Assessment of Basic Skills (TABS), by the Austin Independent School District (AISD). Tests were administered to students in grades 1, 3, 5, 7, 9, and 11. First grade students who were limited-English-proficient (LEP) were exempted. A Spanish version of TEAMS for grades 1 and 3 is expected for 1986-87 testing. Special education students with certain handicaps were also exempted from testing. In a question and answer format, the report discusses AISD student performance; that performance compared to other years and other tests; performance by ethnicity; performance on the grade 11 exit-level TEAMS; special measures to prepare students for the test; and remediation for those who did not pass the exit-level TEAMS. Mastery on the exit-level TEAMS is required for receiving a high school diploma. Attachments to the report are: (1) a sample of the number of items tested and the number required to demonstrate mastery; (2) AISD district summary reports; (3) data on the percentage of students demonstrating mastery, and ranking by school; (4) comparison of AISD students with Texas and the "Big 8" Texas urban districts. (MDE)

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1985-86 TEAMS CALENDAR

The testing calendar for the TEAMS is determined each year by the Texas Education Agency (TEA). Following is a summary of the TEAMS testing dates for 1985-86:

October 1	Grade 11 (Exit-Level Language Arts)
October 2	Grade 11 (Exit-Level Mathematics)
January 28	Grade 11 (Exit-Level Language Arts) - Makeup
January 29	Grade 11 (Exit-Level Mathematics) - Makeup
February 10-14	Grades 3, 5, 7, and 9
February 17-19	Grades 3, 5, 7, and 9 - Makeup
*April 29 - May 1	Grade 1
May 1	Grade 11 (Exit-Level Mathematics)
May 2	Grade 11 (Exit-Level Language Arts)

- * Grade 1 TEAMS was originally scheduled for April 1-11. Because of delays in receiving the testing materials and scheduling problems, approval was obtained from TEA to postpone the test.

NOTE: In future years, the Exit-Level TEAMS will be administered only twice per year. The January, 1986 administration was scheduled by TEA primarily to ensure that migrant students (and others who might have missed the October, 1985 administration) would indeed have four opportunities to take the Exit-Level TEAMS.

Testing schedules were set at each campus by the principal and the building test coordinator within the restrictions of the testing calendar set by TEA, with schools making every effort to test early in the morning and to avoid testing on Mondays, Fridays, and before or after a major holiday. As in the past with the TABS, Valentine's Day was in the middle of the scheduled days for testing grades 3, 5, 7, and 9.

THE TEAMS REPORT, 1986**EXECUTIVE SUMMARY**

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MAJOR POSITIVE FINDINGS:

1. When compared to a national average, AISD students scored above the national average in every area at every grade with the exception of third-grade reading and seventh-grade mathematics and reading.
2. The percentage of AISD eleventh graders meeting mastery levels on the Exit-Level TEAMS was the highest among the Texas Big Eight urban districts and higher than the statewide average.
3. The percentage of AISD students who failed the Exit-Level TEAMS in October, 1985, but who demonstrated mastery in May was 14-18 percentage points higher than the percentages for students retested statewide.

MAJOR FINDINGS REQUIRING ACTION:

1. Although it is the expectation of the District administration that AISD should rank number one among Texas urban districts (the Big Eight), AISD's rankings on the 1985-86 TEAMS ranged from 1 to 5, with the most common ranking being 3.
2. While the ranking of AISD in elementary mathematics among the urban districts on statewide tests has improved, secondary mathematics scores appear to be particularly low in relation to the Big Eight.
3. The criteria for mastering future versions of the Exit-Level TEAMS will be more difficult; consequently, AISD staff will be even more challenged to prepare students to pass the test in future years.
4. In previous years, many students who graduated without meeting AISD's minimum competency requirements had never taken the required tutorial course. Under the State's exit-level requirement, failure to provide remediation would place the District in violation of State law.

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FINAL REPORT

WHAT IS THE TEAMS?

The Texas Educational Assessment of Minimum Skills (TEAMS) is a State-mandated test administered every year to students in Texas public schools. The TEAMS replaced the Texas Assessment of Basic Skills (TABS), administered at selected grades every year from 1980 to 1985. The development and administration of the TABS was in response to the 1979 mandate by the Texas Legislature that minimum mathematics, reading, and writing basic skills testing be instituted in Texas.

A revised policy was passed by the Second Called Session of the 68th Texas Legislature in July, 1984. House Bill 72 (HB 72) mandated that, beginning with the 1985-86 school year, a new assessment program, the TEAMS, be instituted to measure minimum basic skills in mathematics, reading, and writing at grades 1, 3, 5, 7, 9, and 11 (the exit level). In a dramatic gesture, the new law also required that Texas students graduating in May, 1987 and thereafter demonstrate mastery on the Exit-Level TEAMS before they may receive a high school diploma. Only special education students whose handicap "prevents the student from mastering the competencies which the basic skills assessment instruments are designed to measure" may be exempted from this exit-level requirement (Texas Education Code, Section 21.555).

First grade students who were limited-English proficient (LEP) were exempt from the 1985-86 TEAMS. It is expected that, beginning next year, a Spanish version of the TEAMS will be used in grades 1 and 3 for testing LEP students whose home language is Spanish.

The TEAMS was produced by the Texas Education Agency (TEA). All testing procedures and guidelines, including administration dates, are set by TEA. Through an independent contractor, TEA scores the TEAMS and reports the results back to the school districts.

The results of the TEAMS are used to determine the performance level of students, schools, and districts, and to determine the need for remediation in each of the tested areas. TEAMS results are the only measurement by which student achievement can be compared in all public schools in Texas. In order to compare aggregated student performance on the TEAMS with national standards, the Texas Legislature also mandated that TEA conduct an equating study, equating the TEAMS with a norm-referenced test. The test selected for this purpose was the Metropolitan Achievement Tests (MAT), 6th edition.

At the student level, the results of the TEAMS are reported in terms of mastery of each objective and mastery of the test. Total raw score and scaled score are also provided. At the group level (campus, district, and State), the results are reported in terms of the percentage of students mastering each objective and the percentage of students mastering the test. Scaled scores and predicted national percentile ranks are also provided for the overall group.

Mastery of each objective is defined as correctly answering at least three out of the four multiple-choice items measuring that objective. Mastery of each test is established independently of the objective mastery levels and, in some cases, students must master more than 75 percent of the items on a test to demonstrate mastery. Therefore, it is possible to master all the individual objectives on some tests, yet not master the entire test. The writing test given in grades 3, 5, 7, and 9 also contains a writing sample which affects mastery of the entire writing section. The raw score criteria for mastery of the tests, established by the State Board of Education, are presented as Attachment 1.

In grades 1 through 9, nonmastery of a test has no direct consequences to the students in terms of promotion or retention. At grade 11, however, not mastering the test requires that the student participate in a remedial program and be retested every time the test is offered (two times each year) until the student has demonstrated mastery of both the mathematics and the language arts tests. The ultimate consequence of not mastering one or both sections of the TEAMS at the exit level is that the students will be denied a high school diploma (beginning with students graduating in May, 1987). There will be no opportunity to sign a letter of waiver in lieu of demonstrating mastery, as there was in the past in Austin ISD for students who graduated without meeting the District's minimum competency requirements.

Many educators, including AISD administrators and staff, feel that the TEAMS Writing Test and writing sample, which uses a "holistic" scoring technique, are unreliable. Data received from TEA in 1985-86 and previous years for AISD students have only reinforced this opinion. Consequently, results from the TEAMS Writing Test should be interpreted with caution. No significant conclusions can probably be drawn from the data.

HOW DID AISD STUDENTS PERFORM ON THE TEAMS IN 1985-86?

- The percentage of AISD students mastering each test was higher than the average percent mastery for the Texas Big Eight urban districts except for seventh-grade mathematics (see Figure 1).
- AISD students achieved at a predicted national percentile rank above the 50th percentile (the national average) in all areas at all grades except for third-grade reading and seventh-grade mathematics and reading. (See Figures 3-5.)
- AISD performance on the Exit-Level TEAMS was the highest among the Texas Big Eight urban districts and higher than the statewide average (see Figures 6-7).
- The percentage of AISD students retested in May on the Exit-Level TEAMS who demonstrated mastery was 14-18 percentage points higher than the percentages for retested students statewide (see Attachment 4).

Figure 1 summarizes the percentages of AISD students demonstrating mastery on the 1985-86 TEAMS in the different subject areas. The percentages are also indicated for the Texas "Big Eight" urban districts (Austin, Corpus Christi, Dallas, El Paso, Fort Worth, Houston, San Antonio, and Ysleta) and for students statewide. Results of all three exit-level administrations are also included, as well as the total "unduplicated" (i.e., students are counted only once) data for the entire year for grade 11. Attachment 2 of this report presents the detailed TEAMS results for the District, as reported by TEA. A detailed comparison by test objective among AISD, the Big Eight, and the State is contained in Attachment 3.

GRADE	NUMBER TESTED IN AISD	PERCENTAGE OF STUDENTS MASTERING											
		MATHEMATICS			READING*			WRITING			PASSED ALL		
		AISD	B8	TX	AISD	B8	TX	AISD	B8	TX	AISD	B8	TX
1	4905	82	81	83	73	69	73	80	77	80	65	60	65
3	4413	77	72	80	73	65	74	61	52	60	51	41	50
5	4159	75	74	80	82	77	83	61	57	64	52	47	55
7	4164	74	75	81	77	70	78	64	58	66	52	46	56
9	5098	77	75	81	79	74	80	59	53	63	51	43	53
11 (October)	3379	92	85	88	94	89	91	--	--	--	89	80	85
11 (January)	136	84	NA	76	85	NA	80	--	--	--	--	--	--
11 (May)	457	75	NA	57	77	NA	60	--	--	--	--	--	--
11 TOTAL (Unduplicated)	3651	91	NA	NA	93	NA	NA	--	--	--	--	--	--

* LANGUAGE ARTS AT GRADE 11
B8 = BIG EIGHT URBAN DISTRICTS

-- = NO TEST GIVEN
NA = DATA NOT AVAILABLE

Figure 1. SUMMARY OF PERCENTAGES OF AISD STUDENTS MASTERING THE 1985-86 TEAMS, COMPARED TO TEXAS AND THE BIG EIGHT.

Figure 2 indicates the ranking of AISD among the Big Eight for students mastering all tests on the 1985-86 TEAMS.

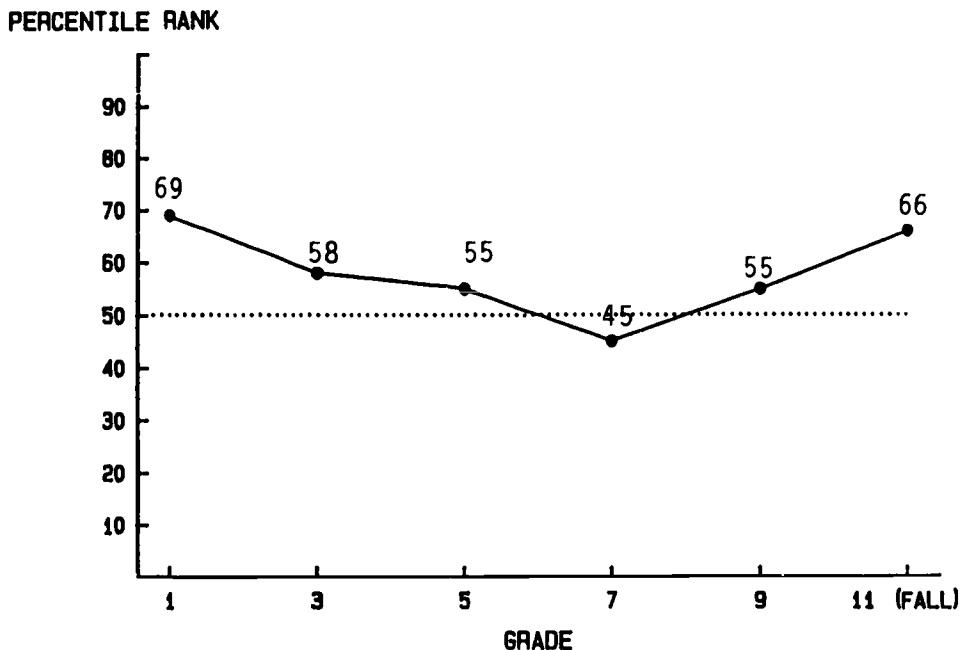
GRADE	RANK
1	2
3	2
5	2
7	3
9	3
11 (fall)	1

Figure 2. AUSTIN'S RANKING AMONG THE BIG EIGHT: PERCENTAGE OF STUDENTS MASTERING ALL TESTS, 1985-86 TEAMS.

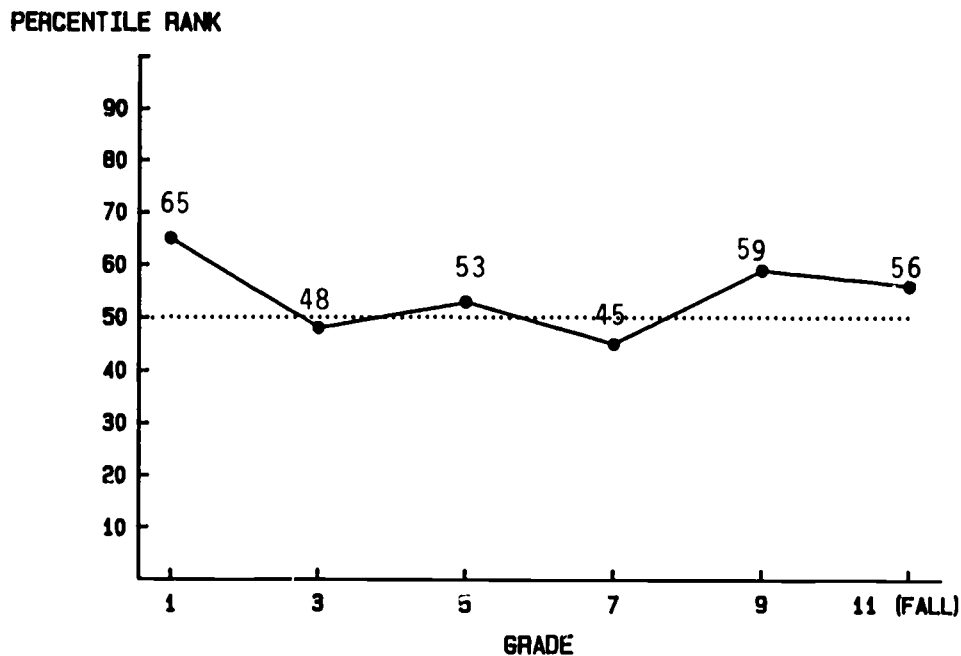
AISD's rankings on the individual tests are presented in Figure 7. The expectation of the District administration is that AISD should rank number one among the eight Texas urban districts; however, the rankings on the 1985-86 TEAMS ranged from 1 to 6, with the most common ranking being 3. While the ranking of AISD in elementary mathematics among the urban districts has improved, secondary mathematics scores appeared to be particularly low in relation to the other urban districts.

To compare the performance of Texas students with students nationwide, TEA conducted an equating study using the Metropolitan Achievement Tests (MAT). A representative sample of Texas students took both the TEAMS and MAT. Using the results of the equating study and the MAT norms, "predicted national percentiles" were established by TEA. Figures 3-5 present the predicted national percentiles for AISD students on the TEAMS.

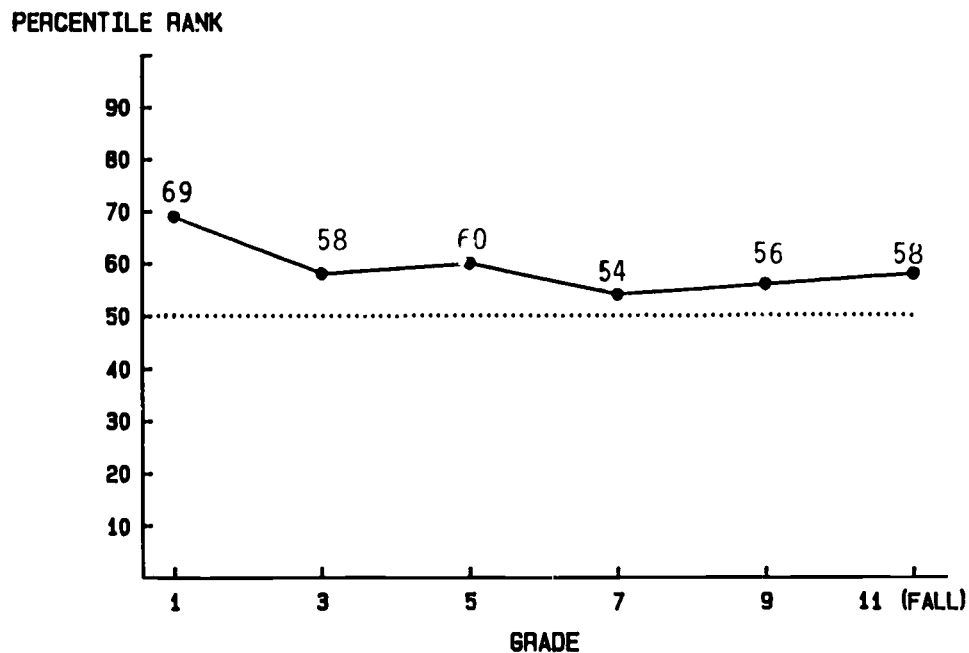
FIGURE 3. AISD PREDICTED NATIONAL PERCENTILES, 1985-86 TEAMS. MATHEMATICS



**FIGURE 4. AISD PREDICTED NATIONAL PERCENTILES,
1985-86 TEAMS.
READING**



**FIGURE 5. AISD PREDICTED NATIONAL PERCENTILES,
1985-86 TEAMS.
WRITING**



Exit-level TEAMS

The Exit-Level TEAMS is a high-stakes test that affects whether or not a student may receive a high school diploma. Students graduating in May, 1987 or thereafter must master both the mathematics and the language arts sections of the test before they graduate from a public high school in Texas. Students not mastering the Exit-Level TEAMS on the first attempt are required to retake the test as many times as necessary to demonstrate mastery and to participate in remedial education programs designed to prepare the students to pass the test.

The results of the first year of administering the Exit-Level TEAMS indicate that AISD students passed the test at a higher rate than the other Big Eight urban districts and higher than the State as a whole (see Figure 6). The District's strategies for preparing students to take (and retake) the Exit-Level TEAMS are discussed later in this report.

On the first administration (October, 1985), 89% of the AISD eleventh graders mastered both sections of the Exit-Level TEAMS, thus meeting one of the State requirements for graduation. Figure 6, the Exit-Level TEAMS results for the October, 1985 administration, shows AISD performance to be the highest among the Big Eight urban districts and above the State average.

	Both Areas	Mathematics		Language Arts		
	% Mastery	% Mastery	%ile	% Mastery	Reading %ile	Writing %ile
Austin	89	92	66	94	56	58
Corpus Christi	79	82	45	89	41	44
Dallas	71	80	38	83	32	37
El Paso	81	89	53	90	44	49
Fort Worth	75	78	41	86	39	43
Houston	83	86	50	89	42	46
San Antonio	73	81	37	86	35	36
Ysleta	86	91	55	93	46	49
Big 8 Average	80	85	48	89	42	45
Texas	85	88	53	91	46	50

Figure 6. PERCENTAGES OF STUDENTS MASTERING MATHEMATICS AND LANGUAGE ARTS, AND PREDICTED NATIONAL PERCENTILES FOR THE BIG EIGHT URBAN DISTRICTS, EXIT-LEVEL TEAMS, OCTOBER, 1985. (Percentiles unavailable for mastery in both areas.)

AISD's performance on the Exit-Level TEAMS improved more at each consecutive administration (October, January, and May) in comparison to the State results. Attachment 4 compares the performance of AISD students with State results for students tested for the first time and for retested students. In mathematics, the percentage of AISD students mastering the test was 4, 8, and 6 percentage points higher than the State percentages on the three administrations. In language arts, AISD was 3, 5, and 10 percentage points higher than the State. Retested students in AISD also performed better on the May, 1986 administration than the students retested statewide (14 percentage points higher in language arts, and 18 percentage points higher in mathematics).

While AISD students performed very well on the first year's administrations of the Exit-Level TEAMS, the criteria for mastering subsequent versions of the test will be more difficult. AISD staff will be even more challenged to prepare students to pass the test in future years.

HOW DID AISD STUDENTS PERFORM ON THE TEAMS COMPARED TO PREVIOUS YEARS?

The TEAMS, first administered in 1985-86, replaced the Texas Assessment of Basic Skills (TABS), administered in grades 3, 5, and 9 in previous years. Because the TEAMS differs from the TABS in many ways (e.g., objectives measured, difficulty level, calculation of a test mastery score, and grades tested), comparisons about the performance of students across the years are difficult to make. It is inappropriate simply to compare the percentage of students demonstrating mastery. It is reasonable, however, to compare the rankings from previous years of schools and districts on the TABS to their rankings on the 1985-86 TEAMS.

Figure 7 indicates AISD rankings among the Big Eight urban districts over the last three years. Compared to 1984-85, the ranking of AISD among the Big Eight improved in mathematics at grades 3 and 5, and in writing at grade 9. In other comparisons, AISD's ranking either remained the same or showed a decrease.

	1983-84 (TABS)	1984-85 (TABS)	1985-86 (TEAMS)
GRADE 1			
Mathematics	-	-	3
Reading	-	-	2
Writing	-	-	2
GRADE 3			
Mathematics	6	5	3
Reading	1	2	2
Writing	2	2	2
GRADE 5			
Mathematics	6	5	3
Reading	2	1	3
Writing	2	2	2
GRADE 7			
Mathematics	-	-	6
Reading	-	-	1
Writing	-	-	3
GRADE 9			
Mathematics	3	4	4
Reading	3	2	3
Writing	3	4	3
GRADE 11 (fall)			
Mathematics	-	-	1
Language Arts	-	-	1

Figure 7. AUSTIN'S RANKING AMONG THE BIG EIGHT: PERCENTAGE OF STUDENTS MASTERING EACH TEST, 1983-84 THROUGH 1985-86.

Attachment 4 presents a comparison of the ranking of each campus on the 1984-85 TABS and the 1985-86 TEAMS. The difference in the percentage of students demonstrating mastery between each campus, the District, and the State is also provided. Caution must be exercised when making comparisons between campuses. Unless the characteristics of the student populations and other aspects are taken into consideration, comparing the percentages of students mastering the test could be misleading. A look at the change in relative ranking among the schools is a better indicator of changes in achievement by campus.

HOW DO AISD STUDENTS PERFORM BY ETHNICITY ON THE 1985-86 TEAMS?

The pattern of achievement among the ethnic groups that occurs on AISD's systemwide achievement tests (the Iowa Tests of Basic Skills, ITBS, kindergarten through grade eight, and the Tests of Achievement and Proficiency, TAP, grades 9-12) is also evident on the TEAMS. Anglo/Other students achieve higher than both minority groups, while Hispanic students perform better than Black students. Figures 8-13 present by ethnicity the percentages of students demonstrating mastery on the TEAMS in 1985-86.

First-grade students identified as limited-English proficient (LEP) were exempt from the 1985-86 TEAMS. It is expected that, beginning next year, a Spanish version of the TEAMS will be used in grades 1 and 3 for testing Spanish LEP students. The exemption of LEP students must be taken into account when interpreting first-grade TEAMS data by ethnicity because about 24 percent of the Hispanic first graders were not tested.

Comparisons of the AISD TEAMS results by ethnicity with the Big Eight and the State will be performed. At the time of publication of this report, data tapes with State results had been requested and were being processed. The results of these comparisons will be included in an addendum to this report when the data are obtained.

FIGURE 8. 1985-86 TEAMS RESULTS BY ETHNICITY:
GRADE 1.

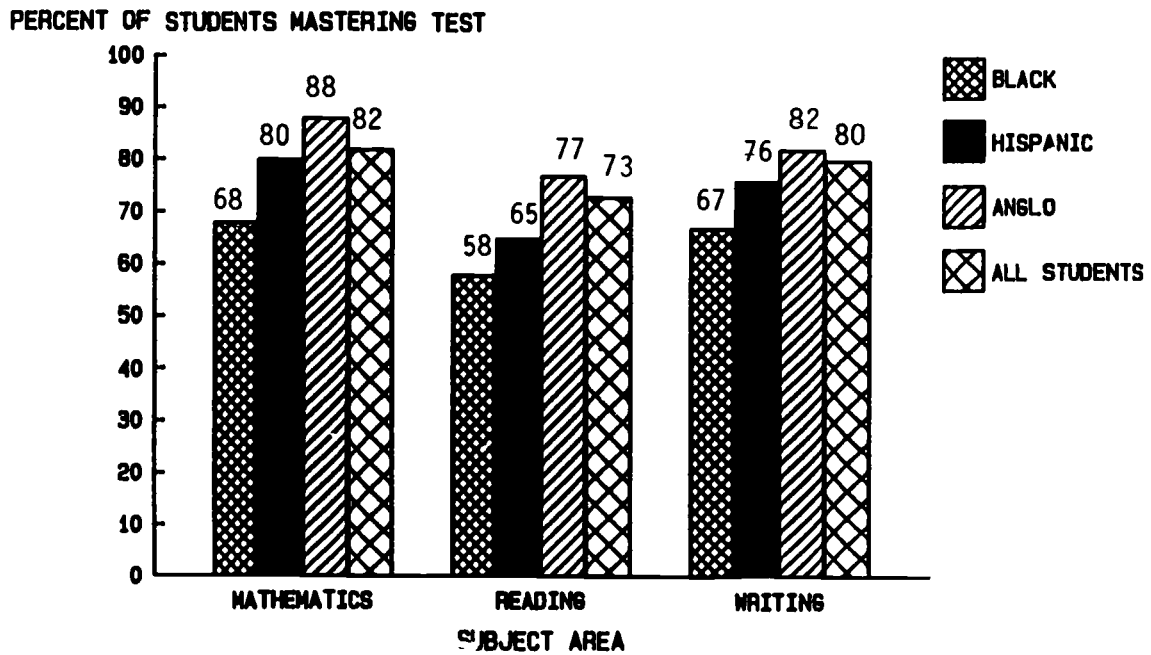


FIGURE 9. 1985-86 TEAMS RESULTS BY ETHNICITY:
GRADE 3.

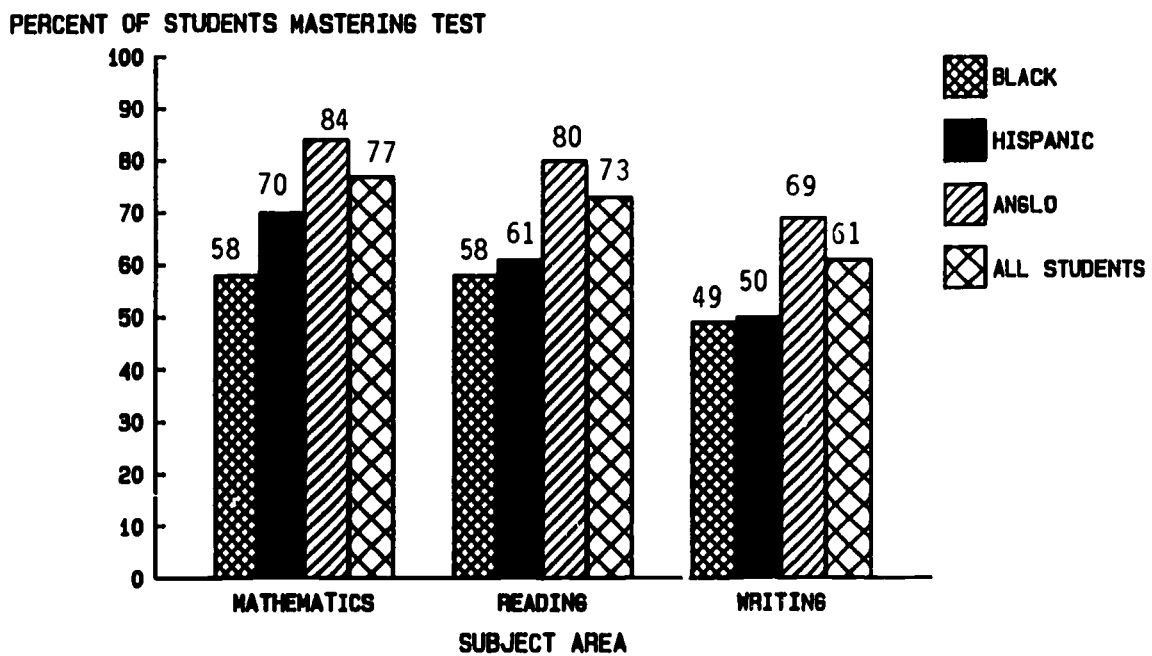


FIGURE 10. 1985-86 TEAMS RESULTS BY ETHNICITY:
GRADE 5.

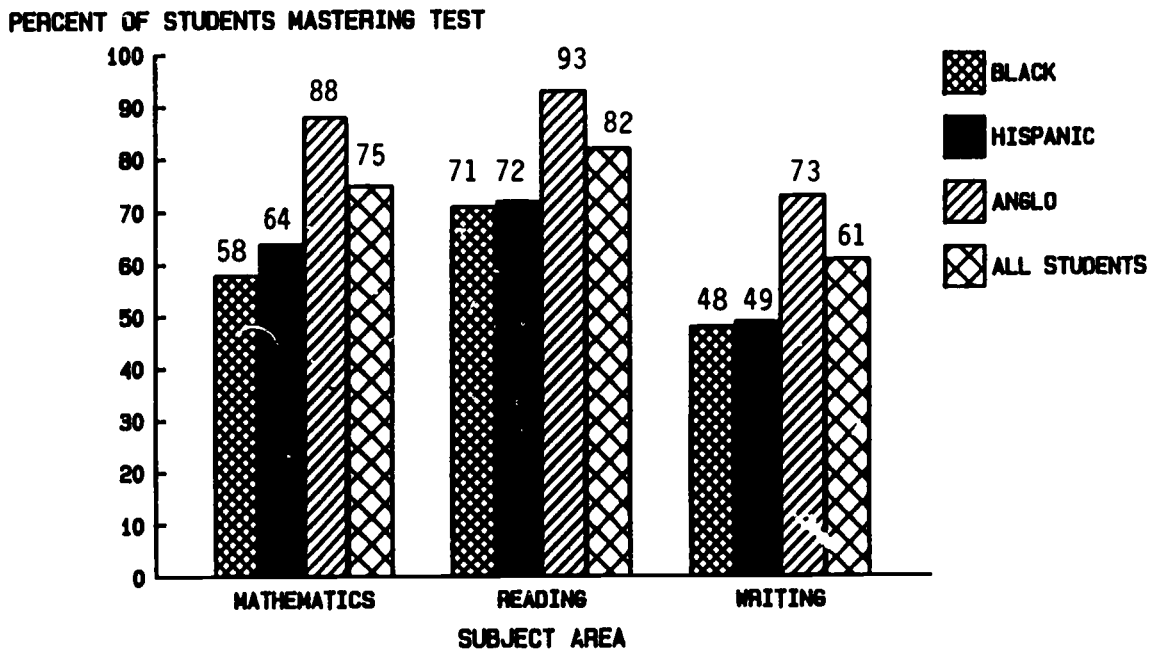


FIGURE 11. 1985-86 TEAMS RESULTS BY ETHNICITY:
GRADE 7.

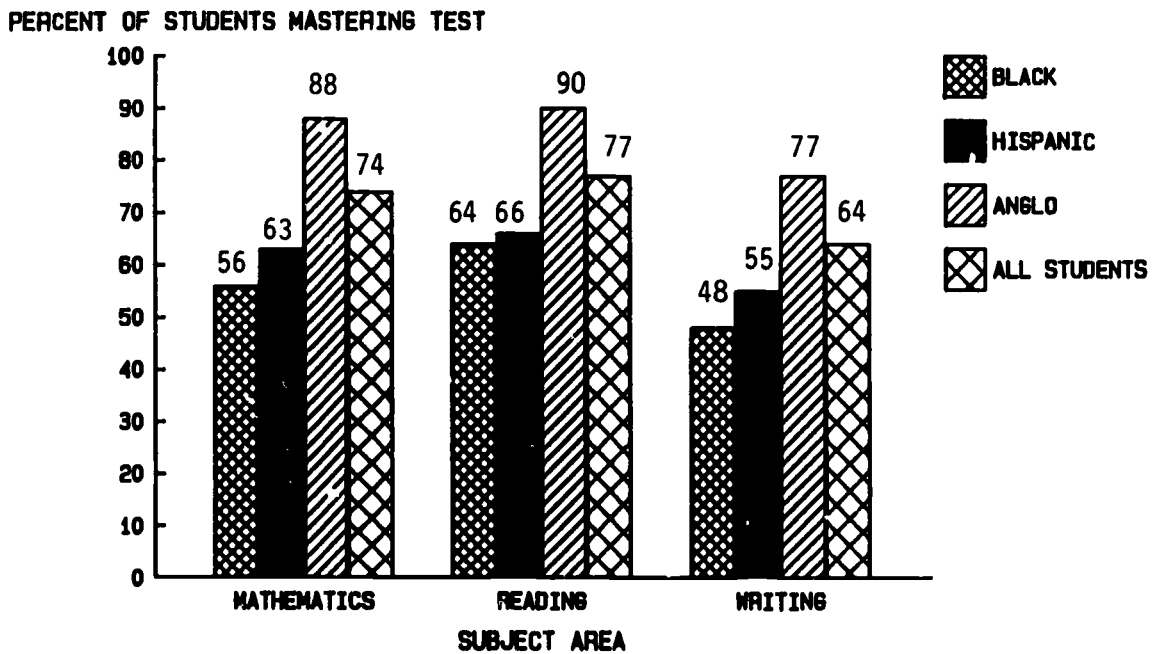


FIGURE 12. 1985-86 TEAMS RESULTS BY ETHNICITY:
GRADE 9.

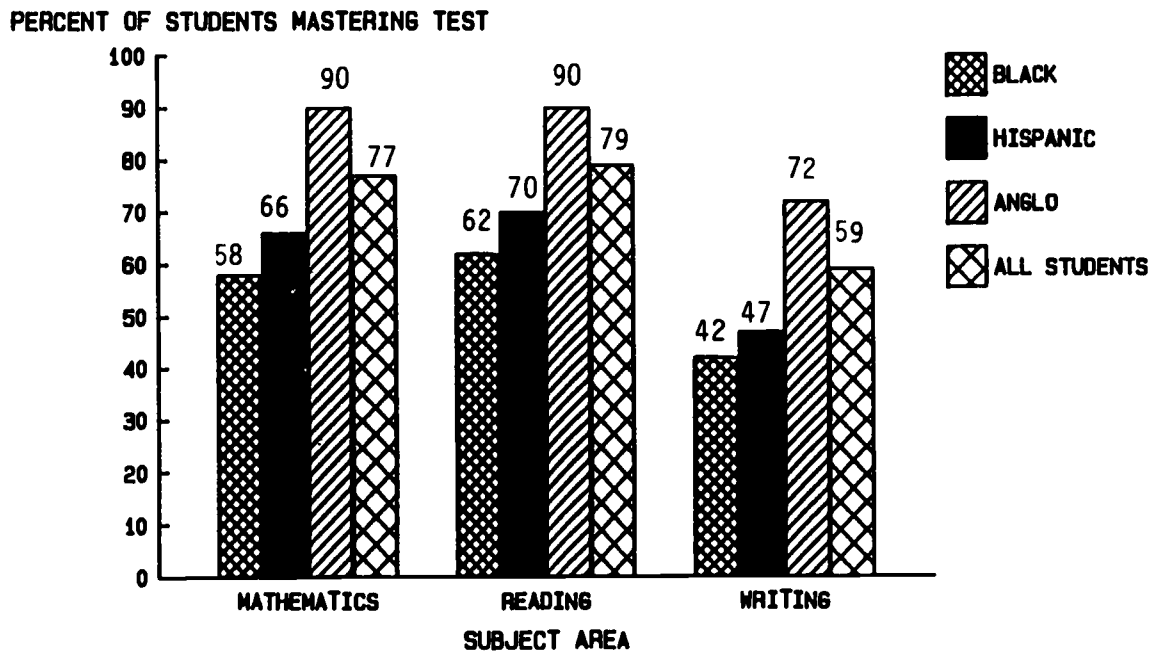
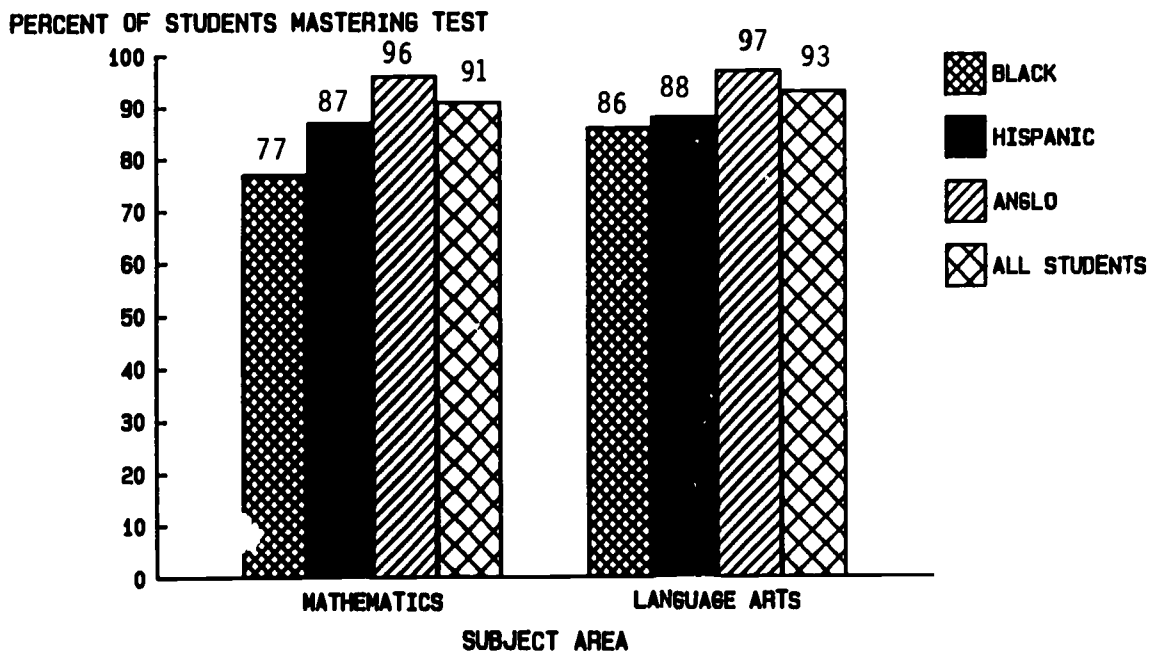


FIGURE 13. 1985-86 TEAMS RESULTS BY ETHNICITY:
EXIT-LEVEL FIRST TIME TESTED (OCT., JAN., MAY) .



HOW DID THE DISTRICT PREPARE STUDENTS FOR THE INITIAL ADMINISTRATION OF THE EXIT-LEVEL TEAMS?

On the initial administration of the Exit-Level TEAMS in October, 1985, 89% of the eleventh graders demonstrated mastery in both language arts and mathematics (see Figure 1). While this high percentage is largely attributable to the high achievement level of AISD students, credit must be given to the commitment made by the District to providing the necessary resources to prepare every student to meet this important exit-level requirement. Many activities occurred as a result of this commitment.

During February, 1985, in accordance with a mandate of the State Board of Education, students and parents of students then enrolled in grades 8, 9, and 10 received a copy of the objectives to be included on the Exit-Level TEAMS. They also received a copy of a letter from the Interim Commissioner of Education notifying the Superintendent of the passage of HB 72 and its implications for high school students. In September, 1985, all students in grades 9-11 received a brochure prepared by TEA giving more information about the Exit-Level TEAMS and the objectives tested, as well as providing a sample test item for each objective.

AISD began the fall, 1985, semester with an intensive program to sharpen the skills of eleventh-grade students to take the Exit-Level TEAMS. This program consisted of 18 mini-lessons covering the mathematics objectives and 18 mini-lessons covering the language arts objectives. The mini-lessons were 3 to 5 minutes long and were presented at the beginning of each class period (for all students in grades 9-12) for 18 days before the test was administered. In addition, the day before the test, a mini-lesson on test anxiety and test-taking skills was conducted. The mini-lessons were designed at three levels (for low, regular, and advanced classes) in order to provide instruction appropriate to students at all levels of achievement.

Students predicted to be at-risk of not mastering the Exit-Level TEAMS were identified by using scores on the 1984-85 Tests of Achievement and Proficiency (TAP). Students who scored below the 35th percentile on the TAP were flagged on classroom summary printouts produced for each high school teacher for each class period.

A live television show in which students and parents could phone in with questions was broadcast over AISD's Cable Channel 8. The show featured a high school principal and the Director of Management Information discussing the new State requirements, the TEAMS format and general content, and strategies for test taking. A high volume of phone calls was received from parents and students.

HOW EFFECTIVELY DID THE DISTRICT PROVIDE REMEDIATION FOR STUDENTS WHO DID NOT PASS THE EXIT-LEVEL TEAMS ON THEIR FIRST ATTEMPT?

All students not mastering one or both sections of the Exit-Level TEAMS on their initial attempt were identified and advised to enroll in tutorial courses specially designed to help students pass the test on the next administration. In October, 380 students (11% of those tested) did not pass one or both tests. From the January makeups, 25 students who failed (18% of those tested) were also identified.

Figure 14 shows the success rates of students who took the Exit-Level TEAMS for the second time in May, 1986. The success rates for students who took the mathematics tutorial (course 3222T) or the language arts tutorial (course 1132T) are also indicated. Attachment 4 provides more information about students who were retested in AISD and statewide.

SUBJECT AREA	NUMBER WHO FAILED FIRST TRY	RETESTED IN MAY		TOOK TUTORIAL			DID NOT TAKE TUTORIAL		
		#	%	# TESTED	% PASSED	% FAILED	# TESTED	% PASSED	% FAILED
MATHEMATICS	284	197	69	161	75	25	36	47	53
LANGUAGE ARTS	232	161	69	114	69	31	47	62	38

Figure 14. SUCCESS RATE OF STUDENTS RETESTED IN MAY, 1986: Those who took the TEAMS tutorial courses and those who did not.

A comparison of the results indicates that the percentage of students passing the Exit-Level TEAMS who took the mathematics tutorial is 28 percentage points higher than the percentage for students who passed but did not take the tutorial course. In language arts, the percentage of students mastering after taking the tutorial is seven percentage points higher than the percentage for those mastering who did not take the tutorial.

One point must be made about placing students in exit-level tutorial courses. In previous years, under AISD's own minimum competency requirements, many students who graduated without meeting competency had never taken the required tutorial course. The District must closely monitor the students to ensure that this does not occur under the State's exit-level requirements; otherwise, AISD will be in violation of State law.

Attachment 1 presents the raw score criteria for demonstration of mastery in the basic skills areas on the TEAMS for the 1985-86 school year.

Note that at some grades for some tests students must correctly answer more than 75% of the items to reach mastery--for example, third-grade mathematics. In those cases, students can reach mastery for each objective (3 and 4 items correct) without mastering the test.

Grade	Mathematics		Reading**		Writing	
	Items Tested	Items Required	Items Tested	Items Required	Items Tested	Items Required
1	32	26	36	24	16	10
3	44	35	36	27	24	21*
5	44	27	36	22	24	19*
7	44	26	40	26	24	16*
9	44	26	4	30	24	19*
11	72	36	72	45	--	--

*In addition to the number of correct multiple-choice items required, to demonstrate mastery a student must also attain a written composition score of at least two out of a possible four points.

**Language Arts at grade 11.

ATTACHMENT 1. NUMBER OF ITEMS TESTED AND NUMBER REQUIRED TO DEMONSTRATE MASTERY, 1985-86 TEAMS.

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS (TEAMS)

1985-1986

AISD District Summary Reports (All Students Tested)

	Page
Grade 1.....	19
Grade 3.....	20
Grade 5.....	21
Grade 7.....	22
Grade 9.....	23
Grade 11 (Exit-Level)	
October, 1985 Administration...	24
January, 1986 Administration.....	25
May, 1986 Administration.....	26



TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS SUMMARY REPORT

REPORT DATE: JUNE 1986

ALL STUDENTS

DATE OF TESTING: APRIL 1986

85.59

DISTRICT: 227-901 AUSTIN ISD

GRADE: 01

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	PERCENT	NOT MASTERING NUMBER	GROUP CHARACTERISTICS
M A T H E M A T I C S	1. SEQUENCING OF NUMBERS	4334	94	259	TOTAL ENROLLMENT 5744
	2. PLACE VALUE	3679	80	914	
	3. NUMBER COMPARISON	4020	88	573	
	4. ADDITION	4187	91	406	
	5. SUBTRACTION	4066	89	527	
	6. WORD PROBLEMS (+, -)	4043	88	550	
	7. MEASUREMENT, TIME	4415	96	178	
	8. GEOMETRIC SHAPES	3969	86	624	
STUDENTS TESTED: 4593 TOTAL MATHEMATICS: 3784 82 809 MATHEMATICS SCALED SCORE: 815 PREDICTED NATIONAL MATHEMATICS PERCENTILE RANK: 69					The following data are based on the number of ANSWER DOCUMENTS SUBMITTED.
					NUMBER PERCENT
					5228 100
					ETHNIC COMPOSITION American Indian or Alaskan Native 29 1 Asian or Pacific Islander 114 2 Black 959 18 Hispanic 1758 34 White 2368 45
R E A D I N G	1. MAIN IDEA	2785	61	1778	FREE/REDUCED PRICE MEAL PROGRAM 1793 34
	2. SIGHT RECOGNITION	3976	87	587	CHAPTER I REGULAR PROGRAM 884 17
	3. COMPOUND WORDS	4220	92	343	
	4. CONTEXT CLUES	2976	65	1587	CHAPTER I MIGRANT PROGRAMS Remedial Mathematics Program 2 0 Remedial Reading Program 41 1 Remedial Writing Program 1 0 Eligible but does not participate 76 1 Neither eligible nor participating 5110 98
	5. WORD STRUCTURE	3666	80	897	
	6. PHONICS	3544	78	1019	
	7. SPECIFIC DETAILS	3543	78	1020	
	8. SEQUENCING EVENTS	3171	69	1392	
	9. PREDICTING OUTCOMES	2851	62	1712	LIMITED ENGLISH PROFICIENCY 559 11
STUDENTS TESTED: 4563 TOTAL READING: 3337 73 1226 READING SCALED SCORE: 782 PREDICTED NATIONAL READING COMP. (READING) PERCENTILE RANK: 65					BILINGUAL / ESL PROGRAMS
					Bilingual Program 356 7 English as a Second Language Program 120 2
W R I T I N G	1. CAPITALIZATION	3690	73	778	SPECIAL EDUCATION Learning Disability 46 1 Emotionally Disturbed 17 0 Speech Handicapped 100 2 Visually Handicapped 2 0 Other handicapping condition 9 0 Non special education students 5076 97
	2. PUNCTUATION	2904	65	1564	
	3. SPELLING	4087	91	381	
	4. SUBJECT-VERB AGREEMENT	2441	55	2027	
STUDENTS TESTED: 4468 TOTAL WRITING: 3591 80 377 WRITING SCALED SCORE: 807 PREDICTED NATIONAL LANGUAGE (WRITING) PERCENTILE RANK: 69					PASS/FAIL SUMMARY Passed all tests taken 3028 65 Failed one test only 729 16 Failed two tests only 502 11 Failed all three tests 393 8



TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS SUMMARY REPORT

REPORT DATE: MAY 1986

DATE OF TESTING: FEBRUARY 1986

ALL STUDENTS

DISTRICT: 227-901 AUSTIN ISD

GRADE: 03

85.59

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	PERCENT	NOT MASTERING NUMBER	GROUP CHARACTERISTICS	
M A T H E M A T I C S	1. ORDER WHOLE NUMBERS	3639	83	759	TOTAL ENROLLMENT 4569	
	2. PLACE VALUE	3969	90	429		
	3. NUMBER PATTERNS	3261	74	1137	Number Not Tested 156	
	4. EXPANDED NOTATION	3750	85	648	The following data are based on NUMBER OF STUDENTS TESTED. NUMBER PERCENT 4413 100	
	5. FRACTIONAL PARTS	4158	95	240		
	6. ADDITION	3926	89	472	ETHNIC COMPOSITION American Indian or Alaskan Native 25 1 Asian or Pacific Islander 94 2 Black 849 19 Hispanic 1339 30 White 2106 48	
	7. SUBTRACTION	3450	78	948		
	8. WORD PROBLEMS (+)	4046	92	352		
	9. WORD PROBLEMS (-)	3746	85	652		
	10. MEASUREMENT UNITS	2901	66	1497		
	11. PICTORIAL MODELS	3670	83	728		
STUDENTS TESTED: 4398 TOTAL MATHEMATICS: 3373 77 1025		MATHEMATICS SCALED SCORE: 784		PREDICTED NATIONAL MATHEMATICS PERCENTILE RANK: 58		
R E A D I N G	1. MAIN IDEA	3510	80	864	FREE/REDUCED PRICE MEAL PROGRAM 1539 35	
	2. SIGHT WORDS	3664	84	710	CHAPTER I REGULAR PROGRAM 546 12	
	3. CONTEXT CLUES	3391	78	983	CHAPTER I MIGRANT PROGRAMS Remedial Mathematics Program 0 0 Remedial Reading Program 37 1 Remedial Writing Program 0 0 Eligible but does not participate 26 1 Neither eligible nor participating 4350 99	
	4. WORD STRUCTURE	2495	57	1879		
	5. PHONICS	3018	69	1356		
	6. SPECIFIC DETAILS	3731	85	643		
	7. SEQUENCING OF EVENTS	3601	82	773		
	8. PREDICTING OUTCOMES	3311	76	1063	LIMITED ENGLISH PROFICIENCY 274 6	
	9. TABLE OF CONTENTS	4130	94	244	BILINGUAL / ESL PROGRAMS Bilingual Program 116 3 English as a Second Language Program 94 2	
	STUDENTS TESTED: 4374 TOTAL READING: 3195 73 1179		READING SCALED SCORE: 774		PREDICTED NATIONAL READING COMP. (READING) PERCENTILE RANK: 48	
W R I T I N G	1. CAPITALIZATION	4159	95	202	SPECIAL EDUCATION Learning Disability 89 2 Emotionally Disturbed 18 0 Speech Handicapped 76 2 Visually Handicapped 0 0 Other handicapping condition 1 0 Non special education students 4255 96	
	2. PUNCTUATION	3128	72	1233		
	3. SPELLING	4043	93	318		
	4. CORRECT ENGLISH USAGE	3973	91	388		
	5. SENTENCE STRUCTURE	3727	85	634		
	6. PROOFREADING	4000	92	361	GIFTED/TALENTED PROGRAM 301 7	
	7. NARRATIVE WRITTEN COMPOSITION		RATING: $\frac{4}{74}$ $\frac{3}{1141}$ $\frac{2}{2098}$ $\frac{1}{995}$ $\frac{0}{53}$		PASS/FAIL SUMMARY	
			NUMBER: 2 26 48 23 1		Passed all three tests 2258 51	
			PERCENT: 2 26 48 23 1		Failed one test only 951 22	
	MULTIPLE CHOICE SUB-TEST: 3146 72 1215		WRITTEN COMPOSITION SUB-TEST: 3313 76 1048		Failed two tests only 615 14	
STUDENTS TESTED: 4361 TOTAL WRITING: 2671 61 1690		WRITING SCALED SCORE: 730		Failed all three tests 571 13		
PREDICTED NATIONAL LANGUAGE (WRITING) PERCENTILE RANK: 53						



TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS SUMMARY REPORT

REPORT DATE: MAY 1986

ALL STUDENTS

DATE OF TESTING: FEBRUARY 1986

85.59

DISTRICT: 227-901 AUSTIN ISD

GRADE: 05

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	PERCENT	NOT MASTERING NUMBER	GROUP CHARACTERISTICS		
M A T H E M A T I C S	1. PLACE VALUE	3467	84	673	TOTAL ENROLLMENT 4327		
	2. EQUIVALENT FRACTIONS	2847	69	1293			
	3. DECIMALS (+, -)	3559	86	581	Number Not Tested 168		
	4. MULTIPLICATION	3333	81	807	The following data are based on NUMBER OF STUDENTS TESTED.		
	5. DIVISION	2312	56	1828		NUMBER PERCENT 4159 100	
	6. WORD PROBLEMS (+, -)	2434	59	1706	ETHNIC COMPOSITION		
	7. WORD PROBLEMS (x, ÷)	2776	67	1364		American Indian or Alaskan Native	
	8. WORD PROBLEMS (DECIMAL)	3288	79	852		Asian or Pacific Islander	
	9. MEASUREMENT UNITS	2474	60	1667		Black	
	10. GRAPHS	2571	62	1569		Hispanic	
	11. PERIMETER OR AREA OF POLYGONS	3314	80	826	White		
STUDENTS TESTED: 4140 TOTAL MATHEMATICS:		3105	75	1035			
MATHEMATICS SCALED SCORE: 769							
PREDICTED NATIONAL MATHEMATICS PERCENTILE RANK: 55							
R E A D I N G	1. MAIN IDEA	2815	68	1313	FREE/REDUCED PRICE MEAL PROGRAM 1394 34		
	2. CONTEXT CLUES	3348	81	780	CHAPTER I REGULAR PROGRAM 471 11		
	3. SPECIFIC DETAILS	3221	78	907	CHAPTER I MIGRANT PROGRAMS		
	4. SEQUENCING OF EVENTS	2558	62	1570		Remedial Mathematics Program	
	5. DRAWING CONCLUSIONS	2750	67	1378		Remedial Reading Program	
	6. FACT, OPINION	3003	73	1125		Remedial Writing Program	
	7. CAUSE-AND-EFFECT	3016	73	1112		Eligible but does not participate	
	8. PARTS OF A BOOK	3383	82	745	Neither eligible nor participating		
	9. GRAPHIC SOURCES	3472	84	656	LIMITED ENGLISH PROFICIENCY 261 6		
	STUDENTS TESTED: 4128 TOTAL READING: 3392 82 736					BILINGUAL / ESL PROGRAMS	
READING SCALED SCORE: 790					Bilingual Program		
PREDICTED NATIONAL READING COMP. (READING) PERCENTILE RANK: 53					English as a Second Language Program		
W R I T I N G	1. CAPITALIZATION	3571	87	544	SPECIAL EDUCATION		
	2. PUNCTUATION	3358	82	757		Learning Disability	
	3. SPELLING	3852	94	263	Emotionally Disturbed		
	4. CORRECT ENGLISH USAGE	3544	86	571	Speech Handicapped		
	5. SENTENCE STRUCTURE	3543	86	572	Visually Handicapped		
	6. PROOFREADING	3142	76	973	Other handicapping condition		
	7. DESCRIPTIVE WRITTEN COMPOSITION				Non special education students	3916 94	
	RATING:		4	3	2	1	0
	NUMBER:		152	820	2088	1018	37
	PERCENT:		4	20	51	25	1
MULTIPLE CHOICE SUB-TEST:		3138	76	977	GIFTED/TALENTED PROGRAM 369 9		
WRITTEN COMPOSITION SUB-TEST:		3060	74	1055	PASS/FAIL SUMMARY		
STUDENTS TESTED: 4115 TOTAL WRITING: 2511 61 1604					Passed all three tests		
WRITING SCALED SCORE: 731					Failed one test only		
PREDICTED NATIONAL LANGUAGE (WRITING) PERCENTILE RANK: 60					Failed two tests only		
					Failed all three tests		



TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS SUMMARY REPORT

REPORT DATE: MAY 1986

ALL STUDENTS

DATE OF TESTING: FEBRUARY 1986

85.59

DISTRICT: 227-901 AUSTIN ISD

GRADE: 07

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER PERCENT		NOT MASTERING NUMBER	GROUP CHARACTERISTICS																			
M A T H E M A T I C S	1. EQUIVALENCIES	2628	64	1473	TOTAL ENROLLMENT 4554																			
	2. FRACTIONS (+, -)	2622	64	1479																				
	3. DECIMALS (+, -, x)	2211	54	1890	Number Not Tested 390																			
	4. WORD PROBLEMS (+, -, x, +)	2739	67	1362	The following data are based on NUMBER OF STUDENTS TESTED. NUMBER PERCENT 4164 100																			
	5. DECIMAL WORD PROBLEMS (+, -, x)	2563	62	1538																				
	6. MEASUREMENT UNITS	2578	63	1523	ETHNIC COMPOSITION																			
	7. GEOMETRIC TERMS AND FIGURES	1982	48	2119																				
	8. PERIMETER OF POLYGONS	3296	80	805																				
	9. CHARTS, GRAPHS	3247	79	854																				
	10. PROBABILITY	2696	66	1405																				
	11. EQUATIONS	2948	72	1153	American Indian or Alaskan Native	4	0																	
STUDENTS TESTED: 4101				TOTAL MATHEMATICS:	3024	74	1077	Asian or Pacific Islander	88	2														
MATHEMATICS SCALED SCORE: 767																								
PREDICTED NATIONAL MATHEMATICS PERCENTILE RANK: 45																								
R E A D I N G	1. MAIN IDEA	2325	57	1785	FREE/REDUCED PRICE MEAL PROGRAM 1228 29																			
	2. CONTEXT CLUES	3850	94	260																				
	3. SPECIFIC DETAILS	3040	74	1070	CHAPTER I REGULAR PROGRAM 1 0																			
	4. SEQUENCING OF EVENTS	2377	58	1733																				
	5. DRAWING CONCLUSIONS	2353	57	1757	CHAPTER I MIGRANT PROGRAMS																			
	6. FACT, OPINION	1993	48	2117																				
	7. CAUSE-AND-EFFECT	2833	69	1277																				
	8. REFERENCE SOURCES	3743	91	367																				
	9. GRAPHIC SOURCES	3723	91	387																				
	10. PARTS OF A BOOK	3448	84	662	Remedial Mathematics Program	0	0																	
STUDENTS TESTED: 4110				TOTAL READING:	3160	77	950	Remedial Reading Program	13	0														
READING SCALED SCORE: 772																								
PREDICTED NATIONAL READING COMP. (READING) PERCENTILE RANK: 45																								
W R I T I N G	1. CAPITALIZATION	3475	85	606	LIMITED ENGLISH PROFICIENCY 182 4																			
	2. PUNCTUATION	2921	72	1160																				
	3. SPELLING	3332	82	749	BILINGUAL / ESL PROGRAMS																			
	4. CORRECT ENGLISH USAGE	2927	72	1154																				
	5. SENTENCE STRUCTURE	2460	60	1621	Bilingual Program	53	1																	
	6. PROOFREADING	3338	82	743	English as a Second Language Program	128	3																	
	7. CLASSIFICATORY WRITTEN COMPOSITION				RATING:		<table style="margin-left: auto; margin-right: auto;"> <tr> <td>$\frac{4}{52}$</td> <td>$\frac{3}{535}$</td> <td>$\frac{2}{2463}$</td> <td>$\frac{1}{978}$</td> <td>$\frac{0}{53}$</td> </tr> <tr> <td>NUMBER:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PERCENT:</td> <td>1</td> <td>13</td> <td>60</td> <td>24</td> <td>1</td> </tr> </table>		$\frac{4}{52}$	$\frac{3}{535}$	$\frac{2}{2463}$	$\frac{1}{978}$	$\frac{0}{53}$	NUMBER:					PERCENT:	1	13	60	24	1
									$\frac{4}{52}$	$\frac{3}{535}$	$\frac{2}{2463}$	$\frac{1}{978}$	$\frac{0}{53}$											
	NUMBER:																							
	PERCENT:	1	13	60	24	1																		
						SPECIAL EDUCATION																		
STUDENTS TESTED: 4081				TOTAL WRITING:	2616			64	1465	Learning Disability	229	5												
WRITING SCALED SCORE: 738																								
PREDICTED NATIONAL LANGUAGE (WRITING) PERCENTILE RANK: 54																								
								GIFTED/TALENTED PROGRAM 0 0		Emotionally Disturbed	55	1												
						Speech Handicapped	39			1														
						PASS/FAIL SUMMARY		Visually Handicapped	2	0														
								Other handicapping condition	13	0														
								Non special education students	3864	93														
								<table style="margin-left: auto; margin-right: auto;"> <tr> <td>Passed all three tests</td> <td>2177</td> <td>52</td> </tr> <tr> <td>Failed one test only</td> <td>895</td> <td>21</td> </tr> <tr> <td>Failed two tests only</td> <td>496</td> <td>12</td> </tr> <tr> <td>Failed all three tests</td> <td>535</td> <td>13</td> </tr> </table>		Passed all three tests	2177	52	Failed one test only	895	21	Failed two tests only	496	12	Failed all three tests	535	13			
Passed all three tests	2177	52																						
Failed one test only	895	21																						
Failed two tests only	496	12																						
Failed all three tests	535	13																						

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TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS SUMMARY REPORT

REPORT DATE: MAY 1986

DATE OF TESTING: FEBRUARY 1986

ALL STUDENTS

GRADE: 09

DISTRICT: 227-901 AUSTIN ISD

85.59

BASIC SKILLS AREAS	OBJECTIVES	MASTERING		NOT MASTERING NUMBER	GROUP CHARACTERISTICS					
		NUMBER	PERCENT							
M A T H E M A T I C S	1. EQUIVALENCIES	3314	65	1746	TOTAL ENROLLMENT 7081					
	2. FRACTIONS (+, -)	3925	78	1135						
	3. DECIMALS (x, +)	4560	90	500	Number Not Tested 1983					
	4. WORD PROBLEMS (+, -, x, +)	3884	77	1176						
	5. WORD PROBLEMS (RATIO, PROPORTION, PERCENT)	3451	68	1609	The following data are based on NUMBER OF STUDENTS TESTED.					
	6. PERSONAL FINANCE PROBLEMS	3575	71	1485						
	7. WORD PROBLEMS (MEASUREMENT UNITS)	3551	70	1509	NUMBER	PERCENT				
	8. AREA OF RECTANGLES; TRIANGLES	3037	60	2023	5098	100				
	9. PROBABILITY	2759	55	2301	ETHNIC COMPOSITION					
	10. CHARTS, GRAPHS	3253	64	1807						
	11. FORMULAS	3100	61	1960	American Indian or Alaskan Native	11	0			
STUDENTS TESTED: 5060 TOTAL MATHEMATICS:		3902	77	1158	Asian or Pacific Islander	110	2			
MATHEMATICS SCALED SCORE: 775					Black	996	20			
PREDICTED NATIONAL MATHEMATICS PERCENTILE RANK: 55					Hispanic	1381	27			
					White	2600	51			
R E A D I N G	1. MAIN IDEA	3623	72	1434	FREE/REDUCED PRICE MEAL PROGRAM 1116 22					
	2. MEANING OF WORDS	4454	88	603						
	3. SPECIFIC DETAILS	3846	76	1211	CHAPTER I REGULAR PROGRAM 6 0					
	4. SEQUENCING OF EVENTS	3778	75	1279						
	5. DRAWING CONCLUSIONS	3887	77	1170	CHAPTER I MIGRANT PROGRAMS					
	6. FACT, OPINION	2703	53	2354						
	7. CAUSE-AND-EFFECT	3542	70	1515	Remedial Mathematics Program	0	0			
	8. GENERALIZATIONS	4532	90	525	Remedial Reading Program	16	0			
	9. AUTHOR'S POINT OF VIEW	3408	67	1649	Remedial Writing Program	0	0			
	10. REFERENCE SOURCES	4712	93	345	Eligible but does not participate	19	0			
	11. GRAPHIC SOURCES	4617	91	440	Neither eligible nor participating	5063	99			
STUDENTS TESTED: 5057 TOTAL READING:		3995	79	1062	LIMITED ENGLISH PROFICIENCY 129 3					
READING SCALED SCORE: 782										
PREDICTED NATIONAL READING COMP. (READING) PERCENTILE RANK: 59					BILINGUAL / ESL PROGRAMS					
					Bilingual Program	0	0			
					English as a Second Language Program	124	2			
W R I T I N G	1. CAPITALIZATION	4127	82	929	SPECIAL EDUCATION					
	2. PUNCTUATION	4035	80	1021						
	3. SPELLING	4707	93	349	Learning Disability	206	4			
	4. CORRECT ENGLISH USAGE	4089	81	967	Emotionally Disturbed	64	1			
	5. SENTENCE STRUCTURE	4711	93	345	Speech Handicapped	16	0			
	6. PROOFREADING	3505	69	1551	Visually Handicapped	4	0			
	7. PERSUASIVE WRITTEN COMPOSITION		RATING:			Other handicapping condition	19	0		
			NUMBER:	65	551	2937	1447	56	Non special education students	4822
			PERCENT:	1	11	58	29	1	GIFTED/TALENTED PROGRAM 1 0	
	MULTIPLE CHOICE SUB-TEST:		3712	73	1344	PASS/FAIL SUMMARY				
WRITTEN COMPOSITION SUB-TEST:		3553	70	1503						
STUDENTS TESTED: 5056 TOTAL WRITING:		2978	59	2078	Passed all three tests	2607	51			
WRITING SCALED SCORE: 716					Failed one test only	1212	24			
PREDICTED NATIONAL LANGUAGE (WRITING) PERCENTILE RANK: 56					Failed two tests only	634	12			
					Failed all three tests	606	12			



TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS SUMMARY REPORT

ALL STUDENTS

REPORT DATE: NOVEMBER 1985
DATE OF TESTING: OCTOBER 1985
GRADE: 11-EXIT LEVEL

DISTRICT: 227-901 AUSTIN ISD

85.59

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	PERCENT	NOT MASTERING NUMBER	GROUP CHARACTERISTICS	
M A T H E M A T I C S	1. SEQUENCING OF NUMBERS	2847	85	485	TOTAL ENROLLMENT 3692	
	2. ROUNDING OF NUMBERS	2558	77	774		
	3. EQUIVALENCIES	2332	70	1000	Number Not Tested 313	
	4. EXPONENTIAL/STANDARD NOTATION	3048	91	284	The following data are based on NUMBER OF STUDENTS TESTED.	
	5. FRACTIONS, MIXED NUMBERS (+, -, x)	2276	68	1056		NUMBER PERCENT 3379 100
	6. DECIMALS (+, -, x, ÷)	3032	91	300	ETHNIC COMPOSITION	
	7. INTEGERS (+)	2914	87	418		American Indian or Alaskan Native
	8. MULTIPLE OPERATIONS (+, -, x, ÷)	2300	69	1032		15 9
	9. FORMULAS	2292	69	1040		Asian or Pacific Islander
	10. PROPORTION	2449	73	883		109 3
	11. PERCENT	2384	72	948		Black
	12. MEASUREMENT UNITS	2136	64	1196		514 15
	13. AVERAGES	2818	85	514		Hispanic
	14. PROBABILITY	2611	78	721		703 21
	15. CHARTS, GRAPHS	3110	93	222		White
	16. GEOMETRIC FORMULAS	2395	72	937	2038 60	
	17. GEOMETRIC PROPERTIES	2164	65	1168	FREE/REDUCED PRICE MEAL PROGRAM	
	18. EQUATIONS	2468	74	864		450 13
STUDENTS TESTED: 3332 TOTAL MATHEMATICS: 3067 92 265					CHAPTER I REGULAR PROGRAM 0 0	
MATHEMATICS SCALED SCORE: 746						
PREDICTED NATIONAL MATHEMATICS PERCENTILE RANK: 66					CHAPTER I MIGRANT PROGRAMS	
Remedial Mathematics Program						0 0
Remedial Reading Program						1 0
Remedial Writing Program						0 0
Eligible but does not participate						8 0
Neither eligible nor participating						3370 100
LIMITED ENGLISH PROFICIENCY						52 2
BILINGUAL / ESL PROGRAMS						1 0
Bilingual Program					51 2	
English as a Second Language Program					51 2	
SPECIAL EDUCATION					90 3	
Learning Disability					10 0	
Emotionally Disturbed					4 0	
Speech Handicapped					2 0	
Visually Handicapped					3 0	
Other handicapping condition					3273 97	
Non special education students					3273 97	
GIFTED/TALENTED PROGRAM					1 0	
L A N G U A G E A R T S	1. MAIN IDEA	2795	84	550	GIFTED/TALENTED PROGRAM 1 0	
	2. CONTEXT CLUES	3189	95	156		
	3. WORD STRUCTURE	3130	94	215		
	4. SPECIFIC DETAILS	3180	95	165		
	5. SEQUENCING OF EVENTS	3196	96	149		
	6. DRAWING CONCLUSIONS	2596	78	749		
	7. REFERENCE SOURCE IDENTIFICATION	3251	97	94		
	8. REFERENCE SOURCE USAGE	3212	96	133		
	9. FACT, OPINION	2627	79	718		
	10. LITERARY ANALYSIS	3161	94	184		
	11. CAPITALIZATION	2550	76	795		
	12. PUNCTUATION	1938	58	1407		
	13. SPELLING	2418	72	927		
	14. CORRECT ENGLISH USAGE	2178	65	1167		
	15. SENTENCE STRUCTURE	2161	65	1184		
	16. SENTENCE COMBINING	3220	96	125		
	17. ORGANIZATION SKILLS	2784	83	561		
	18. PROOFREADING	2221	66	1124		
STUDENTS TESTED: 3345 TOTAL LANGUAGE ARTS: 3128 94 217						
LANGUAGE ARTS SCALED SCORE: 774						
PREDICTED NATIONAL READING COMP. (READING) PERCENTILE RANK: 56						
PREDICTED NATIONAL LANGUAGE (WRITING) PERCENTILE RANK: 58						

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TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS SUMMARY REPORT

REPORT DATE: FEBRUARY 1986

DATE OF TESTING: JANUARY 1986

GRADE: 11-EXIT LEVEL

85.59

DISTRICT: 227-901 AUSTIN ISD

ALL STUDENTS

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	PERCENT	NOT MASTERING NUMBER	GROUP CHARACTERISTICS	
M A T H E M A T I C S	1. SEQUENCING OF NUMBERS	91	78	25	TOTAL ENROLLMENT 136	
	2. ROUNDING OF NUMBERS	70	60	46		
	3. EQUIVALENCIES	60	52	56	Number Not Tested 0	
	4. EXPONENTIAL/STANDARD NOTATION	92	79	24	The following data are based on NUMBER OF STUDENTS TESTED.	
	5. FRACTIONS, MIXED NUMBERS (+, -, x)	59	51	57		NUMBER PERCENT
	6. DECIMALS (+, -, x, +)	93	80	23	136 100	
	7. INTEGERS (+)	94	81	22	ETHNIC COMPOSITION	
	8. MULTIPLE OPERATIONS (+, -, x, +)	61	53	55		American Indian or Alaskan Native
	9. FORMULAS	60	52	56		0 0
	10. PROPORTION	74	64	42		Asian or Pacific Islander
	11. PERCENT	67	58	49		2 1
	12. MEASUREMENT UNITS	61	53	55	Black	
	13. AVERAGES	82	71	34	Hispanic	
	14. PROBABILITY	82	71	34	27 20	
	15. CHARTS, GRAPHS	107	92	9	White	
	16. GEOMETRIC FORMULAS	64	55	52	29 21	
	17. GEOMETRIC PROPERTIES	60	52	56	78 57	
	18. EQUATIONS	69	59	47	FREE/REDUCED PRICE MEAL PROGRAM	
STUDENTS TESTED: 116 TOTAL MATHEMATICS: 97 84 19					14 10	
MATHEMATICS SCALED SCORE: 700					CHAPTER I REGULAR PROGRAM	
					0 0	
					CHAPTER I MIGRANT PROGRAMS	
					Remedial Mathematics Program	
					0 0	
					Remedial Reading Program	
					0 0	
					Remedial Writing Program	
					0 0	
					Eligible but does not participate	
					0 0	
					Neither eligible nor participating	
					136 100	
L A N G U A G E A R T S	1. MAIN IDEA	65	66	34	LIMITED ENGLISH PROFICIENCY	
	2. CONTEXT CLUES	88	89	11		3 2
	3. WORD STRUCTURE	90	91	9	BILINGUAL / ESL PROGRAMS	
	4. SPECIFIC DETAILS	86	87	13		Bilingual Program
	5. SEQUENCING OF EVENTS	88	89	11	0 0	
	6. DRAWING CONCLUSIONS	64	65	35	English as a Second Language Program	
	7. REFERENCE SOURCE IDENTIFICATION	92	93	7	3 2	
	8. REFERENCE SOURCE USAGE	89	90	10	SPECIAL EDUCATION	
	9. FACT, OPINION	65	66	34		Learning Disability
	10. LITERARY ANALYSIS	83	84	16		6 4
	11. CAPITALIZATION	63	64	36		Emotionally Disturbed
	12. PUNCTUATION	52	53	47		0 0
	13. SPELLING	68	69	31	Speech Handicapped	
	14. CORRECT ENGLISH USAGE	49	49	50	0 0	
	15. SENTENCE STRUCTURE	51	52	48	Visually Handicapped	
	16. SENTENCE COMBINING	94	95	5	0 0	
	17. ORGANIZATION SKILLS	73	74	26	Other handicapping condition	
	18. PROOFREADING	47	47	52	0 0	
STUDENTS TESTED: 99 TOTAL LANGUAGE ARTS: 84 85 15					GIFTED/TALENTED PROGRAM	
LANGUAGE ARTS SCALED SCORE: 734					0 0	

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TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS SUMMARY REPORT

ALL STUDENTS

REPORT DATE: MAY 1986

DATE OF TESTING: MAY 1986

GRADE: 11-EXIT LEVEL

85.59

DISTRICT: 227-901 AUSTIN ISD

26

BASIC SKILLS AREAS	OBJECTIVES	MASTERING		NOT MASTERING NUMBER	GROUP CHARACTERISTICS
		NUMBER	PERCENT		
M A T H E M A T I C S	1. SEQUENCING OF NUMBERS	220	65	119	TOTAL ENROLLMENT 6013
	2. ROUNDING OF NUMBERS	179	53	160	
	3. EQUIVALENCIES	147	43	192	The following data are based on NUMBER OF STUDENTS TESTED.
	4. EXPONENTIAL/STANDARD NOTATION	268	79	71	
	5. FRACTIONS, MIXED NUMBERS (+, -, x)	143	42	196	PERCENT
	6. DECIMALS (+, -, x, ÷)	276	81	63	457
	7. INTEGERS (+)	197	58	142	ETHNIC COMPOSITION
	8. MULTIPLE OPERATIONS (+, -, x, ÷)	118	35	221	
	9. FORMULAS	108	32	231	Asian or Pacific Islander
	10. PROPORTION	151	45	188	Black
	11. PERCENT	186	55	153	Hispanic
	12. MEASUREMENT UNITS	90	27	249	White
	13. AVERAGES	212	63	127	FREE/REDUCED PRICE MEAL PROGRAM
	14. PROBABILITY	216	64	123	76
	15. CHARTS, GRAPHS	305	90	34	17
	16. GEOMETRIC FORMULAS	168	50	171	CHAPTER I REGULAR PROGRAM
	17. GEOMETRIC PROPERTIES	96	28	243	
	18. EQUATIONS	141	42	198	CHAPTER I MIGRANT PROGRAMS
STUDENTS TESTED: 339 TOTAL MATHEMATICS: 255 75 84				Remedial Mathematics Program	
MATHEMATICS SCALED SCORE: 663				Remedial Reading Program	
				Remedial Writing Program	
				Eligible but does not participate	
				Neither eligible nor participating	
				453	
				99	
L A N G U A G E A R T S	1. MAIN IDEA	138	44	179	LIMITED ENGLISH PROFICIENCY
	2. CONTEXT CLUES	283	89	34	
	3. WORD STRUCTURE	258	81	59	BILINGUAL / ESL PROGRAMS
	4. SPECIFIC DETAILS	289	91	28	
	5. SEQUENCING OF EVENTS	256	81	61	English as a Second Language Program
	6. DRAWING CONCLUSIONS	176	56	141	SPECIAL EDUCATION
	7. REFERENCE SOURCE IDENTIFICATION	291	92	26	
	8. REFERENCE SOURCE USAGE	275	87	42	Emotionally Disturbed
	9. FACT, OPINION	164	52	153	Speech Handicapped
	10. LITERARY ANALYSIS	265	84	52	Visually Handicapped
	11. CAPITALIZATION	230	73	87	Other handicapping condition
	12. PUNCTUATION	76	24	241	Non special education students
	13. SPELLING	173	55	144	431
	14. CORRECT ENGLISH USAGE	186	59	131	94
	15. SENTENCE STRUCTURE	135	43	182	GIFTED/TALENTED PROGRAM
	16. SENTENCE COMBINING	262	83	55	
	17. ORGANIZATION SKILLS	201	63	116	PASS/FAIL SUMMARY
	18. PROOFREADING	117	37	200	
STUDENTS TESTED: 317 TOTAL LANGUAGE ARTS: 245 77 72				30	
LANGUAGE ARTS SCALED SCORE: 706				102	
				22	
				27	
				6	

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS (TEAMS)

1985-1986

**Percentage of Students Demonstrating Mastery
and Ranking, by School**

	Page
Grade 1.....	28
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Grade 9.....	32
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PERCENT OF STUDENTS DEMONSTRATING MASTERY
GRADE 1
1986

85.59

SCHOOL	MATHEMATICS			READING			WRITING		
	% MAST.	DIFFERENCE AISD	TX.	% MAST.	DIFFERENCE AISD	TX.	% MAST.	DIFFERENCE AISD	TX.
1. ALLAN	80	-2	-3	68	-5	-5	81	1	1
2. ALLISON	81	-1	-2	67	-6	-6	71	-9	-9
3. ANDREWS	65	-17	-18	56	-17	-17	60	-20	-20
4. BARTON HILLS	84	2	1	73	0	0	80	0	0
5. BECKER	87	5	4	67	-6	-6	91	11	11
6. BRENTWOOD	85	3	2	80	7	7	84	4	4
7. BROWN	66	-16	-17	55	-18	-18	64	-16	-16
8. BRYKER WOODS	82	0	-1	76	3	3	85	5	5
9. CASIS	83	1	0	63	-10	-10	78	-2	-2
10. DAWSON	80	-2	-3	54	-19	-19	66	-14	-14
11. DOSS	88	6	5	88	15	15	91	11	11
12. GOVALLE	72	-10	-11	57	-16	-16	69	-11	-11
13. HARRIS	71	-11	-12	64	-9	-9	80	0	0
14. HIGHLAND PARK	91	9	8	79	6	6	82	2	2
15. HILL	95	13	12	98	25	25	96	16	16
16. HOUSTON	75	-7	-8	67	-6	-6	74	-6	-6
17. JOSLIN	88	6	5	84	11	11	91	11	11
18. LANGFORD	88	6	5	74	1	1	77	-3	-3
19. LEE	95	13	12	93	20	20	95	15	15
20. LINDER	68	-14	-15	69	-4	-4	77	-3	-3
21. MAPLEWOOD	62	-20	-21	59	-14	-14	56	-24	-24
22. MATHEWS	92	10	9	95	22	22	90	10	10
23. MENCHACA	83	1	0	84	11	11	86	6	6
24. METZ	82	0	-1	70	-3	-3	78	-2	-2
25. NORMAN	86	4	3	79	6	6	86	6	6
26. OAK HILL	90	8	7	83	10	10	92	12	12
27. OAK SPRINGS	74	-8	-9	59	-14	-14	76	-4	-4
28. ODOM	89	7	6	77	4	4	90	10	10
29. PATTON	96	14	13	93	20	20	93	13	13
30. PEASE	86	4	3	86	13	13	89	9	9
31. PECAN SPRINGS	90	8	7	88	15	15	91	11	11
32. PILLOW	91	9	8	84	11	11	92	12	12
33. PLEASANT HILL	94	12	11	88	15	15	92	12	12
34. REILLY	94	12	11	85	12	12	91	11	11
35. RIDGETOP	88	6	5	78	5	5	87	7	7
36. ST. ELMO	82	0	-1	77	4	4	87	7	7
37. SANCHEZ	84	2	1	82	9	9	83	3	3
38. SIMS	74	-8	-9	62	-11	-11	72	-8	-8
39. SUMMITT	89	7	6	88	15	15	94	14	14
40. SUNSET VALLEY	81	-1	-2	63	-10	-10	70	-10	-10
41. TRAVIS HEIGHTS	88	6	5	75	2	2	79	-1	-1
42. WILLIAMS	82	0	-1	80	7	7	86	6	6
43. WINN	76	-6	-7	56	-17	-17	69	-11	-11
44. WOOTEN	79	-3	-4	76	3	3	79	-1	-1
45. ZILKER	83	1	0	64	-9	-9	64	-16	-16
A I S D	82		-1	73		0	80		0
T E X A S	83			73			80		

NONPUBLIC SCHOOLS ARE NOT PROVIDED IN THIS TABLE BECAUSE THERE ARE NO PREVIOUS RANKINGS
COMPARISONS AT THIS GRADE.

PERCENT OF STUDENTS DEMONSTRATING MASTERY
GRADE 5

85.59

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SCHOOL	MATHEMATICS				READING				WRITING															
	1985* % DIFFERENCE				1986** % DIFFERENCE				1985* % DIFFERENCE				1986** % DIFFERENCE											
	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.				
1. BARRINGTON	27	71	-5	-10	27	70	-5	-10	36	68	-9	-10	33	73	-9	-10	11	83	6	10	33	45	-16	-19
2. BECKER	12	79	3	-2	31	66	-9	-14	31	72	-5	-6	23	80	-2	-3	20	77	0	4	35	44	-17	-20
3. BLACKSHEAR	23	74	-2	-7	33	62	-13	-18	21	75	-2	-3	30	76	-6	-7	33	69	-8	-4	29	50	-11	-14
4. BLANTON	38	66	-10	-15	24	72	-3	-8	36	68	-9	-10	27	78	-4	-5	24	74	-3	1	8	69	8	5
5. BRENTWOOD	20	76	0	-5	22	73	-2	-7	15	77	0	-1	14	85	3	2	30	70	-7	-3	10	68	7	4
6. BROOKE	27	71	-5	-10	39	51	-24	-29	31	72	-5	-6	38	65	-17	-18	14	80	3	7	33	45	-16	-19
7. BROWN	23	74	-2	-7	30	67	-8	-13	20	76	-1	-2	32	74	-8	-9	24	74	-3	1	32	46	-15	-18
8. CAMPBELL	33	70	-6	-11	38	54	-21	-26	25	74	-3	-4	35	71	-11	-12	8	86	9	13	31	49	-12	-15
9. COOK	27	71	-5	-10	31	66	-9	-14	25	74	-3	-4	36	69	-13	-14	38	63	-14	-10	35	44	-17	-20
10. CUNNINGHAM	4	86	10	5	13	83	8	3	10	83	6	5	9	89	7	6	4	88	11	15	3	75	14	11
11. DAWSON	27	71	-5	-10	36	55	-20	-25	21	75	-2	-3	39	60	-22	-23	29	71	-6	-2	38	40	-21	-24
12. DOSS	1	89	13	8	1	97	22	17	1	89	12	11	1	99	17	16	10	84	7	11	1	80	19	16
13. GRAHAM	37	68	-8	-13	28	69	-6	-11	28	73	-4	-5	30	76	-6	-7	20	77	0	4	26	54	-7	-10
14. GULLETT	10	81	5	0	16	77	2	-3	9	84	7	6	17	84	2	1	16	79	2	6	6	71	10	7
15. HOUSTON	14	78	2	-3	14	81	6	1	28	73	-4	-5	12	88	6	5	30	70	-7	-3	10	68	7	4
16. JOSLIN	25	73	-3	-8	25	71	-4	-9	14	78	1	0	25	79	-3	-4	28	72	-5	-1	19	60	-1	-4
17. LANGFORD	22	75	-1	-6	11	85	10	5	12	81	4	3	4	93	11	10	20	77	0	4	26	54	-7	-10
18. LEE	14	78	2	-3	2	93	18	13	25	74	-3	-4	4	93	11	10	35	66	-11	-7	4	74	13	10
19. LINDER	3	87	11	6	20	74	-1	-6	3	86	9	8	29	77	-5	-6	2	93	16	20	22	58	-3	-6
20. MAPLEWOOD	26	72	-4	-9	17	76	1	-4	31	72	-5	-6	19	83	1	0	34	67	-10	-6	14	73	12	9
21. MATHEWS	20	76	0	-5	6	87	12	7	3	86	9	8	14	85	3	2	26	73	-4	0	2	82	21	18
22. MENCHACA	18	77	1	-4	12	84	9	4	10	83	6	5	4	93	11	10	6	87	10	14	28	60	-1	-4
23. OAK HILL	9	82	6	1	8	86	11	6	3	86	9	8	2	94	12	11	11	83	6	10	19	64	3	0
24. ODOM	14	78	2	-3	17	76	1	-4	15	77	0	-1	22	82	0	-1	39	58	-19	-15	30	59	-2	-5
25. ORTEGA	27	71	-5	-10	29	68	-7	-12	21	75	-2	-3	25	79	-3	-4	35	66	-11	-7	21	64	3	0
26. PATTON	6	84	8	3	5	88	13	8	2	87	10	9	9	89	7	6	4	88	11	15	4	83	22	19
27. PEASE	8	83	7	2	4	89	14	9	3	86	9	8	2	94	12	11	1	95	18	22	17	67	6	3
28. PLEASANT HILL	2	88	12	7	3	91	16	11	3	86	9	8	7	92	10	9	14	80	3	7	14	71	10	7
29. READ	12	79	3	-2	22	73	-2	-7	15	77	0	-1	19	83	1	0	26	73	-4	0	22	58	-3	-6
30. REILLY	14	78	2	-3	20	74	-1	-6	15	77	0	-1	23	80	-2	-3	30	70	-7	-3	8	69	8	5
31. RIDGETOP	39	60	-16	-21	35	57	-18	-23	36	68	-9	-10	19	83	1	0	37	65	-12	-8	38	40	-21	-24
32. ST. ELMO	5	85	9	4	6	87	12	7	12	81	4	3	9	89	7	6	9	85	8	12	25	57	-4	-7
33. TRAVIS HEIGHTS	27	71	-5	-10	10	86	11	6	28	73	-4	-5	17	84	2	1	16	79	2	6	10	68	7	4
34. WALNUT CREEK	18	77	1	-4	25	71	-4	-9	35	70	-7	-8	34	72	-10	-11	23	76	-1	3	22	58	-3	-6
35. WEBB	11	80	4	-1	15	79	4	-1	15	77	0	-1	13	87	5	4	19	78	1	5	13	67	6	3
36. WILLIAMS	6	84	8	3	8	86	11	6	3	86	9	8	8	91	9	8	6	87	10	14	6	71	10	7
37. WOOLDRIDGE	33	70	-6	-11	33	62	-3	-18	34	71	-6	-7	27	78	-4	-5	16	79	2	6	18	62	1	-2
38. ZAVALA	36	69	-7	-12	36	55	-20	-25	39	67	-10	-11	37	68	-14	-15	13	81	4	8	37	43	-18	-21
39. ZILKER	33	70	-6	-11	19	75	0	-5	21	75	-2	-3	14	85	3	2	3	89	12	16	14	66	5	2
A I S D		75		-5		75		-5		77		-1		82		-1		77		4		61		-3
T E X A S		81				80				78				83				73				64		

* PERCENT MASTERY IS THE AVERAGE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE.
 ** PERCENT MASTERY IS THE PERCENT OF STUDENTS MASTERING THE TEST.
 *** PERCENT MASTERY IS THE PERCENT OF STUDENTS MASTERING THE WRITING SAMPLE

1985 = TABS
 1986 = TEAMS

PERCENT OF STUDENTS DEMONSTRATING MASTERY
GRADE 7
1986

SCHOOL	MATHEMATICS			READING			WRITING		
	% MAST.	DIFFERENCE AISD	TX.	% MAST.	DIFFERENCE AISD	TX.	% MAST.	DIFFERENCE AISD	TX.
1. BEDICHEK	81	7	0	84	7	6	72	8	6
2. BURNET	77	3	-4	77	0	-1	67	3	1
3. DOBIE	66	-8	-15	74	-3	-4	57	-7	-9
4. FULMORE	72	-2	-9	74	-3	-4	59	-5	-7
5. LAMAR	71	-3	-10	76	-1	-2	62	-2	-4
6. MARTIN	77	3	-4	81	4	3	71	7	5
7. MURCHISON	69	-5	-12	66	-11	-12	62	-2	-4
8. O. HENRY	71	-3	-10	77	0	-1	64	0	-2
9. PEARCE	64	-10	-17	71	-6	-7	54	-10	-12
10. PORTER	83	9	2	79	2	1	70	6	4
AUSTIN	74		-7	77		-1	64		-2
TEXAS	81			78			66		

NOTE: RANKINGS ARE NOT PROVIDED IN THIS TABLE BECAUSE THERE ARE NO PREVIOUS RANKINGS FOR COMPARISONS AT THIS GRADE.

PERCENT OF STUDENTS DEMONSTRATING MASTERY
GRADE 9

MATHEMATICS

READING

WRITING

SCHOOL	1985 % DIFFERENCE				1986 % DIFFERENCE				1985 % DIFFERENCE				1986 % DIFFERENCE				1985 % DIFFERENCE				1986 % DIFFERENCE							
	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.
1. ANOERSON	6	79	-1	-5	5	79	2	-2	4	80	2	2	5	81	2	1	5	62	2	-3	5	60	1	-3				
2. AUSTIN	1	89	9	5	1	85	8	4	1	88	10	10	1	88	9	8	2	67	7	2	1	74	15	11				
3. CROCKETT	4	82	2	-2	4	81	4	0	2	83	5	5	5	81	2	1	3	65	5	0	6	59	0	-4				
4. L.8.J.	9	71	-9	-13	10	70	-7	-11	10	70	-8	-8	9	72	-7	-8	8	50	-10	-15	7	56	-3	-7				
5. JOHNSTON	7	77	-3	-7	2	82	5	1	8	72	-6	-6	4	82	3	2	8	50	-10	-15	3	62	3	-1				
6. LANIER	3	84	4	0	6	75	-2	-6	3	82	4	4	7	78	-1	-2	3	65	5	0	9	46	-13	-17				
7. MCCALLUM	2	86	6	2	2	82	5	1	5	77	-1	-1	2	84	5	4	1	68	8	3	2	65	6	2				
8. REAGAN	8	76	-4	-8	8	72	-5	-9	7	74	-4	-4	9	72	-7	-8	7	54	-6	-11	8	54	-5	-9				
9. ROBBINS	10	67	-13	-17	6	75	-2	-6	8	72	-6	-6	3	83	4	3	10	36	-24	-29	10	37	-22	-26				
10. TRAVIS	5	81	1	-3	8	72	-5	-9	5	77	-1	-1	8	75	-4	-5	6	56	-4	-9	3	62	3	-1				
AUSTIN		80		-4		77		-4		78		0		79		-1		60		-5		59		-4				
TEXAS		84				81				78				80				65				63						

1985 = TABS
1986 = TEAMS

PERCENT OF STUDENTS DEMONSTRATING MASTERY
GRADE 11

SCHOOL	OCTOBER, 1985			JANUARY, 1986			MAY, 1986					
	MATHEMATICS			LANGUAGE ARTS			MATHEMATICS			LANGUAGE ARTS		
	%	DIFFERENCE		%	DIFFERENCE		%	DIFFERENCE		%	DIFFERENCE	
	MAST.	AISD	TX.	MAST.	AISD	TX.	MAST.	AISD	TX.	MAST.	AISD	TX.
1. ANDERSON	93	1	5	94	0	3	100	16	24	100	15	20
2. AUSTIN	96	4	8	97	3	6	100	16	24	100	15	20
3. CROCKETT	94	2	6	96	2	5	83	-1	7	84	-1	4
4. L.B.J.	83	-9	-5	88	-6	-3	62	-22	-14	73	-12	-7
5. JOHNSTON	92	0	4	93	-1	2	100	16	24	100	15	20
6. LANIER	93	1	5	92	-2	1	100	16	24	100	15	20
7. MCCALLUM	95	3	7	96	2	5	92	8	16	91	6	11
8. REAGAN	88	-4	0	94	0	3	71	-13	-5	100	15	20
9. ROBBINS	63	-29	-25	100	6	9	--	--	--	--	--	--
10. TRAVIS	91	-1	3	90	-4	-1	68	-16	-8	62	-23	-18
AUSTIN	92		4	94		3	84		8	85		5
TEXAS	88			91			76			80		
										75		18
										77		17
										60		

NOTE: RANKINGS ARE NOT PROVIDED IN THIS TABLE BECAUSE THERE ARE NO PREVIOUS RANKINGS FOR COMPARISONS AT THIS GRADE.

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS (TEAMS)

1985-1986

**Comparison of AISD with Texas and the Big 8 Urban Districts
in Percentage of Students Demonstrating Mastery**

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PERCENT OF STUDENTS DEMONSTRATING MASTERY
COMPARISON OF AUSTIN WITH STATE AND BIG 8
TEAMS 1986
GRADE 1

	AUSTIN	BIG 8	AUSTIN COMPARED W/BIG 8	TEXAS	AUSTIN COMPARED W/TEXAS
MATHEMATICS					
1. SEQUENCING OF NUMBER	94			94	0
2. PLACE VALUE	80			83	-3
3. NUMBER COMPARISON	88			90	-2
4. ADDITION	91			90	1
5. SUBTRACTION	89			86	3
6. WORD PROBLEMS (+,-)	88			88	0
7. MEASUREMENT, TIME	96			96	0
8. GEOMETRIC SHAPES	86			86	0
TOTAL MATHEMATICS	82	81	1	83	-1
SCALED SCORE	815			819	-4
PERCENTILE RANK	69	67	2	70	-1
READING					
1. MAIN IDEA	61			60	1
2. SIGHT RECOGNITION	87			86	1
3. COMPOUND WORDS	92			93	-1
4. CONTEXT CLUES	65			62	3
5. WORD STRUCTURE	80			79	1
6. PHONICS	78			77	1
7. SPECIFIC DETAILS	78			77	1
8. SEQUENCING EVENTS	69			69	0
9. PREDICTING OUTCOMES	62			62	0
TOTAL READING	73	69	4	73	0
SCALED SCORE	782			774	8
PERCENTILE RANK	65	57	8	62	3
WRITING					
1. CAPITALIZATION	83			81	2
2. PUNCTUATION	65			65	0
3. SPELLING	91			89	2
4. SUBJ-VERB AGREEMENT	55			54	1
TOTAL WRITING	80	77	3	80	0
SCALED SCORE	807			798	9
PERCENTILE RANK	69	62	7	66	3
PASSED ALL	65	60	5	65	0
STUDENTS TESTED	4652			229826	

Note: Big 8 percentages not yet available by objective.

PERCENT OF STUDENTS DEMONSTRATING MASTERY
COMPARISON OF AUSTIN WITH STATE AND BIG 8
TEAMS 1986
GRADE 3

	AUSTIN	BIG 8	AUSTIN COMPARED W/BIG8	TEXAS	AUSTIN COMPARED W/TEXAS
MATHEMATICS					
1. ORDER WHOLE NUMBERS	83	78	5	84	-1
2. PLACE VALUE	90	86	4	90	0
3. NUMBER PATTERNS	74	75	-1	79	-5
4. EXPANDED NOTATION	85	84	1	88	-3
5. FRACTIONAL PARTS	95	89	6	93	2
6. ADDITION	89	89	0	92	-3
7. SUBTRACTION	78	75	3	82	-4
8. WORD PROBLEMS (+)	92	91	1	92	0
9. WORD PROBLEMS (-)	85	83	2	87	-2
10. MEASUREMENT UNITS	66	60	6	70	-4
11. PICTORIAL MODELS	83	75	8	80	3
TOTAL MATHEMATICS	77	72	5	80	-3
SCALED SCORE	784			793	-9
PERCENTILE RANK	58			62	-4
READING					
1. MAIN IDEA	80	73	7	79	1
2. SIGHT WORDS	84	77	7	82	2
3. CONTEXT CLUES	78	68	10	75	3
4. WORD STRUCTURE	57	46	11	58	-1
5. PHONICS	69	64	5	71	-2
6. SPECIFIC IDEAS	85	83	2	87	-2
7. SEQUENCING OF EVENTS	82	79	3	85	-3
8. PREDICTING OUTCOMES	76	71	5	77	-1
9. TABLE OF CONTENTS	94	93	1	96	-2
TOTAL READING	73	65	8	74	-1
SCALED SCORE	774			772	2
PERCENTILE RANK	48			47	1
WRITING					
1. CAPITALIZATION	95	95	0	97	-2
2. PUNCTUATION	72	68	4	74	-2
3. SPELLING	93	91	2	93	0
4. CORRECT ENGLISH USAGE	91	88	3	91	0
5. SENTENCE STRUCTURE	85	82	3	87	-2
6. PROOFREADING	92	90	2	93	-1
MULTIPLE CHOICE	72	66	6	73	-1
7. COMPOSITION (2,3,4)	76	66	10	72	4
TOTAL WRITING	61	52	9	60	1
SCALED SCORE	730			724	6
PERCENTILE RANK	58			61	-3
PASSED A'L	51	41	10	50	1
STUDENTS TESTED	4413			236592	

PERCENT OF STUDENTS DEMONSTRATING MASTERY
COMPARISON OF AUSTIN WITH STATE AND BIG 8
TEAMS 1986
GRADE 5

	AUSTIN	BIG 8	AUSTIN COMPARED W/BIG 8	TEXAS	AUSTIN COMPARED W/TEXAS
MATHEMATICS					
1. PLACE VALUE	84	82	2	84	0
2. EQUIVALENT FRACTIONS	69	66	3	70	-1
3. DECIMALS (+,-)	86	85	1	88	-2
4. MULTIPLICATION	81	81	0	86	-5
5. DIVISION	56	59	-3	65	-9
6. WORD PROBLEMS (+,-)	59	56	3	62	-3
7. WORD PROBLEMS (x,÷)	67	65	2	70	-3
8. WORD PROBLEMS (DECIMAL)	79	78	1	83	-4
9. MEASUREMENT UNITS	60	35	25	63	-3
10. GRAPHS	62	60	2	65	-3
11. PER. OR AREA OF POLYG.	80	80	0	83	-3
TOTAL MATHEMATICS SCALED SCORE	75 769	74	1	80 783	-5 -14
PERCENTILE RANK	55			62	-7
READING					
1. MAIN IDEA	68	60	8	67	1
2. CONTEXT CLUES	81	72	9	78	3
3. SPECIFIC DETAILS	78	72	6	78	0
4. SEQUENCING OF EVENTS	62	55	7	62	0
5. DRAWING CONCLUSIONS	67	57	10	65	2
6. FACT, OPINION	73	70	3	78	-5
7. CAUSE-AND-EFFECT	73	68	5	73	0
8. PARTS OF A BOOK	82	82	0	86	-4
9. GRAPHIC SOURCES	84	80	4	84	0
TOTAL READING SCALED SCORE	82 790	77	5	83 790	-1 0
PERCENTILE RANK	53			53	0
WRITING					
1. CAPITALIZATION	87	86	1	89	-2
2. PUNCTUATION	82	79	3	82	0
3. SPELLING	94	92	2	93	1
4. CORRECT ENGLISH USAGE	86	82	4	86	0
5. SENTENCE STRUCTURE	86	84	2	87	-1
6. PROOFREADING	76	75	1	78	-2
7. COMPOSITION (2,3,4)	76 74	74 71	2 3	78 77	-2 -3
TOTAL WRITING SCALED SCORE	61 731	57	4	64 739	-3 -8
PERCENTILE RANK	60			63	
PASSED ALL	52	47	5	55	-3
STUDENTS TESTED	4159			225601	

PERCENT OF STUDENTS DEMONSTRATING MASTERY
COMPARISON OF AUSTIN WITH STATE AND BIG 8
TEAMS 1986
GRADE 7

	AUSTIN	JUEC	AUSTIN COMPARED W/ JUEC	TEXAS	AUSTIN COMPARED W/TEXAS
MATHEMATICS					
1. EQUIVALENCIES	64	68	-4	74	-10
2. FRACTIONS (+,-)	64	65	-1	71	-7
3. DECIMALS (+,-,x)	54	53	1	64	-10
4. WD PROB (+,-,x,÷)	67	63	4	69	-2
5. DEC WD PROB (+,-,x)	62	57	5	65	-3
6. MEASUREMENT UNITS	63	62	1	67	-4
7. GEOMETRIC TERMS & FIG.	48	53	-5	58	-10
8. PERIMETER OF POLYGONS	80	81	-1	85	-5
9. CHARTS, GRAPHS	79	77	2	83	-4
10. PROBABILITY	66	63	3	68	-2
11. EQUATIONS	72	75	-3	78	-6
TOTAL MATHEMATICS	74	75	-1	81	-7
SCALED SCORE	767			787	-20
PERCENTILE RANK	45			54	-9
READING					
1. MAIN IDEA	57	48	9	57	0
2. CONTEXT CLUES	94	90	4	93	1
3. SPECIFIC DETAILS	74	69	5	76	-2
4. SEQUENCING OF EVENTS	58	48	10	56	2
5. DRAWING CONCLUSIONS	57	48	9	57	0
6. FACT, OPINION	48	43	5	50	-2
7. CAUSE-AND-EFFECT	69	61	8	69	0
8. REFERENCE SOURCES	91	87	4	91	0
9. GRAPHIC SOURCES	91	89	2	92	-1
10. PARTS OF A BOOK	84	79	5	84	0
TOTAL READING	77	70	7	78	-1
SCALED SCORE	772			772	0
PERCENTILE RANK	45			45	0
WRITING					
1. CAPITALIZATION	85	83	2	87	-2
2. PUNCTUATION	72	67	5	72	0
3. SPELLING	82	75	7	77	5
4. CORRECT ENGLISH USAGE	72	64	8	72	0
5. SENTENCE STRUCTURE	60	56	4	63	-3
6. PROOFREADING	82	78	4	82	0
MULTIPLE CHOICE	78	72	6	79	-1
7. COMPOSITION (2,3,4)	75	71	4	77	-2
TOTAL WRITING	64	58	6	66	-2
SCALED SCORE	738			739	-1
PERCENTILE RANK	54			54	0
PASSED ALL	52	46	6	56	-4
STUDENTS TESTED	4164			235890	

PERCENT OF STUDENTS DEMONSTRATING MASTERY
COMPARISON OF AUSTIN WITH STATE AND BIG 8
TEAMS 1986
GRADE 9

	AUSTIN	BIG 8	AUSTIN COMPARED W/BIG 8	TEXAS	AUSTIN COMPARED W/TEXAS
MATHEMATICS					
1. EQUIVALENCIES	65	60	5	67	-2
2. FRACTIONS (+, -)	78	72	6	77	1
3. DECIMALS (\times , \div)	90	89	1	92	-2
4. WORD PROB (+, -, \times , \div)	77	72	5	78	-1
5. WORD PROB (R/P/%)	68	63	5	68	0
6. PER FINANCE PROB	71	66	5	71	0
7. WORD PROB (MEAS)	70	65	5	71	-1
8. AREA - RECT/TRIANGLE	60	62	-2	66	-6
9. PROBABILITY	55	52	3	55	0
10. CHARTS, GRAPHS	64	60	4	66	-2
11. FORMULAS	61	67	-6	73	-12
TOTAL MATHEMATICS	77	75	2	81	-4
SCALED SCORE	775			781	-6
PERCENTILE RANK	55			57	-2
READING					
1. MAIN IDEA	72	66	6	72	0
2. MEANING OF WORDS	88	86	2	90	-2
3. SPECIFIC DETAILS	76	72	4	77	-1
4. SEQUENCING OF EVENTS	75	70	5	76	-1
5. DRAWING CONCLUSIONS	77	72	5	78	-1
6. FACT, OPINION	53	49	4	55	-2
7. CAUSE-AND-EFFECT	70	62	8	69	1
8. GENERALIZATIONS	90	87	3	90	0
9. AUTHOR'S PT. OF VIEW	67	62	5	68	-1
10. REFERENCE SOURCES	93	90	3	92	1
11. GRAPHIC SOURCES	91	90	1	92	-1
TOTAL READING	79	74	5	80	-1
SCALED SCORE	782			783	-1
PERCENTILE RANK	59			59	0
WRITING					
1. CAPITALIZATION	82	83	-1	86	-4
2. PUNCTUATION	80	76	4	80	0
3. SPELLING	93	92	1	93	0
4. CORRECT ENGLISH USAG	81	77	4	82	-1
5. SENTENCE STRUCTURE	93	93	0	95	-2
6. PROOFREADING	69	67	2	71	-2
7. MULTIPLE CHOICE	73	71	2	76	-3
COMPOSITION (2,3,4)	70	64	6	74	-4
TOTAL WRITING	59	53	6	63	-4
SCALED SCORE	716			730	-14
PERCENTILE RANK	56			60	-4
PASSED ALL	51	43	8	53	-2
STUDENTS TESTED	5098	53819		250962	

	October All Students			January All Students			May First Time			May Retested		
	AISD	TX	DIFF	AISD	TX	DIFF	AISD	TX	DIFF	AISD	TX	DIFF
MATHEMATICS												
1 Sequencing of Nos.	85	78	7	79	71	12	75	70	5	59	47	12
2 Rounding of Numbers	77	73	4	60	62	-2	60	60	0	49	44	5
3 Equivalencies	70	65	5	52	53	-1	52	49	3	38	30	8
4 Exponential/Standard Not.	91	88	3	79	75	4	81	76	5	78	62	16
5 Fracts.. Mixed Nos. (+,-,x)	68	57	11	51	41	10	54	41	13	35	21	14
6 Decimals (+,-,x,-)	91	90	1	80	83	-3	84	81	3	80	73	7
7 Integers (+)	87	82	5	81	68	13	66	67	-1	53	44	9
8 Multiple Operations	69	62	7	53	52	1	51	49	2	25	23	2
9 Formulas	69	59	10	52	41	11	49	41	8	22	13	9
10 Proportion	73	67	6	64	57	7	64	56	8	33	26	7
11 Percent	72	67	5	58	60	-2	62	59	3	50	45	5
12 Measurement Units	64	56	8	53	45	8	47	39	8	14	12	2
13 Averages	85	78	7	71	66	5	71	66	5	58	49	9
14 Probability	78	71	7	71	60	11	74	60	14	58	41	17
15 Charts, Graphs	93	92	1	92	86	6	93	92	1	88	88	0
16 Geometric Formulas	72	65	7	55	51	4	57	51	6	45	35	10
17 Geometric Properties	65	58	7	52	44	8	42	35	7	20	13	7
18 Equations	74	65	9	59	49	10	51	49	12	30	21	9
Total Mathematics	92	88	4	84	76	8	82	76	6	71	53	18
Scaled Score	746	726	20	700	682	18	700	682	18	645	619	26
Percentile Rank	66	53	13									
Number Tested	3332	187350		116	6108		127	3356		212	16079	

LANGUAGE ARTS												
1 Main Idea	84	79	5	56	68	-2	63	53	10	30	23	7
2 Context Clues	95	93	2	89	87	2	96	91	5	85	82	3
3 Word Structure	94	91	3	91	86	5	95	85	10	72	64	8
4 Specific Details	95	94	1	87	87	0	95	93	2	89	90	-1
5 Sequencing of Events	96	94	2	89	86	3	87	84	3	77	71	6
6 Drawing Conclusions	78	73	5	65	62	3	64	61	3	50	37	13
7 Ref. Source Identification	97	95	2	93	90	3	94	89	5	90	82	8
8 Ref. Source Usage	96	94	2	90	89	1	92	88	4	83	82	1
9 Fact, Opinion	79	74	5	66	64	2	61	58	3	45	32	13
10 Literary Analysis	94	92	2	84	86	-2	94	85	9	77	70	7
11 Capitalization	76	75	1	64	64	0	81	69	12	66	50	16
12 Punctuation	58	55	3	53	41	12	37	34	3	15	11	4
13 Spelling	72	67	5	69	60	9	67	60	7	46	41	5
14 English Usage	65	60	5	49	49	0	68	62	6	52	44	8
15 Sentence Structure	65	59	6	52	45	7	54	48	6	35	25	10
16 Sentence Combining	96	95	1	95	91	4	92	88	4	76	75	1
17 Organization Skills	83	80	3	74	70	4	74	69	5	56	50	6
18 Proofreading	66	57	9	47	43	4	49	39	10	29	16	13
Total Language	94	91	3	85	80	5	91	81	10	68	54	14
Scaled Scores	774	757	17	734	720	14	741	720	21	688	670	18
Percentile Rank (Reading)	56	46	10									
Percentile Rank (Writing)	58	50	8									
Total Tested	3345	186560		99	6337		129	3358		188	12136	

Bibliography

The following publications and others related to achievement testing are available from the Office of Research and Evaluation (ORE), Austin Independent School District, Austin, Texas 78752.

1985-86 Publications

Achievement testing: doors to your child's learning. Austin, Tx.: Office of Research and Evaluation (Pub. No. 85.11), Austin Independent School District, September, 1985.

This brochure describes the achievement tests and the language proficiency tests used in the Austin Independent School District. It also contains suggestions for parents to help their children prepare for achievement testing. (Revised edition of 83.34)

Nuts and bolts of testing: A bulletin for test coordinators, 1985-86. Austin, Tx.: Office of Research and Evaluation (Pub. No. 85.10), Austin Independent School District, August, 1985 - May, 1986.

This is a periodic newsletter for building test coordinators and/or principals to keep them informed on issues related to testing. (Note: This is Volume VII of a continuing publication.)

Systemwide Evaluation: 1985-86 technical report. Austin, Tx.: Office of Research and Evaluation (Pub. No. 85.66), Austin Independent School District, July, 1986.

The technical report describes in detail all aspects of the annual districtwide achievement test administrations.

Systemwide Testing: 1985-86 evaluation plan. In Evaluation plans 1985-86. Austin, Tx.: Office of Research and Evaluation (Pub. No. 85.16), Austin Independent School District, September, 1985.

The systemwide testing evaluation plan for 1985-86 is included with all other ORE 1985-86 plans.

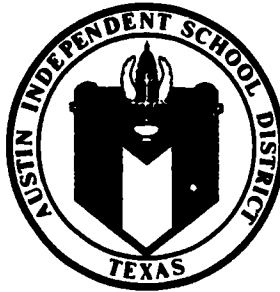
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