

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION K-12.

The meeting was called to order by Vice-Chairperson Kathe Lloyd at 9:00 a.m. on February 7, 2002 in Room 313-S of the Capitol.

Committee staff present: Ben Barrett, Legislative Research Department
Jill Wolters, Revisor of Statutes
Ann Deitcher, Committee Secretary

Conferees appearing before the committee: Dale Dennis, Deputy Commissioner, Kansas Department of Education
Dr. Robert McFrazier, Superintendent USD 501
Dr. Glennie Buckley, Gen. Dir. of Education Programs
Nancy Hedstrom, Principal, McClure Elementary School

Vice-Chairperson Kathe Lloyd called on Commissioner Dale Dennis who introduced Dr. Robert McFrazier. Dr. McFrazier thanked the Committee for the opportunity to speak to them of the successful debut of the mandatory summer reading program. He said that there were plans now for an expansion.

Information was distributed that explained the concept of the program. (Attachments 1, 2 and 3).

The meeting was adjourned at 9:55. The next meeting is scheduled for Monday, February 11, 2002.

USD 501
Topeka Public Schools
K-2 Summer Reading Camp
July 9 - August 3, 2001

Dr. Robert McFrazier, Superintendent
Dr. Glennie Buckley and Mrs. Nancy Hedstrom, Coordinators

K-2 Summer Reading Camp Sites

- Highland Park Central Elementary
- McClure Elementary
- Scott Computer Technology Magnet
- State Street Elementary

Program Design

- Students selected on multiple criteria
- 4 hours per day
- 20 days of instruction (18 required)
- 5 make-up days
- Transportation
- Mid-morning snacks
- Staff development for teachers
- Scripted lessons
- Consistent materials

Kindergarten Curriculum

- Letters and Sounds - One hour
- Shared Reading and Writing - One hour
- Extension - Two hours

First and Second Grade Curriculum

- Guided Reading - One hour
- Shared Reading and Writing - One hour
- Extension - Two hours

Letters and Sounds

- Hearing and producing sounds in words
- Recognizing and producing names of upper and lower case letters

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Attachment # 1-1

Guided Reading

- Instructional level text
- Direct instruction
- Children do the work
- Phonics - Making Words

Shared Reading and Writing

- Above-instructional level text
- Teacher modeling
- Children participate and predict
- Vocabulary and comprehension

Extension

- Public broadcasting program - Between the Lions
- Connected activities
- Music and movement

Connections

- District curriculum and assessments
- Title I, Title VI, Special Ed, ESL, Migrant
- Research-based strategies
- Teacher experience and suggestions
- Parent Involvement
- KTWU Public Television
- WU Education Department

Teacher Comments

- The K-2 Summer Reading Camp 2001 was an incredible experience for all. Teachers and students benefited greatly from the well organized, thought provoking lesson plans written by the Title I staff.
- I have always been impressed with the driving forces in our district that continually seek to better teaching for teachers and learning for students.
- The scripted lessons will influence my teaching in the regular school year because I will have much more confidence about the strategies I am using.

Teacher Comments (cont.)

- This year's K-2 Summer Reading Camp was a very beneficial experience for me. Being able to work with a small group of children and try new ideas from the scripted lessons will help me greatly in the upcoming school year.
- I felt in the beginning that I might be somewhat challenged due to the fact that I had so many ESL students, but that proved to be a fallacy. They were just as eager to learn as my other second graders...
- I think that the children and their parents were very lucky that this Summer Reading Camp was there for them.
- I taught second grade extension lessons based on the "Between the Lions" series. I had never before seen this program, but I am now a firm believer in it. It is a terrific program for beginning and struggling readers, and I will now recommend it to parents of primary children.
- The extension program incorporated numerous opportunities that reinforced reading skills for all types of learners.

Following Children's Progress

- Regularly scheduled meetings with individual teachers
- Appropriate instructional strategies
- Mapping assessment results throughout the year

K-2 Summer Reading Camp Staff

- 78 Classroom teachers
- 3 Teacher facilitators
- 4 Bilingual Paraprofessionals

Students Qualifying for K-2 Summer Reading Camp

- 473 students qualified in May 2001.
 - ⇒ 178 Kindergartners
 - ⇒ 188 First graders
 - ⇒ 107 Second graders

Qualification Review Process

- Process established for review of student assessment results if requested by parents.
- Review team assembled
- Student's assessment history reviewed.
- Team decision to require attendance or just recommend that the student attend.
- Team reviewed assessment history for 16 students at parents' request.

Number of Students Who Actually Attended

- 392 students actually attended out of 473 who qualified.
- 81 students who qualified did not attend.
 - ⇒ Some students were ESL .
 - ⇒ Some had an Individual Education Plan (IEP) with a reading goal.
 - ⇒ Some students were already going to repeat their grade.
 - ⇒ Some parents did not respond or enroll their children.
 - ⇒ Some students enrolled but did not attend any days.

K-2 Summer Reading Camp Transportation

- Transportation was provided to all students.
- Flexibility in pick up and drop off points.
- 343 students used district transportation

K-2 Summer Reading Camp Make-Up Week

- Make up week held August 6 - 10, 2001 at one site
- 64 students were required to attend one or more days during the make-up week to meet the 18-day attendance requirement.

Truancy

- 28 Truancy advisories were sent to parents of students who were required to attend, were enrolled, and were close to or met truancy status due to absences.
- 21 Truancy referrals were filed.

Students Who Qualified for K-2 Summer Reading Camp and Were Retained

- 21 students retained whose parents did not respond or enroll them.
- 6 students retained who were going to repeat their grade anyway.
- 19 students retained who only attended from 0 - 11 days, July 9 - August 3.
- 3 students retained who needed to attend during the make-up week but didn't.
- Total of 49 students retained.
⇒ (KG) 19 students, (Gr.1) 22 students, (Gr.2) 8 students

K-2 Summer Reading Camp Impact Data (See attached tables.)

Current and Future Plans

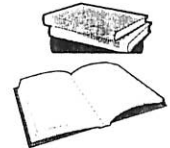
- Addition of 5th grade this summer
- Addition of 8th grade in the summer of 2003

2001 and 2002 Summer (School) Impact Data Kindergarten to First Grade



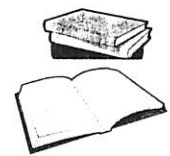
Group	2001 May to September Change <i>Letters Identified per Minute</i>
Students with No Summer School	-1.7
Students with Summer School	7.3
Free Lunch with No Summer School	-2.8
Free Lunch with Summer School	6.3
Full Price Lunch with No Summer School	-.5
Full Price Lunch with Summer School	9.3

2001 and 2002 Summer (School) Impact Data First to Second Grade



Group	2001 May to September Change <i>Words Read Correctly Per Minute</i>
Students with No Summer School	-15.5
Students with Summer School	1.5
Free Lunch with No Summer School	-15.4
Free Lunch with Summer School	2.0
Full Price Lunch with No Summer School	-15.8
Full Price Lunch with Summer School	-2.1

2001 and 2002 Summer (School) Impact Data Second to Third Grade



Group	2001 May to September Change <i>Words Read Correctly per Minute</i>
Students with No Summer School	-18.2
Students with Summer School	-3.6
Free Lunch with No Summer School	-17.7
Free Lunch with Summer School	-1.8
Full Price Lunch with No Summer School	-18.3
Full Price Lunch with Summer School	-9.9

Kindergarten Shared Reading and Writing

The Shared Reading and Writing portion of the K-2 Summer Reading Camp emphasizes comprehension and vocabulary development with secondary emphasis on decoding, which is emphasized in the Letters and Sounds lessons.

Among the activities in which the children participate are the following:

➤ **Shared Reading**

The teacher uses direct instructional techniques to guide the students as they study the illustrations and as the teacher reads the story to them. The story is read more than once over several days. On each succeeding reading, the students are invited to participate by interacting with the text in different ways. (Ex. The teacher might ask students to complete a sentence she has partially read aloud, or she might ask the students to predict what they think will happen next.)

➤ **Interactive Writing:**

The students are asked to complete sentences with guidance from the teacher or they might dictate a story summary to the teacher who will write their contributions on the chart or board.

➤ **Modeled Writing:**

The teacher writes words on the chart and "thinks aloud" about how the words rhyme or have some other aspect in common.

➤ **Independent Writing:**

The students write in their writing notebooks with minimal help from the teacher. (Some students might be at the drawing stage of writing.)

➤ **Alphabet Book:**

The teacher shares a different alphabet book each week to help students review the letters and sounds of words.

➤ **Poem:**

Each week the students are presented with a new short poem to memorize.

➤ **Sight Words:**

Students are given sight words to work on at home. A set of ten sight words was sent home the first week and a final set of eighteen sight words was sent home the following week.

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Letters and Sounds

"Letters and Sounds" is one of the basic components of the kindergarten curriculum for the K-2 Summer Reading Camp.

"Letters and Sounds" lessons and activities are designed to train children's ears to do the following:

- listen for words that rhyme (cat/bat)
- produce words that rhyme
- listen to words when the initial sound is segmented from the rime (c-at)
- segment words with two sounds (m-e) independently
- identify the initial (first) sound in words (b-at)
- identify short (as heard in the word big) vowel sounds in spoken words
- identify the placement of a particular sound in a word (beginning, middle, or end)

Additionally, the children will . . .

- review all 26 letters of the alphabet
- practice the 18 sight words introduced in kindergarten
- compare similarities in sight words
- write the 18 sight words by the conclusion of the session

Kindergarten Reading Extension

Week 1

- Target letters/sounds: ö, p, n, t
- Target family: -op
- Target sounds: ę, ő
- Introduction to letters of the alphabet and their sounds (this is done daily).
- Rhyming words with /öp/ sound
- Students will track printed text.
- Students will follow directions of guided drawing activity.
- Students will hear and identify rhyming picture words.
- Students will be introduced to Heath's ten sight words.
- Students will blend words with /en/ending.
- Students will hear and identify rhyming words with /-en/ and /-et/.
- Students will predict story.
- Students will demonstrate understanding of story through drama.
- Students will create rhyme.
- Students will demonstrate understanding of rhyming pairs.

Week 2

- Target letters/sounds: ű, ő, ă, m, p, c, k, and z
- Target family: -uzz
- Introduction to letters of the alphabet and their sounds
- Students will identify /ű/, /ő/, /ă/
- Students will hear and identify rhyming words with /uzz/ sound.
- Students will track printed text.
- Students will follow directions of guided drawing activity.
- Students will sort picture cards by vowel sound.
- Students will identify rhyming pairs.
- Students will identify and copy sight words.
- Students will hear and identify words with /ack/.
- Students will blend words with /ack/ending.
- Students will follow simple directions

Week 3

- Target letters/sounds: ĭ, ȳ, t
- Word family: -ig, -ot, -ox, -et
- Introduction to alphabet letters/sounds.
- Students will identify /ĭ/.
- Students will hear and identify rhyming words with /ig/, /-ox/ sound.
- Students will track printed text.
- Students will blend words with -ox, -et, -ig endings.
- Students will identify and circle sight words.
- Students will be introduced to "!".
- Students will demonstrate ability to hear sounds within words.
- Students will hear rhyme and follow oral directions.
- Students will follow simple directions.

Week 4

- Target letters/sounds: ă, ŭ
- Word Family: -an, -at, -am, -ug, -ud
- Introduction to alphabet letters and sounds
- Students will identify /ă/.
- Students will blend words with -an, -at, -am, -ox, -et, -id endings.
- Students will review upper and lower case letters.
- Students will identify rhyming pairs.
- Students will create rhyming words.
- Students will track printed text.
- Students will identify and copy sight words.
- Students will write beginning sounds to picture words.
- Students will demonstrate ability to hear sounds within words.
- Students will hear rhyme and follow oral directions.



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Making the grade -- Fifth-graders can read up for success

Successful debut of mandatory summer reading program has Topeka school officials planning expansion

12:03 a.m.
2/3/2002

By Vincent Brydon
The Capital-Journal

Topeka Unified School District 501 officials are so pleased with the results of their first mandatory summer reading program that they are going to do it again. And this year, they are going to invite more students to attend.

District Superintendent Robert McFrazier said fifth-graders who aren't performing at the standard for their grade level in reading will be required to attend a four-week reading session at district middle schools this summer.

"That's a transition grade between middle school," McFrazier said. "We want to make sure that the kids in the fifth grade have the competencies to succeed."

The district implemented its first mandatory program last summer for kindergarteners and first- and second-graders who weren't reading at their grade level by the close of the 2000-01 spring semester.

"The results were very impressive," said Bert Opara, chairman of the District Citizens Advisory Council's Required Summer School Committee, referring to increases in reading scores posted by mandatory summer school students.

Nearly 400 students attended the summer session, which was conducted at four district elementary schools. Students had to attend 18 days of the 20-day program to be promoted to the next grade when classes started in the fall. Those who didn't attend were counted truant and, ultimately, not promoted.

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The same rules will apply to fifth-graders who qualify for the program this summer.

According to McClure Elementary School principal Nancy Hedstrom, who coordinates the program with education programs director Glendyn Buckley, the district will use a series of standardized tests administered throughout the year to identify students who qualify.

Two of those tests, the Curriculum Based Measure and a district comprehension exam, were administered in January. The third test, the Metropolitan Achievement Test, will be administered in April.

Meanwhile, Hedstrom said, the district is sending letters to parents of all kindergarteners and first-, second- and fifth-graders to remind them of the mandatory reading program and inform them it has been expanded to include fifth-graders.

"We want to inform everyone, whether their child will qualify or not," she said.

The district will alert parents of children whose most recent test scores indicate they may qualify for the program during parent conferences in mid-February.

Hedstrom estimates that nearly 200 fifth-graders will qualify.

The district offered the program to students in kindergarten through second grade on a volunteer basis during the summers of 1999 and 2000, but because of low attendance decided to make the program mandatory for the summer of 2001.

In 2000, only 100 of 700 eligible students, or about 14 percent, attended the camp. In 2001, of the 471 students identified by reading assessments as struggling readers, 392 participated. That is an increase of 292 students, or nearly 400 percent.

Of the 79 students who qualified in 2001 but didn't attend, 31 were English as a Second Language students and 16 were special needs students. They weren't required to attend because their programs offer support services not available to general education students.

Overall, 32 students weren't promoted to the next grade level.

Attendance isn't the only increase district officials will see this year.

Last year's program cost the district about \$200,000, which included staff, transportation and food.

That cost will increase to more than \$350,000 -- an estimated \$263,000 for the primary students and \$113,000 for students in grade five.

The required session was sparked by the district's reading resolution, which mandates that all Topeka primary students read at grade level

before the third grade. McFrazier said the notion of including fifth-graders in the required session was also brought on by a district resolution requiring high school students to demonstrate basic competencies before graduating.

"If it's good for students in grades K through two, it ought to be good for fifth-graders, and if it's good for fifth-graders, it ought to be good for middle and high school students," he said.

Year-round schooling, McFrazier said, is the direction in which the district is heading.

"Prior to putting into place the primary program, all the research I've been able to find suggests students lose quite a bit (of what they had learned) when we shut things down for the summer. Implementing mandatory summer school was a no-brainer," he said.

Members of the District Citizens Advisory Council agree. The group's Required Summer School Committee in late December recommended the district expand its mandatory summer session to include all students from grades kindergarten to eight during this school year, and then all students for the 2002-03 school year.

Even though the district is moving toward such a plan, McFrazier said, the DCAC's recommendation won't be possible without more funding.

"The future only comes as fast as we can find money to do it," he said.

That future isn't too far off.

Beginning this year, high schoolers who don't pass the ACT Work Keys exam -- a basic skills test whose scores are requested by businesses when screening potential employees -- at level four or above won't graduate. Students in that situation next year will have to attend summer school.

About 90 percent of district seniors pass the test.

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