

## FOCUS ON SCIENCE VOCABULARY

### CAMPUS

Fred H. Tally Elementary School  
*Recognized 2005-06*

### DISTRICT

Kerrville ISD

### INITIAL IMPLEMENTATION

2004-05

### PROGRAM SUMMARY

The **goal** of Tally Elementary’s program is to improve student performance in science.

**Key strategies** include a review of the science TEKS and the district scope and sequence and efforts to increase instructional focus on science vocabulary development.

**Outcomes** include improvement in the percentage of students passing science TAKS.

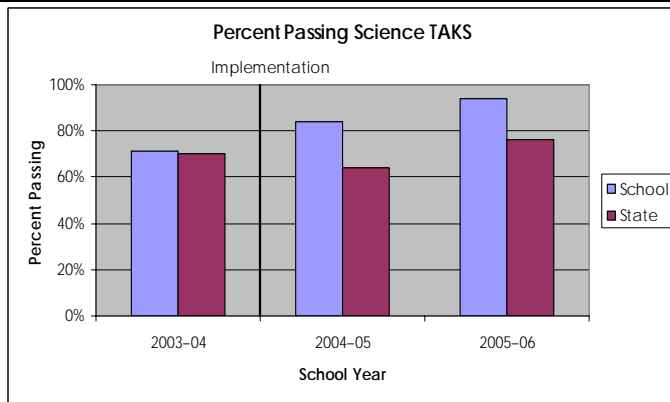
### EFFECTIVENESS

#### Before

Prior to program implementation, in 2003-04, the percentage of grade 5 students passing science TAKS was 71%, compared to the state average of 70%.

#### After

After implementation, the percentage of grade 5 students passing science TAKS improved, with 94% passing in 2005-06, compared to the state average of 76%.



Source: AEIS

**CONTEXT/IMPLEMENTATION**

*Demographics (2005-06)*

Grade Levels Served		PK-5	Campus Enrollment		528	
<b>Ethnic Distribution</b>			<b>Economically Disadvantaged</b>			
African American	31	5.9%		275	52.1%	
Hispanic	220	41.7%		<b>At-risk</b>	231	43.8%
White	273	51.7%		<b>Mobility (2004-05)</b>	95	19.8%

Source: AEIS

*Background*

- Staff reported that in the past science performance had kept the school from receiving a Recognized accountability rating.

*Procedures*

- A vertical team was formed to study science instruction and learning.
- The team reviewed disaggregated student data, amount of instructional time devoted to science, and science classroom instructional methodologies.
- The team identified the need to improve student understanding of scientific terminology as a priority.
- The team created a list of critical science vocabulary from TEKS, TAKS, and the district scope and sequence across grade levels.
- Teachers developed appropriate grade-level instructional activities using the vocabulary list in the form of pictures, flashcards, student projects, games, computer representations, and student drawings.
- Targeted use of vocabulary was incorporated into daily science lessons, including classroom experiments and field experiments.
- Teachers networked across the district to share vocabulary techniques with other teachers at other campuses.

**CAMPUS/DISTRICT STAFF****Buck Thompson, Principal**

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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](#)