

SUPPLEMENTAL PRACTICE USING ACADEMIC SOFTWARE

CAMPUS

Iraan Junior High School
Exemplary 2006-07

DISTRICT

Iraan-Sheffield ISD

INITIAL IMPLEMENTATION

2005-06

PROGRAM SUMMARY

The **goal** of Iraan Junior High's program is to improve student performance in reading and mathematics.

Key strategies include the creation of a daily class period for student-paced use of commercial academic software programs in the computer lab and use of data from computer programs and benchmark tests to identify students for small group tutorials and one-on-one instruction.

Outcomes include improved performance on TAKS in reading, mathematics, and science.

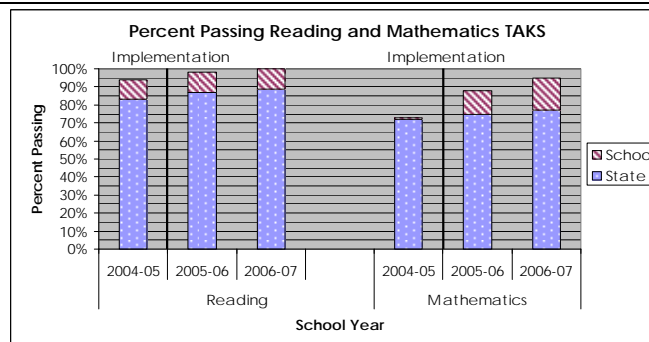
EFFECTIVENESS

Before

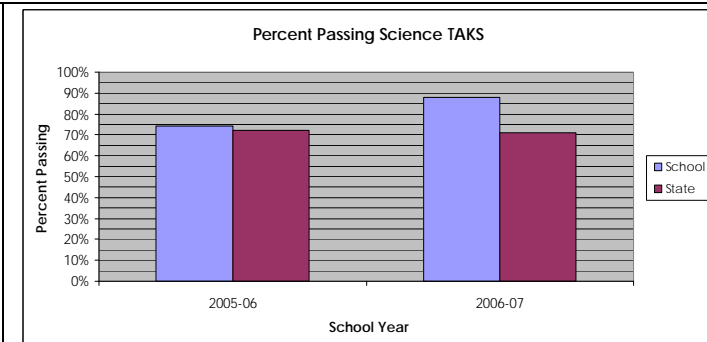
Prior to program implementation, in 2004-05, TAKS passing rates were 94% in reading and 73% in mathematics, compared to the state averages* of 83% and 72% respectively. Science was not yet tested in grade 8.

After

After implementation, reading TAKS passing rates increased to 99% in 2006-07, compared to the state average of 89%, and mathematics TAKS passing rates increased to 95%, compared to the state average of 77%. In addition, science TAKS passing rates increased from 74% passing in 2005-06 when the test was first administered in grade 8 to 88% passing in 2006-07, compared to the state average of 71%.



Source: AEIS



Source: AEIS

* State averages in reading and mathematics reflect student performance in all grades tested (3-11).

CONTEXT/IMPLEMENTATION

Demographics (2006-07)

Grade Levels Served		6-8		Campus Enrollment		95	
Ethnic Distribution				Economically Disadvantaged		39	41.1%
African American	7	7.4%	At-risk		49	51.6	
Hispanic	38	40.0%	Mobility (2005-06)		17	15.3	
White	48	50.5%					

Source: AEIS

Background

- Iraan Junior High is located in a small, rural district.
- The current principal came to the school in 2005-06.
- The campus previously did not have a computer lab. The principal was successful in requesting from the superintendent and school board \$60,000 in general funds for 24 computers and a range of academic software.
- The rationale for establishing the computer lab was to give students exposure to different instructional approaches and self-paced work through use of the software programs.
- Student progress was monitored by individual teachers based on classroom assessments.

Procedures

- To supplement instruction in the computer lab, the school purchased software from a variety of commercial providers in reading/writing/spelling, mathematics, and science. All teachers were trained by the commercial providers in the content of the appropriate subject-area programs and in the use of performance and data reports generated by the software.
- In the first year of the program, teachers were encouraged to take their students to the computer lab for self-paced use of computer programs in the various subject areas.
- Based on the success of the program as reported by teachers, in the second year, the campus established a 45-minute daily class period for all students to use the computer lab and staffed it with a teacher's aide/monitor who had been trained in the use of all software. Time for the computer-lab class period was created by using an existing 45-minute period previously dedicated to independent student reading. Instead, teachers worked 15-20 minutes of individualized reading time into regular classroom instruction.
- Each day of the week was dedicated to student work on a program in a different subject area. Students were involved and engaged in setting expectations and monitoring progress through use of the software data reporting features.

- Classroom teachers used the software programs to supplement and enhance the curriculum. Regular review of student performance reports generated through the software was used to inform instruction. In addition, the campus implemented mandatory benchmark testing simulating TAKS administration in December, February, and March. Based on performance reports and benchmark results, a variety of small-group tutorial options were offered before, during, and after school throughout the year.

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The Texas Education Agency (TEA) is seeking feedback about the best practice summaries.

Please take one minute to answer the feedback survey (six questions).

[Best Practices Feedback Survey](#)