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ABSTRACT

In order to meet the needs of an increasing population of Spanish-speaking pupils who, because of their language handicap, had a difficult time in school, the Milwaukee Bilingual Education Program was developed. It provided a systematic bilingual program for Spanish-background pupils who lacked experiential background and who needed special attention with basic content at the same time they were developing language skills in English and Spanish. In the program, all subjects were taught in both English and Spanish to enable the pupil to learn subject matter in the comfort of his dominant language. Teachers were bilingual and of Latin heritage. Pupils who started the program in kindergarten or first grade were expected to be at least average for their grade level. At the secondary level, bilingual reading and social studies courses were developed and bilingual students' advisors and counselors assisted with education and personal problems. Biculturalism was a twin goal with bilingualism. Spanish-American culture was emphasized to replace negative self-image with ethnic pride. (Author/BJG)



milwaukee public schools

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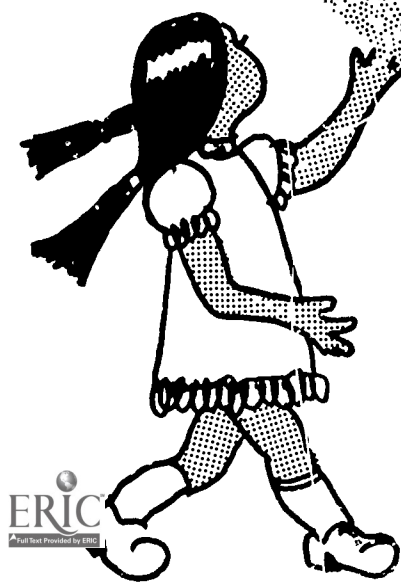
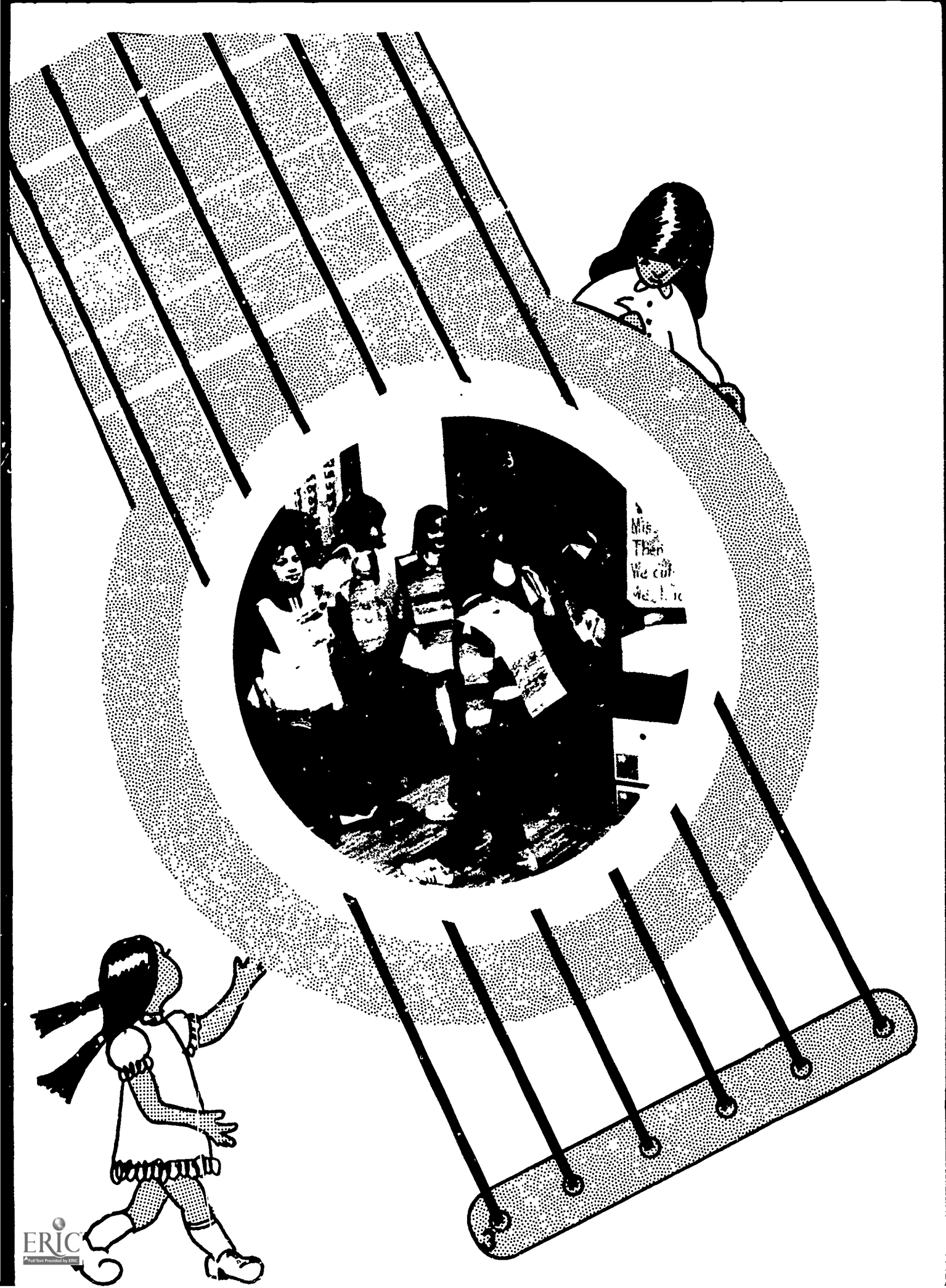
EVALUATION REPORT 1973 - 1974

WITH A FIVE YEAR
SUMMARY

DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT

DEPARTMENT OF EDUCATIONAL RESEARCH
AND PROGRAM ASSESSMENT

TM 004 564



ABSTRACT

The Milwaukee Bilingual Education Program started in September, 1969, as one of the nation's pilot projects funded by ESEA Title VII. It was developed primarily to solve the problems of an increasing population of Spanish-speaking pupils who had a difficult time in school because of their language handicap. It provided a systematic bilingual program for Spanish-background pupils who lacked experiential background and who needed special attention with basic content at the same time they were developing language skills in English and Spanish. In the Bilingual Program, all subjects were taught in both English and Spanish to enable the pupil to learn subject matter in the comfort of whichever was his dominant language. Teachers were bilingual and of Latin heritage. A pupil who started the program in kindergarten or first grade was expected to speak both languages fluently and to read them comprehensively by the end of sixth grade. His academic progress was expected to be at least average for his grade level. At the secondary level, bilingual reading and social studies courses were developed and bilingual students' advisors and counselors assisted with educational and personal problems.

Biculturalism was a twin goal with bilingualism. Spanish-American culture was emphasized to replace negative self-image with ethnic pride.

The pilot programs at Vieau School, Lincoln Jr-Sr High School, and South Division High School were funded jointly by the Milwaukee Public Schools and ESEA Titles I and VII over the five-year period, 1969 through 1974. Bruce-

Guadalupe Community School participated in the program from 1969 to 1971. During that time, one grade level was added yearly at the elementary school and additional courses were developed for the secondary program. Each addition required the shaping of a curriculum following the Milwaukee Public Schools model, presented in two languages and reflecting a Spanish-American heritage. The public school system had to establish new relationships with city colleges and universities and with leaders of the Spanish community and their agencies in implementing the Bilingual Program.

After five years, how well did the Bilingual Program meet its goals and objectives? Academically, elementary school pupils were at grade level except at third grade, the year when they learned to read a second language. The dip in performance appeared to be a temporary setback, as reading and mathematics achievement returned to grade level at fourth and fifth grade. In addition, the pupils demonstrated facility in understanding, speaking, and reading both English and Spanish. However, only half or less of the social studies and science curricula were covered. Realistically, it was not possible to teach or learn the entire curriculum in two languages within the limits of the regular school day. This is one of the problems which planners and advisors may wish to consider.

Program personnel said that there was an increase in the proportion of Spanish-surnamed students who remained in school, graduated, and then continued their education associated with the high school bilingual programs. Most students reported that the secondary bilingual reading and social studies courses were of great value. Low achieving or poorly motivated students who were referred to the Tutorial Program did not show improvement, an outcome which

prompted plans for revision. Students, parents, community, and staff expressed strong approval of the bicultural component as a strengthener of self-image and a source of ethnic pride.

Endorsement of the Bilingual Program pilot project as a model has been demonstrated by:

- development of bilingual programs in an additional nine elementary and three secondary schools
- continued Federal support as an exemplary program
- selection of Milwaukee and successful operation as a field test site for Spanish Curricula Development Center materials
- selection of Milwaukee and successful operation as the midwest regional site of the Curriculum Adaptation Network for Bilingual/Bicultural Education
- formation and successful operation of a city-wide Community Bilingual Advisory Committee
- inauguration of studies in bilingual education by departments of education in institutions of higher learning in the local community

ABSTRACTO

El Programa de Educación Bilingüe de Milwaukee empezó en septiembre de 1969 como uno de los proyectos experimentales que recibieron fondos del Acto de Educación Elemental y Secundaria, Título VII. Se desarrolló primeramente para resolver los problemas de un grupo grande de estudiantes cuya lengua materna era español, y que tenían dificultad en las escuelas a causa de no saber inglés. En el Programa Bilingüe, todos los cursos se enseñaron en inglés y español para que el estudiante aprendiera la materia en su lengua dominante. Los maestros fueron bilingües y de herencia latina. Después de pasar seis o siete años en el programa elemental, se esperó que el estudiante hablara ambas lenguas con fluidez y leyera las dos con comprensión. Se esperó que su progreso académico fuera por lo menos igual a los otros estudiantes de su nivel de grado. Al nivel secundario, se desarrollaron cursos de lectura bilingüe, de historia, y de estudios sociales; consejeros bilingües ayudaron con problemas personales y educativos.

El bilingüismo y biculturalismo fueron los dos propósitos del programa. La cultura hispanoamericana recibió énfasis con propósito de cambiar la imagen propia negativa de los estudiantes por una llena de orgullo de raza.

Los programas experimentales en las escuelas Vieau, Lincoln y South Division fueron auspiciados por las Escuelas Públicas de Milwaukee y el Acto de Educación Elemental y Secundaria, Títulos I y VII, durante un período de cinco años, del 1969 al 1974. La Escuela de la Comunidad Bruce-Guadalupe participó en el

programa del 1969 al 1971. Durante ese tiempo, se añadió un nivel de grado cada año a la escuela elemental y se desarrollaron cursos adicionales para el programa secundario. Cada adición necesitó la formación de un curso de estudios igual al modelo de las Escuelas Públicas de Milwaukee; currículo presentado en las dos lenguas y reflejando la cultura hispanoamericana. El sistema de escuelas públicas tuvo que establecer relaciones nuevas con otros programas en el país, con colegios y universidades y con líderes de la comunidad hispanoamericana y sus agencias para poner en efecto el Programa Bilingüe.

Después de cinco años, ¿qué logros obtuvo el Programa Bilingüe respecto a sus propósitos y objetivos? En el área académica, exceptuando los estudiantes del tercer grado quienes aprendieron a leer en su segunda lengua, los estudiantes elemental alcanzaron su nivel de grado. Este declive resultó ser temporero pues el logro en las materias de lectura y matemática volvió al nivel de grado en los grados cuarto y quinto. Además los estudiantes demostraron facilidad en comprender, hablar, y leer inglés y español. Sin embargo, la mitad del currículo de estudios sociales y ciencia no pudo ser completado. En realidad, no es posible enseñar o aprender el curso de estudios entero en dos lenguas, dado los límites del día escolar. Este es uno de los problemas que los consejeros y administradores pueden considerar.

El personal del programa indicó que hubo un aumento en la proporción de estudiantes de apellido latino que permanecieron en la escuela, se graduaron y continuaron su educación. La mayoría de los estudiantes dijeron que los cursos bilingües de lectura y estudios sociales tenían gran valor. Los estudiantes que no lograron éxito o los de motivación precaria que fueron referidos al Programa Tutorial, no demostraron progreso. A causa de esta situación hay planes

para revisar el Programa Tutorial. Los estudiantes, los padres, la comunidad y la administración expresaron gran aprobación del aspecto bicultural que reforzó el concepto de si mismo y produjo orgullo de raza.

Los resultados siguientes demuestran apoyo del proyecto experimental bilingüe como modelo:

- desarrollo de programas bilingües en nueve escuelas elementales y tres escuelas secundarias
- apoyo federal continuado como programa ejemplar
- selección como centro de prueba para las materias del Centro de Desarrollo de currículo en español
- designación como lugar de prueba en el medio-oeste para las oficinas de adaptación de currículo en español para la educación bilingüe/bicultural
- formación de un Comité Consejero Bilingüe en la comunidad incluyendo representación de toda la ciudad
- inauguración de estudios en educación bilingüe por departamentos de educación en colegios y universidades

MILWAUKEE PUBLIC SCHOOLS
Milwaukee, Wisconsin

BILINGUAL/BICULTURAL EDUCATION PROGRAM

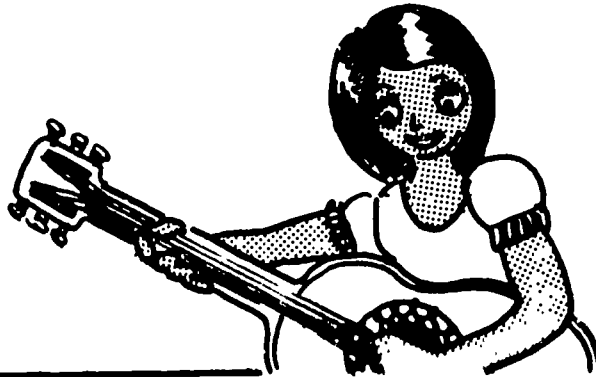
Evaluation Report
1973-1974
With A Five-Year Summary

The evaluation reported herein was performed pursuant to Project Numbers R 790262 C, funded under Title VII, and 40-047, funded under Title I, of the Elementary and Secondary Education Act.

Division of Planning and
Long-Range Development

Department of Educational Research
and Program Assessment

PREFACE



This is the fifth and final evaluation report of the Milwaukee Bilingual Education Program, one of the 76 programs originally supported through Title VII of the Elementary and Secondary Education Act, the Bilingual Education Act. The five-year pilot Bilingual Education Program in Milwaukee has received concurrent funding through ESEA Title I and the Milwaukee Public Schools.

In 1972, Dr. Albar Peña, then Chief of the Bilingual Education Programs Branch, United States Office of Education, described the national Bilingual Education Program as one "designed to meet the special needs of children three to 18 years of age who have limited English-speaking ability and who come from environments where the dominant language is other than English. The concern is for children in this target group to profit from increased educational opportunity through the use of their mother tongue as a medium of instruction and to develop greater competence in English, to become more proficient in the use of two languages which should result in a more broadly-educated adult.

. . . bilingual education means the use of two languages, one of which is English, as mediums of instruction. Both languages must be used as mediums of instruction for the same student population in a well-organized program which encompasses part or all of the curriculum. A vital aspect of bilingual education is the study of the history and culture associated with the mother tongue. A complete bilingual/bicultural program develops and maintains the children's self-esteem and a legitimate pride in both cultures" (1).

The Milwaukee Bilingual Program has conformed to the model described by Dr. Peña.

The progress of the Milwaukee Bilingual Program in relationship to the participating pupils, to their schools, and to their communities over the five-year period, 1969-1974, is reported in the following pages. Many people are represented within its contents:

- The pupils, teachers, and administrators of the project schools
- The parents and the Latin community
- Many Central Office departments of the Milwaukee Public Schools, including Curriculum and Instruction, Data Processing, Instructional Resources, Duplicating Services, Long-Range Planning, and Research
- Special appreciation is due to Mr. Anthony Gradisnik, Curriculum Specialist for Foreign Languages, and his Bilingual Program staff; to Dr. Donald McIsaac, University of Wisconsin, of the Title VII Audit Team; and Dr. Frank Grittner and other staff, Wisconsin Department of Public Instruction, of the Independent Educational Accomplishment Audit Team.
- Our Title VII contacts across the United States

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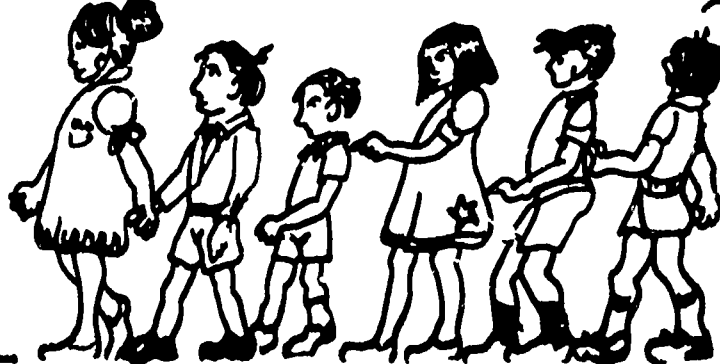
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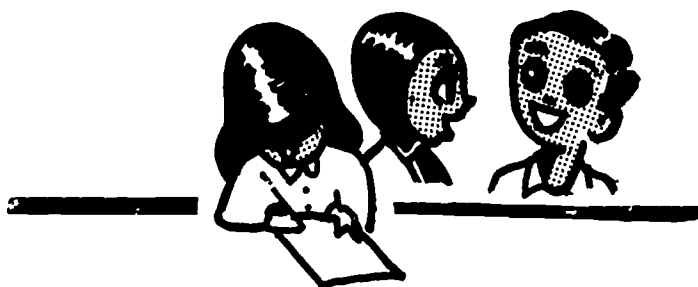


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INTRODUCTION



The history of bilingual education in Milwaukee goes back to the establishment of the first log cabin schools in 1836, the year Wisconsin was established as a territory. Eighty-six percent of the first settlers were German immigrants whose children were taught partly or entirely in German (2). Milwaukee became a city in 1846 and adopted a city charter which included a public school system. German was officially adopted into the curriculum by the School Board in 1857. In 1867, teachers of German were appointed for German-speaking school districts to attract children from parochial to public schools where they would learn English in a bilingual setting. These teachers had to qualify by demonstrating bilingual writing and teaching ability. This was the period of great German immigration. By 1890, 60% of the 25,303 public school pupils were studying German and ten percent of the staff were teaching it (3).

In 1889, the State Legislature passed the Bennett Law requiring the teaching of reading, writing, arithmetic, and United States History in English. Objections by Catholics and Lutherans who wished to teach in German in their parochial schools led to its repeal in 1891.

Although German was widely taught in the Milwaukee Public Schools, English-speaking children rarely attained the high proficiency of pupils in the German-speaking second, sixth, and ninth ward schools (3). But for those whose first language was German, the opportunity for a bilingual education hastened their transition into the new American culture.

William Bruce, a Milwaukee historian and educator, stated that "the bridge upon which the immigrant passed from foreignism, let us say Germanism, to Americanism, was a foreign language . . . and that language (German) did more to anchor the German-born on American ideas than could have been accomplished through the English language" (4).

The next wave of immigration came from Poland and Italy, and the Milwaukee Public Schools added bilingual education in these languages to ease the transition. By 1910, German, Polish, and Italian might be taught in all grades between kindergarten and twelfth.

World War I brought a halt to bilingualism. Patriotic fervor promoted monolingual English. Foreign languages were gradually eliminated from grade schools and confined to high schools. Bilingual education slumbered until 1969.

Bilingual Education Act

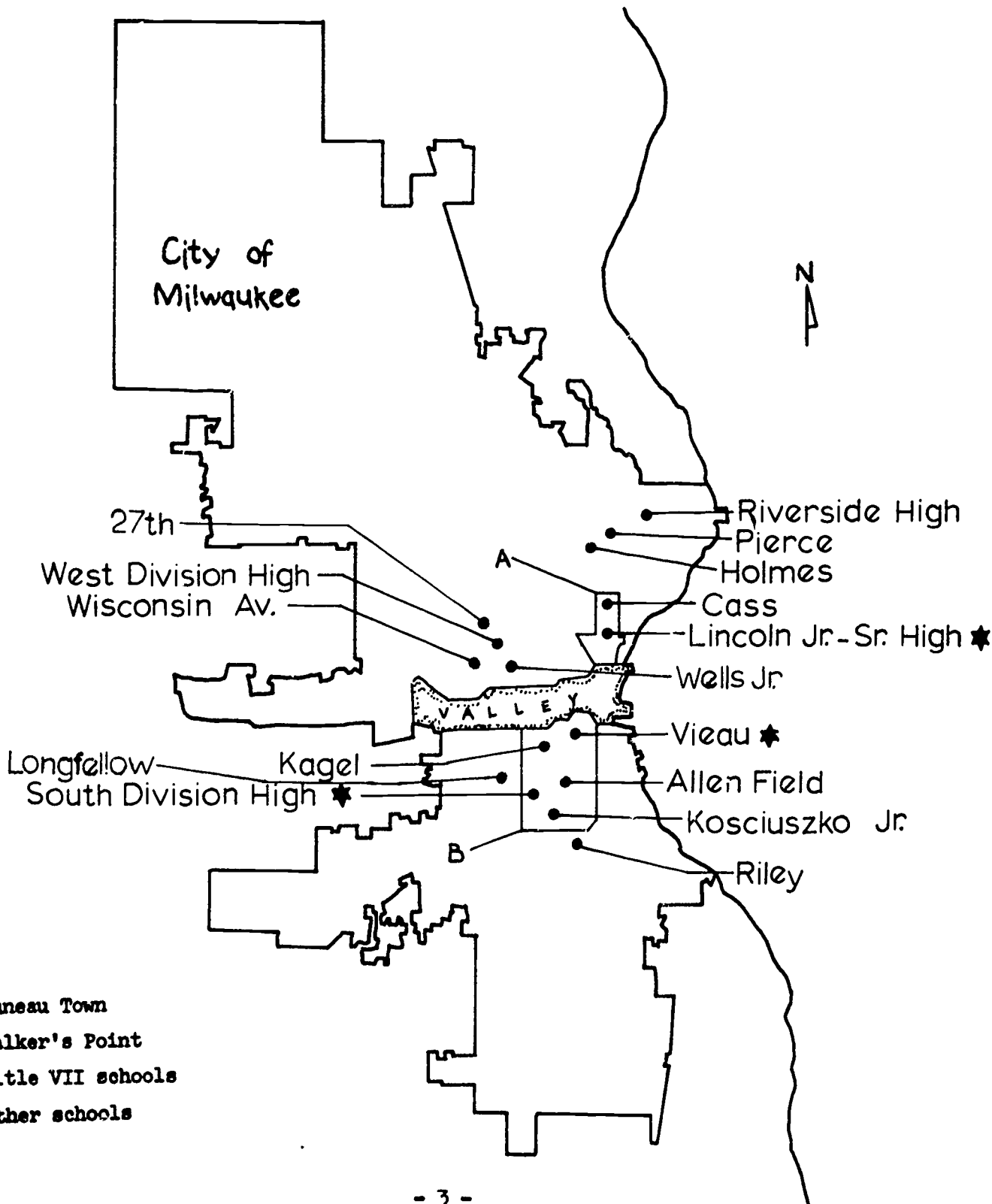
In 1968, Congress voted to give federal support to bilingual education in school systems which had large populations whose first language was not English. The legislation was sparked by problems of Spanish-speaking pupils in the Southwest. The Bilingual Education Act of 1968, sponsored by Senator Ralph Yarborough of Texas, guaranteed non-English-dominant pupils equal educational opportunity.

Milwaukee Public Schools Bilingual Program

At that time, Milwaukee had a sizeable Spanish-American population clustered in two decaying neighborhoods on either side of an industrial valley, Juneautown and Walker's Point (Figure 1). Descendants of Mexican factory laborers, recruited after World War I, had settled in Walker's Point. Juneautown was home to Puerto Ricans who came to work in plants and foundries in the 1950's. Many

FIGURE 1

SCHOOLS WITH EXISTING
OR DEVELOPING BILINGUAL PROGRAMS



- A = Juneau Town
- B = Walker's Point
- ★ = Title VII schools
- = Other schools

Texan migrant workers of Mexican heritage came to Milwaukee after summers in the fields. There was a continuing immigration from Mexico, Puerto Rico, and Cuba. The 1970 Census listed 22,113 persons of Spanish origin or descent in the City of Milwaukee.

The Milwaukee Public Schools sought the assistance of the Bilingual Education Act to meet the educational needs of a growing Spanish-American population. The system was awarded a Title VII ESEA grant to initiate a five-year pilot program which was launched at four schools in the 1969-1970 school year. One grade level was added each year at two elementary and two secondary schools. Joint funding by ESEA Title I and the local system have increased over the years. Table 1 gives a longitudinal overview of the schools, program components, population, and budget. Note that Eruce-Guadalupe Community School withdrew from the program after two years. Figure 2 indicates the comparative Anglo/Spanish-surnamed populations at program and comparison schools over time.

TABLE 1
SCHOOLS, PROGRAM COMPONENTS, POPULATION, AND BUDGET
BILINGUAL EDUCATION PROGRAM, 1969-1974

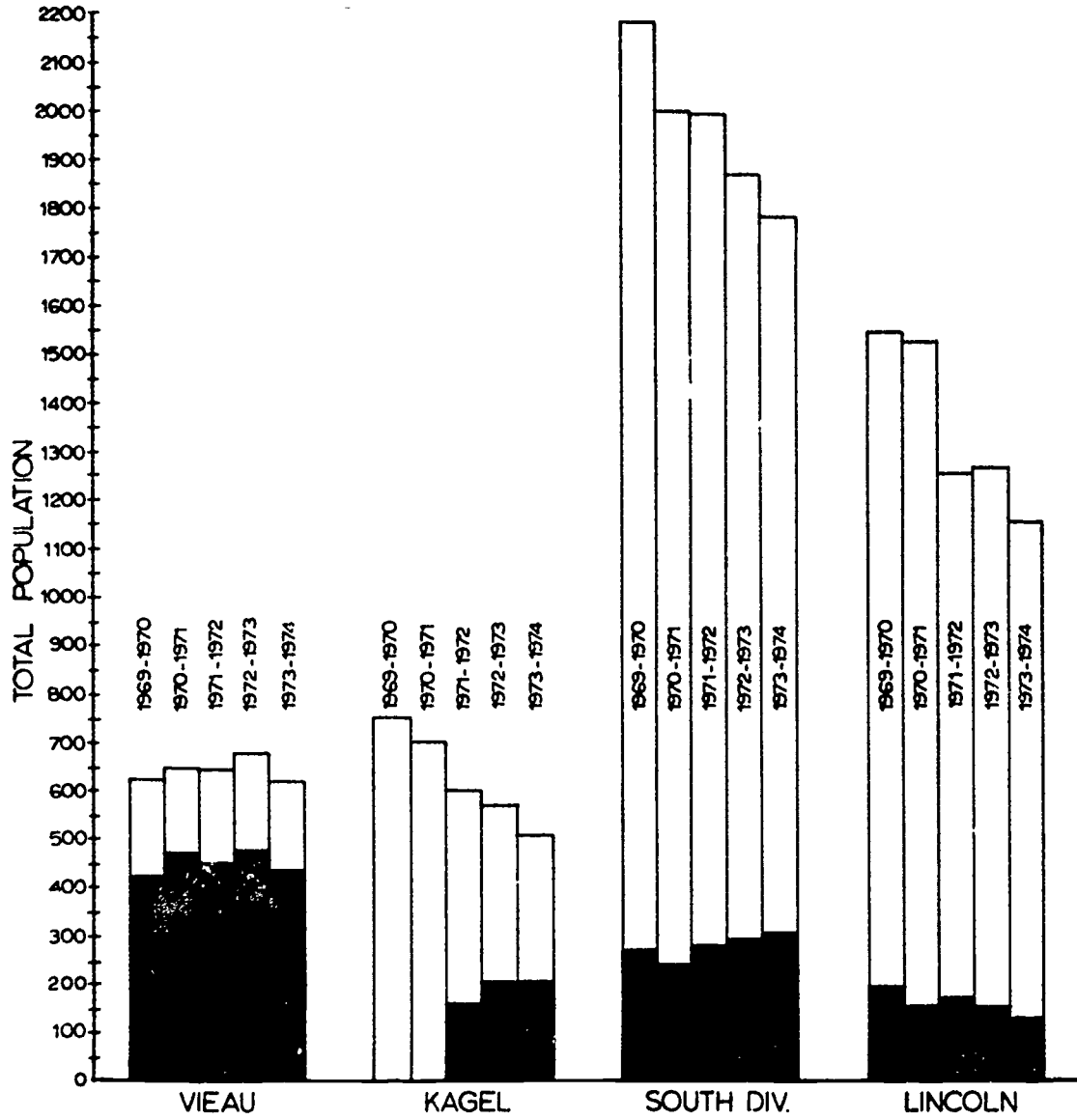
School Year	School	Grade Level	Program Components	Number of Students	Number of		Title VII	Budget		Total
					Professional School Staff	Non-Professional School Staff		Title I	Local	
1969-1970	Briseo-Guadalupe	1-2	Bilingual curriculum with cultural emphasis	30	2.5	2	\$ 45,258	\$ 26,130	\$ 53,000	\$124,388
				41	2	2				
	Vieau	K-1	Bilingual curriculum with cultural emphasis	47	0.5 (Sem 1) 1.5 (Sem 2)	1				
				46	0.5	1				
South	10-12	Bilingual Reading, Semester 2 Bilingual Student Advisor Hispano-American Culture, Language, and History	164	7	6					
1970-1971	Briseo-Guadalupe	1-3	Team teacher added	59	4	3	\$130,118	\$ 85,546	\$ 63,000	\$278,664
				107	4	3				
	Vieau	K-2	Spanish Curriculum Development Center field testing started Community liaison added	131	2	2				
				62	2	1				
South	10-12	Bilingual U.S. History added	359	12	9					
Lincoln	7-12	Bilingual U.S. History and Bilingual Reading added								

School Year	School	Grade Level	Program Components	Number of Students	Number of Professional School Staff	Number of Non-Professional School Staff	Title VII	Title I	Budget Level	Total	
1971-1972	Vieux	K-3	Bilingual Resource Teacher added	125	7	4	\$173,534	\$ 97,208	\$ 70,000	\$940,742	
			Second team teacher added								
			Kindergarten extended to full day								
1972-1973	South	10-12	Personal, Economics and Sociology added	136	2.4	2					
			Second student advisor added								
			Only Reading and Student Advisor	<u>21</u>	<u>1</u>	<u>2.5</u>					
	Lincoln	7-12		282	10.4	7.5					
1972-1973	Vieux	K-4	Bilingual Reading Teacher added	129	9	5	\$140,517	\$105,812	\$ 79,300	\$325,629	
			Hispano-Urban Setting, Guidance, and Tutorial Program added	155	2.2	3					
			U.S. History and Hispano-American Culture, Language, and History reinstated								
	Lincoln	7-12		<u>67</u>	<u>2</u>	<u>2</u>					
				351	13.2	10					
1973-1974	Vieux	K-5	Fifth grade added	145	10	10	\$154,250	\$166,211	\$100,000*	\$420,471	
			Second reading teacher and counselor added	180	5	6					
			Bilingual guidance counselor added	<u>38</u>	<u>3</u>	<u>3</u>					
	Lincoln	7-12		363	18	19					

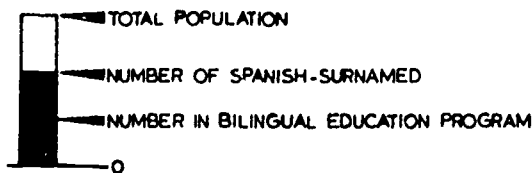
*Part of total 1973-74 local funding of \$395,135 for bilingual education, which included expansion of the program to additional schools

FIGURE 2

POPULATION
BILINGUAL PROGRAM AND COMPARISON SCHOOLS
1969-1974



KEY



Program Goals

A bilingual program, by definition, uses a child's first language as the medium of instruction. At the same time, the pupil acquires skills in his second language. In the second-language curriculum, comprehension and speaking precede instruction in reading, whether the pupil's second language is English or Spanish. Pupils who progressed through the Bilingual Program were expected to become linguistically fluent in both English and Spanish language skills, although less than half came from bilingual homes. In contrast, a Spanish-dominant child in the regular school program was taught exclusively in English. His home language was not used as a teaching vehicle - it was not used at all in the classroom. The literature is replete with studies demonstrating that these children have encountered emotional, linguistic, and academic difficulties which interfered with academic progress and with motivation to continue in school (5).

In 1969, Milwaukee developed 14 goals to guide the development of the new Bilingual Program. These goals were addressed to the use of both Spanish and English as languages for the education of individuals who were to become bilingual, the infusion of pride in the Hispano-American heritage and the achievement of grade-level academic work. In addition, the program encouraged parent involvement and inter-cultural understanding. The goals were:

1. To develop a bilingual readiness in Spanish-speaking and English-speaking children
2. To stimulate Spanish-speaking children to understand and communicate in English
3. To cultivate in Spanish-speaking pupils a pride in their native language and culture and a more positive self-image as they make the transition to another culture and language

4. To enable Spanish-speaking and English-speaking pupils, by the end of Grade 6, to achieve such general proficiency that they can pursue their studies with about equal ease in English and Spanish
5. To promote in the English-speaking children a personal awareness and respect for the cultural values of the Spanish-speaking people
6. To motivate English-speaking children to communicate in Spanish and to develop the skills to do so
7. To enable English-speaking pupils to achieve sufficient skills in Spanish so that at the end of Grade 6 they will attain Level 1 proficiency (the amount of learning that takes place in one year of high school)
8. To enable the pupils in the above classes to progress in school with minimal retention so that by the end of Grade 6 they will reach grade-level achievement in all their subjects
9. To promote mutual understanding and respect between the Spanish-speaking pupils and the English-speaking pupils through interaction as they help with each other's language
10. To increase the Spanish-speaking pupil's self-concept and pride in his own cultural background at the same time he is learning to appreciate and esteem a new culture
11. To foster in the English-speaking pupils an appreciation of the contributions of the Spanish-speaking pupils
12. To increase the newly-arrived Spanish-speaking pupil's confidence by providing him with a content course which he can immediately understand
13. To motivate parents to become more involved in the educational process and to become more aware of communication channels that exist between home and school (especially through members of the Advisory Committee and the Bilingual Student Advisor)
14. To help teachers, principals, and counselors better understand and appreciate their Spanish-speaking pupils' potential and their cultural background

In 1969, Spanish/English bilingual education was an idea for which materials did not exist. Bilingual curricula, processes, and materials had to be created for all classes by the bilingual teaching staff and supervisory personnel.

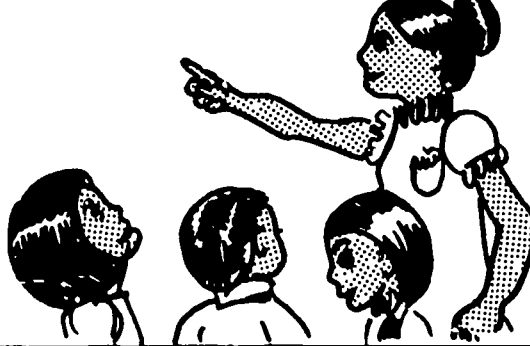
Behavioral objectives, by grade level, were devised to lead pupils toward goal attainment in English Language Arts, Spanish Language Arts, Mathematics, Science, and Social Studies. These are detailed in the latest of a series of continuing revisions, "Bilingual Elementary Program, K-3", "Bilingual Elementary Program, 4-8", and "Bilingual Education Social Studies Offerings, Teacher Guides at the Secondary Level", as noted in Appendix D.

Yearly evaluation reports have been addressed to an assessment of the extent to which certain of the cognitive and affective objectives were met and to an inquiry into the following issues relevant to bilingual education:

1. Does instruction in the dominant language facilitate the learning of school-related skills for Spanish-speaking pupils?
2. Does a program which emphasizes Latin-American culture improve the self-concept, learning set, and, thereby, the achievement of pupils of Latin-American heritage?
3. Is it possible for pupils to learn the academic curriculum in two languages and attain grade-level academic proficiency by the end of Grade 6?

This report will present a longitudinal look at progress over the five-year period of the Bilingual Education Program and discuss the above issues in terms of the findings.

PROGRAM DESCRIPTION



Population

Bilingual Program pupils at Vieau School were enrolled in the program by their parents, with priority given to monolingual Spanish applicants. Although the program was intended to serve both Anglo-Americans and Latin Americans, only a few Anglo-Americans had enrolled since 1969 when several of the current fifth-grade pupils joined the program. In 1973-74, Spanish-surnamed pupils accounted for approximately 71% of Vieau's 618 total. About 145 pupils were enrolled in the Bilingual Program, 28% of whom were born in Mexico or Puerto Rico. Spanish was spoken in 89% of their homes. This was at least the third year in the program for 39%.

Approximately 250 high school students were served, about half of whom were known to have been born in the United States. Spanish was the dominant home language.

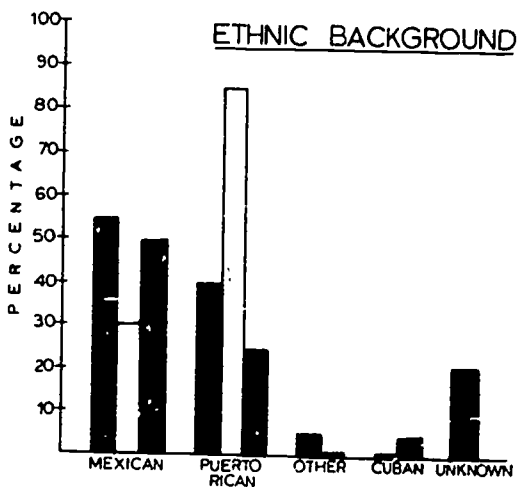
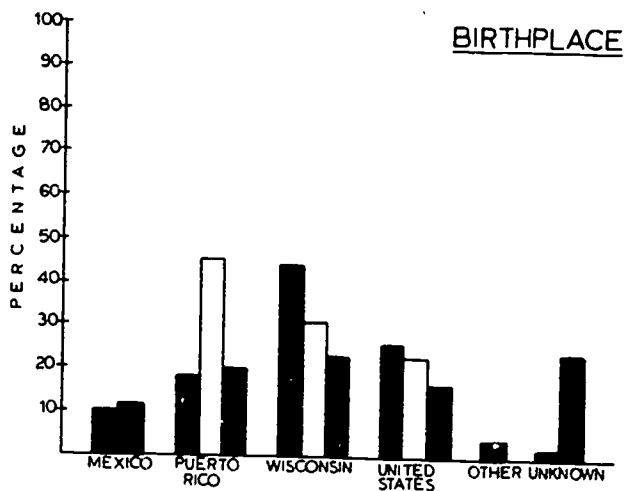
Table 9, Appendix B, contains data on the birthplace, ethnic background, dominant language, and year in program of Bilingual Program pupils in 1973-74. This is shown graphically in Figures 3 and 4. The schools are compared in Tables 10 and 11, Appendix B, on Spanish-surnamed and Bilingual Program population, attendance, and mobility.

Program Operation

The primary/elementary curricula in the Vieau School Bilingual Program followed Milwaukee Public School guidelines, modified by the presentation of all

FIGURE 3

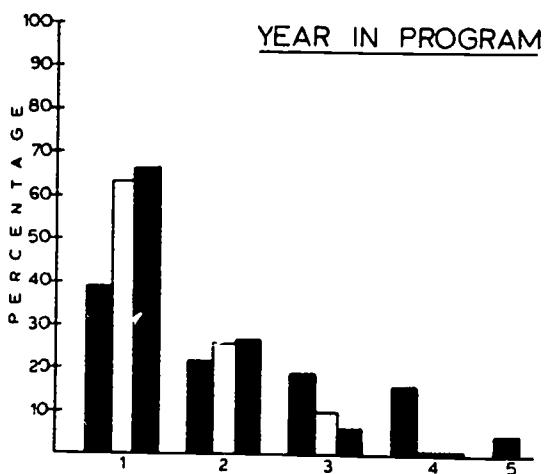
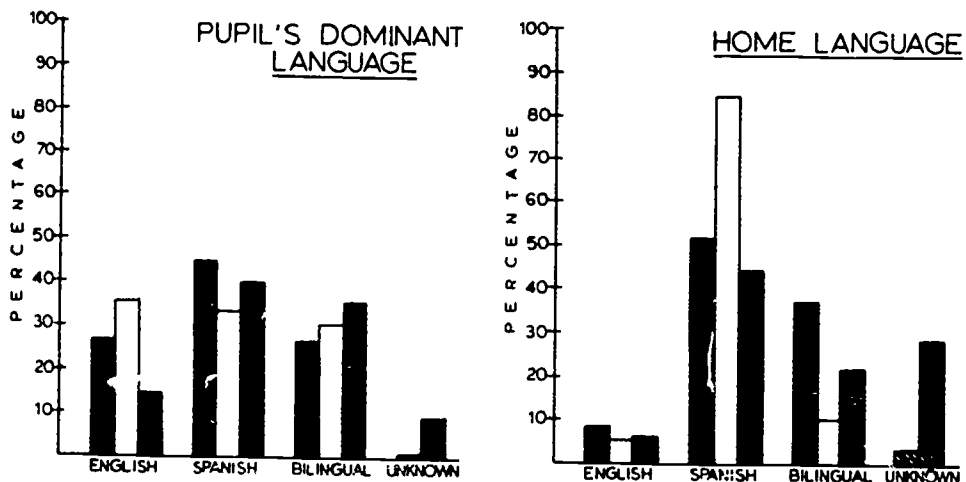
PUPIL DATA
MILWAUKEE BILINGUAL EDUCATION PROGRAM
1973-1974
BILINGUAL PROGRAM GROUPS



VIEAU NUMBER OF PUPILS: 145
 LINCOLN NUMBER OF PUPILS: 38
 SOUTH NUMBER OF PUPILS: 209

FIGURE 4

PUPIL DATA
MILWAUKEE BILINGUAL EDUCATION PROGRAM
1973-1974
BILINGUAL PROGRAM GROUPS



VEAU NUMBER OF PUPILS = 145
 LINCOLN NUMBER OF PUPILS = 38
 SOUTH NUMBER OF PUPILS = 209

subject matter in both English and Spanish and by the addition of Hispano-American cultural material. Each language was used as a bridge to learning the other, and all pupils were expected to become proficient in both. A bilingual reading teacher worked with pupils having special problems. A bilingual resource teacher assisted the school staff and maintained a resource center for materials. As Table 2 illustrates, the Bilingual Program classes had a lower pupil/teacher and pupil/aide ratio than regular classes.

The secondary programs at Lincoln Junior-Senior High School and South Division High School had bilingual reading centers where newly-arrived students learned to read English, and others could upgrade their English reading skills and obtain help with their subject content courses. Both schools offered "Hispano-American Culture, Language, and History" and bilingual United States History. The addition of bilingual Sociology, Personal Economics, and The Hispano in an Urban Setting at South Division High School enabled the election of relevant courses at each grade level, wherein Spanish-American students could feel at ease. Paraprofessional bilingual students' advisors assisted those who had personal, school, health, or home problems. Bilingual guidance counselors, one at each high school, were instrumental in encouraging pupils to remain in school, graduate, and continue their education.

Parents were involved through bilingual advisory committees at each program school, through which they were represented on a City-Wide Bilingual Advisory Council formed in Spring, 1974, along with high school representatives elected by their peers. A screening committee of parent council members interviewed applicants for Bilingual Program staff positions and forwarded their recommendations to the Division of Personnel.

TABLE 2

PUPIL/TEACHER AND PUPIL/AIDE RATIOS
BILINGUAL AND COMPARISON GROUPS

Level	1969-1970	1970-1971	1971-1972	1972-1973	1973-1974
	Pupils Teachers Aides	Pupils Teachers Aides	Pupils Teachers Aides	Pupils Teachers Aides	Pupils Teachers Aides
Kindergarten X*	22 1 1/2 day	22 1 1/2 day	22 1 all day	22 1 all day	21 1 1
Kindergarten One	28 1 1/2 day	26 1 1/3	20 1 1/2 day	27 1 1/2 day	23 1 1
Grade One X	28 1 1	26 1 1	23 2 1	32 2 1	30 2 1
Grade One C	23 1 1/3	22 1 1/3	35 1 1/2	33 1 1/5	12 1 1
Grade Two X		21 1 1	3 2 1/2	25 1 1	37 2 2
Grade Two C		20 1 2/5	34 1 1/2	30 1 2/5	22 1 1
Grade Three X			21 1 1	29 2 1	21 1 1
Grade Three C			28 1 1/2	31 1 2/5	18 1 1
Grade Four X				21 1 1	23 1 1
Grade Four C				28 1 1/5	30 1 1
Grade Five X					13 1 1
Grade Five C					26 1 1
Additional Teachers X	2 supervising teachers K-1	2 supervising teachers K-2 1 team teacher 1 community liaison	2 supervising teachers K-3 1 team teacher 1 community liaison 1 bilingual resource specialist	3 supervising teachers K-4 1 resource teacher 1 reading teacher 1 community liaison	3 supervising teachers K-5 1 resource teacher 1 reading teacher 1 community liaison 1 Reading Center aide
Additional Teachers C	1 supervising teacher K-6	1 supervising teacher K-8	1 supervising teacher K-8	2 supervising teachers K-8	
Pupil/Teacher	<u>Teacher</u> 12:1	<u>Teacher</u> 5:1	<u>Teacher</u> 13:1	<u>Teacher</u> 10:1	<u>Teacher</u> 16:1
Pupil/Aide Ratio	<u>Aide</u> 25:1	<u>Aide</u> 13:1	<u>Aide</u> 19:1	<u>Aide</u> 25:1	<u>Aide</u> 20:1
X	17:1	23:1	30:1	21:1	21:1
C	39:1	78:1	45:1	89:1	62:1

*Bilingual group
**Comparison group

A community liaison person was provided to link the schools with the north and southside Latin communities by assisting parents and maintaining contact with service agencies in fields such as health and employment.

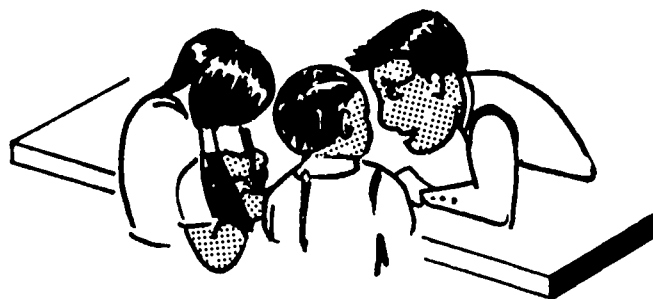
Extensive preservice and inservice programs were developed for staff members. An inservice course on the special problems of the Latin-American student was offered for all Milwaukee Public School personnel. Support for university training was available to Bilingual Program aides and teachers. Special courses in bilingual education were started at the University of Wisconsin-Milwaukee soon after the Bilingual Program was initiated, and a master's degree is now offered. Alverno College instituted a bilingual education minor in 1973; Marquette University and Mount Mary College offered courses in bilingual education.

The primary program at Vieau School served as a field-testing site for the ESEA Title VII Spanish Curricula Development Center (SCDC), Miami, Florida. It also assisted the Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE) with the revision of SCDC materials for the Latin-American population of the Midwest. The regional office for CANBBE was located in Milwaukee's Allen-Field School.

The pilot Bilingual Program has been a model for the introduction of bilingual components in nine other Milwaukee Public Schools and for schools in other systems in the United States.

Information provided by Bilingual Program teachers includes descriptions of their pupils, methods, materials, class evaluations, and problems. These are tabled in Appendix A for program and comparison groups.

EVALUATION PLAN



Sample Selection, Objectives, and Instrumentation

Elementary pupils in the Vieau Bilingual Program were compared academically with their peers at the same grade level in the school. Figure 5 and Table 12, Appendix B, present pupil data about the Vieau comparison group. In some designated cases, Kagel and Allen-Field pupils were added to the comparison. The schools were in the vicinity and had similar pupil populations. Spanish Language Arts was taught only within the Bilingual Program so that the only possible comparison was the pupils' own past performance.

Secondary comparisons were limited to pre/post performance.

Unless otherwise noted, all pupils, parents, and staff were included in the evaluation.

TABLE 3

EVALUATION OBJECTIVES AND INSTRUMENTATION

Objective	Instrument	Dates		Data Analysis
		Pretest	Posttests	
1. Kindergarten Language Arts: Pupils will acquire beginning reading skills in their dominant language enabling them to score as well as or better than the comparison class on a standardized test.	Metropolitan Readiness Tests, Form A Subtests: Word Meaning, Listening, Alphabet, Matching, Copying (English and Spanish instructions)		5/74	t-test of significance of difference between X (bilingual) and C (comparison) means

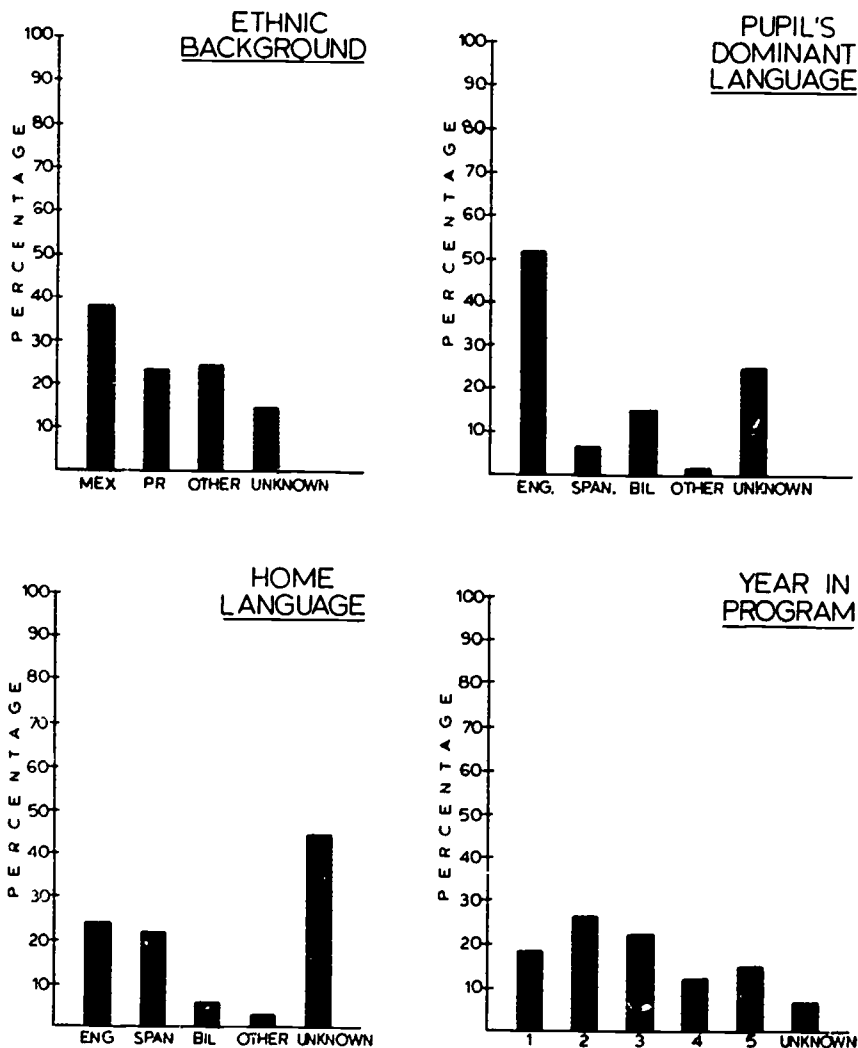
Objective	Instrument	Dates Pretest Posttests	Data Analysis
<p>2. Kindergarten Mathematics: Pupils will comprehend basic concepts of space, time, and quantity enabling them to score as well as or better than the comparison group on a standardized test.</p>	<p>Metropolitan Readiness Tests, Numbers Subtest; Boehm Test of Basic Concepts (English and Spanish instructions)</p>	4/74	<p>t-test of significance of difference between X and C means</p>
<p>3. Primary/Intermediate English Language Skills, Oral Comprehension: Pupils will acquire English comprehension skills enabling them to score as well as or better than the comparison group on a standardized listening test by the end of third grade.</p>	<p>Cooperative Primary Tests, Listening, Form 12A, Word Analysis, Form 13A</p>	4/74	<p>t-test of significance of difference between X and C means</p>
<p>4. Primary/Intermediate English Language Skills, Reading: Pupils will acquire English reading skills enabling them to score as well as or better than the comparison group on a standardized reading test at the end of upper primary, fourth grade, and fifth grade.</p>	<p>Cooperative Primary Tests, Word Analysis Subtest, Form 13A, Upper Primary; Reading Subtest, Form 23A, Grade 4 Iowa Test of Basic Skills for Grade 4; Reading Test, Form 3, Grade 5</p>	4/74	<p>t-test of significance of difference between X and C means</p>

Objective	Instrument	Dates		Data Analysis
		Pretest	Posttests	
5. Primary/Intermediate Mathematics: Pupils will acquire comprehension of arithmetic concepts and skills in problem-solving enabling them to score as well as or better than the comparison group on a standardized mathematics test.	Cooperative Primary Tests, Mathematics Subtest-Part I, Concepts-Part II, Problem Solving, Lower, Middle, and Upper Primary		4/74	t-test of significance of difference between X and C means
	Iowa Tests of Basic Skills, Arithmetic Concepts-Problem Solving, Grades Four to Six	5/74	t-test of significance of difference between X and C means	
6. Primary/Intermediate Spanish Language Arts, Oral Comprehension: Pupils will acquire skills in comprehension of oral Spanish enabling them to show a ten percent gain over the previous year.	Spanish Oral Language Test, locally developed		Fall	Percent correct response
7. Primary/Intermediate Spanish Language Arts, Reading: Pupils will acquire Spanish reading skills enabling them to score higher than previous years on a standardized test.	Guidance Testing Associates Tests of Reading Spanish, Levels 1 and 2		5/74	t-test of significance of difference between pre and post means
	Spanish Curricula Development Center criterion-referenced tests			
8. Secondary school students who have been enrolled for two semesters in the class conducted by the Bilingual Reading Specialist will gain at least one English reading level on a pre/post test.	Stanford Diagnostic Reading Inventory, Levels I and II, South Division	10/73	4/74	t-test of significance of difference between pre and post means
	California Achievement Tests, Reading, Levels 3 and 4, Lincoln			

Objective	Instrument	Dates Pretest Posttests	Data Analysis
9. To cultivate in Spanish-speaking pupils a pride in their native language and culture and a more positive self-image as they make the transition to another culture and language.	School Attitude Test, Elementary; Student Questionnaire, Secondary; School Staff Questionnaire	3/74	Percent indicating pride and positive self-image

FIGURE 5

PUPIL DATA
MILWAUKEE BILINGUAL EDUCATION PROGRAM
NOVEMBER, 1973
VIEAU COMPARISON GROUP



■ VIEAU COMPARISON GROUPS, NUMBER OF PUPILS = 125

Additional pupil, parent, and staff data collection activities will follow the presentation of findings on the seven objectives noted above.

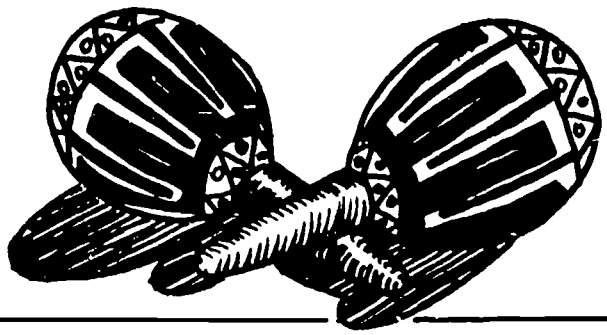
The .01 level of confidence was selected as the indication of statistical significance for all data analyses. Those differences which were significant are marked with an asterisk in the tabled findings.

Limitations of Data

Because the Bilingual Program was designed to serve them so well, most monolingual Spanish pupils were in the program rather than the comparison group. Lack of random assignment biased comparative outcomes on English language tests in favor of the regular classes, as Bilingual Program pupils spent up to half the day learning in Spanish.

Population figures vary according to dates of data collection.

PROGRAM COMPONENTS, DESCRIPTION AND FINDINGS



Teacher reports of classroom operations are tabled in Appendix A. Data presented graphically are tabled in Appendix B, per text references.

Kindergarten

Background

The bilingual kindergarten was initiated in 1969-70 as a half-day program and was extended to a full day in 1971-72. The regular half-day kindergarten, with a similar population, has been a comparison group since the program began. In 1972-73, two comparison groups were added: a regular kindergarten at Kagel and a bilingual kindergarten at Allen-Field School. Both are schools in the vicinity of similar population, with half-day programs. Both English and Spanish were used to teach the Vicau and Allen-Field bilingual classes. A bilingual resource teacher assisted the Kagel kindergarten on a part-time basis in 1973-74. Classroom operations are described in Appendix A.

On entering school in September, 1973, all pupils were given the Test of Basic Experiences, General Concepts, Level K, in English or Spanish. The test is described in the Examiner's Manual as "a gross measure of a child's experiences and familiarity with various concepts", such as counting, matching, and vocabulary. Results indicated that the four groups were similar at the start of their school careers, all ranging between six and eight raw score points below the national norm, 17, on the 28-item test. Results are in Table 13, Appendix B.

Findings

Objective 1: Kindergarten Language Arts: Pupils will acquire beginning reading skills in their dominant language enabling them to score as well as or better than the comparison classes on a standardized test.

The objective was achieved.

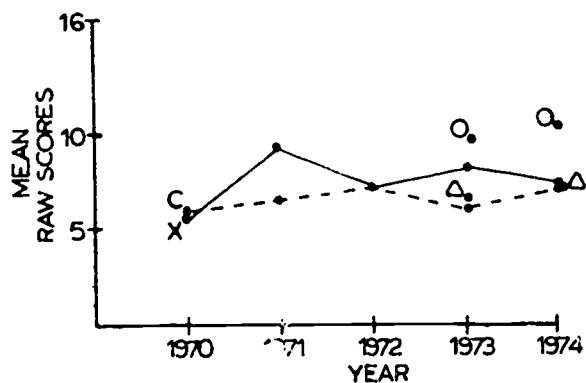
The Metropolitan Readiness Tests, Form A, were administered to kindergarten Bilingual Program and comparison groups in May, 1974. A Spanish translation of the instructions was developed locally to accommodate Mexican, Puerto Rican, and Texan Spanish in an effort to measure reading readiness without the effect of language. Pupils were tested in their dominant language. Subtests indicating reading readiness are: Word Meaning, a measure of verbal concepts; Listening, a test of comprehension; Matching, an estimate of visual-perceptual skills; and Alphabet, a gauge of ability to recognize letters. These skills are basic to reading readiness in both languages. The sequence of acquisition of decoding skills has been found to be comparable in both Spanish and English (6).

Tables 14 and 15, Appendix B, contain raw scores for 1974 and for the longitudinal study, 1970-1974. Figure 6 shows the comparative performance of bilingual and comparison kindergartens over time.

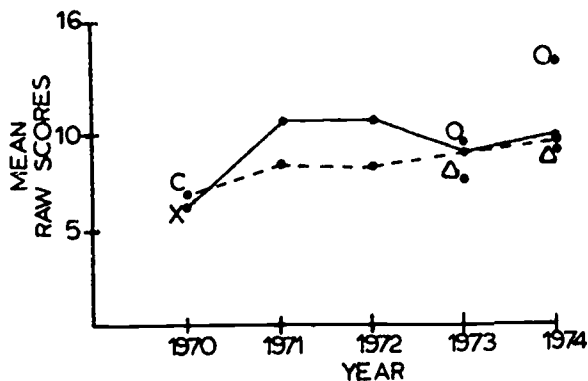


FIGURE 6

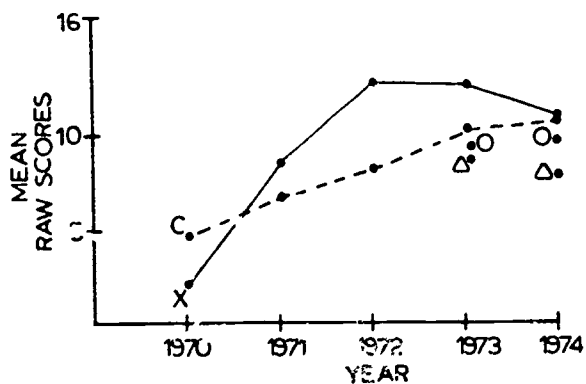
METROPOLITAN READINESS SUBTEST SCORES
 BILINGUAL AND COMPARISON
 KINDERGARTENS, 1970 - 1974



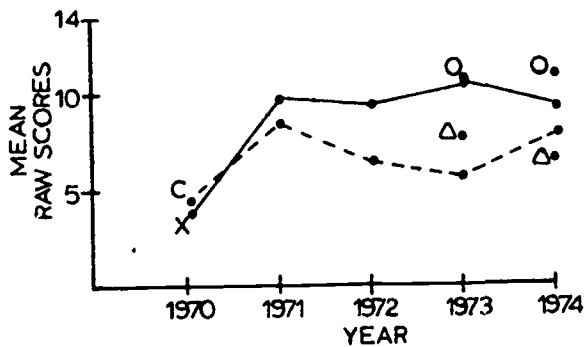
WORD MEANING



LISTENING



ALPHABET



MATCHING

X — X VIEAU BILINGUAL KINDERGARTEN HALF DAY 1970-71 ; FULL DAY 1972-74
 C - - - C VIEAU COMPARISON² KINDERGARTEN HALF DAY ONLY
 O O ALLEN-FIELD BILINGUAL HALF DAY ONLY
 Δ Δ KAGEL COMPARISON HALF DAY ONLY

In 1974:

Reading readiness of the all-day Vieau bilingual kindergarten equalled that of the Vieau and Kagel comparison groups.

The Allen-Field half-day bilingual kindergarten scored significantly higher than the Vieau all-day bilingual kindergarten in Word Meaning, Listening, and Matching.

Over time:

1972-73 results also indicated that lengthening the kindergarten day does not necessarily increase reading readiness.

Achievement in reading readiness skills showed a general increase for all groups since 1970.

Objective 2: Kindergarten Mathematics: Pupils will comprehend basic concepts of space, time, and quantity, enabling them to score as well as or better than the comparison group on a standardized test.

The objective was achieved.

The Boehm Test of Basic Concepts was administered to the Vieau bilingual and comparison kindergartens in September and April in English and Spanish by a bilingual tester. The test has 50 items: 23 space items, 18 quantity items, four time items, and five miscellaneous. In September, the mean raw score of 18 Bilingual Program pupils was 11.2. The mean raw score of 16 comparison group pupils was 10.0, a difference which was not statistically significant. Results are graphed in Figure 7.

In 1974:

The two groups ended the year at similar levels of comprehension of mathematics concepts.

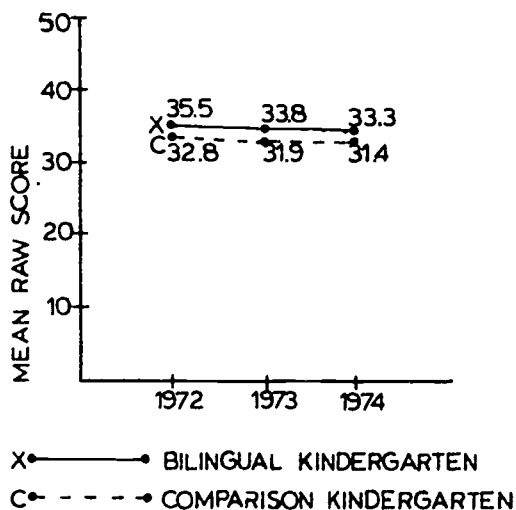
Both groups scored above the mean mid-year national norm for low socio-economic groups, 28.4.

Equivalence of performance was confirmed by performance on the Numbers Subtest of the Metropolitan Readiness Tests, where the

Vieau bilingual kindergarten equalled the Vieau and Allen-Field groups and exceeded the Kagel group, as shown in Figure 8 and Table 14, Appendix B.

FIGURE 7

BILINGUAL VS. COMPARISON KINDERGARTENS
BOEHM TESTS OF BASIC CONCEPTS, FORM A

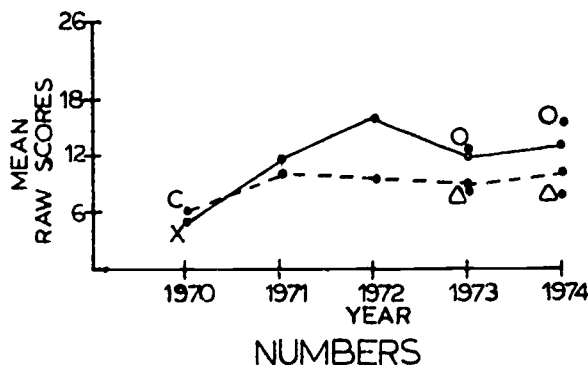


Over time:

Kindergarten mathematics performance was fairly stable.

FIGURE 8

BILINGUAL VS. COMPARISON KINDERGARTEN
NUMBERS SUBTEST, METRO READINESS TESTS, 1970-1974

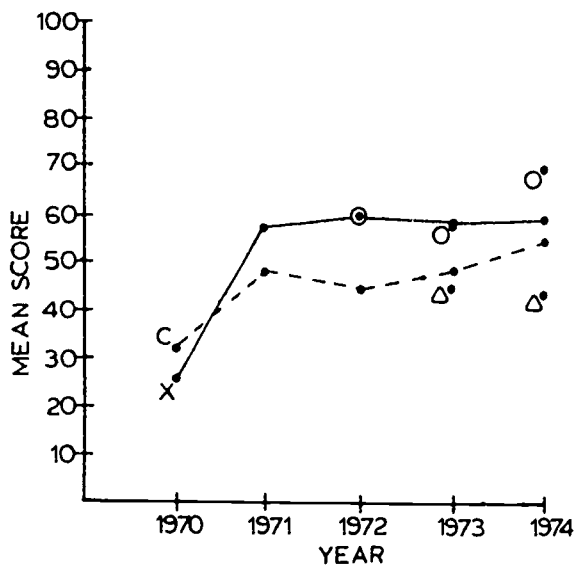


Longitudinal Performance, 1970-1974

The Vieau bilingual kindergarten and its longitudinal comparison group at the same school have shown almost parallel performance on year-end Metropolitan Readiness Tests, as shown in Figure 9 and Table 15, Appendix B.

FIGURE 9

MEAN TOTAL RAW SCORES FOR BILINGUAL AND COMPARISON KINDERGARTENS ON THE METROPOLITAN READINESS TESTS, 1970-1974



METROPOLITAN READINESS TESTS TOTAL

- Δ Δ KAGEL COMPARISON HALF DAY
- O O ALLEN-FIELD BILINGUAL HALF DAY
- X——X VIEAU BILINGUAL KINDERGARTEN HALF DAY 1970-71, FULL DAY 1972-74
- C----C VIEAU COMPARISON KINDERGARTEN HALF DAY

⊙ SIGNIFICANT AT THE .01 LEVEL

Only in 1972 and 1973 did the bilingual kindergarten score significantly higher than the Vieau comparison group. At that time, the better performance was attributed to the full-day program. The current parallel achievement with the Vieau comparison group may be due partially to the adoption of Bilingual Program

materials by the comparison class, by the teamwork of the teachers, and by in-service courses which have trained the comparison teachers to work with Spanish-American pupils, as noted in Materials and Methods, Appendix A.

The Allen-Field half-day bilingual kindergarten scored at least as well as the Vieau bilingual on all the Metropolitan Readiness Tests. It should be noted that the program had two teachers, one English-speaking and one Spanish-speaking. The Kagel kindergarten fell behind only on Numbers and Copying Subtests.



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Discussion

Bilingual kindergartens were successful in preparing Spanish-American children for first grade. Half-day programs appeared to be as beneficial as the full-day Bilingual Program. If it should be deemed necessary or desirable to serve more pupils, it appears that two half-day programs with additional professional staff could replace the full-day Vieau bilingual kindergarten with no loss in test score performance.

Primary/Elementary



Background

The bilingual first grade (lower primary) and kindergarten comprised the entire Bilingual Program at Vieau School in 1969. The addition of one grade level each year resulted in a K-5 project in 1973-74. As of 1972-73, the program had two second grade (middle primary) classes. Each yearly increment in grade level required the creation and merging of a Spanish language component to parallel the regular Milwaukee Public Schools curricula and the inclusion of bicultural elements. The groundwork was accomplished jointly by Central Office supervisory

personnel, principals, and the teaching staff. The Project Manager of the Spanish Curricula Development Center, Dade County, Florida, and consultants from the Wisconsin State Department of Public Instruction, Marquette University, University of Wisconsin-Milwaukee, Mount Mary College, and Alverno College cooperated with program development. Materials were developed and revised over the summers.

Acquisition of oral fluency and reading competence in both the mother tongue and the other tongue is the prime goal of a bilingual program. The reading process is the same in any language. Research has demonstrated that this process is best acquired in the mother tongue. Pupils in the Bilingual Program learned to read in their dominant language. At the same time, they were

learning to comprehend and speak the second language, English or Spanish. Reading instruction in the second language was delayed until the teacher judged the pupil a competent reader of his native tongue. Thus, many Spanish-dominant Bilingual Program pupils were introduced to English reading during late primary and early elementary years. Additional instruction outside the regular classroom was offered by a Bilingual Reading Resource Teacher who worked with these pupils daily in small groups in a bilingual reading center. Pupils in the comparison groups learned to read in English, regardless of language dominance.

The regular classes at the same grade levels at Vieau School served as comparison groups. For the most part, these groups included the same individuals over time. A second comparison was made with Spanish-surnamed pupils at Kagel, a neighboring school of similar children without a bilingual program.

Classroom teachers' descriptions of their programs are tabled in Appendix A.

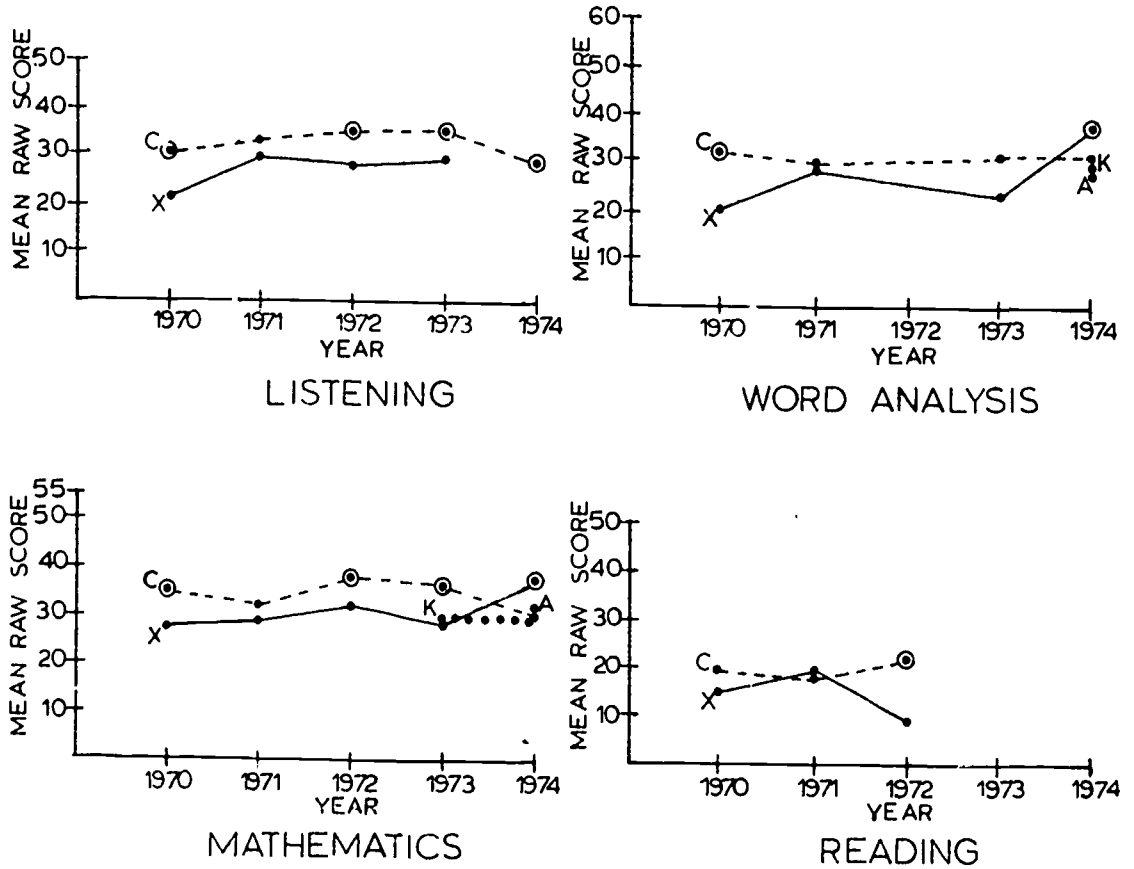
Pupils were assessed on English oral comprehension and reading, Spanish oral comprehension and reading, and mathematics.

Findings

Figures 10, 11, and 12 show longitudinal results by grade level on the Cooperative Primary Tests. The subtests included are Listening, Word Analysis, Mathematics, and Reading for grades one through four as they were added to the program from 1970-1974. Figure 13 shows fourth-grade performance in 1973 and fifth grade in 1974 on the Arithmetic and Reading Subtests of the Iowa Tests of Basic Skills. The following analyses of English Language Arts and Mathematics Objectives 3, 4, and 5 refer to these graphs. Results are tabled numerically for 1974 in Tables 16 through 20 and for 1970-1974 in Tables 21 through 25, Appendix B. Findings are summarized in the pages to follow.

FIGURE 10

GRADE ONE (LOWER PRIMARY)
BILINGUAL AND COMPARISON GROUP SUBTEST SCORES
ON THE COOPERATIVE PRIMARY TESTS, 1970-1974



C --- VIEAU COMPARISON

X — VIEAU BILINGUAL

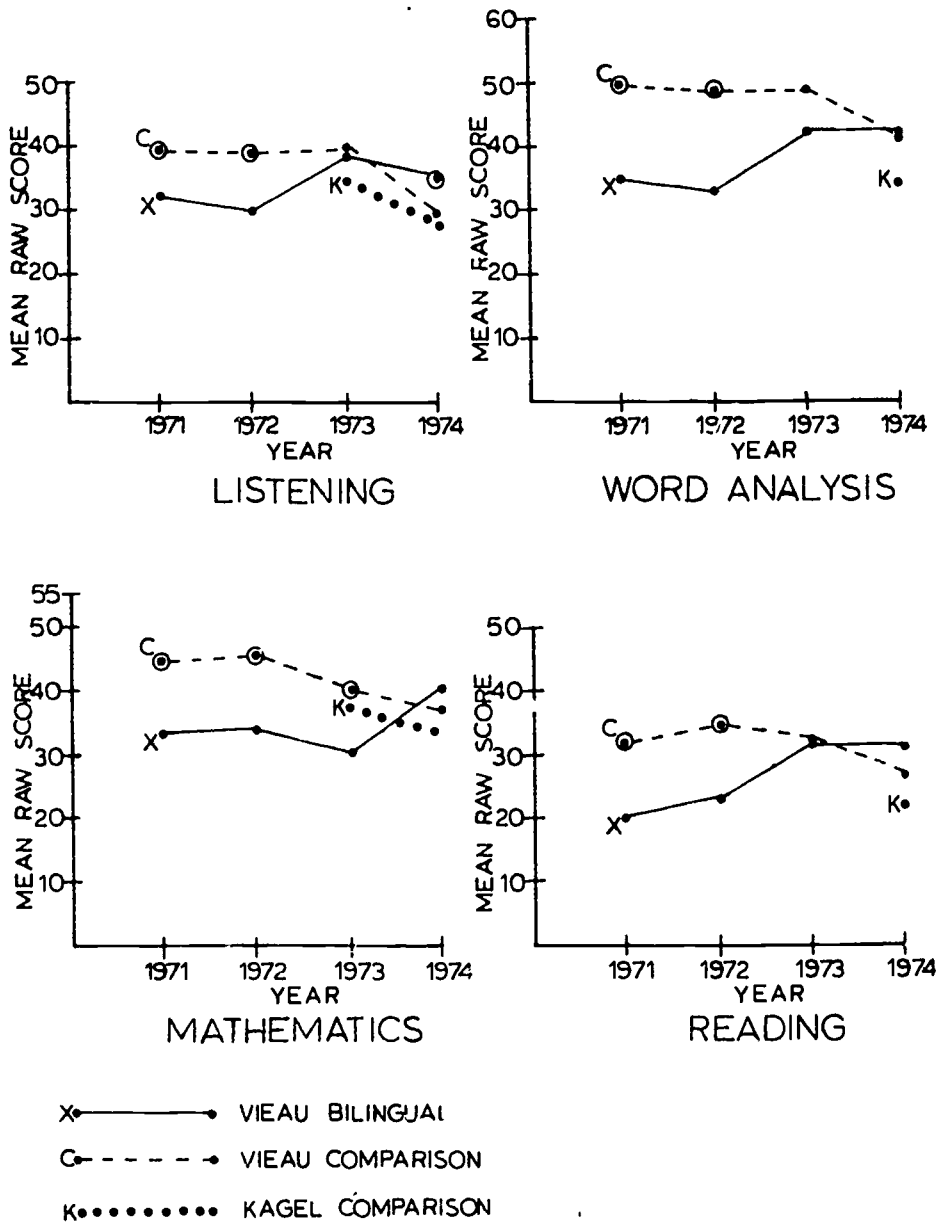
K KAGEL COMPARISON

A° ALLEN-FIELD COMPARISON

⊙ DIFFERENCE IS SIGNIFICANT AT THE .01 LEVEL OF CONFIDENCE

FIGURE 11

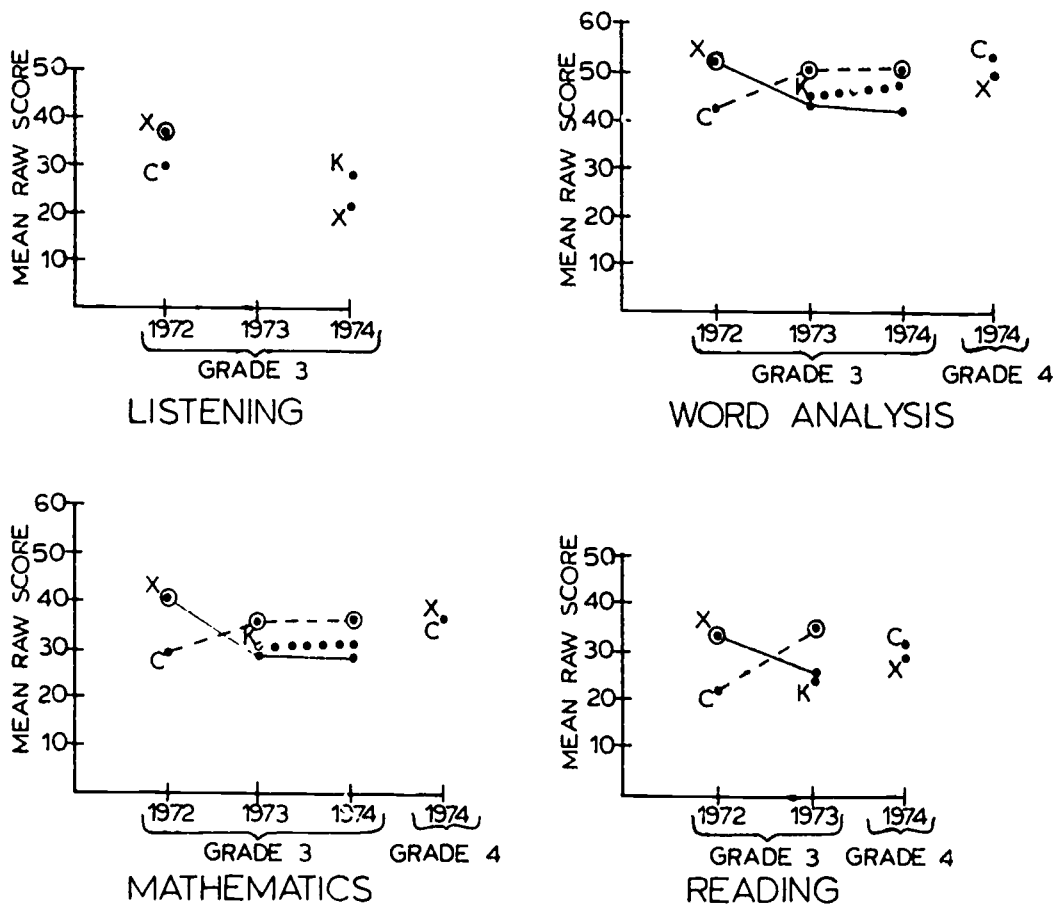
GRADE TWO (MIDDLE PRIMARY)
 BILINGUAL AND COMPARISON GROUP SUBTEST SCORES
 ON THE COOPERATIVE PRIMARY TESTS, 1971-1974



⊙ DIFFERENCE IS SIGNIFICANT AT THE .01 LEVEL OF CONFIDENCE

FIGURE 12

GRADE THREE (UPPER PRIMARY), 1972-1974 AND GRADE FOUR, 1974
 BILINGUAL AND COMPARISON GROUP SUBTEST SCORES
 ON THE COOPERATIVE PRIMARY TESTS

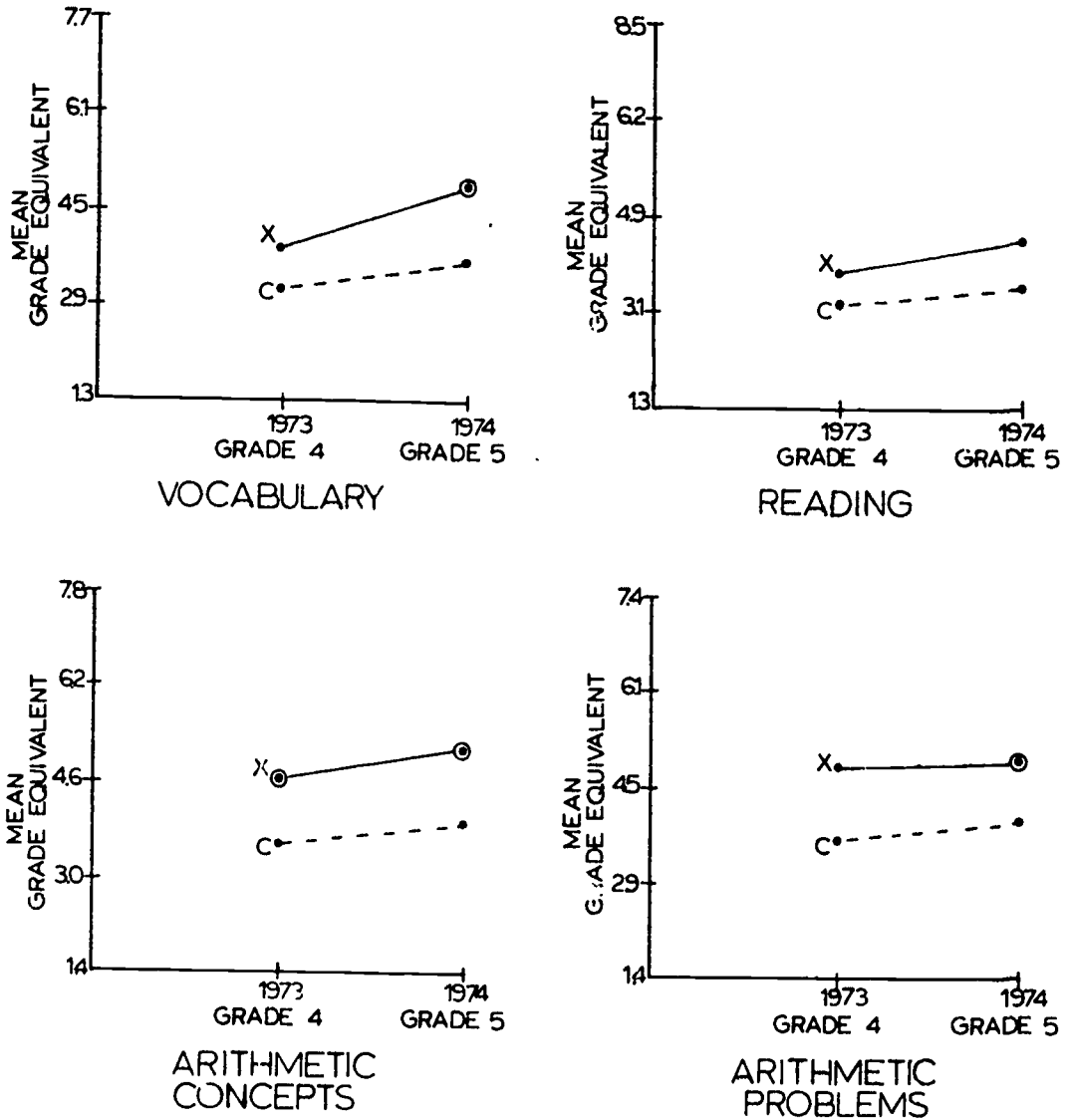


X ——— VIEAU BILINGUAL
 C - - - - VIEAU COMPARISON
 K ······ KAGEL COMPARISON

⊙ DIFFERENCE IS SIGNIFICANT AT THE .01 LEVEL OF CONFIDENCE

FIGURE 13

COMPARISON OF SUBTEST GRADE EQUIVALENT SCORES
 BILINGUAL AND COMPARISON GROUPS
 GRADE FOUR, 1973 AND GRADE FIVE, 1974



X ——— X VIEAU BILINGUAL
 C - - - - C VIEAU COMPARISON
 ⊙ DIFFERENCE IS SIGNIFICANT AT THE .01 LEVEL OF CONFIDENCE

Objective 3: Primary and Intermediate English Language Skills, Oral Comprehension: Pupils will acquire English comprehension skills enabling them to score as well as or better than the comparison group on a standardized listening test by the end of third grade.

Both the Listening Subtest (comprehension, recall, and interpretation) and the Word Analysis Subtest (understanding of phonetic and structural properties of words) were used.

Listening

In 1974:

Grade one Bilingual Program pupils were not tested.

Grade two Bilingual Program pupils scored significantly higher than the Vieau and Kagel comparison groups.

Grade three Bilingual Program pupils scored the same as Kagel comparison group.

Over time:

Grade one bilingual groups have scored lower than comparison groups.

Grade two bilingual pupils scored lower than the Vieau comparison in 1971 and 1972, the same in 1973, and higher in 1974.

Grade three Bilingual Program pupils achieved the objective in 1972 and 1974 and were not tested in 1973.

Word Analysis

In 1974:

Grade one Bilingual Program pupils scored the same as the Vieau comparison group and significantly higher than the Allen-Field and Kagel groups.

Grade two Bilingual Program pupils scored the same as the Vieau comparison group and significantly higher than Kagel.

Grade three Bilingual Program pupils scored significantly lower than the Vieau comparison and the same as the Kagel comparison group.

Over time:

Grade one Bilingual Program groups started behind the comparison in 1970 and progressed to above the comparison group in 1974.

Grade two bilingual groups started below the comparison in 1971 and progressed to the same level in 1974.

Grade three bilingual groups started above the comparison in 1972 and declined below the Viesu comparison in 1974.

Objective 4: Primary and Intermediate English Language Skills, Reading: Pupils will acquire English reading skills enabling them to score as well as or better than the comparison group on a standardized reading test at the end of third, fourth, and fifth grade.

In 1974:

Grade three pupils were tested on Word Analysis. The objective was not achieved.

Grade four Bilingual Program pupils scored the same as the comparison group on the Cooperative Primary Reading Subtest.

Grade five Bilingual Program pupils scored significantly higher than the comparison group on the Iowa Tests of Basic Skills Vocabulary Subtest and at the same level on the Reading Subtest.

Over time:

Grade three bilingual groups have declined from higher to lower scores than the comparison group.

Grade four bilingual groups and comparison groups have not differed.

Grade five bilingual group achieved the objective in 1974, its first year.

Objective 5: Primary and Intermediate Mathematics: Pupils will acquire comprehension of arithmetic concepts and skills in problem-solving enabling them to score as well as or better than the comparison group on a standardized mathematics test.

In 1974:

Grade one Bilingual Program pupils scored significantly higher than

the Vieau and Kagel comparison groups and the same as the Allen-Field bilingual first grade.

Grade two Bilingual Program pupils scored significantly higher than the Vieau and Kagel comparison groups.

Grade three Bilingual Program pupils scored significantly lower than the Vieau comparison group and the same as the Kagel comparison group.

Grade four Bilingual Program pupils scored the same as the Vieau comparison group.

Grade five Bilingual Program pupils scored significantly higher than the Vieau comparison group.

Over time:

Grades one and two did not achieve the objective until 1974.

Grade three has not achieved the objective since 1972.

Grade four achieved the objective in both program years.

Objective 6: Primary/Intermediate Spanish Language Arts, Oral Comprehension: Pupils will acquire skills in comprehension of oral Spanish enabling them to show the expected gain established by curriculum specialists. Criterion = ten percent gain over previous year

The test instrument was a locally-developed Spanish Oral Language Test, criterion-referenced to curriculum objectives relating to Spanish grammar and usage. A series of pictures was used to elicit specific pointing or verbal responses, which were tape-recorded on an individual cassette for each pupil every year, providing a permanent longitudinal record. The test was administered by a bilingual tester and the tapes were scored by a professor of Spanish at Marquette University. Pupils were rated by the scorer on comprehension and speech.

In 1974:

Percents of items correctly comprehended on the "understanding" component of the Spanish Oral Language Test were: first grade, 80%; second grade, 90%; third grade, 93%; fourth grade, 94%; and fifth grade, 96%. The percent of gain since 1973 averaged 17%, ranging from 11% at fourth grade to 20% at second grade.

Gains of 13% to 29% since 1973 were made on the speaking component of the Spanish Oral Language Test.

Over time:

As shown in Figure 14, each group has demonstrated improvement in understanding and speaking Spanish over the past three years. These results are tabled in Table 26, Appendix B.

Rater Evaluation of Test

The rater reported that pupils "did very well in general" but were weak in proper use of the present participle, progressive form, and future tense of verbs. He suggested development of another test form for the elementary level.

Objective 7: Primary/Intermediate Spanish Language Arts, Reading: Pupils will acquire Spanish reading skills enabling them to score higher than previous years on a standardized test.

In 1974:

Beginning readers of Spanish, tested with Spanish Curricula Development Center (SCDC) criterion-referenced materials, scored percents correct as shown in Table 4. Many pupils who were tested at Grade 2, Level 4, were English-dominant learning to read Spanish as a second language. At each test level, performance was assessed on Part 2.

FIGURE 14

PERFORMANCE OF 1974 BILINGUAL PROGRAM PUPILS
ON THE SPANISH ORAL LANGUAGE TEST
OVER A THREE-YEAR PERIOD
1972-1974

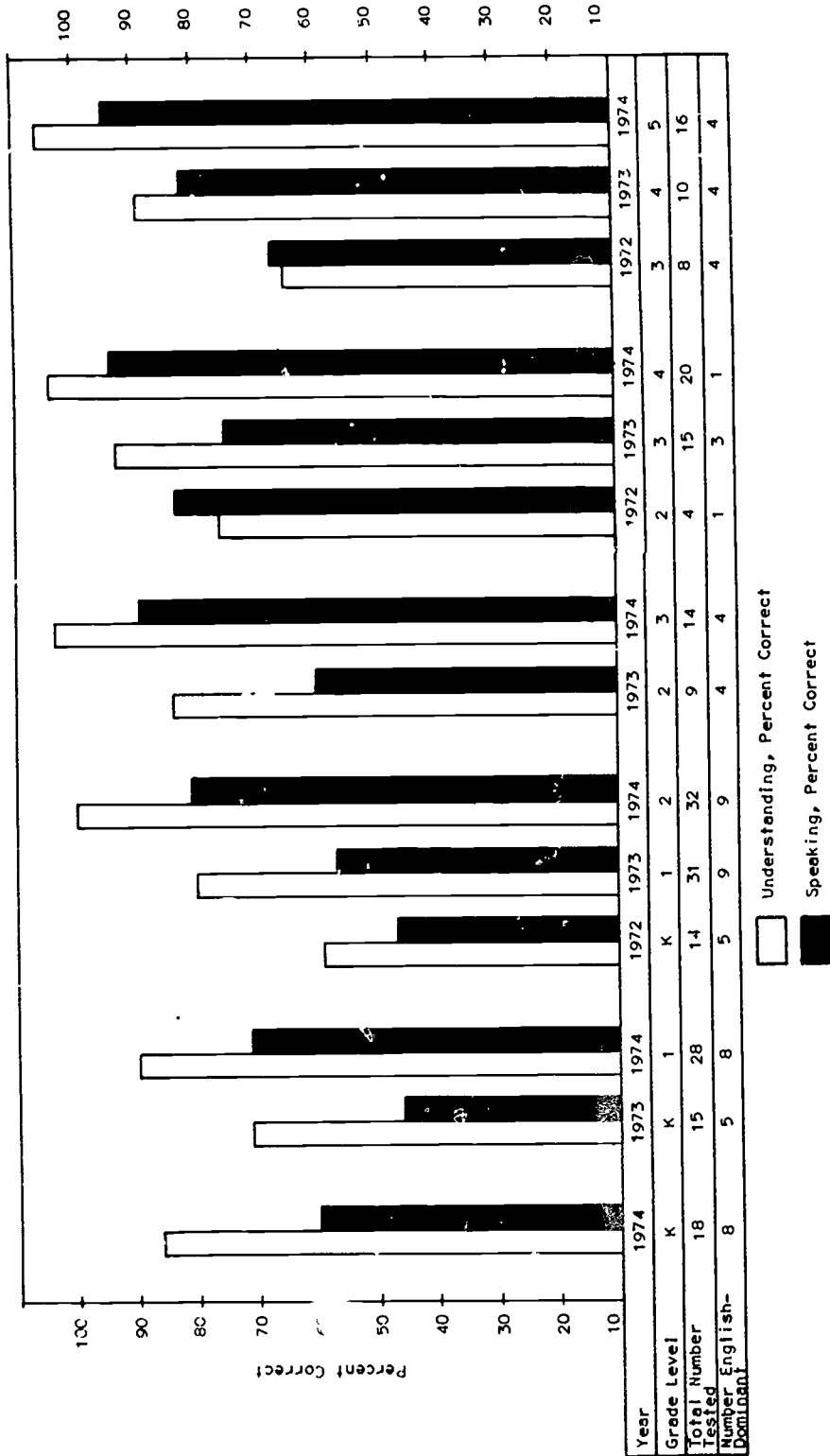


TABLE 4
PERCENT CORRECT
SCDC TESTS OF READING SPANISH

Grade Level	Test Level	Number of Pupils	Mean Percent Correct
1	Grade One:		
	Level 1	4	71.5
	Level 2	3	53
	Level 3	3	53.7
2	Grade One:		
	Level 1	10	90.3
	Level 2	9	79.6
	Level 3	6	80.5
3	Grade Two:		
	Level 4	5	83.6

Pupils tested with the Guidance Testing Associates' (GTA) Tests of Reading Spanish had mean total scores of 59.8 at third grade and 64.4 at fourth grade on Level I. On Level II, the total means were 69.6, grade three; 65.0, grade four; and 73.6, grades five and six. Subtest scores are tabled in Table 27, Appendix B.

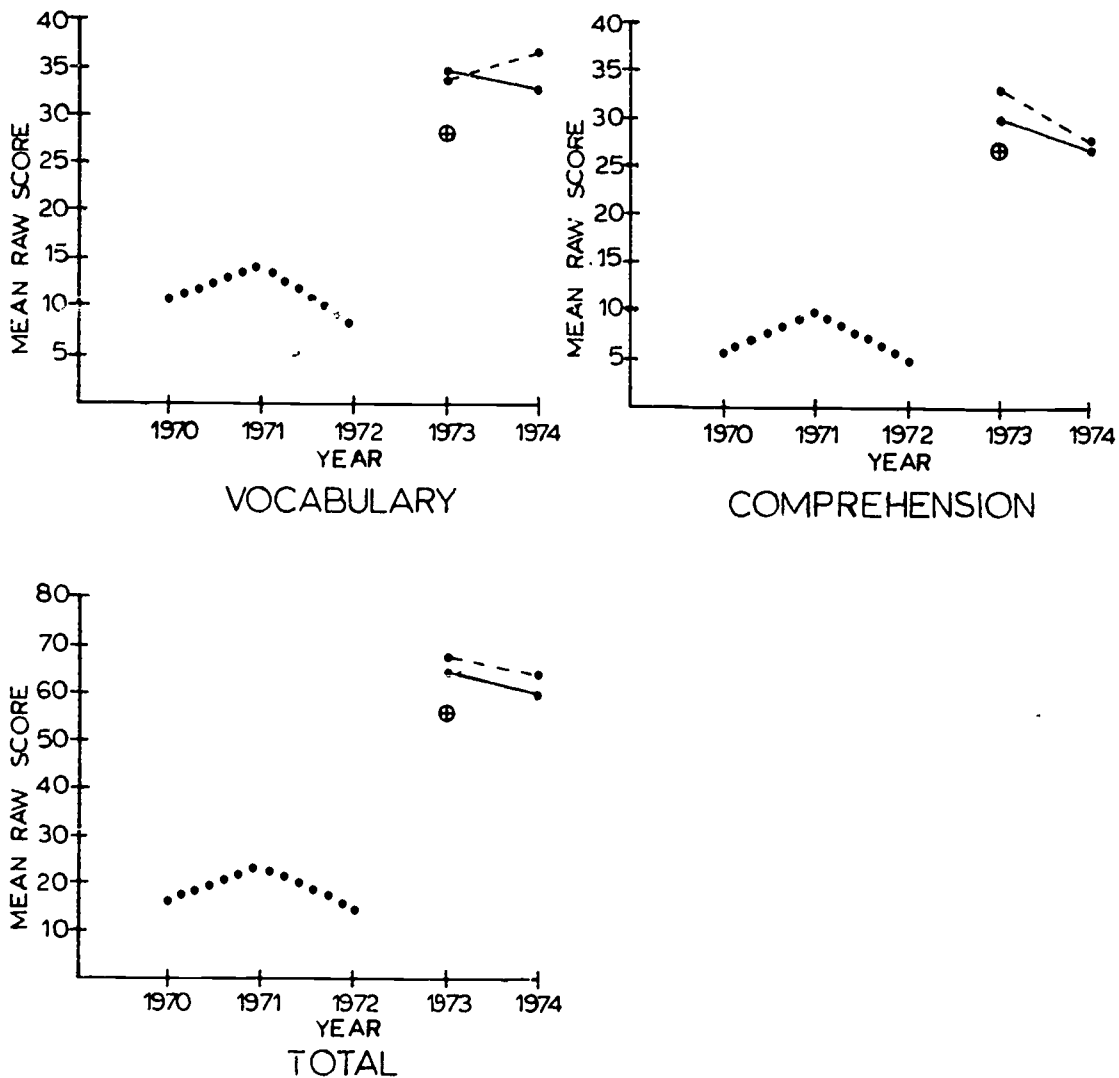
Over time:

As shown in Figure 14, the GTA tests were too difficult for beginning readers. SCDC criterion-referenced tests replaced them when available. Over time, there has been no consistent trend on Level I. Level II totals have improved as third, fourth, and fifth grades have been added to the program (see Figures 15 and 16, and Tables 28 and 29, Appendix B).

Twenty-three Bilingual Program pupils have been tested over a three-year period. As shown in Table 30, Appendix B, their average scores increased from 26.3 to 47.7 points at Level I and from 37.7 to 40.3 points at Level II.

FIGURE 15

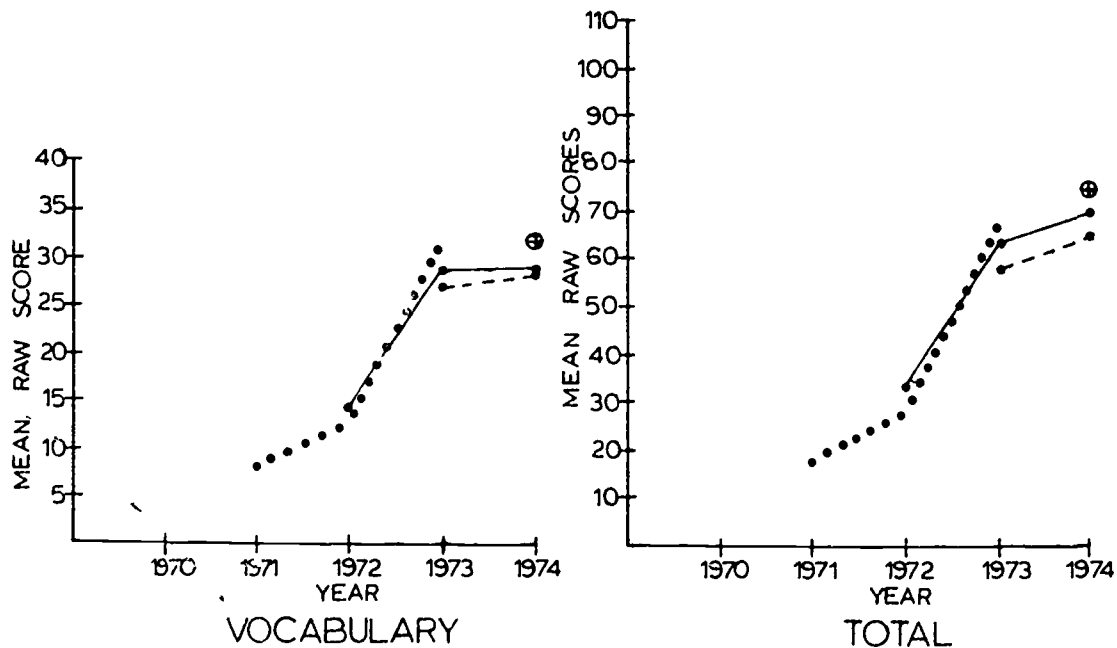
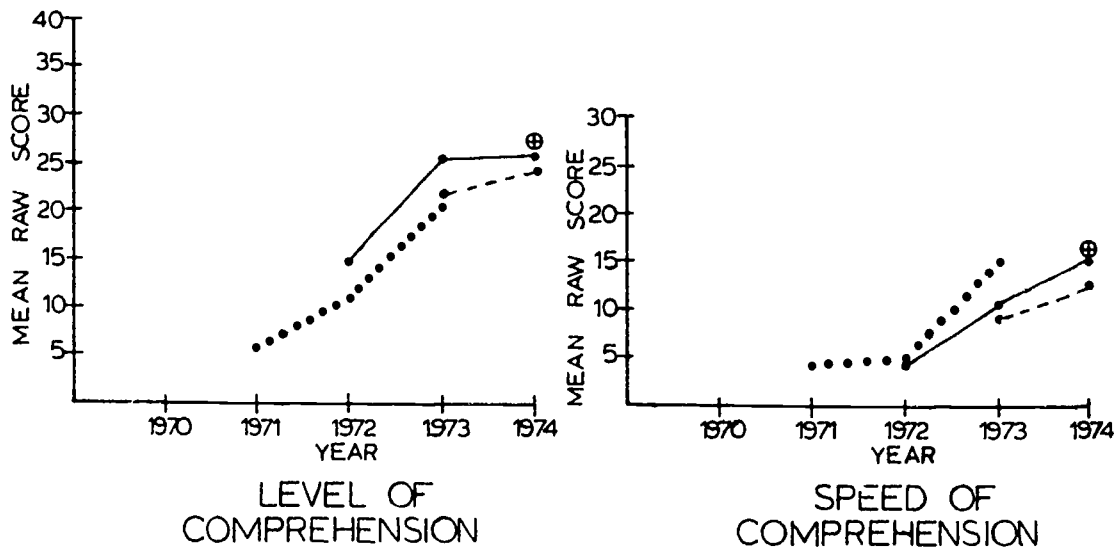
VIEAU BILINGUAL PROGRAM
 MEAN RAW SCORES
 GUIDANCE TESTING ASSOCIATES
 TESTS OF READING SPANISH, LEVEL 1



- GRADE 1, 1970-72
- ⊕ GRADE 2, 1973
- GRADE 3, 1973-74
- - - - - GRADE 4, 1973-74

FIGURE 16

VIEAU BILINGUAL PROGRAM
 MEAN RAW SCORES
 GUIDANCE TESTING ASSOCIATES
 TESTS OF READING SPANISH, LEVEL 2



- GRADE 2 , 1971-73
- GRADE 3 , 1972-74
- - - - - GRADE 4 , 1973-74
- ⊕ GRADE 5 , 1974

Additional Data

English Reading

The great variation in reading levels, particularly of those learning to read English as a second language, resulted in a number of English reading groups within each bilingual class. Pupil reading levels at the end of May are indicated in Table 5.

TABLE 5
BILINGUAL PROGRAM
ENGLISH READING LEVELS
MAY, 1974

Grade Level	Number of Pupils											
	English Reading Levels											
	Readiness	0	3	4	5	6	7	8	9	10	11	12
1			15									
2	2	3	1		3	4	2		1			
3			1	3	1		3		1	2	4	
4				6	1	-			5	5	2	
5-6	1 (ESL)				3	6			3		3	

Thirty-two of the above first through fourth grade pupils received special help in English reading in the Bilingual Reading Center. The average total reading level of 29 Spanish-speaking pupils on Ginn 360 tests was 5.89 on admission. On the final assessment in June, their English reading levels averaged 6.34, a statistically significant gain of 2.45 reading levels.

Extent of Bilingualism

A study of the extent of usage of the two languages was undertaken in fall, at the request of the program director. A checklist was developed which would enable a trained bilingual observer to monitor the languages used by elementary school Bilingual Program pupils, teachers, and aides in the classroom in ten to 30-minute time segments. Sample groups of pupils were monitored on the playground.

The bilingual observer spent half a day with each Bilingual Program class at Vieau School during the first week in October.

Results

Pupils

A total of 137 pupils were observed in kindergarten through fifth grade; 34 (25%) were English-dominant, 58 (42%) were Spanish-dominant, and 45 (33%) were bilingual.

During the classroom observation period:

- 82 (60%) used English in class
- 33 (24%) used Spanish in class
- 15 (11%) used both English and Spanish in class
- 7 (5%) did not speak

Forty-one of these pupils were observed on the playground; 17 English-dominant, seven Spanish-dominant, and two bilingual.

During the playground observation period:

- 39 (95%) used English
- 2 (5%) used Spanish
- None used both English and Spanish

Teachers

One 15-minute observation period in each classroom was used to record Spanish expressions. The expressions, reported by grade level, are in Table 31, Appendix B.

Five of the seven teachers used both English and Spanish. During the activities in the kindergarten (art and free play), the teacher used only Spanish while the aide used both English and Spanish.

Aides

All aides present in the classroom used both Spanish and English.

Conclusion

Although 75% of the pupils were classified by teachers as Spanish-dominant or bilingual, only 34% of the class used Spanish during the monitoring periods; and only five percent of those observed used Spanish on the playground.

On the basis of these observations, it could be concluded that English is the preferred and the most-used language. The observer noted that "Many children are bilingual to the extent that they can understand most of what a teacher says in a language foreign to them and frequently answer in words and phrases they have learned; however, in free work activities when they talk among themselves, they almost constantly use one language to the exclusion of another".

Monitoring

K-4

In November, 1973, a bilingual tester checked each pupil on English Language Arts objectives and Mathematics objectives according to grade-level criteria. At kindergarten, Social Studies objectives were monitored in place of Mathematics. These objectives and the numbers of pupils who achieved them at that time are listed by grade level in

Appendix B, Table 32, "Monitor Results, K-4".

Findings

- Kindergarten: A majority of pupils had achieved all objectives.
- First Grade: The majority had achieved English Language Arts but not Mathematics objectives.
- Second Grade: A majority had met the English Language Arts objectives. A majority of girls, but not boys, met the Mathematics objectives.
- Third Grade: English Language Arts was generally good. About half of the class had not achieved the Mathematics objectives.
- Fourth Grade: The Mathematics objectives were a problem for most of the class and the English Language Arts for many of the boys at that time.

Fifth Grade

During the second semester, fifth-grade achievement of curriculum objectives was monitored in depth by the curriculum supervisor and the classroom teacher working together. There were 12 pupils, ten of whom had been in the Bilingual Program for three to five years. Five newly-arrived monolingual Spanish pupils were not included in the monitor.

Findings

	<u>Number of Pupils</u>	<u>Reading Level</u>
English reading levels:	1	ESL
	1	Level 9
	3	Level 10
	3	Fifth grade
	4	Sixth grade
Spanish reading levels:	7	Level 8
	3	Level 9
	2	Level 10

	Number of <u>Pupils</u>	<u>Mathematics</u> <u>Level</u>
Mathematics:	4	Grade 4 book
	8	Grade 5 book

In December, most pupils had achieved objectives for Place Value and Computation but not for Number Theory, Fractions, Geometry and Measurement, or Decimals.

English Writing

Eight pupils were 95% correct on taking dictation of sentences using spelling words. Seven pupils were 95% correct in writing a letter.

Social Studies

The curriculum covered the historical, social, and cultural development of the United States. Only 25% of the material was covered during the year. In March, 50% to 100% of the pupils achieved objectives relating to American Indians.

Science

Half of the curriculum, Life Cycles, was covered. Physical Science was not covered. The supervising teacher noted a need for class recording of observations in such a way that transfer of learning could be demonstrated on a test by stating answers clearly and with correct spelling.

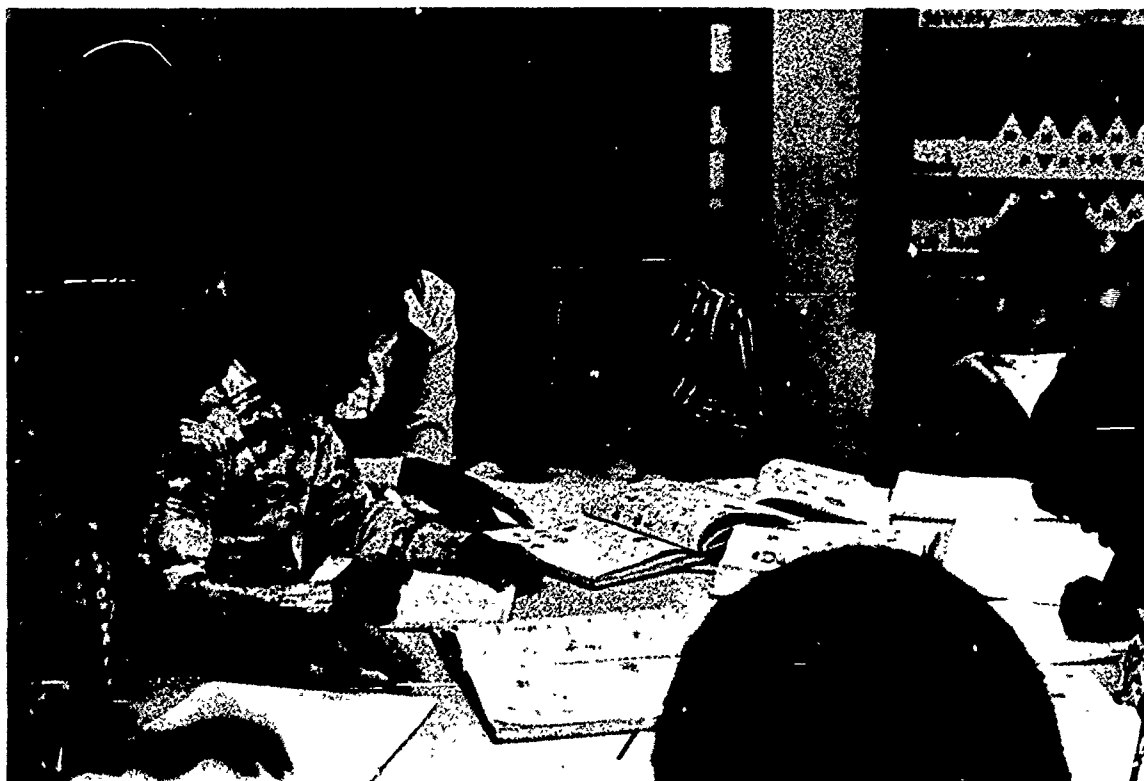
Spanish TV Test

The Milwaukee Public Schools offered a televised Spanish course for fifth and sixth graders who were studying Spanish as a second language.

Bilingual Program pupils did not take the lessons, but they did tune in for the end-of-semester sixth-grade test for pupils who were finishing their third semester. Pupils were required to respond with paper and pencil to audio/visual action depicting dialogue expressions on the TV screen. There were 20 such vignettes.

Findings

Second grade, the median score of 15 pupils was 11 (55%) correct. Third, fourth, and fifth grade, the median score of 48 pupils was 18 (90%) correct.



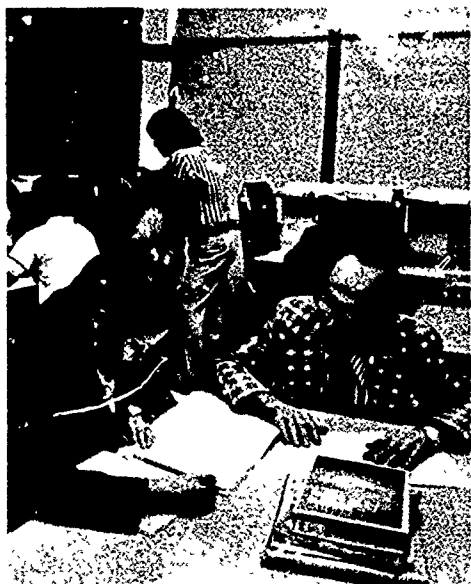
Discussion

The program appeared to be approaching the academic objectives of bilingualism by the end of sixth grade, as pupils who had spent three or more years in it were functioning in two languages. In addition, newly-arrived monolingual Spanish pupils were provided with a setting in which they were encouraged to use their mother tongue to pursue their studies and as a bridge to learning English.

There was a dip in achievement in the third-grade Bilingual Program. It is suggested that this lag in performance may be related to the introduction of reading in the second language at this time. It is further suggested that this temporary dip in achievement be investigated as a possible function of some sort of related transitory interference. It might be interesting to observe the effect of delaying the acquisition of second language reading until the elementary levels, at least for those whose first language is English.

Another problem area was the inclusion of the total Milwaukee Public Schools curriculum in both languages. The close study of fifth grade revealed that coverage of science and social studies was half or less of the prescribed courses. Instruction of many subjects in two languages appeared to tighten class schedules to a point where something had to be omitted. If this is so, it is suggested that academic objectives be limited to a selection of components which are deemed most desirable. Based on their experience over the past five years, staff members might now have the information to build a realistic bilingual program model from kindergarten through the end of elementary school.

Secondary



Background

The offering of bilingual social studies courses, beginning with Hispano-American Culture, Language, and History in 1969 and expanding to include United States History at both schools, gave South Division and Lincoln High School students the opportunity to take required courses in a familiar cultural setting during their sophomore and junior years. South Division has added Personal Economics, Sociology, and The Hispano in an Urban Setting. Spanish for Spanish Speakers was a Milwaukee Public Schools' course at both schools. Lincoln Jr-Sr High School on the northside and South Division High School on the southside opened their Bilingual Reading Centers in 1970. The aim of these centers was to raise academic achievement by improving the English reading skills of both English-speaking students and of newly-arrived Spanish monolingual students and to help students acquire concepts in the subject content areas. A tutorial program was initiated in connection with the South Division Reading Center late in 1971-72 to enable successful students to assist those who had problems with course work. Both schools have had bilingual students' advisors whose job was to increase the chances of success for Latin students by helping them to surmount a gamut of problems and to encourage them to remain in school and then to continue their education beyond graduation. Bilingual counselors were added in 1972-73. All staff members were bilingual and bicultural. Teacher descriptions of the courses are in Appendix A.

Objective 8: Secondary school students who have been enrolled for two semesters in the class conducted by the Bilingual Reading Specialist will gain at least one English reading level on a pre/post test.

In 1974:

Lincoln Junior-Senior High School

California Achievement Tests, Reading, Average Grade Equivalents

Level 3 - Twenty-three students averaged 4.7 on the pretest and 5.7 on the posttest, a gain of 1.0 years.

Level 4 - Three students averaged 6.4 on the pretest and 7.8 on the posttest, a gain of one year, four months.

South Division High School

Stanford Diagnostic Reading Tests

Level I - Seven students averaged 2.2 on the pretest and 2.8 on the posttest, a gain of six months.

Level II - Fifty-one students averaged 6.6 on the pretest and 7.0 on the posttest, a gain of four months.

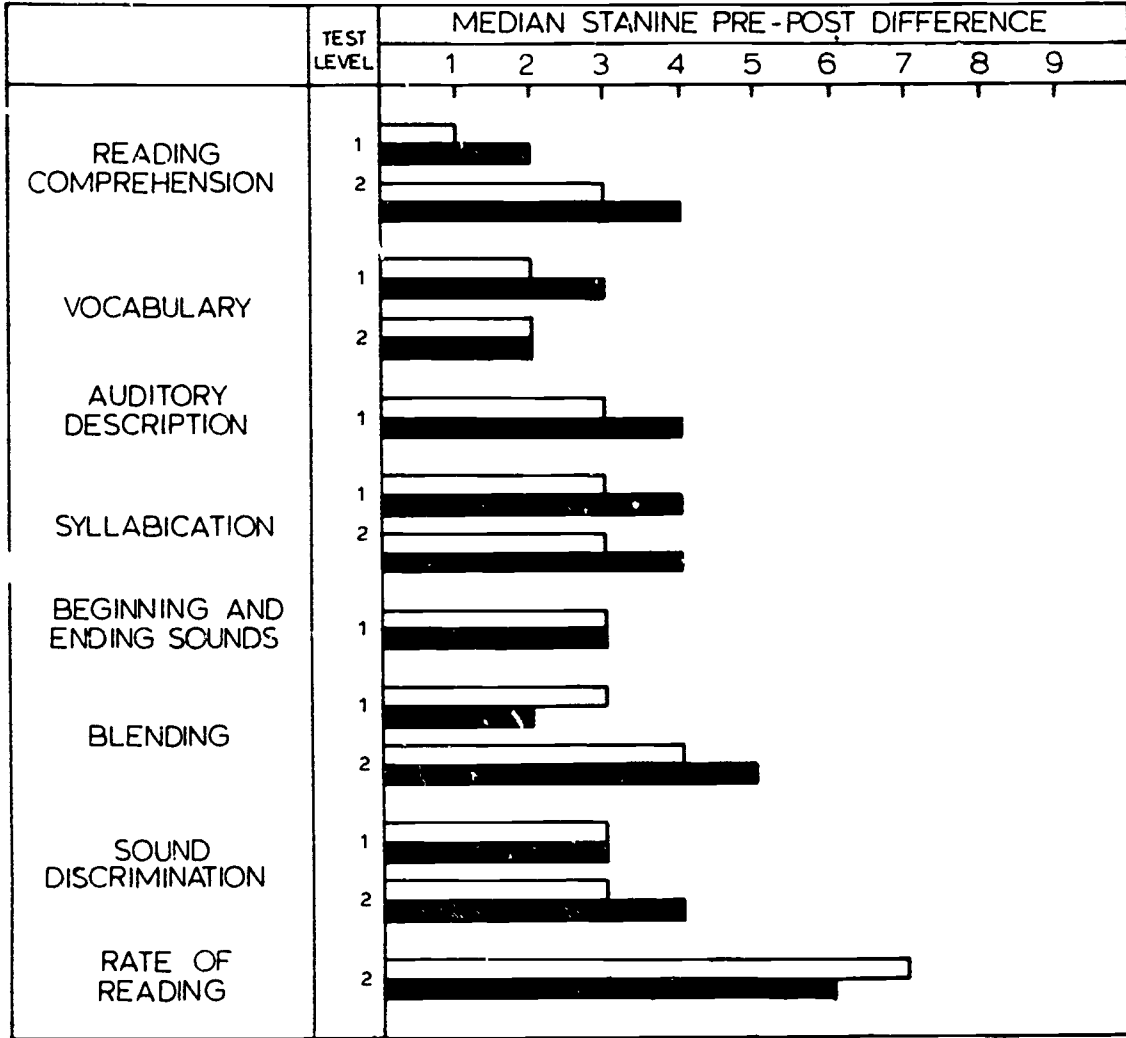
Of the 51 students, 65% averaged 1.2 grades higher, 29% averaged 1.0 grades lower, and six percent scored the same. The 29% whose scores declined were characterized by the teachers as low achievers or poorly motivated students, most of whom were in the Tutorial Program described in the next section. Pre/post gains in each diagnostic category are shown in Figure 17 and tabled in Tables 33 and 34, Appendix B. Level I students advanced one median stanine in Comprehension, Vocabulary, Auditory Description, and Syllabication; remained the same in Beginning and Ending Sounds and Sound Discrimination; and scored lower in Blending. Level II students advanced one median stanine in Total Reading Comprehension, Syllabication, Sound Discrimination, and Blending; remained the same in Vocabulary, and scored lower in Rate of Reading. The loss in Rate of Reading reflects an error in timing the administration of the pretest.

Over time:

As shown in Table 6, each school has demonstrated the criterion gain in one out of the four years.

FIGURE 17

PRE/POST READING ACHIEVEMENT
 SOUTH DIVISION HIGH SCHOOL
 BILINGUAL READING CENTER
 STANFORD DIAGNOSTIC READING TESTS, 1974
 LEVEL 1, N=7, AND LEVEL 2, N=51



 PRE
 POST

TABLE 6

BILINGUAL SECONDARY READING CENTERS
PRE/POST GRADE EQUIVALENT SCORES, 1971-1974

Year	Test Instrument	Lincoln		South Division			
		Number of Pupils	Pre	Post	Number of Pupils	Pre	Post
1971	Nelson Reading Test	17	3.7	4.5	35	5.5	6.1
1972	Nelson Reading Test	7	4.4	4.8	36	5.8	6.0
1973	California Achievement Tests, Reading						
	Level 3:						
	Vocabulary	29	--	5.0	14	2.8	3.9
	Comprehension		--	5.5		3.9	5.0
	Level 4:						
	Vocabulary				21	7.9	8.4
	Comprehension					7.5	7.9
1974	California Achievement Tests, Reading						
	Level 3	23	4.7	5.7			
	Level 4	3	6.4	7.8			
	Stanford Diagnostic Reading Test						
	Comprehension						
	Level I				7	2.2	2.8
	Level II				51	6.6	7.0

Additional Data

Tutorial Program

Eighteen students were referred by classroom teachers to the South Division Bilingual Learning Center for help with one or more of the following subjects: Algebra, Hispano in an Urban Setting, United States History, English, Geometry, Biology, and Sociology. Latin-American students who had a 3 average in the subject were paid by the hour to tutor those who had been referred. The referring teachers rated the tutees at the beginning and the end of the Tutorial Program. Ratings were returned on 15 students, four of whom had dropped out of class during the tutorial period. Figure 18 shows the increases and decreases in ratings of each category from the first rating in January to the end of the Tutorial Program in May.

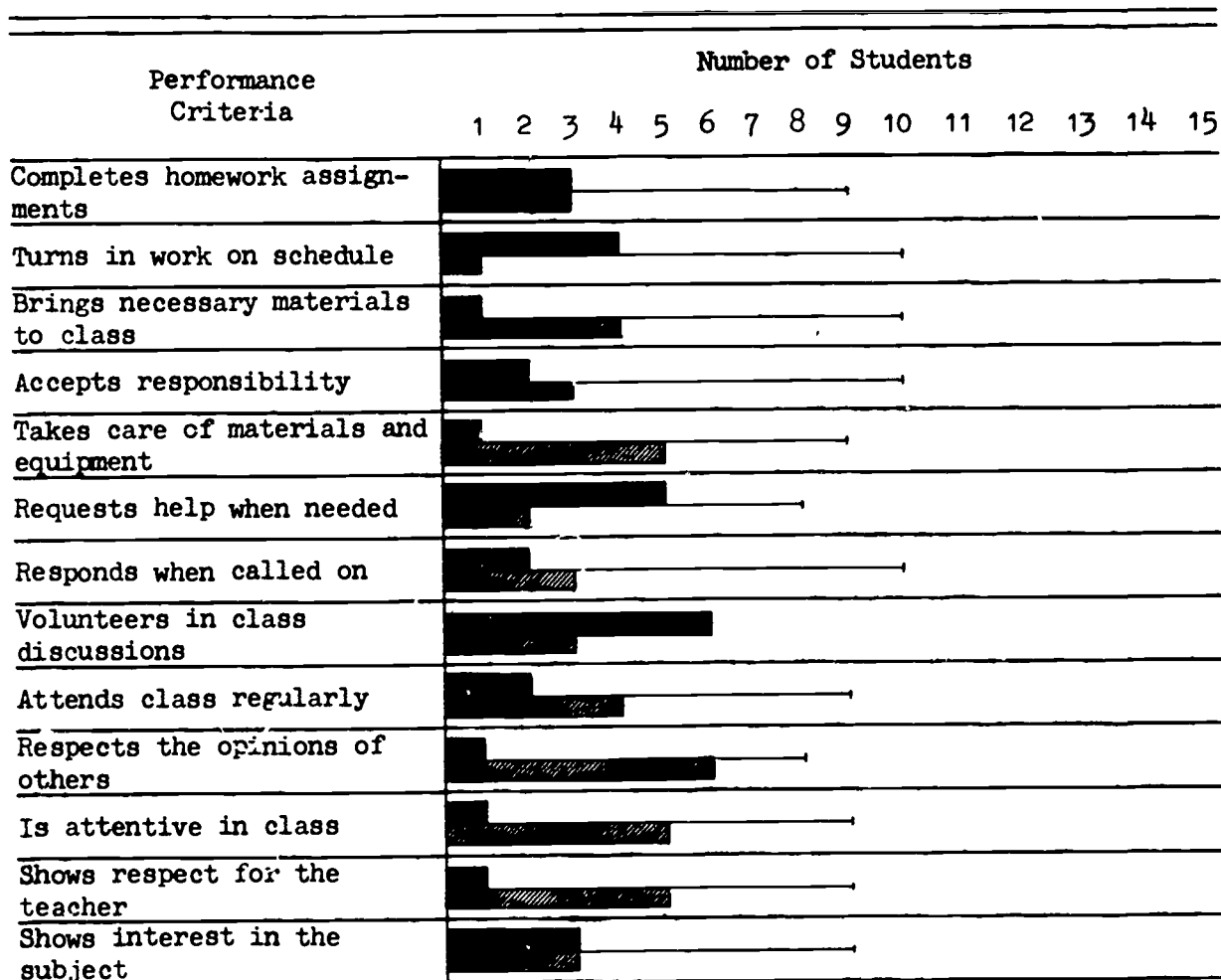
At the beginning nine students and at the end ten students were rated as doing passing work. At the beginning, seven students could comprehend English, eight could speak it, and five could read and write English. Three students were added to each English language category in the final rating.




Tutored students were expected to improve in quality of work, school attendance, and class participation. The average improvement over all the categories was 16%. The average incidence of regression was 24%.



FIGURE 18

DIFFERENCE BETWEEN JANUARY AND MAY RATINGS
BY REFERRING TEACHERS OF
TUTORIAL PROGRAM STUDENTS, 1974



 Higher Rating
 Lower Rating
 Same Rating

Student Advisors

Bilingual Students' Advisors were bilingual and bicultural paraprofessional aides who assisted students, parents, community members, and school personnel. Students' Advisors were expected to orient newly-arrived pupils; to provide for assistance in obtaining books, lunch, and clothing; to provide information about employment, academic programming, and college entrance; to help with discipline problems and illness; and to confer with those who were having difficulties in school. Students' Advisors often contacted parents or community agencies on behalf of students. They functioned as interpreters and intermediaries with other school personnel and with parents. During the 1973-74 school year, two Students' Advisors at South Division and one at Lincoln Junior-Senior High School reported the total activities listed below. An itemized tabulation of the total weekly reports is tabled in Appendix B, along with reported details which illustrate the kinds of help available to Spanish-American students, Tables 35 and 36.

TABLE 7

NUMBERS OF PERSONS ASSISTED BY
BILINGUAL STUDENTS' ADVISORS, 1973-74

Group Assisted	Schools	
	Lincoln	South Division
Students	211	969
Parents and Community	152	204
School Personnel	50	364

At Lincoln, the most frequent student service was to those who dropped by to visit the Students' Advisor's office. Economic assistance with books, lunch, and clothing was the service most requested by South Division students. At both schools, parents, and community members were contacted most frequently by phone. Counselors were the school staff members who sought the greatest amount of assistance at both schools.

Graduates

It was expected that the Bilingual Program would encourage more Spanish-American students to remain in school through graduation. Data prior to 1970 were not available. The percent of Spanish-surnamed graduates reported at the two high schools is shown in Table 8. There was an increase in graduates from the Bilingual Program over time.

TABLE 8

PERCENT SPANISH-SURNAMED
HIGH SCHOOL GRADUATES, 1970-1974

	<u>Population</u>		Total Number	<u>Graduates</u>	
	Total School Population	Percent Spanish- Surnamed		Percent Spanish- Surnamed	Percent Bilingual Program
Lincoln					
1970	1548	12	145	Unknown	0
1971	1528	11	154	6	50
1972	1259	14	165	8	0
1973	1268	13	133	14	43
1974	1159	11	117	8	0
South					
1970	1910	14	537	9	
1971	1773	14	411	12	13
1972	1677	17	562	11	42
1973	1867	16	493	17	49
1974	1785	18	434	11	69

At Lincoln, no seniors enrolled in the Bilingual Program in 1972 or 1974. At South Division, the proportion of graduates who were enrolled in the Bilingual Program has increased from 13% in 1971 to 69% in 1974. Five of the 34 South Division 1974 Bilingual Program graduates were elected to the National Honor Society.

Discussion

The Bilingual Reading Center test results indicated that the centers were serving two distinct populations of Spanish-American youth. One group had acquired the basic reading skills and was motivated to succeed in learning to read English well. The other group was unable to read in any language and was the product of environments and life histories which resulted in attitudes which leaned more toward the delinquent than the scholastic. At South Division High School, this second group was singled out by classroom teachers and referred to the Bilingual Tutorial Program. Pre/post ratings of the students' achievement and study habits revealed that there was more regression than improvement. As a result, staff members have instituted revisions in the 1974-75 Tutorial Program such that tutors receive training in how best to assist tutees effectively and how to work with individuals and small groups. Reading Center teachers will attempt to exercise closer supervision over the Tutorial Program. If space, time, and budget should become available, it is suggested that the Tutorial Program might experience more success if it were administered independently of the regular Bilingual Reading Center.

Bilingual Program staff members felt that more Latin students were encouraged to continue their education after high school graduation. Colleges and universities developed special programs to attract Spanish-American youth.

Students' Advisors in the two high schools were often instrumental in responding to student needs for information in a manner that paved the way for time to continue their education.

According to the parents, community members, staff, and students themselves, the overall secondary Bilingual Program was important and successful in



helping to guide Latin-American students to a place in the mainstream during their adolescent years.

BICULTURAL COMPONENT, DESCRIPTION AND FINDINGS



Background

All of the Milwaukee Public Schools curricula used in the Bilingual Program have been modified to emphasize Latin-American history and the Spanish cultural contributions to contemporary life in the national and local communities. Mexican and Puerto Rican holidays were celebrated in Bilingual Program schools, where special programs were produced for the entire school populations. Hispano music and foods, dress, arts and crafts, and customs were part of bilingual classroom life, as well as features for special occasions. Over the years, both parents and students have reported positive feelings about the bicultural nature of the program.

Objective 9: To cultivate in Spanish-speaking pupils a pride in their native language and culture and a more positive self-image as they make the transition to another culture and language.

In 1974:

Primary/elementary Bilingual Program and comparison groups took the School Attitude Test in Spanish or English. First and second grades had the pictorial oral version by Juan Rivera, and third through fifth graders had the original written multiple-choice test developed by Earl McCallon. The test has items measuring the pupil's interpersonal relationship with his peers, items on school in general, and the bulk of the items on interaction with the teacher. According to Dr. McCallon, pupils' self-image is revealed in response to the teacher-interaction items.

In the oral version, pupils marked one of our happy to sad faces in response to questions such as, "How do your teachers feel when you ask for help?". An analogous statement in the written version would be, "My teachers like to help us when we have trouble with our work". The pupil could check one of three responses, "Most of the time", "Some of the time", or "Not very often". Results are in Table 37, Appendix B. All bilingual and comparison classes averaged scores in a range indicating a "positive response to school environment". Contrasted with comparison classes, bilingual groups scored higher at first grade, lower at second, and the same in grades three through five.

Secondary students, 28 at Lincoln and 68 at South Division, in response to questionnaire items about the Bilingual Program, indicated that:

Forty-nine percent felt that the Bilingual Program "gave me more pride in my Spanish-American heritage".

Sixty-one percent said it "helped me feel better about school".

Sixty-four percent agreed that "it helped me in other subjects".

Parents and community members were asked to respond to a Spanish/English questionnaire. Fifty-five returned the questionnaires. Their answers to the question, "Has the Bilingual/Bicultural Program helped the Latin community?", touched on the matters of cultural pride and the transition to a new culture. Some examples:

"I have seen a development of self-respect in the community and in the young people of the community. I believe that this program has contributed much to this development."

"I have seen that since the beginning of this program, the children of our Latin race who did not speak Spanish, have become enthusiastic to learn Spanish."

"For example, my children did not know one word of English - imagine how they would have learned without anyone to explain in Spanish what each thing meant."

"The program helps our community because the child comes to a classroom where the language he knows is spoken, and he feels more secure."

An administrative and staff questionnaire for those working with the Bilingual Program included the question, "Have you noted a positive change in the attitude of Spanish pupils toward the Spanish culture because of the Bilingual Program?" Forty percent of the 45 respondents noted a great change, and 32% noted some change. Twelve percent found no change, and the remainder did not know. Results of the questionnaire are tabled in Appendix C.

Over time:

In 1970, 85% of responding parents reported that the bilingual class helped their child to feel proud of his Spanish heritage.

In 1971, 60% of the responding parents indicated that their child had greater pride in his Spanish-American background because of the Bilingual Program. Eighty-seven percent of the high school students "felt better" about themselves because of the Bilingual Program.

In 1972, 100% of responding parents of elementary and secondary Spanish-American program pupils believed that Spanish-Americans do better in a bilingual program. Ninety percent of the Anglo-American parents agreed with that statement.

In 1973, the elementary school principal reported that, since the Bilingual Program had begun in 1969, there had been a great decrease in behavior problems in newly-arrived Spanish-speaking pupils. A survey of parents of Spanish-American high school graduates revealed that 64% of those responding felt that the Bilingual Program had benefitted their child.

Conclusion

The development of pride in the Hispano culture and language appears to have been accomplished, according to evidence from the pupils, their parents, staff members, and the Latin community.

ACCOMPLISHMENTS AND THE FUTURE OF BILINGUAL EDUCATION IN THE MILWAUKEE PUBLIC SCHOOLS



By the end of the five-year pilot project, the Bilingual Program was associated with changes in the school district and the community including the following:

- Nine additional schools had developed bilingual offerings supported by the School Board. The estimated annual local funding of the entire Bilingual Education Program is at least \$821,693.00.
- The Milwaukee Bilingual Program ended its third year as a Field Trial Center for the Spanish Curricula Development Center of Miami, Florida, an ESEA Title VII development center for Spanish language criterion-referenced materials.
- The midwest center for the Curriculum Adaptation Center for Bilingual/Bicultural Education, C.A.N.N.B.E., which tailored SCDC materials to regional linguistics, was entering its third year of affiliation with the Milwaukee Public Schools.
- The Milwaukee Public Schools Board of School Directors officially endorsed Bilingual/Bicultural Education as part of the curriculum program and endorsed guidelines as indicated in the "Design for Bilingual/Bicultural Education in the Milwaukee Public Schools".
- A City-Wide Bilingual Advisory Committee was formed of parent group representatives from Bilingual Program schools.
- Teachers and aides had taken courses at Alverno College, Cardinal Stritch College, Marquette University, Mount Mary College, and the University of Wisconsin-Milwaukee, all of which had developed bilingual education courses.
- Inservice programs had been developed to train teachers and aides in the Bilingual Program and to acquaint other interested staff members with the special problems of Spanish-American pupils.
- A continuation grant as an exemplary program had been received from Title VII for a visitation program, inservice training for parents and teachers, educational evaluation by a team of curriculum experts, and extension of the pilot project.
- The program had received national recognition in the educational literature and at national and international meetings on bilingual education

and on the teaching of foreign languages and of English as a Second Language.

In addition, the program had received general endorsement by pupils, parents, staff, and community in year-end questionnaires after each of the first four years. In Spring of 1974, therefore, these groups were asked their opinions about an ideal bilingual program in order to help plan for the future. The questionnaires were printed in English and Spanish. Ninety-six high school students completed questionnaires. Of the 530 questionnaires sent to parents and community, 55 (ten percent) were returned. Of 81 sent to administrative and school staff members, 45 (56%) were returned. Their responses are tabulated by percent in Appendix C. Highlights of the findings are presented below.

Eighty percent of the secondary students who responded were in their first or second year of the program. About half the students at Lincoln and about three-fourths at South Division were bilingual. From 11% to 25% had noticed improvement in their English and/or Spanish language skills because of the Bilingual Program, and from one percent to 21% had learned new language skills. Less than eight percent of the parents were English-dominant, the remainder being approximately equally divided between bilingual and Spanish-dominant. The majority answers to the issues posed were as follows:

Best kind of classroom for a Spanish-dominant/English-dominant/bilingual pupil

In general, bilingual classes were rated to be the best except for language arts, which students felt should be in the language being taught, and parents felt should be bilingual.

How many subjects should be taught bilingually?

The majority of parents said "All subjects", community people said "Most subjects", and students were divided between "All" and "Most".

How "bilingual" should a bilingual/bicultural program be?

Most parents and students felt that both teachers and pupils should use Spanish and English about equally during the school day.

When should a pupil who begins his bilingual program in kindergarten leave the Bilingual Program and enroll in a regular class?

The majority of parents and Lincoln students felt this should occur as soon as the pupil is able to understand and speak English. The majority of community people and South Division students felt the program should be continuous through high school.

Approximately half of the parents and three-fourths of the students and all of the community representatives believed that a kindergarten through twelfth grade bilingual/bicultural program is the best kind of education for a Spanish-American child.

Eighty-nine percent of the students said that the Bilingual Program helped them in high school.

Sixty-nine percent of the parents and 56% of the community representatives said that the Bilingual Program helped them in their contacts with the school, mainly in the area of communication.

Over 60% of all respondents believed that the Bilingual Program has helped the Latin community.

The best way of spending local funds for the special needs of Latin students would be:

- According to students - Certified bilingual high school counselors
- Inservice training to improve Spanish vocabulary
- Bilingual aides
- Field trips
- According to parents - Bilingual reading teachers
- Bilingual aides
- Inservice training to improve Spanish vocabulary
- Bilingual books and materials
- According to community - Bilingual all-day kindergarten
- Hispano art and music
- Hispano dancing

Administrators and teachers rated the following as the most necessary components to maximize pupil achievement in a bilingual program:

Latin bilingual teachers

Continuity of Bilingual Program through the grades

Spanish aides

English and Spanish reading instruction

Program evaluation and monitoring

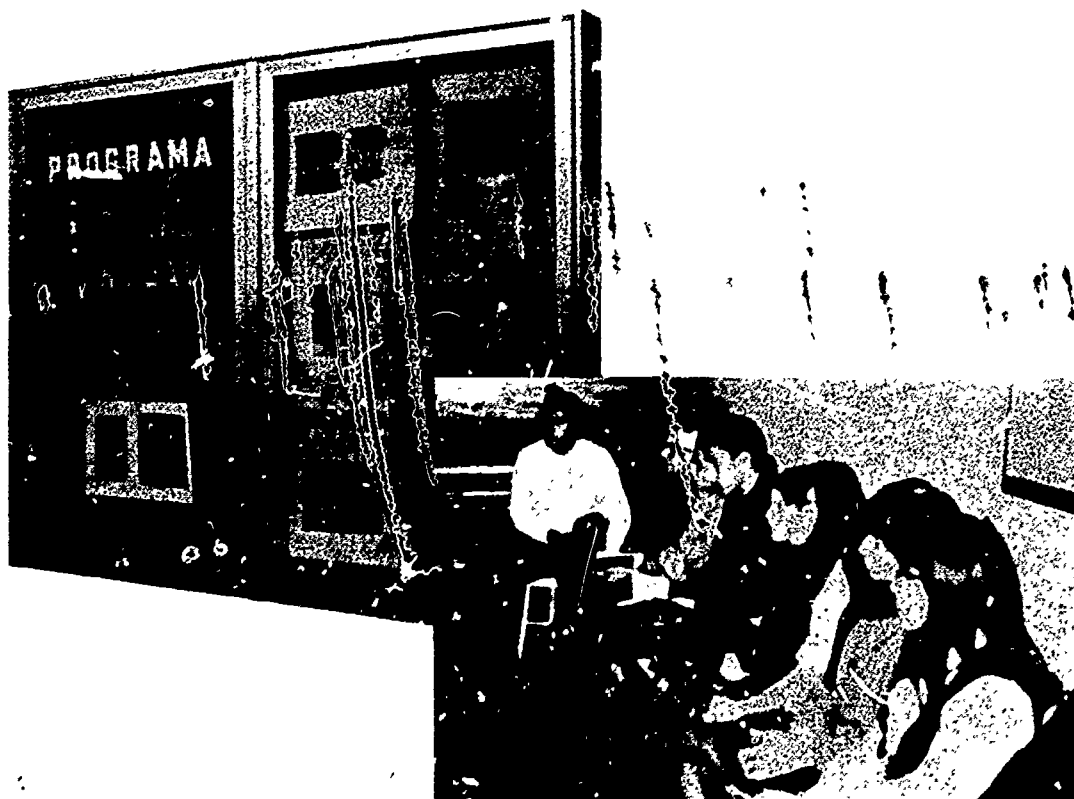
Assistance of curriculum supervisors

Supervising teacher

Learning to read and understand English was rated the best feature of bilingual classes by high school students. They felt the most important aspects of bilingual classes were learning in two languages and having a teacher who is bilingual and bicultural.

Over 60% of high school students said the Bilingual Program helped them in other subjects, gave them more pride in their Spanish-American heritage, and helped them feel better about school.

Science, mathematics, and business are the bilingual courses high school students would most like to have added.



Bilingual Program staff members suggested adding a bilingual secretary, Spanish courses for teachers and aides, a full-time director, a bilingual principal, and a Spanish Head Start program.

General recommendations for the present Bilingual Program included:

Funding for bilingual materials

Released time for adaptation and development of English materials for bilingual programs

Bilingual/bicultural counselors at secondary schools

Latin administrator in schools with significant Latin population

SUMMARY AND CONCLUSIONS



Summary

The 17 findings listed below summarize the evaluation highlights, as selected by the Project Director:

Demographic

1. Less than ten percent of the homes were monolingual English, between 10% and 40% were bilingual, between 42% and 82% were monolingual Spanish.
2. Thirty-nine percent of Vieau pupils were at least in third year of the program in 1973-74.

Kindergarten

3. Kindergarten pupils scored as well as or better than comparison groups on a standardized test of mathematics and reading readiness.
4. Comparison of bilingual kindergartens over two years indicated that lengthening the school day does not necessarily increase reading readiness.
5. Vieau's (1974) bilingual kindergarten equalled Vieau and Allen-Field control groups and exceeded the Kagel group in mathematics.
6. Vieau's kindergarten class scored above the mean national norm for low socio-economic groups (28.4) on the Boehm Test of Basic Concepts in 1974.

Primary/Elementary

7. With the exception of English and mathematics achievement at third grade, bilingual classes attained grade level expectations. The dip at third grade appeared to be temporary, as reading and mathematics returned to grade level at fourth and fifth grades.
8. Dip in achievement in the third grade may be related to the introduction of reading in the second language at this time.

Primary/Elementary (Continued)

9. Reading Center - The average total reading level of 29 Spanish-speaking pupils on Ginn 360 tests was 3.89 on admission to the Bilingual Reading Center. Final results in June showed English reading levels averaged 6.34, a statistically significant gain of 2.45 reading levels (1974).
10. Primary and intermediate pupils made gains of 11% to 29% on a test of understanding and speaking Spanish.
11. Upper primary and elementary pupils had a median score of 90% correct on a TV final test of third-semester Spanish.
12. "Pupils who had spent three or more years in the program were functioning in two languages."
13. Including all subject areas in bilingual instruction raises a problem. Only about half of the science and social studies requirements were covered by all the students in the program during the year.

Secondary

14. Increase in proportion of Spanish-surnamed students who remained in school, graduated, and continued education was associated with the high school bilingual program.
15. Low achieving or poorly-motivated students who were referred to the Tutorial Program did not show improvement.

Cultural Component

16. Most students reported that the secondary bilingual reading and social studies courses were of great value.
17. Students, parents, community, and staff expressed strong approval of the bicultural component as a strengthener of self-image and a source of ethnic pride.

Conclusions

The pages of this report have furnished evidence that, for the most part, pupil achievement and intercultural appreciation have been attained according to the 14 goals (Page 8) which have guided the Milwaukee Bilingual Program since it started in 1969. The professionalism of the supervisory and adminis-

trative staff, the sensitivity to community needs of the Board of School Directors, the cooperation and political growth of the Latin community are factors which have helped to make possible the education of bilingual/bicultural individuals. There remains room for improvement, particularly in providing a workable program for slower learners at all levels, in accommodating a total bilingual curriculum within the Milwaukee Public Schools framework, in stabilizing the staff on the northside, in prompting expanded parent involvement, and in enrollment of non-Latin students into the program. The likelihood is that these issues will be met, for it has been the practice of teachers, program supervisors, and administrators to act promptly in finding solutions to problem areas after they have been identified. The enlistment and assistance of staff, parents, community groups, institutions of higher learning, and experts in the state and across the nation have been, in the evaluator's opinion, a major factor in developing successful interaction among these groups for the ultimate educational progress of students and for their own mutual advantage.

SUMARIO Y CONCLUSIONES

Sumario

Las 17 conclusiones que siguen resumen los factores destacados de la evaluación:

El Aspecto Demográfico

1. En menos del 10% de los hogares se hablaba inglés solamente, del 10% al 40% eran bilingües, del 42% al 82% hablaban español solamente.
2. En el año 1973-74, el treinta y nueve por ciento de los estudiantes de Vieau habían estado en el programa bilingüe por lo menos tres años.

Jardín Infantil

3. Los estudiantes del jardín infantil (kindergarten) mostraron resultados iguales o mejores que los de los grupos comparativos en exámenes normalizados en matemáticas y apresto en lectura.
4. La comparación de los jardines infantiles bilingües por más de dos años indicó que la extensión del día escolar no resultó en mejor preparación para la lectura.
5. En el 1974, el jardín infantil de Vieau (1974) igualó a los grupos comparativos de Vieau y de Allen-Field y sobrepasó al grupo comparativo de Kagel en la matemática.
6. Usando el Examen Boehm de Conceptos Básicos en 1974, el jardín infantil de Vieau logró resultados superiores a la norma nacional media para grupos de un nivel socio-económico bajo.

La Escuela Primaria/Elemental

7. Las escuelas primarias/elementales en el tercer grado estaban a su nivel con excepción de la lectura en inglés y la matemática. El declive en el tercer grado fue temporario; los resultados en la lectura y la matemática subieron otra vez al nivel de grado en los grados quinto y sexto.

8. Es posible que el decaimiento en logro en el tercer grado tenga algo que ver con la introducción, a este tiempo, de la lectura en la segunda lengua.
9. El Centro de Lectura - El resultado medio para el nivel de lectura de 29 estudiantes de habla hispana fue de 3.89 en los exámenes Ginn 360 cuando entraron en el Centro de Lectura Bilingüe. Según los resultados finales en junio, los mismos estudiantes lograron un nivel medio de 6.34 en la lectura en inglés, un aumento de significación estadística de 2.45 niveles de lectura.
10. Los estudiantes primarios e intermedios aumentaron de 11% a 29% en un examen de comprensión y habilidad para hablar en español.
11. Los estudiantes en los grados primarios e intermedios tuvieron un resultado mediano de 90% correcto en un examen final (en la televisión) de español del tercer semestre.
12. Los estudiantes que han participado en el programa por tres años o más podían funcionar en los dos idiomas.
13. Un problema que existe en el programa bilingüe es el incluir la enseñanza de todas las asignaturas en inglés y español. Los estudiantes en el programa completaron la mitad de los requisitos a su nivel durante el año escolar.

La Escuela Secundaria

14. El aumento en la proporción de estudiantes de apellidos latinos que se quedaron en la escuela, se graduaron y continuaron su educación fue relacionado con la existencia del programa bilingüe en la escuela superior.
15. Los estudiantes de logro (éxito) mínimo y los de menor (pobre) motivación que fueron referidos al Programa Tutorial no mejoraron.

El Factor (Aspecto) Cultural

16. La mayoría de los estudiantes dijeron que los cursos de estudios sociales y de lectura bilingüe tenían gran valor.
17. Los estudiantes, los padres, la comunidad y la facultad expresaron gran aprobación de este aspecto, como factor que fortalece la imagen de sí mismo y enardece el orgullo étnico (y sirve como fuente de orgullo étnico).

Conclusiones

La información de este reporte ha mostrado que, por la mayor parte, el logro de los estudiantes y el aprecio del intercambio cultural entre las dos culturas se han realizado, según las catorce objetivos (Página 8) que han guiado el Programa Bilingüe de Milwaukee desde su principio en 1969. La calidad profesional de la administración, la comprensión, por parte de la Junta Directiva de las Escuelas, de las necesidades de la comunidad, la cooperación y el desarrollo político de la comunidad latina son los factores que han hecho posible la educación de los individuos bilingües/biculturales. Hay aspectos que se deben mejorar, en particular el proveer un programa eficiente, a todos niveles, para los estudiantes que necesitan más tiempo para aprender, el incluir un curso de estudios completamente bilingüe en la estructura de las Escuelas Públicas de Milwaukee, el estabilizar la facultad en el lado norte de la ciudad, el lograr más cooperación por parte de los padres, y la registración de estudiantes que no son latinos en el programa. Es probable que estos puntos en cuestión se realicen, pues es una práctica de los maestros, supervisores, y administradores de actuar prontamente para buscar soluciones a las áreas problemáticas después de éstas ser identificados. La ayuda de la administración, los padres, los grupos en la comunidad, los colegios y las universidades, y los expertos por todo el país ha sido, según el evaluador, un factor muy importante en desarrollar la acción recíproca efectiva entre estos grupos para el progreso educativo final de los estudiantes y para su propio provecho mutuo.

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APPENDICES

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APPENDIX A



Bilingual Program Curricula and Classroom Operations

6

KINDERGARTEN

KINDERGARTEN GROUPS, 1973-74
 GROUP CHARACTERISTICS AND
 PROGRAM PERSONNEL RESOURCES

	Bilingual (V _X) (Full-Day)	Vieau Comparison (V _C) (Half-Day)	Kagel Comparison (K _{Bi}) (Bilingual Half-Day)	Allen-Field Comparison (AF _{Bi}) Half-Day
Number of Teachers	1		2	1 monolingual, Eng; 1 bil, S/E, of Latin descent
Number of Aides	1 aide plus 2 part-time seventh-grade tutors	$\frac{1}{2}$	1	1 bilingual, Span and Eng
Number of Pupils	22	26 a.m. 17 p.m.	28	19 a.m. 19 p.m.
Pupil Characteristics	Last year's Head Start pupils had more skills. This year's are same as other pupils. Entire group is slower than last year's.	Seven are Spanish monolingual.	12 are Spanish- dominant, two monolingual (Spanish)	All are now bilingual.
Family Characteristics		Nearly one-third of the chil- dren do not have fathers in the home.		Spanish lang- uage used in home. Home- centered family life.
Special Services:				
Bilingual Reading Center		I use the books, tapes, and records from the center fre- quently.		3 to reading re- source teacher
Reading Center				
Guidance				11
Psychological Services		5	4	
Motor Development	6	6	3	6
Speech Therapy	Some	5	2	1
Wings		1 referred		
ESL		7	3	
Language Development		8 each semester		6

Vx = bilingual kindergarten
Vc = vowel comparison kindergarten
XB = Kagel bilingual kindergarten
AFBi = Allen-Field bilingual kindergarten

KINDERGARTEN GROUPS, 1973-74
INSTRUCTIONAL MATERIALS,
METHODS, AND EVALUATION

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
English Language Arts	V X	Peabody Kit, Sesame Street Magazine, calendar	Two groups, English-dominant and three bilingual; general concepts	Teacher test	None
	V C	Pictures, charts, Peabody Kit, emotion charts	Fifteen-minute daily conversation period to increase vocabulary and use of sentences and overcome shyness	Four of six Spanish monolinguals are making good progress according to teacher.	Pupils' vocabulary is very limited - eliciting response from pupils trained to be quiet.
	K ^{Bi}	Weekly readers, story books, Peabody Kit, Duso Kit	Small groups usually but whole group at times engages in role playing, finger plays, stories, etc.	Metropolitan Readiness Tests	Many children lack basic verbal skills when they enter kindergarten. Spanish-dominant children miss too much school.
	AF ^{Bi}	Millikin "Look and Listen" Kit and MPS kindergarten curriculum SCIC language, headsets, DLM Kits, Initial Experiences Kit	Stress is on concept development; small and large groups and individuals	All pupils are now bilingual.	Many pupils are non-verbal on entrance.
English Reading Readiness	V X	Flannel board, calendar	Teaches concepts, reading skills, and position (left/right)		
	V C	Flannel board and pictures, "Activities Handbook for Teachers of Young Children"	Pupils tell stories about pictures; teacher reads to them.	Teacher observation	Would like to teach cooperatively with bilingual kindergarten

KINDERGARTEN GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
English Reading Readiness (Cont'd)	K ^{Bi}	Materials suggested by language development teacher, alphabet cards, initial letters sounds	Copying alphabet, manuscript printing	MRT	
	AF ^{Bi}	Milton-Bradley Reading Readiness Kit; Economy Co., "Keys to Learning", Peabody Kit; language master, small groups; filmstrip previewers (bilingual filmstrips); alphabet bingo; "Let's Find Out" magazine	Small groups according to level of concept formation	Teacher Observation Kit follow-up work	Non-verbal character of children The vocabulary and concept development in the home is mostly done in Spanish. We are building vocabulary and concept development in English at this time.
Spanish Language Arts	V ^X	Peabody Kit, SCDC Fine Arts Calendar	Three groups: four English-dominant, eight Spanish-dominant, three bilingual	Teacher-made test	
	V ^C	Spanish books from library	P.M. aide reads Spanish books to Spanish pupils	Teacher observation	None
	K ^{Bi}	Peabody Kit, SCDC materials	Small groups engage in role playing, finger plays, stories, etc.	Informal and attached test	

KINDERGARTEN GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROCESSES
Spanish Language Arts (Cont'd)	AF ^B Bi	MPS curriculum (translated); Singer Society for Visual Education filmstrips, Laguna Language Series, SCDC material; teacher-developed material for basic concepts, colors, numerals, shapes and letters; color and shape bingo; filmstrip previewers, Millikin "Look & Listen", translated parts of it	Small groups; Weekly Reader (both languages); the academic approach to maintaining and developing concepts in Spanish	Observation and review (e.g., games); Boehm Basic Concept; Metropolitan Readiness (administered in Spanish and English to those who need it)	None
Spanish Reading Readiness	VX	Sesame Street Magazine (one per child), flannel board	Teaches concepts left to right, etc.	None	None
	VC	Not taught			
	K ^B Bi	Not taught			
	AF ^B Bi	Spanish color and shape words and numerals, SCDC Language Arts Strand, Pre-Reading Skills when adaptable, Milton Bradley Reading Readiness Kit (adaptable parts: i.e., pairs, etc.), Santillana Readiness Readiness in Spanish Kits	Groups	Observation	None

KINDERGARTEN GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Mathematics	V _X	Addison-Wesley Primer, Sesame Street Calendar, objects	Seven use English workbook; ten middle ability are taught in English; five of six slowest pupils are Spanish dominant.	Teacher tests individually.	None
	V _C	Addison-Wesley math chart, flannel board, beads and pegs	Counting, sorting, and chart work in group - individual help	P.M. aide repeats math lesson in Spanish for Spanish dominant. Teacher checks worksheets.	No text or workbooks
	K _{Bi}	Calendar, Addison-Wesley Primer, flannel board, teacher-made numeral charts, games; also, Title I math specialist for 12 children	Small groups usually but whole group at times work in writing numerals, sets, manipulative work, matching and counting subsets, etc.	MRT	Absenteeism causes children to miss many learning experiences.
	AF _{Bi}	Addison-Wesley Primer in English/Spanish, three-dimensional materials	Large group, English (total group); small group, Spanish (Spanish dominant), N=4	Workbook and worksheets	None
Science	V _X	As stated in Bilingual Program objectives	Group teaching in English or Spanish	Teacher asks questions.	None

KINDERGARTEN GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Science (Cont'd)	V C	Language development materials, films, and stuffed animals from Museum; library books and film strips; "Early Years" Magazine	Study calendar seasons, magnet's seeds, animals; take nature hike	Observation	None
	K _{Bi}	Teacher-made materials	Topics: seasons, weather, animals, space, plants, magnets, light, five senses		
	AF _{Bi}	Teacher-developed; topics: weather, nature, Science Table, planting, MPS curriculum used in both languages	Total group	None	None
Social Studies	V X	Peabody cards, field trips	Two groups, English and Spanish language; topics: community, family, school		
	V C	Provided by teacher	Topics: community helpers, fire station, children from other countries		
104	K _{Bi}	Teacher-developed materials	Group studies of holidays, Eskimos, Indians, community workers, and the circus		
	AF _{Bi}	Topics: home and family, selves, health, city, and community; cooking experiences	Large group	None	None

KINDERGARTEN GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Art and Music	V _X	SCDC Fine Arts Strand	One group, songs and games in Spanish	SCDC test, February	Need more cutting, pasting, painting, crayoning
	V _C	Anything available (e.g., sand paper paintings)	Cut and paste as part of all other work - structured sessions on "how to"	Observation	None
Field Trips	K _{Bi}	Games, music, books, records, different art media	Art and music are important parts of the curriculum often related to other areas of study.		
	AF _{Bi}	SCDC Fine Arts Strand, art activities related to program; also, music	Total group	Observation	None
Field Trips	V _X	Hawthorne Glen nature trip, pumpkin farm, Museum	Goes with regular kindergarten or first grade		
	V _C	Hawthorne Glen nature trip, pumpkin farm, Museum, Childrens' Hospital			
Field Trips	K _{Bi}	Trips to zoo, supermarket, fire department, and walks			Not enough money
	AF _{Bi}	Zoo, fire station, bakery, nature hike, Potters Forest, pumpkin farm, Hortacultural Center (dome), Post Office	Joins another class		None

FIRST GRADE
(LOWER PRIMARY)

GRADE 1, LOWER PRIMARY GROUPS, 1973-74
 GROUP CHARACTERISTICS AND
 PROGRAM PERSONNEL RESOURCES

	Bilingual	Vieau Comparison	Kagel Comparison	Allen-Field Comparison
Number of Teachers	2	1	1	1
Number of Aides	1	1 part-time	1 aide, English-speaking	1
Number of Pupils	31	27	31	29
Pupil Characteristics	Better prepared this year due to all-day kindergarten	Five speak Spanish at home, English at school.	Former Head Start pupils demonstrate much individual attention	Spanish dominant, English dominant, bilingual
Family Characteristics	Transient - move often, even within city; many mothers work as domestics		Low mobility; high absence, affects work	
Special Services:				
Bilingual Reading Center				
Reading Center			5	1
Guidance			3	
Psychological Services			5	
Motor Development				
Speech Therapy			2	1
Wings			2	
ESL			2	3
Language Development		1 (Semester 1 only)	4	6



INSTRUCTIONAL MATERIALS,
METHODS, AND EVALUATION

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
English Language Arts	Vx	Ginn & Company: "Look and Listen", "Learning About Sound and Words", "My Sound Book", "My Word Book"	Eighteen English-dominant pupils are taught in five skill-level groups.	Teacher testing	Pupil absence, four pupils immature - not ready for first-grade work
	Vc	Dictionary, Weekly Reader, Peabody Kit, variety materials	Three groups by skill level, daily phonics lesson; Weekly Reader, entire group; aide helps individuals	Oral tests, teacher judgement; written tests	Lower group is very slow and does not hear sounds.
	KBi	Teacher-gathered materials	Group as a whole, 15 minutes per day; pupils learn to print letters	Teacher observation and daily phonics worksheet	Would like to use Initial Teaching Alphabet which involves writing
	AFBi	Storybooks, filmstrips, picture cards, charts	Small groups taught by the teacher; dramatization, discussion, writing	Observation	
English Reading	Vx	Semester 1: Five pupils used MacMillan Bank Street pre-primers Semester 2: Ginn 100 Series; Houghton-Mifflin, MacMillan Series, Harcourt Brace	Group as a whole, 15 minutes per day; pupils learn to print letters, English-dominant pupils	Teacher tests	
	Vc	Follett Series, charts, basal readers, enrichment series	Eight pupils in one readiness group, two groups at Level 3, one large group at Level 4, two students at Level 5	Aide listens to individual pupil read, teacher evaluates individually with questions	Delay in receiving book order, slow progress, too many groups to fit into schedule

GRADE 1, LOWER PRIMARY GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
English Reading (Cont'd)	K _{Bi}	Basal reader, Scott-Foresman Company	Four groups, 25 minutes per day per group, all at Level 3	Teacher listens to reading; pupils take tests at end of workbook; independent books are read to aide.	Basal reader is better than the MPS Curriculum Guide Program; need listening series
	AF _{Bi}	Various pre-primers, charts, filmstrips, talking alphabet, records, teacher-made games, commercial games	Small groups taught by teacher. Aide does follow-up work with small group.	Observation through comprehension questions	Reading takes a lot of time due to the number of reading groups.
Spanish Language Arts	VX	English-Dominant Pupils: SCDC kits, Economy Company Language Development Cards Spanish-Dominant Pupils: SCDC Spanish Language Arts	Seven English-dominant have Spanish as a Second Language, seven bilingual have oral Spanish. Thirteen Spanish-dominant are in three ability-level groups.	Assessment by teacher at end of each SCDC kit Assessment by teacher at end of each SCDC kit	Lack of follow-up materials on skills that reinforce what is taught High absence, pupil immaturity
	VC	Not in curriculum			
	K _{Bi}	Spanish, two times per week, half-hour period	Whole group; learn colors, numbers, phonetics, animal names, holiday words		
	AF _{Bi}	Spanish storybooks, picture cards, Spanish song books, prepared games	Small groups taught by teacher; discussion, dramatization, games and songs	Observation	

GRADE 1, LOWER PRIMARY GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Spanish Reading	V _X	"Preparandose Para Leer", Houghton-Mifflin; SCDC materials; "Tito", Economy Publishing Company; Carascalendas Manual	Seven pupils in one reading group, six pupils in two readiness groups	Pupils read teacher-made stories.	Lack of high-quality commercial materials
	V _C	Not in curriculum			
	K _{Bi}	Not in curriculum			
AFO	A _F Bi	Reading charts; phonics cards; Laidlaw Bros. Readers; some SCDC materials; Houghton-Mifflin, Preparandose Para Leer	Small groups; teacher introduces lesson and aide does follow-up work in that lesson; aide only works with small group.	Teacher observation	Aide received training in the teaching of reading from teacher. Aide did not receive orientation about the Bilingual Program.
Mathematics	V _X	Objects, beads, abacus; Addison-Wesley, Level 1; SCDC for slower Spanish-dominant group	Three to five groups divided according to language dominance and ability	Teacher-made tests, Addison-Wesley Unit and Review Tests	Lack of concrete objects for manipulation, workbooks are used to supplement materials.
	V _C	Addison-Wesley, Level 1; flannel board; math games; duplicating masters	Two ability groups	Math papers are collected daily; good students work with slow students.	None
	K _{Bi}	Addison-Wesley, Level 1; ESEA Title I Math, half hour, group of 15, four times per week	Whole group; four days per week, 30 minutes per day	Teacher tests	None, program is good because it is structured.

GRADE 1, LOWER PRIMARY GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Mathematics (Cont'd)	AF ^{Bi}	Addison-Wesley, Book 1; flannel board and cutouts; counting materials	Whole class taught by teacher in English and Spanish; aide supervises work and gives individual help.	Teacher observation, quizzes	
Science	V _X	SCIS Program is activity- oriented	Entire group in English and Spanish	Uses in-class test items	SCIS guide in Spanish would be helpful.
	V _C	MPS Science TV Show once a week; Weekly Reader, science section; teacher- devised curriculum	Group discussions	None	Lack of materials
Social Studies	K ^{Bi}	No specific materials	Pupils may select science as one of a choice of activities on Tuesday afternoons.	None	None
	AF ^{Bi}	Rocks; science books about plants, animals, etc.; TV; live specimen - butterflies, plants, frogs, insects, etc.	Teacher instructs whole class in English and Spanish; discussions, drawings of science topics.	Observation	
	V _X	SCDC Program, Voices of Creatures, Seven Stories for Growth	Entire class twice a week (total, 1-1/3 hours)	None	There seems to be a lack of continuity from one grade to another as to what is taught, reen- forced, etc.



GRADE 1, LOWER PRIMARY GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Social Studies (Cont'd)	VC	MPS curriculum guide; library books, kits, filmstrips, and records	Class as a group studies family and community helpers.	Manipulative (three-dimensional objects) test	Lack of sufficient time
	K _{Bi}	Not in curriculum			
	AF _{Bi}	Filmstrips; pictures; books on Mexico, Puerto Rico	Discussions about different topics in both languages; whole class instructed by teacher	Observation, pupil/teacher interaction	
Art and Music	V _X	SCDC Program, Silver-Bardette music book, art materials, plays, cassettes for music	Entire class three times per week (total, 1 hour), emphasis on Spanish culture	SCDC assessment	
	VC	Music three times per week, art once a week, Central Office supervisory help	Group works in singing, reading notes, and rhythm instruments. Mixed media art	None	Lack of art materials
	K _{Bi}	For art, anything which is on hand; music teacher	Entire group has art once a week, music three times per week.	None	None
	AF _{Bi}	Records in Spanish and English, painting materials, musical instruments	Whole class taught by teacher and taught in Spanish and English.	Observation	

GRADE 1, LOWER PRIMARY GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Field Trips	V _X	Two trips to the ballet, "Cinderella"; a pumpkin farm; Planetarium; Green Meadows; Jackson Park; O'Hare Airport; South-ridge; Grant Park; and a dairy farm	Entire class as a group	Teacher uses experience charts. The variety of field trips gave us an opportunity to recommend the better ones.	
	V _C	None yet this year	Group activity with preparation and follow-up activities in room	Oral quiz, art and written work	Lack of fundings for buses
	K _{Bi}	Trips for farm, zoo, museum, library, and circus			
	AF _{Bi}	To pumpkin farm, circus	Made charts in both languages about trips, discussions about trips		



SECOND GRADE
(MIDDLE PRIMARY)

GRADE 2, MIDDLE PRIMARY GROUPS, 1973-74

GROUP CHARACTERISTICS AND
PROGRAM PERSONNEL RESOURCES

	Bilingual	Vieau Comparison	Kagel Comparison
Number of Teachers	1	1	1
Number of Aides	1	1 (4 hours per day, 20 hours total weekly)	$\frac{1}{2}$
Number of Pupils	18 (3 Spanish monolingual)	25	33
Pupil Characteristics		Majority are Spanish-American English monolinguals; a few are bilingual.	All speak English
Family Characteristics			Very few new arrivals; most families are "Americanized".
Special Services:			
Bilingual Reading Center	12	0	
Reading Center		10 (30 minutes each per day)	6
Guidance	4 (bilingual)	5	
Psychological Services	4	3	Some for testing
Motor Development	2	2	
Speech Therapy	4	3	1
Wings			
ESL			
Language Development			

INSTRUCTIONAL MATERIALS,
 METHODS, AND EVALUATION

SUBJECT	Gr o u p	MATERIALS	METHODS	EVALUATION	PROBLEMS
English Language Arts	V I	MPS Curriculum Guide; Ginn Guides; Peabody Kit; teacher-made mate- rials; phonics books - Ginn	Three groups 20 minutes per day each; Semester 1 team teaching with Grade 2A and 2C not helpful; two pupils go to 2C for English.	Teacher reviews papers, has individual con- ferences with pupil, then pupil corrects errors.	Four Spanish-dominant are at readiness level.
	V C	Dictionary; tape recorder; stories; poems, choral speaking; Electric Company TV; library	Five groups, Levels 4-7; works with Reading Center teacher	Oral and written tests	None
	K C	School phonics program, materials provided by teacher	Entire group or reading level groups	Teacher checks papers	None
English Reading	V I	Follett Series and Ginn 100 followed by Ginn 360; independent reading library books, "Reaching Up"	Four groups, readiness through Level 8, 60 minutes per day; one group (Spanish-dominant) Spanish Reading, low level	Teacher listens, checks words missed, and asks questions about story. If in doubt, uses test or has Bilingual Reading teacher test pupil.	Pupils entered below grade level and ability levels. Spanish- dominant are at readi- ness levels - materials not available.
	V C	Follows MPS Curriculum Guide; variety of books; phonics daily	Five groups, Levels 4-7; works with Reading Center teacher	Oral and written tests	None
	K C	Scotts-Foresman Readers and Workbooks, Levels 3-8	Four reading groups; one pre-primer group	Pupils read aloud for teacher; tests	None

GRADE 2, MIDDLE PRIMARY GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Spanish Language Arts	VX	"Quiero Leer", Bachmuller, A. and Quecedo, D.; "Bibliografica", Santiago y Rodriguez, S.A.; "Cartilla Fonetica"; SCDC materials; Peabody Kit	Team-teaching pupils in seven achievement groups Two pupils have Spanish as a Second Language. Three groups: SSL, ESL, and bilingual	Teacher observation	
	VC	Not in curriculum			
	KC	Two ½ hours of bilingual teacher (outside teacher)			None
Spanish Reading	VX	Laidlaw Series; SCDC; "Habia Una Vez" (after Level 6); library books; records and books by Walt Disney	Two groups 60 minutes per day English-dominant, low-level study English (two groups)	Teacher listens to students read to check fluency and other skills.	Wide ability range of pupils
	VC	Not in curriculum			
	KC	Not in curriculum			
Mathematics	VX	Addison-Wesley, English and Spanish, Levels 1 and 2	Seven in Level 1, 11 in Level 2, 30 minutes per day; individualized teaching; reteaches skills missed by large number	Addison-Wesley unit tests	Text is too difficult.

GRADE 2, MIDDLE PRIMARY GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Mathematics (Cont'd)	V _C	Addison-Wesley Book 2	Two ability groups and drills 25 minutes per day	Tests	None
	K _C	Addison-Wesley Book 2	Entire group 30 minutes per day and practice work	Tests once a month	
Science	V _X	SCIS material, Objects and Systems and Interactions	Group as a whole twice a week; teaches biligually	Pupils make booklets and illustrate experiments.	Insufficient time
	V _C	Various texts suggested in MPS Curriculum Guide	Total group three times per week, experiments	Quizzes	Lack of science materials
Social Studies	K _C	Pupils may select two classes from art, physical education, science, language arts, one day per week			
	V _X	Bilingual curriculum objectives as guide; topics: seasons, comparison of United States, Mexico, and Puerto Rico	Group as a whole twice a week	Teacher evaluation of pupil booklets	None
	V _C	MPS Curriculum Guide; maps; topics: family and community	Group as a whole four times a week	Oral questions, tests on map reading	None
	K _C	Included in the reading program			



GRADE 2, MIDDLE PRIMARY GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Art and Music	V _X	Uses materials at hand for art; resource teacher teaches music; also uses records.	Has monthly projects	None	Insufficient time
	V _C	MPS "Art for You" Program; teacher ideas "Making Music Your Own", instruments, bells, etc.	One art project per week Whole group - 20 minutes daily	Teacher evaluation	Some TV programs are too difficult None
	K _C	Uses materials on hand for art	Art once or twice per week		
Field Trips	V _X	Attended "Cinderella" at Performing Arts Center, Cave of the Mounds, Capitol Building, Madison Museum, Chicago, Green Meadows Farm, Mitchell Park, Pumpkin Farm	Group travelled via bus	None	
	V _C	Two per year, circus and farm	Class as a whole	Oral discussion, charts, etc.	Lack of funds
	K _C	Trips to farm, library, museum, Mitchell Park	Class walks to some places. Pupils bring bus money when needed.		

THIRD GRADE
(UPPER PRIMARY)

GRADE 3, UPPER PRIMARY GROUPS, 1973-74
GROUP CHARACTERISTICS AND
PROGRAM PERSONNEL RESOURCES

	Bilingual	Vieau Comparison	Kagel Comparison
Number of Teachers	1	1	1
Number of Aides	1	0.5	.25
Number of Pupils	17	24	32
Pupil Characteristics	Language dominance: 1 Spanish monolingual, 6 English-dominant, 10 bilingual	All except eight are Spanish/English bilingual.	One-third are Spanish-surnamed.
Family Characteristics			
Special Services:			
Bilingual Reading Center	8		15
Reading Center	1	7	10
Guidance		1	4
Psychological Services	1		1
Motor Development	1		
Speech Therapy	3	2	6
Wings			
ESL	1		
Language Development			



GRADE 3, UPPER PRIMARY GROUPS, 1972-74
INSTRUCTIONAL MATERIALS,
METHODS, AND EVALUATION

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
English Language Arts	VI	<p>Spanish-Dominant: "English Around the World", Scott-Foresman, Levels 1 and 2; guide, cards, posters</p> <p>Bilingual: Peabody, Level 2</p> <p>"Basic Goals in Spelling", McGraw-Hill, Levels 1-3</p> <p>Composition; listening; informal writing skills</p>	<p>Team teaching with bilingual Grades 2-3 four times per week for 30 minutes, two groups, aide and teacher</p> <p>Thirty minutes two times per week, one group</p> <p>Thirty minutes four to five times per week, three groups</p> <p>Creative writing 30 minutes per week, whole group</p>	Teacher observation and seat work	Lack of time
	VC	Teacher-devised	Entire class	Review of seat work	
422	KC	Library books	Entire class three times per week; emphasizes creative sentences	Teacher listens to pupils and reviews written work	
English Reading	VI	<p>Spelling-Learning Games, Lyons and Carnahan</p> <p>Ginn 100 and 360, and Word Enrichment Program</p> <p>Levels 5-9, Individualized Reading Kits, Scholastic Map, Inc.; Bill Martin tapes</p>	<p>Team with regular second, third, and fourth grades</p> <p>Levels 3-11, groups and individualized instruction</p> <p>One hour per day</p>	Ginn tests, worksheets	

GRADE 3, UPPER PRIMARY GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
English Reading (Cont'd)	V _C	MPS reading chart books; SRA Kit; practice readers	Four groups 30 minutes per day; three slow readers individually, Levels 5-10	Teacher observation	Time required for slow readers
	K _C	Scott-Foresman, Levels 8-11	Four groups three to four times per week	Teacher listens; aide works with individuals	
Spanish Language Arts	V _I	"Mi Cuaderno de Espanol", MacCrae, for bilingual All: "Mi Libro Magico", phonetics English-Dominant: Spanish as a Second Language with bilingual Grade 2 Composition; listening; informal writing skills	Thirty minutes two times per week	Teacher observation; review of seatwork	
	V _C	Not in curriculum	Thirty minutes per week	Check of in-class test items	Lack of time
Spanish Reading	K _C	Not in curriculum			
	V _X	Laidlaw Reading Series; SCDC Readers; "Preparandose Para Leer" (picture cards); Buenos Amigos - Elenay Dani Series, Senda Series, Miray Lee Series	Teaming with 2nd, 3rd, and 4th grade, grouped by level, 1-10, one hour per day; includes spelling; three pupils are not in Spanish reading.	Observation; listen to pupil read, worksheets	Manuals are inadequate



GRADE 3, UPPER PRIMARY GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Spanish Reading (Cont'd)	V _C	Not in curriculum			
	K _C	Not in curriculum			
Mathematics	V _X	Addison-Wesley Levels 1-2-3, Spanish and English editions; games	Two groups; instruction is given in Spanish and English; special help is given in the child's dominant language.	Addison-Wesley Unit Tests and seat work	Addison-Wesley program is too difficult.
	V _C	Addison-Wesley Level 3; flash cards; games	Whole class one hour per day	Teacher-made worksheets	Text reading problems are too difficult.
Science	K _C	Addison-Wesley Level 3; games	Entire class daily and individual help; board work; use of three-dimensional objects for discovery of relationships	Worksheets	
	V _X	SCIS, Interaction and Systems and Life Cycles	Thirty minutes two times per week Lessons are followed by discussion and experimentation; English and Spanish are used on all alternating days.	Teacher observation; discussions	

GRADE 3, UPPER PRIMARY GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Science (Cont'd)	V _C	Teacher-made units and reference materials, "Prove It"	Entire class two times per week; experiments on water and air Pupils keep folders.	Teacher check of folders; oral test; pupils evaluated on reaction to experiments and cooperation.	Need for audio/visual materials
	K _C	MPS telecast curriculum	Entire group two times per week; electricity, birds, plants; teacher-made quiz games	Informal	
Social Studies	V _X	"Towns and Cities Kit", Field Publications (filmstrips, records, and book); film strips	Thirty minutes two times per week; Spanish and English on alternating days; follow the objectives outlined in the bilingual guide	Discussion and activities	Lack of reading materials at this level
	V _C	"Weekly Readers"	Entire group once a week		Need for text and other materials
	K _C	Teacher-supplied materials and library book; no formal program as books are too difficult	Talk about community		
Art and Music	V _X	Mixed media for art; MPS music program; dancing related to Mexican and Puerto Rican culture	Art: Entire group two hours Friday and on-going activity Music: 30 minutes two times per week, English and Spanish	None	None

GRADE 3, UPPER PRIMARY GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Art and Music (Cont'd)	V C	Music: Text and song books	Art once a week, projects related to events of month; music once or twice per week	None	None
	K C	Art Music	Once a week Three times per week		
Field Trips	V I	Green Meadows Farm, police station, fire department, Hawthorne Glen, Iroquois Boat Line			
	V C	Forest at Whitnall Park			Lack of funds for bus; would like more trips
	K C	To library and museum			



FOURTH GRADE AND
GRADES 4-5-6 TEAM TEACHING

GRADE 4, ELEMENTARY GROUPS, 1973-74

GROUP CHARACTERISTICS AND
PROGRAM PERSONNEL RESOURCES

	Bilingual (Includes team teaching with bilingual Grade 5-6)	Vieau Comparison	Kagel Comparison
Number of Teachers	2 (team teaching, 2 classrooms)	1	1
Number of Aides	2	0.12	.10
Number of Pupils	38 + 2 from 6th, monolingual, Sp + 3 from 3rd grade	27	34
Pupil Characteristics	In both Spanish and English, we have pupils from 3rd-6th grade (3rd graders are from upper primary).	All except two are Spanish- surname and bilingual. Most speak Spanish at home. Five have reading in bilingual fourth grade.	Two Spanish monolinguals
Family Characteristics			
Special Services: Bilingual Reading Center	13		
Reading Center		6	Teacher teaches 12 pupils 25 minutes four days a week.
Guidance			4
Psychological Services			
Motor Development			
Speech Therapy		2	5
Wings			
ESL	10		2
Language Development			

GRADE 4, ELEMENTARY GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
English Language Arts	V I	Grade 3: Peabody Kit Grade 4: MacMillan, English Series Grade 5: MacMillan, English Series	Oral language; grammar in context; spelling in context from Reader and Spellers	Textbook tests	Spanish dominant need extra time, a readiness period; lack of time
	V C	MacMillan English Series, Grade 4; "Basic Goals in Spelling"; penmanship	Dramatics; entire class and individual help; writing exercises; pupils take turns reading and discussing before writing; writing stories and poems	Exercises and tests; repeats what has not been learned; oral question and answer periods; spelling exercises and tests; improvement of penmanship	Pupils need much assistance in following directions.
	K C	MacMillan English Series	Entire class daily	Test at end of unit	Pupils have difficulty writing paragraphs.
English Reading	V I	Ginn 100 and 360, independent reading materials, *MacMillan Spectrum *Singer: Search > Kits Reach	Dictionaries, Thesaurus, cassette, group reading, individualized reading, independent reading; vocabulary in context, illustrations, story content, sequence summaries; word skills	Ginn 100/360 Tests	
	V C	Ginn 100, Levels 8 and 9; charts, records, chalk board; supplementary duplicated material	Daily, three ability groups; English Language Arts and reading studied all morning three days per week; teams with bilingual fourth grade	Teacher listens to each child read every day and discusses story with each; also tests.	Pupil inability to follow directions

GRADE 4, ELEMENTARY GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
English Reading (Cont'd)	K _C	Basic Reader, Levels 9 and 10, Scott-Foresman and workbook	Three groups by level	Teacher listens to pupils read and talks about story; also tests.	Difficulty in sounding out words phonetically
Spanish Language Arts	V _X	Materials published by: Industria Editorial, Houghton Mifflin, Laidlaw, Spanish Curriculum Development Center, Editorial Magisterio Espanol, Cultural Centro-americana, Enrique Sainz, Editorial Trillas, Santillana	Presentation of verbs in context - written use, illustrations; introduce vocabulary in sentence context - syllabication; vocabulary in story; story contents, sequence summaries; vocabulary used in sentences, illustration; dictionary; reports; cassette	Teacher observation and evaluation; teacher-made tests	Absences; lack of time
	V _C	Not in curriculum			
	K _C	Not in curriculum			
Spanish Reading	V _X		Group reading, individualized instruction for some, independent reading, grammar in context		Lack of time
	V _C	Not in curriculum			
	K _C	Not in curriculum			

GRADE 4, ELEMENTARY GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Mathematics	V X	Addison-Wesley Book 2, 3, 4, and 5; Spanish and English	Use of manipulative objects, children grouped according to levels, taught bilingually	Addison-Wesley unit tests	Vocabulary too difficult; time too limited; hope new text will not move too fast
	V C	Addison-Wesley Book 4; emphasizes addition, subtraction, multiplication, and division; Elementary School Math, Book 3; mental; third book	Work in groups at board; grade own papers and review mistakes, teacher then rechecks	Teacher inspects written work, gives oral and written tests; observation of small groups	Most pupils have no trouble in math except with reading problems.
	K C	Addison-Wesley, Level 4	Entire class daily	Tests; drill on basic facts; addition, subtraction, multiplication, division	Weak in problem-solving and basic facts, multiplication and division
Science	V X	SCIS, Subsystems and Variables, Life Cycles	Experiential; discovery; children keep logs, draw pictures, ask questions, observe, discuss	Teacher-made tests	The materials for necessary units are not in. We are behind.
	V C	"Today's Basic Science", MPS text; MPS Science TV Program; library materials; encyclopedia; dictionary	Follows MPS science curriculum; oral discussions, experiments, films, field trips, defining terms	Observation of children's experiments; oral and written tests; written exercises	Text is too difficult; not enough science material
	K C	Study of rocks and minerals and simple machines; animal adaptation; plant life; nutrition	Entire class three times a week	Tests	



GRADE 4, ELEMENTARY GROUPS, 1973-74

SUBJECT	G ₁ Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Social Studies	V _I	Holt Data Bank (4, 5), Exploring Wisconsin (4)	Read, question, discuss; use filmstrips, records, cards; do short projects, keep booklets of material learned/evidence found; draw conclusions	Tests at end of units	Lack of time. Data bank is so comprehensive, yet one has to present material in order to benefit.
	V _C	"Exploring Wisconsin" text; study current events and community; reference books, films, maps	Daily current events period; entire group two times per week; discussion follows reading; map reading; play	Tests at end of lesson; locating items on map; observation of childrens' concept of selves, peers, environment	None
	K _C	"Living Together Around the World"; TV show about Wisconsin	Study foreign countries once a week; life in hot-wet lands, hot-dry lands, cold lands, low lands, mountains	Test at end of unit; projects; shadow boxes	
Art and Music	V _I	SCDC Kits (Spanish), Silver Burdett (English), records, tapes - music Use of different types of art media - clay, stitching, mosaic, colors, tissue			Lack of time to do more involved projects co-related with Social Studies or Language Arts



GRADE 4, ELEMENTARY GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Art and Music (Cont'd)	VC	Art (coordinated with subjects, field trips, special events and seasons) Music (records and book)	Different types of music; group art at intervals, often during p.m. activity period "Growing with Music" twice a week; pantomime, singing, rhythm, records	Children's works and interest; observation	
	KC	Art Music	Once a week With music teacher twice a week		
Field Trips	VI	Museum (4, 5, 6), fine arts presentation (4), Southridge shopping (4), ESL children - zoo (1), library (2), tour of city (4, 5)	Discuss what we will see; see it; short discussion; story or paragraph about experience	Teacher observation, questions; pupil observations, questions made by them	
	VC	Circus, shopping trip Christmas shopping, Northridge Shopping Center Annie Bell Broom, Sky Light Theater Day in pioneer, Wisconsin Museum	Discussion Discussion Discussion Discussion	Wrote stories, made pictures, research on animals How they spent their money Thank you letters Book report	Lack of funds for more trips
	KC	Greene Museum, zoo, Mitchell Park domes			None



FIFTH GRADE

GRADE 5, ELEMENTARY GROUPS, 1973-74
 GROUP CHARACTERISTICS AND
 PROGRAM PERSONNEL RESOURCES

	Bilingual	Vieau Comparison (Group 1)	Kagel Comparison
Number of Teachers	1	1	1
Number of Aides	1	1 part-time	1/3
Number of Pupils	11, Grade 5 2, Grade 6	22	30
Pupil Characteristics		Predominantly of Spanish background and culture. Very poorly motivated to academic achievement. Poor self image. Few social opportunities.	
Family Characteristics		Low level socio-economic families. Many quite militant. Many have no father in home. Majority of children are welfare.	Some split homes
Special Services:			
Bilingual Reading Center		2	
Reading Center			
Guidance			
Psychological Services			1
Motor Development		Ninety minutes of Phy Ed per week	
Speech Therapy			
Wings			
ESL			2

GRADE 7, ELEMENTARY GROUPS, 1973-74

GROUP CHARACTERISTICS AND
PROGRAM PERSONNEL RESOURCES

	Bilingual	Vieau Comparison (Group 2)	Kagel Comparison
Number of Teachers		1 plus student teacher from Marquette (Sept-Dec), student teacher from UW-M (Jan-March)	
Number of Aides		1 (1 hr/day)	
Number of Pupils		26	
Pupil Characteristics		One of the best classes I've had. Pupils are predominantly Spanish. Well-behaved group. Majority are able to grasp material presented although much repetition is required. Interested in work, very creative.	
Family Characteristics		Parents show interest in their children. Attend Open House and parent conferences.	
Special Services:			
Bilingual Reading Center			
Reading Center		2	
Guidance			
Psychological Services		2	
Motor Development			
Speech Therapy		2	
Wings			
ESL			
Language Development			

ieu bilingual
Vieu comparison, Group 1
Vc2=Vieu comparison, Group 2
Kc=Kael comparison

GRADE 5, ELEMENTARY GROUPS, 1973-74
INSTRUCTIONAL MATERIALS,
METHODS, AND EVALUATION

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
English Language Arts	V I	Refer to Grade 4.			
	V C1	MacMillan English Series for Grades 4 and 5; film strips; movies; Basic Goals in Spelling, Grades 4 and 5	Conceptual approach plus lectures and demonstration	Numerical and subjective grading and work accomplished, testing in accordance to levels	Most of children have the problem of using one language in school and another at home
	V C2	The MacMillan English Series, Book 5; Oral and Written Composition, Books 4 and 5, by John Treanor; Basic Goals in Spelling; Writing Our Language	I do follow the material in the book. Creative writing is encouraged - poetry is used for enjoyment.	Testing after finishing chapters and then going back for review	
English Reading	K C	Library books MacMillan Series		Book reports, written and oral Use of book and teacher-made tests	
	V I	Refer to Grade 4.			
	V C1	Scholastic Individual Reading Series	Encouragement of individual reading of materials at their own level and their own speed Vocabulary Building } General	Reports to check comprehension, subjective opinion of their communicative abilities	Most of children have some problem in oral reading due to language shifts. All have problems in comprehension.

GRADE 5, ELEMENTARY GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
English Reading (Cont'd)	VC2	Listening/Reading Program, Heath and Company; Holt Basic Reading System; SRA individualized Weekly Reader; library reading	I vary my approach to maintain interest in reading.	Worksheets to test comprehension and vocabulary	Children find reading hard due to Spanish background. Understanding what is read is the biggest problem.
	KC	Ginn; Scott-Foresman, 3rd and 4th grade; SRA	TV groups meet each day	Teacher listens to oral reading, worksheets for comprehension and skills, tests	
Spanish Language Arts	VI	Refer to Grade 4.			
	VC1	Not in curriculum			
	VC2	TV program, Tuesday and Thursday			
	KC	Not in curriculum			
	VI	Refer to Grade 4.			
Spanish Reading	VC1	Not in curriculum			
	VC2	Not in curriculum			
	KC	Not in curriculum			



GRADE 5, ELEMENTARY GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Mathematics	V _X	Refer to Grade 4.			
	V _{C1}	Addison-Wesley Text for Grades 4 and 5; Rex-O-Graph materials and books for charts and graphs, chalk and flannel board; math games	Discovery method with emphasis on basic skills in the four fundamental operations: addition, subtraction, multiplication, and division; considerable drill	Mostly numerical evaluation of skills learned by giving tests at various levels of accomplishment	There is always the problem with our children that they are unable to read instructions without a great deal of oral explanation.
	V _{C2}	Elementary School Mathematics (Addison-Wesley), Progress in Arithmetic - Sadlier, TV program	Progress from known to unknown, many drills in mental arithmetic - games to inspire thinking, X tables, tables of measures	Weekly test on the materials covered during the week - always including problems in addition, subtraction, multiplication, and division	There are always some who find math difficult and don't have concepts of oneness, etc.
Science	K _C	Addison-Wesley, Level 5	Class held daily for entire group - individual help	Book assignments, worksheets, test	
	V _X	Refer to Grade 4.			
	V _{C1}	Kitchen Science Kit, TV unit	Observation and deduction, keep simple and stick to no more than two basic principles or subjects per semester	Most of evaluation is subjective as tests available are generally beyond reading ability.	We have the same general problem with science that we have in other subjects, vocabularies are low and comprehension lags.

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GRADE 5, ELEMENTARY GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Science (Cont'd)	V C2	Science Through Discovery, 5 (Singer); Science in Your Life (Schneider); filmstrips; TV program; movies; field trips; transparencies	I use the TV programs and follow the science units for Grade 5.	Interest shown, oral discussion, few written tests	Only with pupils who function far below grade level in all subjects (about three of them only this year)
	K C	Available series, MPS telecast	Assignments, group and individual; discussions; experiments	Test, reports, participation in discussions	
Social Studies	V I	Refer to Grade 4.			
	V C1	Text: The United States and Canada, Field Educ. Pub.	Use of small units to develop interest, diorama making, map making, performing plays, listening to current events on TV and radio	Subjective evaluation by evidence of interest and effort expended to complete projects	Most of children have limited experiential background by themselves or in their families and have difficulty interpreting materials.
	V C2	Building the American Nation, Harcourt Brace; records; filmstrips; movies	Units correlated with art projects, reading and discussion of material covered, drawing maps and making charts	Mostly from attitudes of pupils, written tests	
	K C	Ginn series, Curriculum Guide	Discussion, group and individual assignments	Tests, contributions to discussions	

GRADE 5, ELEMENTARY GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Art and Music	V _I	Refer to Grade 4.			
	V _{C1}	Construction paper, chalk, clay, paints, wire, paper mache	Methods vary according to individual ability. General approach is to get appreciation in some art form.	Subjective evaluation by teacher based on interest shown completion of projects and use of skills in accordance with assumed ability	Most of children have manipulative shortcomings and low frustration points when work does not go as well as they wish.
	V _{C2}	Crayons, glue, ink, paper mache, plaster-craft, yarn, copper tooling	Instill interest and desire to create	All work produced is child's best.	None, children love to do art work - very creative
Field Trips	K _C	Art Music	Once or twice a week Twice a week with specialist	Amount of effort or desire to try	
	V _I	Refer to Grade 4.			
	V _{C1}	Four trips per year minimum - museum, planetarium, Christmas shopping trip, nature study trip, urban field trip			
	V _{C2}	We went to the: Hamilton Planetarium, West Allis Ice Skating Rink, urban environment trip, museum, Grant Park trip, trip to Central Office for SS exhibit - met TV teachers			



GRADE 5, ELEMENTARY GROUPS, 1973-74

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Field Trips (Cont'd)	K ₂	When applicable to Science or Social Studies			

READING RESOURCE TEACHER

VIEAU BILINGUAL READING RESOURCE TEACHER
 INSTRUCTIONAL MATERIALS,
 METHODS, AND EVALUATION

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Non-English Readers		<p>"Merrill Linguistic Readers", Charles E. Merrill Publishing Co., pictures; "Learning Games Kits", "Instant Readers" with tape cassettes, Holt, Rinehart, and Winston, Inc., "Phonics We Use"</p>	<p>Eight second- and fourth-grade Spanish-dominant pupils; individualized instruction or groups of two to six; 30 minutes per day, four days per week; games used for initial consonants, nouns, and verbs</p>	<p>Informal tests on structures covered</p>	<p>Merrill Readers are not interesting to pupils in Grades 5, 6, and 7. Need beginning readers relevant to older pupils.</p>
English Readers		<p>"Reading Skills", The Bookmark Reading Program, Harcourt, Brace, and World; "Durrell-Phonics", Harcourt, Brace, and World; Ginn 100; Ginn 360; "Phonics We Use", Learning Games Kits", and Holt, Rinehart and Winston, Inc.</p>	<p>Twenty-six bilingual pupils, Grades 1 to 4; individualized instruction in groups of six for 30 minutes per day Phonic workbooks uses associated independent activities to reinforce skills with materials not used in the classroom.</p>	<p>Tests which accompany materials</p>	<p>None</p>
Spanish Reading		<p>Sixteen pupils (Spanish-dominant); readiness, "Serie Nueva de Libro de Texto", Cultural Centroamericana, S.A., Talleres Gráficos de Editorial Vasco Americana, S.A., Bilbao, Spain</p>	<p>Uses with accompanying workbook</p>	<p>None (pupils are in readiness)</p>	<p>Lack of tests for Spanish reading for middle reading levels</p>



LINCOLN JUNIOR-SENIOR HIGH SCHOOL

BILINGUAL EDUCATION PROGRAM, LINCOLN JUNIOR-SENIOR HIGH SCHOOL
 INSTRUCTIONAL MATERIALS, METHODS, AND EVALUATION

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Bilingual Reading		Dr. Spello, Developing Reading Skills A-D (Laidlaw), Barnell Loft Series, Dixon ESL Series; about 75% teacher-made materials using Botel 3,000 Important Words (Pollett Educational Corp.); Advanced Skills in Reading Series, Books 1, 2, and 3 (MacMillan)	Individualized program for each student; regular weekly basic instruction in phonics, word attack skills, grammar, comprehension on an all-class basis; emphasis on vocabulary development; first-semester work on a weekly contract bases; more successful second semester with a point bases for each piece of material presented Class make-up: 3 classes of 10 each; 1 class of new arrivals numbering 4; tutoring concurrent with new-arrivals class	California Reading Test, Upper Elementary, Form X (pretest), Form Z (posttest)	Class of new arrivals formed second semester when bilingual paraprofessional became available; difficult to ascertain if we are reaching all Latin students we should with bilingual reading program Lack of relevant materials for those at low reading level Room space inadequate for best use of paraprofessional
Hispano-American History, Language, and Culture		"Latin America, Past, Present, and Future", Bailey and Cruz; "Latin America, Past, Present, and Future", Steinberg; Latin America geography through map work; "Mexican Americans, Past, Present, and Future", Nave; "Our Citizens from the Caribbean", C. Senior	There are ten students in one class, nine Puerto Rican, one Mexican; five speak and read English, five Spanish; teaching is 50% English, 50% Spanish; course covers overview of Latin America, individual countries, and Latins in the United States; much map work. Half of the class can only read English and half can only read Spanish; therefore, they work in groups according to their language; when the material is only in English, we translate it in class	Quizzes every two weeks; questionnaires from the books; answering sheets and monthly tests	No skills in map work or individual research. Students interested only in Puerto Rico and only in general information rather than in-depth study. Spanish speakers don't use English book and viceversa although some information is in only one language.



BILINGUAL EDUCATION PROGRAM, LINCOLN JUNIOR-SENIOR HIGH SCHOOL

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Bilingual United States History		<p>"Lessons of American History", Abramovitz; translations on paper and tapes, "Promise of America", Cuban Roden, five volumes; and other source books</p>	<p>Seven students, all Puerto Rican, two of them newly arrived; all of them require individual help, especially the newly arrived who have problems reading the Spanish lessons.</p>	<p>Questionnaires in books for each lesson - unit tests and monthly tests made up by teacher.</p>	<p>The five English speakers have problems in reading - they think the material is presented in a hard way although it is in seventh-grade reading level. The two Spanish speakers also have problems in reading the Spanish lessons. No source books in Spanish, no films in Spanish</p>
Spanish for Spanish-Speaking, I		<p>1. <u>Grammar</u> - Usted y Yo, da Silva, MacMillan 2. <u>Readers</u> - Basic Readers, Bond Castillo, pub. Heath Don Quixote (National Textbook ed.) selections Joyas de Lectura (National Textbook Corp.)</p>	<p>Presentation: Drill, oral and written, reinforced with exercises from text Reading: Students work alone or in groups; four different levels, one very advanced is reading, <u>Escuadra, Hacia la Muerte, Sostre</u> Work with sound problems, particularly English/Spanish difficulties</p>	<p>Works well when students study and have texts; tests after each chapter and at end of term; end-of-term tests include sight readings as well as grammar</p>	<p>Believe a bilingual source such as National Textbook could be supplementary material. Students tend to hunt for answer rather than reading whole selection.</p>



BILINGUAL EDUCATION PROGRAM, LINCOLN JUNIOR-SENIOR HIGH SCHOOL

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Bilingual Guidance		When applicable, various college and university bulletins and catalogs; also, some information re community resources and information	Individual (and some small group) guidance work; work closely with social worker, psychologists, administrators, and others, teachers and grade-level counselors when required; cooperative effort with ESRA Title I Learning Center personnel	Other duties sometimes interfere with counseling, such as supervision and field trips (now taken over by student advisor, Mrs. Acevedo)	<p>A monolingual teacher should <u>not</u> be teaching bilingual reading - many disciplinary problems result.</p> <p>Need for more individual help for Latin students; many are very deficient in basic skills. Has been somewhat alleviated by:</p> <ol style="list-style-type: none"> 1. Bilingual Reading Aide 2. Classroom aide and Bilingual Student Advisor 3. Use of UM-M student (four classrooms, twice weekly) as tutor (English I, Spanish for Spanish Speaking, and Physical Science)

SOUTH DIVISION HIGH SCHOOL

BILINGUAL EDUCATION PROGRAM, SOUTH DIVISION HIGH SCHOOL

INSTRUCTIONAL MATERIALS,
METHODS, AND EVALUATION

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
<p>Bilingual Reading (Grades 10, 11, and 12; started 1970)</p>		<p>Textbooks used in other classes; individualized instruction for specific skills</p>	<p>One hundred twenty-five pupils daily in eight classes; individualized instruction in English reading and writing; advanced Spanish reading</p> <p>Teacher is assisted by one half-time aide and five UW-M volunteer students each serving five hours per week.</p>	<p>Pre/post test on California Reading Tests, Levels 3 and 4; oral and written questions on comprehension</p>	<p>Poor students seldom attend school. Need more aides. Bilingual, Spanish, and ESL classes should form a bilingual department with a common budget. Need materials to improve Spanish reading of students near grade level in English reading.</p>
<p>Bilingual United States History (Grades 11; started 1970)</p>		<p>Abramowitz, J., "American History Study Lessons", Follette Educational Corp. (a series of workbooks, nine translated into Spanish by MPS); Krownsler and Frizzle, "Discovering American History", Holt, Rinehart, and Winston (for advanced students)</p>	<p>Taught 50% English, 50% Spanish; tutors are available; emphasizes Spanish heritage, history of Southwest, and contemporary scene</p> <p>Spanish lessons have been recorded on tape and are used for tutoring</p>	<p>Tests for content, interpretation of maps and charts, and inference; also, workbooks</p>	<p>High absenteeism; physical facilities - needs movable desks and bulletin boards instead of blackboards</p> <p>Instructor feels isolated - wishes to be part of a bilingual department with its own chairman, budget, and policy-making powers</p>

BILINGUAL EDUCATION PROGRAM, SOUTH DIVISION HIGH SCHOOL

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Hispano-Urban Scene (Grades 10, 11, and 12; started 1972)		No specific text; "Hubbard Scientific Urban System" (development of cities), "The Incidence and Effects of Poverty in the U.S.", Sociological Resources for "The Social Studies (mini-units on problems)	One class, 20 students, Grades 10 to 12 Course covers development of cities, urban setting of the Spanish community, migrant people, crime, and education in the United States. Discuss books; play "ghetto" simulation game; field trips to Spanish agencies Publication of classroom student magazine - "The Echo"	Class participation Students' reports, tests, attendance	Lack of time to develop this new course, to locate materials and resource people Need to identify a textbook for classroom use
Bilingual Personal Economics (Semester 1; started 1971)		MPS Program; one semester	One class, 22 (four Spanish monolingual) students daily; teaches bilingually; all reading materials are English; group field trips for comparison shopping	Individual reports, class participation Students help parents shop and read contracts.	None
Bilingual Sociology (Semester 2; started 1971)		MPS Program; one semester	Course covers contemporary problems in the Spanish community (cultural differences and similarities, discrimination, role of government, rehabilitation, drugs, and truancy). Visit agencies		Parents need to become involved in educational and social problems dealing with unemployment, housing, and education.

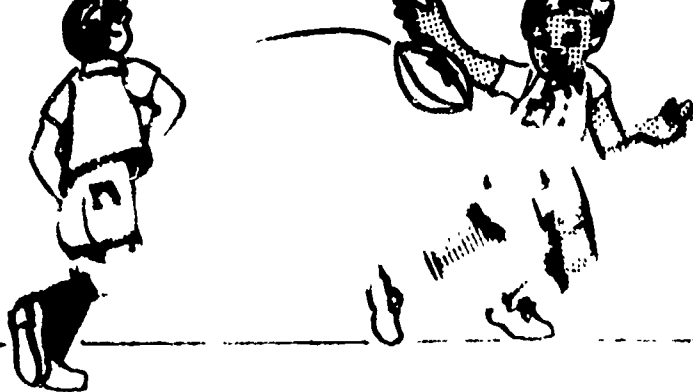
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BILINGUAL EDUCATION PROGRAM, SOUTH DIVISION HIGH SCHOOL

SUBJECT	Group	MATERIALS	METHODS	EVALUATION	PROBLEMS
Bilingual Guidance (started 1971)			<p>Guidance services for any Latin student; includes referrals from bilingual student advisors, discipline problems, parent conferences; college orientation; speakers of different companies came to tell students about opportunities in certain fields</p>	<p>Paper work and sociology class interfere with guidance activities</p>	<p>Family Problems: 1. Economic - not enough money for food and clothing 2. Generation gap 3. Lack of jobs* 4. Students want more independence in dating and driving *Number 3 is very important.</p>

APPENDIX B



Tables, Findings

TABLE 9

FUPIL DATA, BACKGROUND,
MILWAUKEE BILINGUAL EDUCATION PROGRAM
1973-1974

Number of Pupils	Birthplace (Percent)					Ethnic Background (Percent)					Pupil's Dominant Language (Percent)			Home Language (Percent)			Year in Program (Percent)								
	Male	Female	White	Unknown	Other	Marrian	Puerto Rican	Other	Other	Unknown	English	Spanish	Bilingual	Unknown	English	Spanish	Unknown	1	2	3	4	5			
	10	14	52	19	0	5	57	29	9	0	5	38	42	20	0	14	52	29	5	95	5	0	0	0	
VIAU	20	3	47	23	0	7	77	20	3	0	0	30	47	20	3	7	40	50	50	22	50	0	0	0	
Gr 1	6	24	43	27	0	0	46	51	3	0	0	24	43	30	0	0	65	35	0	22	22	48	8	0	
Gr 2	5	23	43	29	0	0	43	57	0	0	0	24	48	28	0	10	52	33	5	24	24	14	38	0	
Gr 3	13	26	26	22	0	13	61	39	0	1	0	13	52	35	0	4	57	35	4	26	13	18	43	0	
Gr 4	9	9	73	9	0	0	18	55	27	0	0	36	18	46	0	27	27	46	0	0	0	27	18	55	
Gr 5	50	50	0	0	0	0	50	50	0	0	0	0	100	0	0	0	100	0	0	0	0	0	27	18	
Gr 6	10	18	44	26	0	2	54	40	5	1	0	27	45	27	1	8	52	37	3	39	22	19	16	4	
Total	145																								
	0	29	50	21	0	0	36	64	0	0	0	64	14	22	0	14	14	72	0	100	0	0	0	0	
LINGCOLN	0	0	0	100	0	0	0	100	0	0	0	50	50	0	0	0	0	100	0	100	0	0	0	0	
Gr 7	2	50	40	10	0	10	0	90	0	0	0	40	40	20	0	0	90	10	0	50	30	20	0	0	
Gr 8	10	60	20	20	0	0	0	100	0	0	0	0	40	60	0	0	80	20	0	0	40	40	20	0	
Gr 9	5	0	86	14	0	0	0	100	0	0	0	0	57	43	0	0	100	0	0	29	57	14	0	0	
Gr 10	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Gr 11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Gr 12	38	0	46	31	23	0	15	85	0	0	0	36	33	31	0	5	85	10	0	63	26	10	1	0	
Total	14																								
	10	21	19	21	3	26	57	21	2	2	18	17	46	26	11	5	47	16	32	93	6	1	0	0	
SOUTH	19	12	27	14	8	20	41	25	0	7	27	15	36	44	5	8	46	25	21	42	58	0	0	0	
Gr 10	9	33	30	14	2	12	42	35	0	7	15	12	33	49	6	7	37	30	26	30	35	28	7	0	
Gr 11	12	20	23	17	4	24	49	25	1	4	21	15	40	36	9	6	44	22	28	66	27	6	1	0	
Gr 12	209																								
Total	107																								

TABLE 10

POPULATION DATA
BILINGUAL PROGRAM AND COMPARISON SCHOOLS
1969 - 1974

	1969-1970	1970-1971	1971-1972	1972-1973	1973-1974
Total Population					
Vieau	620	650	648	679	618
Kagel*	754	705	602	573	519
South Division	2,178	1,999	1,992	1,866	1,785
Lincoln	1,548	1,528	1,259	1,268	1,159
Number of Spanish-Surnamed					
Vieau	425	474	453	484	437
Kagel*	--	--	164	206	207
South Division	273	242	282	292	314
Lincoln	191	162	177	159	133
Number in Bilingual Education Program					
Vieau	50	107	125	129	145
Kagel*					
South Division	71	131	119	155	149
Lincoln	68	66	18	67	38

* Comparison school for Vieau School, no bilingual program

TABLE 11
POPULATION, ATTENDANCE, AND MOBILITY
MILWAUKEE BILINGUAL PROGRAM AND COMPARISON SCHOOLS
1969 - 1974

	1969-1970	1970-1971	1971-1972	1972-1973	1973-1974
Total Population					
Vieau	620	650	648	679	618
Kagel*	754	705	602	573	519
South Division	2,178	1,999	1,992	1,866	1,785
Lincoln	1,548	1,528	1,259	1,268	1,159
Percent (1) Average Daily Attendance					
Vieau	90.0	89.8	90.9	89.6	90.7
Kagel*	92.4	91.4	92.4	92.2	90.1
South Division	86.1	82.5	84.9	79.6	81.2
Lincoln	80.8	81.7	77.1	73.7	76.2
Percent (1) Mobility					
Vieau	38.1	33.0	35.9	31.9	33.6
Kagel*	36.0	34.9	36.3	36.6	40.7
South Division	29.3	22.8	21.2	24.6	25.0
Lincoln	51.5	29.0	31.9	40.3	31.5

(1) Milwaukee Public Schools "School Profiles, City-Wide Testing Program"
* Comparison school for Vieau School



TABLE 12

MILWAUKEE BILINGUAL EDUCATION PROGRAM
NOVEMBER, 1973

Grade Level	Number of Pupils	Ethnic Background (Percent)			Pupils' Dominant Language (Percent)				Home Language (Percent)				Year in Program (Percent)								
		Alex	PR	Other	Eng	Span	Sl	Other	Unknown	Eng	Span	Sl	Other	Unknown	1	2	3	4	5	Unknown	
KN	23	35	22	26	17	35	30	35	0	0	39	39	22	0	100	0	0	0	0	0	
LP	12	42	33	8	17	58	17	3	0	17	25	25	0	8	42	0	100	0	0	0	
MP	22	14	41	46	0	77	9	9	4	0	4	9	0	10	77	0	64	36	0	0	
UP	14	36	7	29	29	43	0	21	7	25	43	0	21	7	29	0	7	50	43	0	
EP	4	0	25	50	25	50	0	25	0	25	50	0	25	0	25	0	0	25	25	50	
4	30	40	20	17	23	17	0	0	0	83	7	3	0	0	90	0	20	23	17	27	
5	20	70	15	10	5	100	0	0	0	0	35	55	0	0	10	0	20	20	15	45	
Total	125	38	23	24	15	52	6	15	2	25	24	22	6	3	45	18	26	22	12	15	7



TABLE 13

KINDERGARTEN PERFORMANCE ON THE
TESTS OF BASIC EXPERIENCES, GENERAL CONCEPTS,
LEVEL K, SEPTEMBER, 1973

Group	Number of Pupils	Mean Raw Score	Standard Deviation
Vieau Bilingual	18	11.22	4.80
Vieau Comparison	16	10.00	5.12
Kagel Comparison	22	9.73	5.48
Allen-Field Comparison	16	9.94	4.31
Mean score, national norm group, fall		17.0	
Highest possible score		28.0	

Differences, Mean Raw Scores			
		<u>Difference</u>	<u>t</u>
Vieau Bilingual - Vieau Comparison		1.22	0.71
Vieau Bilingual - Kagel Comparison		1.49	0.92
Vieau Bilingual - Allen-Field Comparison		1.28	0.82

TABLE 14

PUPIL PERFORMANCE ON THE METROPOLITAN READINESS TESTS
BILINGUAL AND COMPARISON KINDERGARTENS, MAY, 1974

Group	Number of Pupils	Word Meaning	RAH SCORES					Total
			Listening	Matching	Alphabet	Numbers	Copying	
Vieux Bilingual	17	\bar{X}	9.65	9.24	11.71	12.94	7.59	58.71
		SD	2.33	3.23	3.43	4.87	3.79	15.87
Vieux Comparison	14	\bar{X}	9.64	7.93	11.62	10.29	6.79	55.15
		SD	2.06	3.35	4.94	4.23	3.88	13.12
Kagel Comparison	23	\bar{X}	8.09	6.95	8.41	8.61*	4.09*	43.00*
		SD	3.20	2.75	4.79	4.22	3.24	17.24
Allen-Field Comparison	17	\bar{X}	14.35*	11.47	9.88	15.35	7.35	68.94
		SD	1.45	1.69	4.48	3.60	3.80	12.00
Highest possible score		16	16	14	26	14	102	
Differences, Total Raw Scores								
							<u>Difference</u>	<u>t</u>
Vieux Bilingual - Vieux Comparison							3.56	0.68
Vieux Bilingual - Kagel Comparison							15.71	2.98*
Vieux Bilingual - Allen-Field Comparison							-10.23	2.12
Allen-Field Comparison - Kagel Comparison								

* Significant at the .01 level of confidence

\bar{X} = Mean

SD = Standard Deviation

TABLE 15

PUPIL PERFORMANCE ON THE
METROPOLITAN READINESS TESTS
VIEW BILINGUAL AND COMPARISON KINDERGARTENS
1970-1974

Year	Group	Number of Pupils	Word Meaning	Listening	Alphabet	Raw Scores			Total
						Matching	Numbers	Copying	
1970 Form A	X	23	5.4	6.0	2.1	3.8	5.3	3.7	26.3
	C	27	5.8	6.6	4.6*	4.4	6.1	4.6	32.2
1971 Form B	X	12	9.3	10.6	8.3	9.7	11.5	7.8	57.3
	C	17	6.6	8.2	6.5	8.6	10.1	6.6	47.2
1972 Form A	X	17	7.2	10.7	12.4	9.4	15.8	4.8	60.2*
	C	19	7.1	8.3	8.0	6.5	9.4	5.3	44.1
1973 Form B	X	22	8.2	9.0	12.3	10.4	12.0	6.4	58.2*
	C	17	6.1	9.0	10.2	5.7	9.2	7.1	47.7
1974 Form A	X	17	7.6	9.7	11.7	9.2	12.9	7.6	58.7
	C	14	7.4	9.6	11.6	7.9	10.3	6.8	55.2
Highest Possible Score			16	16	14	16	26	14	102

*Significant at the .01 level

TABLE 16

COMPARISON OF BILINGUAL AND COMPARISON GROUPS
ON THE LISTENING SUBTEST, COOPERATIVE PRIMARY TESTS
GRADES 1, 2, AND 3, SPRING, 1974

Grade Level	Group	Number of Pupils	Mean Raw Score	Difference	t
1	Vx	15	27.7		
	Vc				
2	Vx	23	34.6	Vx-Vc = 4.1	2.91*
	Vc				
	Kc				
3	Vx	11	22.8		
	Vc				
	Kc				
Highest Possible Score			50.0		

*Difference is significant at the .01 level of confidence

Vx = Vieau bilingual
Vc = Vieau comparison
Kc = Kagel comparison



TABLE 17

COMPARISON OF BILINGUAL AND COMPARISON GROUPS
ON THE WORD ANALYSIS, FORM 13A SUBTEST
COOPERATIVE PRIMARY TESTS
GRADES 1, 2, 3, AND 4, SPRING, 1974

Grade Level	Group	Number of Pupils	Mean Raw Score	Difference	t
1	Vx	16	36.7		
	Vc	18	30.6	Vx- Vc = 6.1	2.29
	Afc	26	27.4	Vx-Afc = 9.3	3.99*
	Kc	14	29.2	Vx- Kc = 7.5	3.39*
2	Vx	18	43.3		
	Vc	17	42.8	Vx- Vc = 0.5	0.19
	Kc	18	33.8	Vx- Kc = 9.5	3.69*
3	Vx	24	42.0		
	Vc	31	51.4	Vx- Vc = -9.4	-3.23*
	Kc	15	47.5	Vx- Kc = -5.5	-1.61
4	Vx	13	50.3		
	Vc	28	53.1	Vx- Vc = -2.8	-1.35
Highest Possible Score			60.0		

*Difference is significant at the .01 level of confidence

Vx = Vieau bilingual

Vc = Vieau comparison

Kc = Kagel comparison

Afc = Allen-Field comparison

TABLE 18

COMPARISON OF BILINGUAL AND COMPARISON GROUPS
ON THE READING SUBTEST, COOPERATIVE PRIMARY TESTS
GRADES 2 AND 4, SPRING, 1974

Grade Level	Group	Number of Pupils	Mean Raw Score	Difference	t
2	Vx	18	30.7	Vx-Vc = 4.1 Vx-Kc = 8.9	1.63 4.10*
	Vc	17	26.6		
	Kc	18	21.8		
4	Vx	13	29.0	Vx-Vc = 2.6	1.23
	Vc	28	31.6		
Highest Possible Score			50.0		

*Difference is significant at the .01 level of confidence

Vx = Vieau bilingual
Vc = Vieau comparison
Kc = Kagel comparison

TABLE 19

COMPARISON OF BILINGUAL AND COMPARISON GROUPS
ON THE MATHEMATICS SUBTEST, COOPERATIVE PRIMARY TESTS
GRADES 1, 2, 3, AND 4, SPRING, 1974

Grade Level	Group	Number of Pupils	Mean Raw Score	Difference	t
1	Vx	16	37.8		
	Vc	18	30.4	Vx- Vc = 7.4	2.58*
	Afc	26	31.7	Vx-Afc = 6.1	2.32
	Kc	14	30.1	Vx- Kc = 7.7	2.78*
2	Vx	23	41.2		
	Vc	17	36.8	Vx- Vc = 4.4	2.63*
	Kc	18	33.3	Vx- Kc = 7.9	3.64*
3	Vx	24	28.4		
	Vc	23	36.7	Vx- Vc = -8.3	-4.10*
	Kc	17	31.7	Vx- Kc = -3.3	-1.51
4	Vx	13	36.9		
	Vc	29	36.9	Vx- Vc = 0	0.00
Highest Possible Score			55.0		

*Difference is significant at the .01 level of confidence

Vx = Vieau bilingual
Vc = Vieau comparison
Kc = Kagel comparison
Afc = Allen-Field comparison



TABLE 20

BILINGUAL AND COMPARISON GROUP PERFORMANCE
 VOCABULARY AND READING SUBTESTS
 IOWA TESTS OF BASIC SKILLS, FORM 3
 GRADE 5, MAY, 1974

	Bilingual Group	Comparison Group	Difference	t
Number of Pupils	10	21		
Mean Grade Equivalent-Grade 4	4.9	3.7	1.2	2.64*
Mean Grade Equivalent-Grade 4	4.5	3.6	0.9	1.93

*Difference is significant at the .01 level of confidence

TABLE 21

MEAN RAW SCORES ON THE
COOPERATIVE PRIMARY TESTS
BILINGUAL PROGRAM AND COMPARISON GROUPS
GRADE 1, 1970-1974

Year	Form	Group	Number of Pupils	Listening	Subtests			Reading
					Word Analysis	Mathematics		
1970	12A	Vx	22	21.9	19.8	27.2	13.9	
		Vc	22	30.6*	32.1*	35.3*	18.8	
1971	12B	Vx	12	29.3	28.0	27.9	19.2	
		Vc	11	33.1	29.2	32.0	17.8	
1972	12A	Vx	16	27.6		31.9	8.4	
		Vc	32	35.4*		37.4*	22.4*	
1973	12B	Vx	10-16	28.5	23.7	27.3		
		Vc	24-26	35.4*	31.2	35.6*		
		Kc	30			28.9		
1974	12A	Vx	16		36.7*	37.8*		
		Vc	15-18	27.7	30.6	30.4		
		Afc	25-26		27.4	31.7		
		Kc	14		29.2	30.1		
Highest Possible Score				50.0	60.0	55.0	50.0	

*Difference is significant at the .01 level of confidence

Vx = Vieu bilingual
Vc = Vieu comparison
Kc = Kagel comparison
Afc = Allen-Field comparison

TABLE 22

MEAN RAW SCORES ON THE
COOPERATIVE PRIMARY TESTS
BILINGUAL PROGRAM AND COMPARISON GROUPS
GRADE 2, 1971-1974

Year	Form	Group	Number of Pupils	Subtests				Reading
				Listening	Word Analysis	Mathematics		
1971	12B	Vx	20	32.3	34.5	33.3	20.5	
		Vc	20	38.4	49.9*	44.0*	32.3*	
1972	12A	Vx	27	29.8	32.9	33.6	23.0	
		Vc	33	37.7*	48.3*	46.0*	34.0*	
1973	12B	Vx	9	37.2	43.4	30.9	31.7	
		Vc	15	40.0	48.9	40.5	31.9	
		Kc	22	34.3		37.0		
1974	12A	Vx	18-23	34.6*	43.3	41.2	30.7*	
		Vc	17	30.5	42.8	36.8	26.6	
		Kc	18	27.6	33.8	33.3	21.8	
Highest Possible Score				50.0	60.0	55.0	50.0	

*Difference is significant at the .01 level of confidence

Vx = Vieau bilingual

Vc = Vieau comparison

Kc = Kagel comparison

TABLE 23

MEAN RAW SCORES ON THE
COOPERATIVE PRIMARY TESTS
BILINGUAL PROGRAM AND COMPARISON GROUPS
GRADE 3, 1972-1974, AND GRADE 4, 1974

Year	Grade Level	Form	Group	Number of Pupils	Subtests				
					Listening	Word Analysis	Mathematics	Reading	Writing
1972	3	23A	Vx	13	36.8*	52.8	40.5	32.9	42.8*
			Vc	24	29.8	42.8	29.2	22.6	27.6
1973	3	23B	Vx	24		43.8	29.1	26.2	
			Vc	19-28		51.1*	36.4.	34.6*	
			Kc	17-23		45.5	30.5	24.7	
1974	3	23A	Vx	11-24	22.8	42.0	28.4		
			Vc	23-31		51.4*	36.7*		
			Kc	15-17	28.1	47.5	31.7		
4	23A	Vx	13		50.3	36.9	29.0		
		Vc	28-29		53.1	36.9	31.6		
Highest Possible Score					50.0	60.0	60.0	50.0	65.0

*Difference is significant at the .01 level of confidence

Vx = Vieau bilingual

Vc = Vieau comparison

Kc = Kagel comparison

TABLE 24

IOWA TESTS OF BASIC SKILLS, FORM 3
 VIEAU BILINGUAL AND COMPARISON GROUPS
 GRADES 4 AND 5, 1973-1974
 READING

Year	Grade Level	Group	Number of Pupils	Vocabulary		Reading	
				Mean GE*	Difference t	Mean GE*	Difference t
1973	4	Vx	9	3.9	0.7	3.9	0.6
		Vc	20	3.2		3.3	
1974	5	Vx	10	4.9	1.2	4.5	0.9
		Vc	21	3.7		3.6	

*Grade equivalent (GE) conversion for Grade 4

**Difference is significant at the .01 level of confidence

Vx = Vieau bilingual

Vc = Vieau comparison

TABLE 25

IOWA TESTS OF BASIC SKILLS, FORM 3
 VIEAU BILINGUAL AND COMPARISON GROUPS
 GRADES 4 AND 5, 1973-1974
 ARITHMETIC

Year	Grade Level	Group	Number of Pupils	Concepts		Problems	
				Mean GE*	Difference t	Mean GE*	Difference t
1973	4	Vx	9	4.7	1.1	4.9	1.2
		Vc	21	3.6	3.25**	3.7	3.59
1974	4	Vx	10	5.3**	1.3	5.1	1.1
		Vc	21	4.0	4.77**	4.0	4.03**

*Grade equivalent (GE) conversion for Grade 4

**Difference is significant at the .01 level of confidence

Vx = Vieau bilingual

Vc = Vieau comparison

TABLE 26

PERFORMANCE OF 1974 BILINGUAL PROGRAM PUPILS
ON THE SPANISH ORAL LANGUAGE TEST
OVER A THREE-YEAR PERIOD, 1972-1974

	Year of Testing		
	1972	1973	1974
Grade of Testing:	3	4	5
Percent Correct-Understanding	55	79	96
Percent Correct-Speaking	57	72	85
Grade of Testing:	2	3	4
Percent Correct-Understanding	66	83	94
Percent Correct-Speaking	73	65	84
Grade of Testing:		2	3
Percent Correct-Understanding		74	93
Percent Correct-Speaking		50	79
Grade of Testing:	K	1	2
Percent Correct-Understanding	49	70	90
Percent Correct-Speaking	37	47	71
Grade of Testing:		K	1
Percent Correct-Understanding		61	80
Percent Correct-Speaking		36	61
Grade of Testing:			K
Percent Correct-Understanding			76
Percent Correct-Speaking			50

TABLE 27
 BILINGUAL PROGRAM PUPIL PERFORMANCE
 GTA TESTS OF READING SPANISH
 SPRING, 1974

Grade Level	Number of Pupils	Mean Raw Scores			
		Vocabulary	<u>LEVEL I</u> Comprehension	Total	
3	10	33.0	27.0	59.8	
4	5	36.8	27.6	64.4	
Highest Possible Score		40	40	80	
			<u>LEVEL II</u>		
		Level of Comprehension	Speed	Vocabulary	Total
3	8	25.8	15.3	28.6	69.6
4	11	24.5	12.6	28.0	65.0
5-6	16	27.2	14.8	31.6	73.6
Highest Possible Score		40	30	40	110

TABLE 28

PERFORMANCE OF BILINGUAL PROGRAM PUPILS
ON THE GTA TESTS C³ READING SPANISH
LEVEL I, 1970-1974

Year	Form	Grade Level	Number of Pupils	Mean Raw Scores		
				Vocabulary	Comprehension	Total
1970	L-1-DEs	1	7	10.7	5.9	16.6
1971	L-1-CEs	1	17	13.70	9.65	23.35
1972	L-1-CEs	1	24	7.9	5.7	14.0
1973	L-1-DEs	2	6	28.3	27.3	55.7
		3	22	34.7	30.2	64.9
		4	8	34.0	33.1	67.1
1974	L-1 CEs	3	10	33.0	27.0	59.8
		4	5	36.8	27.6	64.4
Highest Possible Score				40	40	80

TABLE 29

PERFORMANCE OF BILINGUAL PROGRAM PUPILS
ON THE GTA TESTS OF READING SPANISH
LEVEL II, 1970-1974

Year	Grade Level	Number of Pupils	Mean Raw Scores				Total
			Level	Speed	Vocabulary	Total	
1971	L-2-CEs	15	5.7	3.9	8.0	17.6	
1972	L-2-CEs	32	10.9	4.6	12.6	28.0	
	L-2-CEs	15	14.9	4.1	13.7	32.7	
1973	L-2-DEs	1	21.0	15.0	32.0	68.0	
	3	7	25.6	11.0	28.4	63.4	
	4	10	22.2	8.8	26.8	57.8	
1974	L-2-CEs	8	25.8	15.3	28.6	69.6	
	4	11	24.5	12.6	28.0	65.0	
	5-6	16	27.2	14.8	31.6	73.6	
Highest Possible Score			40.0	30.0	40.0	110.0	

TABLE 30

PERFORMANCE OF VIEAU BILINGUAL PROGRAM PUPILS
TESTED ON THE CTA TESTS OF READING
SPANISH LEVELS I AND II
IN 1972, 1973, AND 1974

N=23

Year	Grade Level	Mean Raw Score	Grade Level	Mean Raw Score	Grade Level	Mean Raw Score
1972	1	47.7	Grade 3 N=3	2	Grade 4 N=6	22.3
	2					
	3					
1973	1	74.0	Grade 3 N=3	2	Grade 4 N=6	59.8
	2					
	3					
1974	1	78.0	Grade 3 N=3	2	Grade 4 N=6	65.4
	2					
	3					
1972	2	37.7	Grade 4 N=3	3	Grade 5 N=7	35.4
	3					
	4					
1973	2	66.7	Grade 4 N=3	3	Grade 5 N=7	60.3
	3					
	4					
1974	2	72.0	Grade 4 N=3	3	Grade 5 N=7	24.3
	3					
	4					

TABLE 31

TABULATION OF SPANISH EXPRESSIONS BY GRADE LEVEL
FIFTEEN-MINUTE OBSERVATION PERIOD
OCTOBER, 1973

KINDERGARTEN:

Buenas días. ¿Cómo estás hoy?

Una vez más.

¿Con qué están trabajando?

Siéntense.

¿Cuántos niñitos hay?

¿Cuántas niñas hay?

¿Quién puede hacer . . . ?

El mes de octubre.

Hoy es martes, dos de octubre, 1973.

Uno, dos, tres, cuatro, etc.

Hay mas ninas que ninos.

GRADE 1:

Esta es una casa . . . una techa. Etc.

Vamos a cantar. Vamos a escuchar.

GRADE 2:

Cuatro menos dos es . . .

Tres menos dos es . . . Etc.

¿Vamos a quitar o vamos a añadir?

¿Cuánto le quedan?

¿Qué es esto? Se llama la diferencia.

GRADES 2-3:

Vamos a hablar de los hombres que nos ayudan.

El bombero.

El bombero apaga el incendio.

El bombero viene en un carro rojo.

¡Fuego! ¡Fuego! Grita la gente.

¡Via Franca grita la gente!

El lechero.

El lechero viene con la leche.

El lechero viene con leche fría y buena.

El policía.

El policía tiene una pistola.

El policía nos ayuda a cruzar la calle.

El nos ayuda y nos protege.

Ochenta y tres es mayor que treinta y ocho.

Veinte y nueve es menor que treinta y nueve. Etc.

GRADE 3:

No Spanish subjects

GRADE 4:

¿Cómo se llama el producto más famoso de Wisconsin?

¿Cómo se llama el animal que nos da la leche?

¿Cómo se llama el lugar donde están las vacas?

¿Cómo se llama el hombre que tiene la Anca?

GRADE 4: (Continued)

¿Quién es la comunidad?

La comunidad necesita gente que la sirve.

La escuela . . . El principal (El director) (El rector) . . .

¿Quién le ayuda el principal?

Las maestras. Las enfermeras. Las secretarias. Las cocineras. El ingeniero.

La iglesia. El ministro. El sacerdote.

El hospital. El doctor (El médico).

¿Quién nos ayuda en el hospital?

Las enfermeras. Las cocineras. Etc.

La combinación de mi mano, la tiza, y el pizarrón es un sistema.

¿Qué es un sistema?

¿Qué son las partes de este sistema?

¿Qué es acción?

¿Qué es interacción?

Hay acción movimiento entre las cosas -- interacción, cuando las cosas trabajan juntos.

Sistemas en la clase.

Este sistema tiene:

- una cajita
- dos fierritos
- dos alambres
- una batería
- un foco pequeño

El sistema del reloj:

- la correa
- las manos
- los números
- la maquinaria pequeña

GRADE 5:

¿Qué son los factores de . . . ? Etc.

¿. . . dividido por . . . es? Etc.

. . . por . . . nos da, etc.

TABLE 32

MONITOR RESULTS OF SOME CURRICULUM OBJECTIVES
KINDERGARTEN THROUGH GRADE 4

	Number of Pupils					
	Objective Met		Objective Partly Met		Objective Not Met	
	Girls	Boys	Girls	Boys	Girls	Boys
<u>KINDERGARTEN - BILINGUAL PROGRAM</u>						
Number Tested: 12 girls, 8 boys						
November, 1973						
<u>English Language Arts, Listening</u>						
1. Responds to his own name (motor or verbal R)	12	8	0	0	0	0
2. Responds to greetings (motor or verbal R)	12	8	0	0	0	0
3. Responds to classroom directions ;	12	8	0	0	0	0
"Sit down"	12	8	0	0	0	0
"Stand up"	12	8	0	0	0	0
"Follow me"	12	8	0	0	0	0
"Close the door"	12	8	0	0	0	0
<u>English Language Arts, Speaking</u>						
1. Responds orally to a greeting (tape recording)	12	8	0	0	0	0
2. Identifies himself (tape recording)	12	7	0	0	0	1
3. Identifies others	9	4	0	0	3	4
4. Recites a poem	11	5	0	0	1	3
5. Sings a song	11	5	0	0	1	3
1. Visual memory: identifies objects	12	8	0	0	0	0
2. Order objects: smallest to largest	5	6	0	0	7	2
3. Order objects: largest to smallest	9	5	0	0	3	3
4. Classify objects: size	8	4	0	0	4	4

	Number of Pupils							
	Objective Met		Objective Partly Met		Objective Not Met		Objective	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
<u>English Language Arts, Speaking (Continued)</u>								
5. Classify objects: texture	9	3	0	0	0	0	3	5
6. Classify objects: shape	9	5	0	0	0	0	3	3
7. Classify objects: color	8	5	0	0	0	0	4	3
8. Visual recognition of sets: more/less	9	3	0	0	0	0	3	5
<u>Social Studies</u>								
The child will be able to:								
1. share. When given opportunities to work in small groups or independently, pupils will . . .	12	7	0	0	0	0	0	1
share a box of beads, pegs, or blocks	12	7	0	0	0	0	0	1
use housekeeping equipment cooperatively	12	7	0	0	0	0	0	1
play games	12	7	0	0	0	0	0	1
2. take care of himself independently. In small groups or independently, he will . . .	12	8	0	0	0	0	0	0
hang up and put on wraps	12	8	0	0	0	0	0	0
take out and put away play materials	12	8	0	0	0	0	0	0
follow instructions	12	8	0	0	0	0	0	0
<u>English Language Arts, Listening</u>								
1. Word association (word c picture)	11	16	0	0	0	0	0	3

GRADE 1 - BILINGUAL PROGRAM
Number Tested: 11 girls, 19 boys
November, 1973

	Number of Pupils					
	Objective Met		Objective Partly Met		Objective Not Met	
	Girls	Boys	Girls	Boys	Girls	Boys
<u>English Language Arts, Listening (Continued)</u>						
2. Selects the one of the statements which describes the main idea of a story.	11	16	0	0	0	3
3. Recalls details of a story just heard to retell, illustrate, or dramatize	0	0	0	0	0	0
4. Recalls three events of story in sequence	0	0	0	0	0	0
5. Identifies familiar person, animal, or object from riddle	3	12	0	0	8	7
6. Follows a three-step direction in order given	11	16	0	0	0	3
<u>English Language Arts, Reading</u>						
1. Fifteen words - reads short phrases from chart	1	7	1	0	9	12
<u>Mathematics</u>						
1. Addition and subtraction facts thru ten	3	7	0	0	8	12
2. Place value thru 99	1	7	0	0	10	12
3. Rational counting thru 99	1	5	0	0	10	14
4. Telling time to the hour	3	3	0	0	8	16

GRADE 2 - BILINGUAL PROGRAM
 Number Tested: 14 girls, 8 boys
 November, 1973

<u>English Language Arts, Listening</u>						
	Objective Met	Objective Partly Met	Objective Not Met			
	Girls	Boys	Girls	Boys	Girls	Boys
1. Word association (word c picture)	13	7	0	0	1	1
2. Selects the one of three statements which describes the main idea of a story	13	7	0	0	1	1



	Number of Pupils					
	Objective Met		Objective Partly Met		Objective Not Met	
	Girls	Boys	Girls	Boys	Girls	Boys
<u>English Language Arts, Listening (Continued)</u>						
3. Recalls details of a story just heard to retell, illustrate, or dramatize	0	0	0	0	0	0
4. Recalls three events of story in sequence	0	0	0	0	0	0
5. Identifies familiar person, animal, or object from riddle	9	7	0	0	5	1
6. Follows a three-step direction in order given	12	7	0	0	2	1
<u>English Language Arts, Reading</u>						
1. My Little Blue Story Book	6	2	2	3	6	3
<u>Mathematics</u>						
1. Addition and subtraction facts thru ten	10	3	0	0	4	5
2. Place value thru 99	0	0	0	0	0	0
3. Rational counting thru 99	0	0	0	0	0	0
4. Adding and subtracting two-, three, and four-digit numbers without regrouping	7	2	0	0	7	6
5. Telling time to the hour	0	0	0	0	0	0
<u>GRADES 2-3 - BILINGUAL PROGRAM</u>						
Number Tested: 7 girls, 12 boys November, 1973						
<u>English Language Arts, Listening</u>						
1. Word association (word c picture)	7	10	0	0	0	2
2. Selects the one of three statements which describes the main idea of a story	7	7	0	0	0	5



	Objective Met	Number of Pupils				Objective Not Met
		Objective Met		Objective Not Met		
		Girls	Boys	Girls	Boys	

English Language Arts, Listening (Continued)

3. Recalls details of a story just heard to retell, illustrate, or dramatize	0	0	0	0	0	0
4. Recalls three events of story in sequence	0	0	0	0	0	0
5. Identifies familiar person, animal, or object from riddle	6	7	0	0	1	5
6. Follows a three-step direction in order given	7	9	0	0	0	3

English Language Arts, Reading

1. Reading	7	4	0	3	0	5
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Mathematics

1. Addition and subtraction facts thru 18	7	4	0	0	0	8
2. Place value thru 999	7	5	0	0	0	7
3. Rational counting thru 999	7	4	0	0	0	8
4. Adding and subtracting two-, three-, and four-digit numbers without regrouping	7	4	0	0	0	8
5. Telling time to the half-hour	0	0	0	0	0	0

(Level 1)

1. Addition and subtraction facts thru ten	0	1	0	0	0	11
2. Place value thru 99	0	0	0	0	0	0
3. Rational counting thru 99	0	0	0	0	0	0
4. Telling time to the hour	0	0	0	0	0	0

Five at Level 1 are working with only one-digit numbers.

GRADE 3 - BILINGUAL PROGRAM
 Number Tested: 7 girls, 13 boys
 November, 1973

English Language Arts, Listening

1. Word association (word c picture)
2. Selects the one of three statements which describes the main idea of a story
3. Recalls details of a story just heard to retell, illustrate, or dramatize
4. Recalls three events of story in sequence
5. Identifies familiar person, animal, or object from riddle
6. Follows a three-step direction in order given

English Language Arts, Reading

1. Independent reading

Mathematics

1. Place value thru 999
2. Adding and subtracting two-, three-, and four-digit numbers without regrouping
3. Telling time to the half-hour
4. Solve addition and subtraction equations for sums thru 18
5. Solve addition and subtraction examples with two-digit numerals (with and without regrouping)
6. Identify odd and even numbers

	Number of Pupils					
	Objective Met		Objective Partly Met		Objective Not Met	
	Girls	Boys	Girls	Boys	Girls	Boys
1. Word association (word c picture)	5	12	0	0	2	1
2. Selects the one of three statements which describes the main idea of a story	5	11	0	0	2	2
3. Recalls details of a story just heard to retell, illustrate, or dramatize	0	0	0	0	0	0
4. Recalls three events of story in sequence	0	0	0	0	0	0
5. Identifies familiar person, animal, or object from riddle	3	10	0	0	4	3
6. Follows a three-step direction in order given	5	11	0	0	2	2
1. Independent reading	5	10	0	0	2	3
1. Place value thru 999	4	7	0	0	3	6
2. Adding and subtracting two-, three-, and four-digit numbers without regrouping	4	7	0	0	3	6
3. Telling time to the half-hour	2	4	0	0	5	9
4. Solve addition and subtraction equations for sums thru 18	5	9	0	0	2	4
5. Solve addition and subtraction examples with two-digit numerals (with and without regrouping)	5	8	0	0	2	5
6. Identify odd and even numbers	4	8	0	0	3	5

Mathematics (Continued)

	Number of Pupils							
	Objective Met		Objective Partly Met		Objective Not Met		Objective	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
7. Solve multiplication examples with one-digit factors (with and without regrouping)	4	8	0	0	3	5		
8. Apply mathematics operations in solving word problems	4	9	0	0	3	4		
Number Tested: 0 girls, 13 boys (Level 1)								
1. Addition and subtraction facts thru ten	0	4	0	0	0	9		
2. Place value thru 99	0	0	0	0	0	13		
3. Rational counting thru 99	0	0	0	0	0	13		
4. Telling time to the hour	0	2	0	0	0	11		

GRADE 4 - BILINGUAL PROGRAM

Number Tested: 10 girls, 11 boys
November, 1973

English Reading Objectives

When given material one level below last basic reader completed, the pupil will read silently. He will demonstrate ability to decode and comprehend by:

1. Asking for help on no more than five words of 100 read	10	5	0	0	0	6		
2. Answering factual questions	6	4	3	1	1	6		
3. Making inferences to answer questions about the characters or events in a story	5	4	0	0	5	7		
4. Finding a passage that: proves a point being discussed, points up what someone said, answers a question	7	4	0	0	3	7		

	Number of Pupils					
	Objective Met		Objective Partly Met		Objective Not Met	
	Girls	Boys	Girls	Boys	Girls	Boys
Number Tested: 9 girls, 11 boys						
<u>Mathematics</u>						
Place value: Read and write numerals thru 999,999,999						
1.	2	2	2	3	5	6
Addition and subtraction: column addends and subtraction using three- and four-digit numerals						
2.	3	3	0	0	6	8
Multiplication: Recall thru 10×10 and perform the inverse operations. Use multiplication algorithm with two-place multipliers.						
3.	0	0	0	0	9	11
Use subtractive division algorithm with two-place divisors ending in 1, 2, 3, and 4.						
4.	1	1	0	0	8	10
Demonstrate arbitrary units of measure using length, weight, and time and express different names for the same measure.						



TABLE 33

BILINGUAL SECONDARY LEARNING CENTER
 SOUTH DIVISION HIGH SCHOOL
 STANFORD DIAGNOSTIC READING TESTS
 OCTOBER, 1973 AND MAY, 1974
 LEVEL I

	Reading Comprehension		Vocabulary		Auditory Description		Syllabication		Beginning and Ending Sounds		Blending		Sound Discrimination	
	Oct	May	Oct	May	Oct	May	Oct	May	Oct	May	Oct	May	Oct	May
Number of Pupils Pre/Post-tested	7	7	7	7	7	7	7	7	7	7	7	7	5	5
Median Stanine*	1	2	2	3	3	4	3	4	3	3	2	3	3	3
Total Pupils Tested	10	11	9	11	9	11	8	11	8	11	8	11	8	11
Median Stanine*	1	2	2	3	3	4	4	3	3	2	3	1	3	2

*Median Stanine, national norms for Grade 3.5-4.5

TABLE 34

BILINGUAL SECONDARY LEARNING CENTER
 SOUTH DIVISION HIGH SCHOOL
 STANFORD DIAGNOSTIC READING TESTS
 OCTOBER, 1973 AND MAY, 1974
 LEVEL II

	Literal		Reading Comprehension				Vocabulary		Syllabication		Sound Discrimination		Blending		Rate of Reading	
	Oct	May	Oct	May	Oct	May	Oct	May	Oct	May	Oct	May	Oct	May	Oct	May
Number of Pupils Pre/Post-tested	46	46	40	40	40	40	40	40	40	40	40	40	40	40	42	42
Median Stanine*	4	4	3	4	3	4	2	2	3	4	3	4	5	5	7	6
Total Pupils Tested	75	67	75	67	75	67	69	69	66	69	67	69	63	68	69	69
Median Stanine*	4	3	3	4	3	4	2	2	3	4	3	3	4	5	8	6

*Median Stanine, national norms for Grade 7.5-8.5

TABLE 35

DETAILS OF ASSISTANCE AS REPORTED
BY BILINGUAL STUDENTS' ADVISORS
SOUTH DIVISION

"Assistance to Students"

200 Personal
88 Medical
64 Folk Fair
35 Student activities
25 Mexican Celebration activities
22 Personal (clothing voucher)
21 Clothing forms
20 Payroll
17 Graduation
16 Orientacion Arreglos
10 Tour guide for students
7 Distribute and help fill personal record sheets from Milwaukee Public Schools
6 Meetings regarding Latin dance group
4 Hall duty
4 Arrangements for the parade
4 Cultural
3 Ordenar Sartija
2 Piano lessons
2 Birth certificate
2 School records
2 Training
2 Inform students about summer jobs
1 Mother called me and wanted me to relay message to Mexico
1 Student had been marked absent but was in school
1 Looked up programs of 25 students for teacher
1 Mother sent him to ask how younger brothers were doing
1 Needs birth certificate, Puerto Rico
1 Transcripts

"Assistance to Parents and Community"

14 Clinic
3 MATC
3 Visitors
3 Centro Nuestro, United Migrant Opportunity Services
2 Internal Revenue
2 Elementary school principal
2 TV Channel 10
2 Meeting with community leader
2 Spanish Out Reach Institute
2 Social Security Office
2 Puerto Rican parade

"Assistance to Parents and Community" (Continued)

- 2 Social Welfare Service
- 1 Parent
- 1 Education Op. Center
- 1 UW-M
- 1 Miss Anita Toms
- 1 Concentrated Employment Program

"Assistance to School Personnel"

- 3 Assist principal
- 2 Teachers about student

"Meetings Attended"

- 7 With bilingual staff
- Meeting regarding Mexican Day of Independence
- Meetings with project supervisors
- With social worker re: clothing vouchers
- Aide meeting with principal
- With January graduates
- With principal and all teacher aides
- Workshop on Channel 10
- With parent re: attendance

"Other Work Done"

- 4 Hall duty
- 3 Arrangements for Folk Fair
- 2 Take over class for teacher
- 2 Take over homeroom and classes
- 2 Petition for a copy of a birth certificate
- 2 Send letter to Puerto Rico requesting students' transcripts
- 2 Assist vice-principal
- 2 Assist teachers
- Typed list for supervisor
- Worked on student tutor payroll cards
- Did some work for Mr. Llerandi and Mr. Burgos - ran some ditto
- Did work for Mrs. Bortin - looked up information for 34 students in Bilingual Program
- Made field trip arrangements
- Typed out some letters
- Helped collect books for indigent Latin students
- Assist counselor
- Arrangements for convention
- Paper work - student records
- Home calls to students' parents re: attendance

"Other Work Done" (Continued)

Contact teachers - inform them about final exam for student
Work with school social worker on need for winter clothing
Talk to students about participating in the orientation on Channel 10
Help parent fill out welfare questionnaire
Help students who are graduating in June to enter Milwaukee Area Techni-
nal College
Distribute and get permission to attend Minority Leadership Development
Workshop
Inform family of their son's suspension
Talk to teacher about student's personal problem
Parent conference
Orientation with new advisors
Arrangements for parent to come in and help fill out papers for UW-M
Arrangements for job interview
Took students for physical at Guadalupe Clinic
Help with party for students
Make arrangements to take students to the orientation at Channel 10
Notify parents of progress of students in bilingual class
Invite students from other schools to view program at South
Work with Allen-Field social work aide on winter clothing
Interpret for teachers and parents
Arrangements for girls' physicals
Contact court commission re: student's traffic violation
Meeting with Latin seniors - assist with graduation list
Translate transcripts
Arrangements for student work permit
Student activities
Conference with students about future plans
Assist students with car wash
Typed for counselor

TABLE 36

DETAILS OF ASSISTANCE AS REPORTED
BY BILINGUAL STUDENTS' ADVISORS
LINCOLN

"Assistance to Students"

25 Tutored
15 Bilingual field trip
3 Student data sheet
2 Information about physical test
1 Participated in the community program
1 Suspension
1 Administrative transfer
1 Harassment by police

"Assistance to Parents and Community"

3 Community agencies visited

"Meetings Attended"

1 Bilingual meeting
1 About financial help to students

"Other Work Done"

11 Worked on records
5 Answered telephones
1 Checked attendance and talked to teachers
1 Hall aide for two hours
1 Conference Day
1 Worked on field trip arrangements
1 Went on field trip to WIMJ
1 Went to meetings
1 Afro-Latin Day
1 Worked in kitchen
1 Helps nurses who come to check vision
1 Translated letters in Spanish to send home

TABLE 37

BILINGUAL AND COMPARISON PUPIL PERFORMANCE
ON THE SCHOOL ATTITUDE TEST, SPRING, 1974

Form	Grade Level	Group	Number of Pupils	Mean Score	Standard Deviation	t	df
Oral	1	Bilingual Comparison	29	104.69*	7.19	2.97	42
			15	92.27	15.32		
Oral	2	Bilingual Comparison	33	101.24	8.56	2.70	61
			30	106.33*	6.31		
Written	3	Bilingual Comparison	15	109.93	12.06	0.65	49
			36	107.44	13.24		
Written	4	Bilingual Comparison	19	105.89	12.20	0.06	62
			45	106.09	13.44		
Written	5	Bilingual Comparison	16	114.50	10.59	-1.66	37
			23	120	9.47		

*Difference is significant at the .01 level of confidence

APPENDIX C



Survey Results

HIGH SCHOOL STUDENT QUESTIONNAIRE

MARCH, 1974

Lincoln

39 Sent

28 Completed

South

179 Sent

68 Completed

HIGH SCHOOL STUDENT QUESTIONNAIRE

March, 1974

CATEGORY	PUPIL RESPONSE			
	Lincoln		South Division	
	<u>N = 28</u>		<u>N = 68</u>	
<u>Grade level</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
7	12	43	0	0
8	0	0	0	0
9	6	22	0	0
10	2	7	28	41
11	6	21	16	11
12	0	0	21	30
No Response	2	7	13	18
<u>Year in Program</u>				
First	20	71	33	49
Second	3	11	21	31
Third	3	11	9	13
Fourth	1	4	0	0
No Response	1	3	5	7

Pupil		Lincoln		South Division	
Language Skills		<u>N = 28</u>		<u>N = 68</u>	
<u>Before Entering</u>					
<u>Bilingual Program</u>		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
English	Understand	16	57	51	75
	Speak	16	57	52	76
	Read	15	54	49	72
	Write	16	57	49	72
Spanish	Understand	17	61	53	78
	Speak	18	64	51	75
	Read	13	46	41	60
	Write	12	43	38	56

Improvement in
 Language Skills
 because of
Bilingual Program

English	Understand	5	18	13	19
	Speak	5	18	9	13
	Read	6	21	9	13
	Write	5	18	11	16
Spanish	Understand	6	21	16	24
	Speak	5	18	17	25
	Read	4	18	19	28
	Write	3	11	16	24

<u>New Language skills</u> learned in <u>Bilingual Program</u>		<u>Lincoln</u> <u>N = 28</u>		<u>South Division</u> <u>N = 68</u>	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
English	Understand	6	21	11	16
	Speak	5	18	10	15
	Read	6	21	14	21
	Write	5	18	13	19
Spanish	Understand	2	7	5	7
	Speak	4	14	1	1
	Read	2	7	8	11
	Write	3	11	5	7

Pupil Opinion: Best kind of classroom for pupils of various language dominance to learn specific academic subjects.

Academic Subject	Pupil Dominant Language	Best Classroom Language Percent Pupil Response									
		English		Spanish		Bilingual		Don't Know		No Response	
		L	S	L	S	L	S	L	S	L	S
English as a Second Language	English	25	32	18	0	21	60	7	6	29	2
	Spanish	14	11	0	1	46	81	36	3	4	4
	Bilingual	21	12	18	4	43	76	4	1	14	7
English Reading	E	32	39	4	1	35	59	0	1	29	0
	S	29	13	4	3	53	76	7	1	7	7
	B	21	12	7	3	51	78	7	3	14	4

E = English

S = Spanish

B = Bilingual

L = Lincoln Jr-Sr. High School

S = South Division High School

Best Classroom Language
Percent Pupil Response

		English		Spanish		Bilingual		Don't Know		No Response	
		L	S	L	S	L	S	L	S	L	S
Spanish For Spanish Speakers	E	7	7	29	25	32	65	7	3	25	0
	S	4	0	42	25	32	62	11	3	11	10
	B	0	0	4	25	39	65	21	3	36	7
United States History	E	21	26	18	0	18	69	11	4	32	1
	S	25	9	14	4	33	81	14	3	14	3
	B	18	6	4	4	36	81	21	3	21	6
Sociology	E	11	26	14	4	21	69	25	10	29	0
	S	21	4	7	9	37	76	21	7	14	4
	B	7	10	0	6	32	69	47	9	14	6
Hispano - Amer. Culture Language and History	E	7	13	14	6	39	75	7	6	33	0
	S	4	6	24	13	39	18	29	3	4	0
	B	4	1	11	7	60	79	7	4	18	9
Personal Economics	E	4	26	7	3	18	57	32	13	39	1
	S	11	7	4	9	29	72	38	9	18	3
	B	17	7	0	3	39	74	32	7	22	9
Urban Studies	E	41	24	11	6	36	62	7	7	32	1
	S	4	7	7	3	32	78	32	8	25	4
	B	14	7	4	4	46	79	14	3	22	7
Mathematics	E	7	37	11	7	36	51	14	5	33	0
	S	11	10	11	14	50	65	14	10	14	1
	B	21	1	14	10	39	69	7	3	19	17
Science	E	14	35	7	7	29	47	18	9	33	2
	S	11	12	11	13	39	60	18	12	21	3
	B	18	10	14	7	36	68	14	7	18	8

<u>Question</u>	<u>Pupil Response</u>			
	<u>Lincoln</u>		<u>South Division</u>	
	<u>N = 28</u>		<u>N = 68</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
In your opinion, how many subjects should be taught <u>bilingually?</u>				
Some subjects	7	24	17	25
Most subjects	10	36	22	32
All subjects	9	32	25	37
No response	2	8	4	3

How "bilingual" do you believe
a bilingual/bicultural program
should be?

During the school day, the
teacher should:

speak Spanish most of the time	0	0	5	7
speak English most of the time	0	11	1	1
use both lang. about equally	14	50	53	78
use the child's dominant language as needed	13	46	9	13

During the school day, the
pupils should:

speak Spanish most of the time	1	4	2	3
speak English most of the time	2	7	1	1
use both lang. about equally	17	61	51	75
use the child's dominant language as needed	9	32	12	18

	<u>Pupil Response</u>			
	<u>Lincoln</u>		<u>South Division</u>	
	<u>N = 28</u>		<u>N = 68</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
When do you think a pupil who begins his bilingual program in kindergarten should leave the Bilingual Program and enroll in a regular class?				
as soon as he is able to understand and speak English	12	43	19	28
at a specific grade level	8	28	4	6
Never, the program should be continous thru high school	6	21	38	56
no response	2	8	7	10

Question

Is a kindergarten through twelfth grade bilingual/bicultural program the best kind of education for a Spanish - American child?

Yes	20	71	51	75
No	5	18	13	19
No response	3	11	4	6

Has the Bilingual Program helped you in high school?

Yes	24	86	62	91
No	2	7	4	6
No Response	2	7	2	3

Has the Bilingual/Bicultural Program helped the Latin Community?

Yes	15	54	52	76
No	3	11	8	12
No Response	10	35	8	12

Pupil Response

Lincoln N = 28	South Division N = 68
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<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
----------	----------	----------	----------

After government funding is over what do you believe is the best way of spending local funds for the special needs of Latin students?

Bilingual aides	2	7	12	18
Inservice training to improve Spanish vocabulary	6	21	0	0
Tutors in high school	1	4	3	4
Spanish for Spanish speakers	3	11	3	4
Bilingual all - day kindergarten	1	4	6	9
Bilingual books and materials	3	11	4	6
Certified bilingual high school counselors	2	7	16	24
Bilingual reading teachers	1	4	10	15
Field trips	4	14	2	3
Hispano art and music	0	0	3	4
Hispano dancing	0	0	2	3

Question

Please give your opinion of the best features of the bilingual classes in which you have been enrolled

Reading

Learned to read and understand English	6	21	18	26
Improved vocabulary and reading skills	3	11	2	3
Learned both English and Spanish	2	7	5	7
Learned or improved Spanish	2	7	1	1
Materials	2	7	1	1
Teachers			3	4

	<u>Pupil Response</u>			
	<u>Lincoln</u> N = 28		<u>South Division</u> N = 68	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Social Studies Hispano & U.S. History	-			
Learned culture and other countries	3	11	5	7
Important - Interesting	1	4		
Bilingual aspect	1	4	1	1
Understand subjects better			9	13
Teachers			3	4
Materials and films			5	7
Understand problems of the community	1	4		

What should be changed in these bilingual classes?

Reading

Teacher	6	21		
More books about Spanish culture	1	3		
More films and trips	1	4		
Materials			5	7
Nothing			13	19
More Spanish			3	4
Teacher too strict			2	3

Social Studies

More lessons in Spanish	1	4	1	1
Nothing			7	10
Materials			2	3

Pupil Response

	Lincoln		South Division	
	N = 28		N = 68	
	N	%	N	%
Should anything be added to the Bilingual Program?				
<u>Yes</u>	19	68	35	51
Reading and writing in Spanish and English	4	14		
More teachers	3	11	6	9
New teachers	3	11		
Spanish books	3	11		
More classes - math., science, gym, and drivers' education			18	26
Latin counsellors			2	3
<u>No</u>	2	7	18	26

What is most important about Bilingual Program classes?

Learning in two languages	10	36	25	37
Spanish - American teacher	3	11	12	18
Being with a group of understanding classmates	1	4	14	6
Having a bilingual teacher	5	18	7	10
Learning about Latin culture	1	4	8	11
Bilingual material	0		4	6

Have you ever recommended the Bilingual Program to a friend or relative?

Yes	11	39	53	78
No	10	36	7	10
No Response	7	25	8	12

<u>Question</u>	<u>Pupil Response</u>			
	<u>Lincoln</u>		<u>South Division</u>	
	<u>N = 28</u>		<u>N = 68</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
The Bilingual Program helped me in other subjects				
True	13	46	55	81
False	8	29	4	6
No Response	7	25	9	13
Gave me more pride in my Spanish- American heritage				
True	13	46	51	75
False	6	22	7	10
No Response	9	32	10	15
Helped me feel better about school				
True	14	50	48	71
False	7	25	12	18
No Response	7	25	8	11
Make it hard for me to make friends				
True	3	11	8	12
False	18	64	51	75
No Response	7	25	9	13
How many times did you go to see a bilingual student advisor?				
Never	5	18	9	13
1-5 times	11	39	25	37
5-10 times	0	0	7	10
More than 10 times	8	29	19	28
No Response	4	14	8	12

Pupil Response

Lincoln N = 28		South Division N = 68	
<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>

Question

Reasons you conferred with the
bilingual counselor/advisor, if
you have conferred

Family	4	14	7	10
Personal	4	14	19	28
Job	5	18	28	41
School	15	54	29	43
College	4	14	22	32

Items you believe should be
added to the Bilingual Program

Science	5	18	33	49
Mathematics	11	39	35	51
Social Studies	7	24	27	40
Business	5	18	36	53
School Program	10	36	32	47
Extra Curricular Activities	8	28	26	38

MILWAUKEE PUBLIC SCHOOLS
DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

Responses to Open-Ended Questions
BILINGUAL SECONDARY STUDENT QUESTIONNAIRE-MARCH 1974-SPANISH

Is a kindergarten through twelfth grade bilingual/bicultural program
Lincoln Students - the best kind of education for a Spanish/American child?

Please explain.

Because one learns English better, and one learns more and learns more quickly.

Because one can learn much.

I don't know.

Is a kindergarten through twelfth grade bilingual/bicultural
South Division Students - program the best kind of education for a Spanish-American
child? Please explain.

Because learning the two languages does not make problems so difficult.

Yes, because when one comes from Mexico, or other places, they can be helped.

Yes, because the Bilingual program is necessary so that students do not forget the language.

Good. I say this because I practiced my English a great deal and forgot how to say somethings in Spanish.

Because a child learns better when the languages are required.

Because this way they learn more English.

Because it helps him with her language and not to forget his native language.

I think the Bilingual program ought to continue in schools.

Yes, because the student is more comfortable, and speaks and understands and reads English and Spanish and does not forget.

Because if the class is bilingual, and I don't understand in one language, I can understand in the other.

Because it helps the student understand two languages, and what I do not know in Spanish I can say in English and vice versa.

This way the student who speaks Spanish does not forget it when he learns English and so he can speak two languages.

I don't know.

Because one can learn a lot.

Lincoln Students - Has the Bilingual Program helped you in school? Please explain.

Because when I came from Puerto Rico I did not know English and I know enough now.

Yes, it is very good because if one does not know English, the Bilingual program helps him with it in Spanish.

Has the Bilingual Program helped you in school?

South Division Students - Please explain.

Because when I entered this school I did not know any English, and with the help of the two languages I have learned quite a bit and school work is not so difficult.

It has helped me understand more, and also it has helped me speak Spanish better.

Because I could not speak English, and the Bilingual program helped me a little to learn a little English.

It has helped me because when I got here, I spoke no English and in some classes I did not understand what they said to me.

Because it has helped me speak better and with the problems I have in class.

I understand more.

Because if one knows only a little English this helps him alot.

Because they talk to the student in his dominant language.

For example, it helps me because I don't understand much English, and I can understand some things in Spanish.

Because I understand English a little and I can speak a little, but not much. I believe the Bilingual program has helped me a little.

The bilingual program has helped me because when I came here I spoke no English, and now I am learning English while not forgetting Spanish.

It is very good because if one does not know English the bilingual program helps him with it in Spanish.

Because I see that I know how to speak better. You know what I mean because I don't know much.

Has the Bilingual/Bicultural Program helped the Latin community?

Lincoln Students - If "Yes", please explain.

Yes for same reasons as it helped me in school.

Has the Bilingual/Bicultural Program helped the Latin

South Division Students - community? If "Yes", please explain.

Yes, because this way they speak two languages.

Yes, because the bilingual program has helped in finding work, and with many othe things.

Yes, because this way one can learn the two languages.

Yes, because many people in the community do not understand English.

Because there are many people who do not speak English, and it helps people who know English and Spanish.

Because it helps the students take part in the activities of the Latin community.

It has helped in many ways, for example, in translating what one says in Spanish to English.

It is better because the teachers can communicate with the parents who speak only Spanish.

Because if one does not speak English, and he is told something in English, you can tell him what was said.

Because everyone knows what they are doing for the Latin community. It helps people who don't know English or Spanish.

Because knowing the two languages, one will have no problems.

Yes, for same reason as it helped me in school.

Because there were many people who suffered by not knowing English, and these agencies have helped us a great deal, and I hope this will continue to be.

Lincoln Students - What should be changed in these bilingual classes?

The English and Spanish class

I don't know

South Division Students - What should be changed in these bilingual classes?

They ought to bring in more Spanish material for the Spanish classes. I do not like it because I can't understand very well.

Nothing should be changed. Everything is necessary.

Nothing

I don't know. It ought to be bilingual.

This also ought to be in Spanish. I believe it ought to be in Spanish.

Nothing

Nothing

Nothing

English and Spanish classes.

Nothing, absolutely nothing. Nothing, but if one day the teacher goes, it will not be as good. More classes since this teacher is stupendous.

Please give your opinion of the best features of the bilingual
Lincoln Students - classes in which you have been enrolled.

In my opinion it helps me much in his Spanish and English work.

I don't know.

Please give your opinion of the best features of the bilingual
South Division Students - classes in which you have been enrolled.

That one learns to read and know what one reads.

The teachers are very good - the readings - the readings.

You learn to read and understand what you are reading. Because it helped me understand what events happened in the U.S.

(Reading) It is very necessary for the Latin student. Among other things, one learns about other countries. Very necessary for the bilingual student.

Because we can understand more of what we read with someone who knows two languages. Because this way I understand history better and what happened in past history.

It is very good and teaches us more history of the countries. It ought to be in English.

We understand the readings and we want to know what they teach us. I like the class because we understand better.

I believe teaching me to speak Spanish is good this also is very important. This is still more important.

Because it teaches you to read in English and the instructions are given to you in Spanish. It has helped me understand books and ask and answer questions.

It has helped me read better and understand what I read. It has helped me understand the problems of the community.

If one knows how to read in Spanish the bilingual program will teach him to read in English. It has helped me to know other countries.

My opinion is that it helps me a lot in English and Spanish work. I don't know. I don't know.

Because in reality I have improved a great deal. This is the best of all and had the best teacher. This is magnificent since the same teacher teaches it.

Should anything be added to the Bilingual Program?

Lincoln Students - If "Yes", what?

To learn to read in Spanish or perhaps to teach the students better Spanish.

If one does not know English he ought to be taught in Spanish, and if he doesn't know Spanish he ought to be taught in English.

Should anything be added to the Bilingual Program?

South Division Students - If "Yes", what?

They ought to add gym and homeroom.

Sports, classes in driving education and cooking.

Algebra and typing.

Sports, sewing classes, cooking, biology, driver education, algebra.

They ought to have more classes that are only in English and change them to Spanish.

To have dances for each Latin group.

Math, sciences

For example, sufficient books and materials for bilingual classes and bilingual teachers.

Bilingual books and science, math and bilingual teachers.

They ought to add bilingual math and science.

Office machines, biology, algebra, geography and everything.

MILWAUKEE PUBLIC SCHOOLS
DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

Responses to Open-Ended Questions
BILINGUAL SECONDARY STUDENT QUESTIONNAIRE-MARCH 1974-ENGLISH

Lincoln Students - Is a kindergarten through twelfth grade bilingual/bicultural program the best kind of education for a Spanish-American child? Please explain.

No. I think it ain't.

It's better to be out by 7th grade because that way they learn good English, like hard words, their meaning, etc.

No. He won't understand this word.

No. He will not understand his words.

Yes, because they would be learning English and their language equally.

No because some students that only speak English goes to a bilingual class and some don't like the teacher to talk in Spanish.

I feel that they would learn more when they start bilingual at a younger age.

Yes. They can learn perfect English and Spanish.

Yes. Because he probably knows or understands only Spanish.

Yes. He or she will get the best ability to learn both languages.

South Division Students - Is a kindergarten through twelfth grade bilingual/bicultural program the best kind of education for a Spanish-American child? Please explain.

Yes. This way he feels he is not left out and would encourage him to study more.

Yes. Because this way the child would not forget his culture like some students now.

No. I think they should have some regular classes. Not with all Latins.

Yes. Because he always speaks English in and out of school he should speak Spanish in school starting in kindergarten.

Yes. Because he can probably understand the class more.

Yes. Because the child is not losing his culture and still can educate himself as a bilingual social worker, teacher, etc.

Yes. Because you learn how to use both languages.

Yes. Because he will not forget about his Spanish and English and he will know more about the two languages.

Yes. Because he'll always have bilingual and he could develop more and more as he goes on.

Yes. If he can understand both languages very well.

No. Because he or she will be living in the United States and he has to speak English most of the time.

No. Because he will always be with Latin people and he will not get to know other kids from other races well.

Yes. Because they can learn many things about their language.

Yes. Because it gives him the opportunity to speak both languages.

Yes. Because it helps you learn more.

Yes and No. It depends on the individual if he understands bilingual and if he gets along.

Yes. It teaches the kid things about life as an American and Latin.

Yes. Because if they speak Spanish they could be taught English or if he knows English he could be taught if he wants.

Yes. It's the best because the child has the opportunity to keep his culture while learning to live in another.

Yes. Because he is able to get through his years of school better.

Yes. Because it helps the child learn more about his culture.

Yes. He is learning English and Spanish.

Yes. They could learn better the way their culture is really like.

Yes. Because when you are unable to understand situations in which its harder in English then in Spanish there comes the opportunity to do so.

Yes. Because if he or she can't read or write English, I think it would be the best thing.

Yes. Because it helps to know better both languages and their land.

Yes. Because a student will develop both languages equally as good as he develops mentally.

Yes. Because a child will be able to get a job as a bilingual person.

Yes. It helps you understand better both languages.

Yes. Because then he is equally capable of either language. This way he won't forget his Spanish or the English.

No. Because he will be living in the United States and will be speaking English most of the time.

Yes. This way he or she can see both sides of the story and also he can see how he stands in his society.

Yes. It reminded me of all the things I learned in Mexico; the history, how to read better, how to write better, etc.

Repeat of above.

Yes. Because the child will learn both languages better.

Yes. Because he gets to know both ways.

Lincoln Students - Has the Bilingual Program helped you in high school? Please explain.

Yes. Because it makes me understand my math work.

No. Lowered my grade.

Yes. When I don't know something I just go up to the teacher and ask but if I was in an English class I couldn't do it. Probably the teacher wouldn't understand me.

Yes. It helps me understand more. Read more.

Yes. It will help you with the states and plurals.

Yes. Because I am studying to be a nurse and didn't know how to talk, read, write, I have improved and it does help.

Yes. I had bilingual math in 8th grade and I passed with an A. My teacher felt I was ready for algebra. So I went into a regular algebra class and I feel I wasn't ready. I'm taking algebra for my third time. The regular teacher does not explain. In bilingual I understand better.

Yes. It helped me alot. I learned English faster than I thought I would.

Yes. It helped me to read more Spanish.

Yes. Because I didn't know to much English and now, I believe I have improved in English.

Yes. To read.

Yes. How to read, understand, and speak English very well.

South Division Students - Has the Bilingual Program helped you in high school? Please explain.

Yes. I had trouble with reading and U.S. History.

Yes. It has helped improve both of my languages.

Yes. By English.

Yes. By English.

Yes. It has helped me to learn about the Latin countries.

Yes. Because it has improved my grammatical points of Spanish. It has taught me a more advanced Spanish.

Yes. Because I understand better my classes and work.

Yes. Because I can communicate with bilingual people much better than before.

Yes. Because if I can't explain something in English I can switch to Spanish and explain it better.

Yes. After going through all English classes through grades 1 - 9, a student should be given a chance to learn about their own cultural and be proud of it. I know students after being in high school and after all that anglo environment feel ashamed of what they are, or to say they are Latin. This I believe is wrong.

Yes. It has helped me in math and to get to speak Spanish better because I'm Puerto Rican but I was raised here and don't know how to speak Spanish well.

Yes. It really helps you understand problems that are hard for person who can't talk English.

Yes. It has helped me to understand my English and Spanish better. Read and write, too.

Yes. It has helped me a lot to understand the courses I took up.

Yes. I learned most things that I didn't know.

Yes. It helped me in English and in algebra.

Yes. It gave me extra help.

Yes. Because I feel that I understand better what classes I'm given.

It has helped me by reminding me that I am bilingual and have something extra. I can speak two languages.

Because it will help you in all your classes.

Well it helped me to read more about things that I never did before.

It helps me with my work.

It helps me understand both languages.

No. Because it is like a English class and it is a bore.

Because it helps you develop your ability to understand better.

It helps you know more of.

I've been in the bilingual program for three years and I enjoy it very much.

It helped me in my writing and reading in Spanish. It helped me alot.

How to read and write Spanish and English.

It has helped me in my education, in understanding better my culture and language, also in school activities and in getting jobs.

No. Not very much. I understood and still do both languages.

It has helped me in doing my other work and it helped me alot in English II class.

It has helped me alot especially in some classes where I had problems.

Some classes that the teacher didn't want to explain the home work more clearly.

Yes it has helped me in some courses.

It improved me in speaking and writing and knowing something about my hometown. I am very grateful to them.

It helps me not to forget how to read, write, speak and understand my Spanish language.

No. I understand English fairly well.

Because it has helped me to be more proud of my culture.

I have learned to translate important Spanish phrases to English.

Lincoln Students - Has the Bilingual/Bicultural Program helped the Latin community?
If "Yes", please explain.

Yes. Because I have seen most Latin students speaking English very well. Some have problems but they learn more.

Because the community is forgetting their culture.

He/or she will be able to speak English.

He/or she will be able to read English.

The Latin community is the same as it was when the Bilingual Program started. I don't think most of them care at all about the program.

Because they teach us how to speak English and to read.

South Division Students - Has the Bilingual/Bicultural Program helped the Latin
community? If "Yes", please explain.

Yes. Because parents now can understand what their children are learning.

It helps us to be united, and it has gotten the students into more of the activities.

Many people come here from Mexico and don't speak English and can go to a bilingual class for help.

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Yes. Because Spanish speaking people can now visit Centers that have personnel that can speak both languages.

It gets the parents together and interested in it.

Because more people are getting together and improving on their activities like parade.

It has helped alot of people get better jobs.

Some people that come from Mexico, that do not understand English, and it helps them. Not me.

Yes, because now more of us are staying in high school and more of us are going to college.

They can help them to find a better job for two languages.

I think it helped the Latin community, because it help them to understand.

It has gotten people of the community closer together.

Because they would prefer to speak Spanish in school and also helps you to see the problems of the Latin community.

Because it shows how one person acts to another Latin.

No. Not that much.

Yes. But not really that much.

No. Not very much.

No. Not that much.

It has prepared many students to work as bilingual leaders and interpreters for the Latin people.

That way you are able to learn both language equally.

Yes. Because student feel good coming to school.

Yes. It kept all the Latin kids together.

Because Latin community is more involved and put more effort into getting an education and their children.

It has helped students to speak and understand English speaking person better.

Yes. Many parents sent more of the children to where it will be more easy on them.

Cause if there wasn't a bilingual program how could the Spanish speaking students get good grades if they can't speak English, so this program really helps alot.

Some students have been able to further their education and progress economically and help the community.

The parents who don't know English can communicate with the teachers in school in Spanish.

Because the Latin community has had pride and more better homes and jobs.

Because it helps all Latins understand better. They feel better in the bilingual class because they can talk their language.

It has in a small way united the Latin parents, teachers, and students a little closer. It has made aware the needs and problems of the Latin student.

Yes, to Spanish speaking students.

Some people that come to don't know English, and Spanish speaking teacher can help them.

Because many of the older people who are Latin don't know how to speak English.

Because these who speak only Spanish these people here to help them with these other subjects.

Lincoln - Please give your opinion of the best features of the bilingual classes in which you have been enrolled.

Best Features:

Reading: I like it because you can understand
How to read, talk, play and understand
It's help me in vocabulary, main ideas
I liked the reading book's and enjoyed the sheets of work papers
The vocabulary, and reading skills
You learn both English and Spanish
They have teach alot
We learn new words
The teacher is the one who make the class to be enjoyed and interesting
(all subjects)
The states and capitols
Nothing
The English stories are interesting
They they teach Spanish
Aides and our counselor
You can read it and understand it

Hispano-American Culture, Language, and History
Are important to me
English history is interesting
Nothing
We learn more about history
They explain both in Spanish and English
I have learned alot
I liked this class the most, I learned about Puerto Rico more

U.S. History:
Nothing
Is interesting

Lincoln - What should be changed in these bilingual classes?

Reading:

Help the students more
The teacher because she only speaks English
The teacher, not the aides
The teacher
The books, they are too easy
More books about our culture
More films and trips
Teachers
I want the teacher changed
I want the teacher changed

U.S. History:

More lessons in Spanish

South Division - Please give your opinion of the best features of the bilingual classes in which you have been enrolled.

Best Features:

Reading:

Helps me to understand more of what I read
Sleeping and reading the newspaper
Has helped me some
It helps you understand what you read
Teachers, books, and the time we have, not too long or not too short
I learned to better my understanding of my cultural background, my
expressing myself in both languages
I got better in reading Spanish
It's very good in helping Spanish speaking students learn English
The best features were your talks with your teacher confidently, you
understand better, and you trust classmates (same for Hispano and U.S.
History)
Helping me in other classes. Help me to read, and writing
Bilingual reading is important for the better understanding of the student
Because it helps in your English, like the way you talk, write, read, etc.
Well it help me some
I think its good
Reading is just a bore
Its okay
Reading is the best class in school
In reading class it help to have bilingual because you know what to do
It helped me to get a better idea about the bilingual reading center
It is more English than Spanish. We get work in English instead of Spanish
From reading I didn't like to too much because we had to much work
It helped me some
They explain it in two languages and that helps me to understand better
I have learned alot since I entered because they have aides and you get
individual help
Different work they gave us
Teachers
I understand the work and what I don't understand they help me

It's a good class. It helps with your studies
Bilingual reading

Hispano:

Good class
Taught me more of my culture and my hometown and people
Teachers

U.S. History:

The films they showed
I have improved alot because of the materials used
They explain it in two languages and that helps me to understand better
I understood better
It was hard, because we had almost more work or more than others, but it
was interesting, I like the discussions we had in classes
It was one of my best subjects in high school
It's easier to understand because they cut down into smaller paragraphs
It help me to learn
I feel it's needed because a Latin living in the U.S. needs to know its
history
The movies
I like it because it showed me that the Spanish heritage has done a great
deal in the development of the U.S.
This is good because it is required to graduate and many students fail
because they don't understand if they were in an all English class
Interesting
Learn more about the role you are taking in the nation
It has helped me understand better
Teacher
I understood it better and it help Latins that only know Spanish
The best features were the books we read and the way the class was taught
I like the class because we speak both languages and we understand it
very well

South Division - What should be changed in these bilingual classes?

Reading:

The teacher is too strict and even stricter than an Anglo teacher
Nothing
If the student doesn't know English, he should read more English material
Materials
Having more tutors or aides so students can work in smaller groups which
students do better in
It's o.k. as it is (also Hispano and U.S. History)
The material
Nothing should be taken away from these classes. There should be more
things added instead. Things such as more bilingual teachers, advisors,
counselors, and aides (also Hispano and U.S. History)
Materials
Nothing
Don't put so much work on us and try to explain with patience
Materials (also Hispano and U.S. History)
Nothing (also Hispano and U.S. History)
Nothing (also Hispano and U.S. History)
Nothing (also Hispano and U.S. History)

More activities (also Hispano and U.S. History)
They should have more interesting things to read and study from
More films
More Spanish in speaking and work assignment
More Spanish assignments
Do not teach us a thing about English
Nothing (also Hispano and U.S. History)
Nothing, the way I have it is just fine (same for Hispano)
Nothing
The teachers should become nicer

Hispano:

Okay the way it is (also U.S. History)
Good as it is
We need more bilingual teachers
Nothing (also U.S. History)
Nothing its great the way it is
Materials
Nothing
Nothing

U.S. History:

More films and books should be brought in
Nothing
The study lessons
Nothing
Materials
I believe it should have no change
More bilingual teachers
Alot of work but I guess we learned something
More assignments in Spanish

Lincoln - Should anything be added to the Bilingual Program? If "Yes", what?

More teachers

They should give us books

They should give Spanish books

Spanish, field trips

We should be able to learned in Bilingual Spanish and English reading and writing work. Because I don't know how to read or write in Spanish, which I would like to know.

Books of both languages

Language arts

Trips

More teachers and program classes

New teachers

Spanish books

A new teacher

A library where they would have Spanish books, and a place where the Latin students could go in their lunch hours and when they have no class like when they have to go to the library, so that they'll have things to do, games, and music.

More teachers

New teachers

South Division - Should anything be added to the Bilingual Program? If "Yes", what?

More teachers

I say yes we could do better if we had Latin counselors, at South we don't have one no more. You took Mr. Lopez to Walker and it would be good if we could get one again.

More money, more teachers, better equipped classrooms, more materials to work with.

Science and math that are both requirements should be added.

Younger teachers

More classes

More bilingual teachers

A typing program

More materials

Mechanics

The program should become a department. All classes should be bilingual. Latin counselors for just the Latins. Better facilities. Better aides.

Teach other subjects. That the Latin student is having trouble understanding.

They should have more courses in Spanish

More Spanish teachers and aides

More teachers to teach other classes like math, science

More classes like math

Better classes

Get everybody interested in it

Some other subjects

More equipment

Better books so we get to use to learn

Bilingual science teachers and math teachers

More bilingual teachers, advisors, counselors, and aides

It's all ok as it is accept that we should have more bilingual classes

Mathematics, English classes for Spanish-speaking students

They should have more classes bilingual

ELEMENTARY PARENT QUESTIONNAIRE

MARCH 1974

115 Sent
29 Returned

MARCH, 1974
 BILINGUAL PROGRAM PARENT/COMMUNITY QUESTIONNAIRE:
 PRIMARY - ELEMENTARY PROGRAM
 PERCENT RESPONSE
 N=29

1. How many of your children have participated or are participating in the Bilingual Program at . . .

Vieau School	90
Lincoln Jr.-Sr. High School	0
South Division High School	0
None. I am interested as a community member	0
No Response	10

	English	Spanish	Both English And Spanish	None	No Response
2. Check the language(s) you speak	7	48	45		0
Check the language(s) your children speak	10	24	63		3
Check the language(s) you read	3	52	45	0	0
Check the language(s) your children read	14	34	45	0	7

3. Check what you think is the best kind of classroom for a student to learn each of the following subjects if he is Spanish-dominant?

	Bilingual Class	English Only Class	Spanish Only Class	I Don't Know	No Response
English (Understanding and Speaking)	59	31	0	0	10
English (Reading)	31	28	0	0	41
Spanish (Understanding and Speaking)	45	10	10	7	28
Spanish (Reading)	45	3	10	7	35
Arithmetic	48	17	7	0	28
Science	38	14	3	3	42
History	52	7	3	3	35
Art	41	10	0	3	46
Music	48	16	0	3	33

4. Check what you think is the best kind of classroom for a student to learn each of the following subjects if he is English-dominant?

	<u>Bilingual Class</u>	<u>English Only Class</u>	<u>Spanish Only Class</u>	<u>I Don't Know</u>	<u>No Response</u>
English (Understanding and Speaking)	<u>55</u>	<u>41</u>	<u>3</u>	<u>0</u>	<u>21</u>
English (Reading)	<u>35</u>	<u>31</u>	<u>0</u>	<u>0</u>	<u>34</u>
Spanish (Understanding and Speaking)	<u>34</u>	<u>0</u>	<u>10</u>	<u>3</u>	<u>53</u>
Spanish (Reading)	<u>28</u>	<u>3</u>	<u>10</u>	<u>7</u>	<u>52</u>
Arithmetic	<u>38</u>	<u>21</u>	<u>0</u>	<u>3</u>	<u>38</u>
Science	<u>38</u>	<u>10</u>	<u>3</u>	<u>3</u>	<u>46</u>
History	<u>34</u>	<u>10</u>	<u>0</u>	<u>3</u>	<u>53</u>
Art	<u>34</u>	<u>10</u>	<u>0</u>	<u>3</u>	<u>53</u>
Music	<u>41</u>	<u>10</u>	<u>0</u>	<u>3</u>	<u>46</u>

5. Check what you think is the best kind of classroom for a student to learn each of the following subjects if he is bilingual?

	<u>Bilingual Class</u>	<u>English Only Class</u>	<u>Spanish Only Class</u>	<u>I Don't Know</u>	<u>No Response</u>
English (Understanding and Speaking)	<u>45</u>	<u>38</u>	<u>3</u>	<u>3</u>	<u>11</u>
English (Reading)	<u>34</u>	<u>17</u>	<u>0</u>	<u>3</u>	<u>46</u>
Spanish (Understanding and Speaking)	<u>45</u>	<u>7</u>	<u>14</u>	<u>7</u>	<u>27</u>
Spanish (Reading)	<u>38</u>	<u>3</u>	<u>7</u>	<u>7</u>	<u>45</u>
Arithmetic	<u>48</u>	<u>14</u>	<u>3</u>	<u>10</u>	<u>25</u>
Science	<u>34</u>	<u>7</u>	<u>10</u>	<u>10</u>	<u>39</u>
History	<u>38</u>	<u>7</u>	<u>3</u>	<u>7</u>	<u>45</u>
Art	<u>28</u>	<u>10</u>	<u>3</u>	<u>7</u>	<u>52</u>
Music	<u>41</u>	<u>7</u>	<u>7</u>	<u>7</u>	<u>38</u>

6. In your opinion, how many subjects should be taught bilingually?

Don't know	<u>8</u>
Some Subjects	<u>17</u>
Most Subjects	<u>17</u>
All Subjects	<u>48</u>
No Response	<u>10</u>

* 7. How "bilingual" do you believe a bilingual/bicultural program should be?

During the school day, the teacher should:

speak Spanish most of the time	<u>7</u>
speak English most of the time	<u>31</u>
use both languages about equally	<u>59</u>
use the child's dominant language as needed	<u>38</u>
No Response	<u>0</u>

During the school day, the pupils should:

speak Spanish most of the time	<u>7</u>
speak English most of the time	<u>21</u>
use both languages about equally	<u>52</u>
use the child's dominant language as needed	<u>52</u>
No Response	<u>3</u>

* 8. When do you think a pupil who begins his bilingual program in kindergarten should leave the Bilingual Program and enroll in a regular class?

Don't Know	<u>3</u>
As soon as he is able to understand and speak English	<u>52</u>
At a specific grade level	<u>17</u>
Never, the program should be continuous through high school	<u>34</u>
No Response	<u>7</u>

9. Is a kindergarten through twelfth grade bilingual/bicultural program the best kind of education for a Spanish-American child? Please explain.

Yes	<u>55</u>
No	<u>7</u>
No Response	<u>38</u>

See statements on attached sheet.

* Some parents selected more than one response.

10. Did the Bilingual Program help you in your contacts with school? Please explain.

Yes	<u>62</u>
No	<u>21</u>
No Response	<u>17</u>

See statements on attached sheet.

11. Has the Bilingual/Bicultural Program helped the Latin community? If yes, please explain.

Yes	<u>69</u>
No	<u>17</u>
No Response	<u>14</u>

See statements on attached sheet.

12. After government funding is over, what do you believe is the best way of spending local funds for the special needs of Latin students? Rank your answers from 1 (most important) to 12 (least important).

	<u>Most Important</u>	<u>Least Important</u>
Bilingual aides	<u>14</u>	
Inservice training to improve Spanish vocabulary	<u>17</u>	
Tutors in high school	---	
Spanish for Spanish speakers	---	<u>2</u>
Bilingual all-day kindergarten	<u>14</u>	
Bilingual books and materials	<u>10</u>	
Certified bilingual high school counselors	---	
Bilingual reading teachers	<u>21</u>	
Field trips	---	
Hispano art and music	---	
Hispano dancing	---	
Other	---	
No Response to Question 12=21%		

13. Do you think the Advisory Committee should participate more in the Bilingual/Bicultural Program? If yes, how?

Yes	<u>48</u>
No	<u>14</u>
No Response	<u>38</u>

See statements on attached sheet.

BILINGUAL PROGRAM PARENT/COMMUNITY QUESTIONNAIRE:
PRIMARY - ELEMENTARY PROGRAM

Sample of Responses to Open Ended Questions

9. Is a kindergarten through twelfth grade bilingual/bicultural program the best kind of education for a Spanish-American child? Please explain.

It helps the children prepare for a better future, and it is an advantage to know two languages.

Because - if the pupil is Latin and resides in the United States, he ought to learn the two languages.

I don't believe so because in the United States, English is dominant. It is good to know and speak Spanish but only in case of emergency.

I feel a bilingual-bicultural program is best for a Spanish-American child only until he can function in an American society where he will be spending the rest of his life (working, living, etc.).

10. Did the Bilingual Program help you in your contacts with school? Please explain.

The letters which are sent to the home are in Spanish and are much better for us because we can understand better.

It is much easier to speak with the teacher and you have more confidence.

I think the child learns and understands things better when it is explained to him in English and Spanish.

Because people like me do not speak English, and we could not communicate if it were not for the bilingual program.

It helps me because when I want to know something about the child in school, they explain it to me better as I don't know English.

Because in past years they didn't have sufficient personnel who spoke Spanish, and when you went to school you had to take an interpreter with you.

Because I was involved in school activities with my older children.

11. Has the Bilingual/Bicultural Program helped the Latin community? If "Yes" please explain.

The program helps our community because the child comes to a classroom where the language he knows is spoken, and he feels more secure.

It has not helped anything. This is all I can say.

Better understanding in everything.

It has helped us very much. We can understand much more easily and, at the same time, help others who don't speak it.

For the children who do not speak English at home -- they can learn it at school in the Bilingual program.

The reason is that there is more contact with the teachers and parents. I think that this program has helped the Latin community.

It has helped them to become more aware of some school activities, although, I do not feel enough of the community is involved.

13. Do you think the Advisory Committee should participate more in the Bilingual/Bicultural Program? If "Yes" how?

I would suggest that we continue this program for the following years. The little ones are very advanced in the teachings of their teacher.

Yes. Because the program is necessary for the students who come from other countries which do not practice English which is so important (a language).

I think yes for the reason that some may have ideas about this program which may help the student as well as the parents and teachers.

I feel the Committee should be there to advise and suggest and leave the more important business to people who have the authority. I also feel the Committee should select new people to work on their hiring committees, Advisory Committees every two years.

14. Do you think parents should participate more in the Bilingual/Bicultural Program? If "Yes" how?

Because participating more at the meetings, they will be able to understand better and know the program.

To try to have more communication with the parents so that they will be interested in the program.

14. (Continued)

I think that some of the parents could make an effort so that the youth of today would have more enthusiasm in finishing school and would learn more.

Attending more sessions so that they can understand how the program works and what their children are learning.

Because parents are not informed enough concerning the program and the running of it.

SECONDARY PARENT QUESTIONNAIRE

MARCH 1974

300 Sent
17 Returned

- 223 -

233

March, 1974

BILINGUAL PROGRAM PARENT/COMMUNITY QUESTIONNAIRE:
SECONDARY PROGRAM

1. How many of your children have participated or are participating in the Bilingual program at . . .

Percent Responses N = 17

Vieau School	<u>0</u>
Lincoln Jr.-Sr. High School	<u>23</u>
South Division High School	<u>53</u>
None. I am interested as a community member	<u>12</u>
No Response	<u>12</u>

2.	<u>English</u>	<u>Spanish</u>	<u>Both English And Spanish</u>	<u>None</u>	<u>No Response</u>
Check the language(s) you speak	<u>6</u>	<u>41</u>	<u>53</u>	---	---
Check the language(s) your children speak	<u>6</u>	<u>24</u>	<u>70</u>	---	---
Check the language(s) you read	<u>6</u>	<u>53</u>	<u>41</u>	---	---
Check the language(s) your children read	<u>24</u>	<u>24</u>	<u>47</u>	---	---

3. Check what you think is the best kind of classroom for a student to learn each of the following subjects if he is Spanish-dominant?

	<u>Bilingual Class</u>	<u>English Only Class</u>	<u>Spanish Only Class</u>	<u>I Don't Know</u>	<u>No Response</u>
English as a Second Language	<u>58</u>	<u>12</u>	<u>6</u>	<u>18</u>	<u>6</u>
English Reading	<u>29</u>	<u>29</u>	<u>6</u>	<u>0</u>	<u>36</u>
Spanish for Spanish Speakers	<u>29</u>	<u>6</u>	<u>35</u>	<u>0</u>	<u>30</u>
United States History	<u>35</u>	<u>24</u>	<u>12</u>	<u>6</u>	<u>23</u>
Sociology	<u>29</u>	<u>24</u>	<u>18</u>	<u>6</u>	<u>23</u>
Hispano-American Culture, Language, and History	<u>47</u>	<u>12</u>	<u>18</u>	<u>0</u>	<u>23</u>
Personal Economics	<u>29</u>	<u>12</u>	<u>12</u>	<u>18</u>	<u>29</u>
Urban Studies	<u>29</u>	<u>6</u>	<u>18</u>	<u>12</u>	<u>35</u>
Mathematics	<u>29</u>	<u>29</u>	<u>6</u>	<u>6</u>	<u>30</u>
Science	<u>29</u>	<u>24</u>	<u>6</u>	<u>12</u>	<u>29</u>

4. Check what you think is the best kind of classroom for a student to learn each of the following subjects if he is English-dominant?

	Bilingual Class	English Only Class	Spanish Only Class	I Don't Know	No Response
English as a Second Language	<u>29</u>	<u>6</u>	<u>24</u>	<u>12</u>	<u>29</u>
English Reading	<u>29</u>	<u>29</u>	<u>12</u>	<u>0</u>	<u>30</u>
Spanish for Spanish Speakers	<u>24</u>	<u>6</u>	<u>29</u>	<u>6</u>	<u>35</u>
United States History	<u>29</u>	<u>18</u>	<u>12</u>	<u>0</u>	<u>41</u>
Sociology	<u>35</u>	<u>18</u>	<u>12</u>	<u>6</u>	<u>29</u>
Hispano-American Culture, Language, and History	<u>41</u>	<u>6</u>	<u>24</u>	<u>0</u>	<u>29</u>
Personal Economics	<u>29</u>	<u>6</u>	<u>18</u>	<u>6</u>	<u>41</u>
Urban Studies	<u>35</u>	<u>6</u>	<u>12</u>	<u>6</u>	<u>41</u>
Mathematics	<u>29</u>	<u>18</u>	<u>18</u>	<u>6</u>	<u>29</u>
Science	<u>29</u>	<u>18</u>	<u>6</u>	<u>0</u>	<u>47</u>

5. Check what you think is the best kind of classroom for a student to learn each of the following subjects if he is bilingual?

	Bilingual Class	English Only Class	Spanish Only Class	I Don't Know	No Response
English as a Second Language	<u>53</u>	<u>12</u>	<u>0</u>	<u>6</u>	<u>29</u>
English Reading	<u>41</u>	<u>18</u>	<u>0</u>	<u>0</u>	<u>41</u>
Spanish for Spanish Speakers	<u>41</u>	<u>12</u>	<u>6</u>	<u>6</u>	<u>35</u>
United States History	<u>41</u>	<u>18</u>	<u>0</u>	<u>0</u>	<u>41</u>
Sociology	<u>47</u>	<u>0</u>	<u>6</u>	<u>12</u>	<u>35</u>
Hispano-American Culture, Language, and History	<u>59</u>	<u>6</u>	<u>0</u>	<u>0</u>	<u>35</u>
Personal Economics	<u>35</u>	<u>6</u>	<u>12</u>	<u>0</u>	<u>47</u>
Urban Studies	<u>41</u>	<u>12</u>	<u>0</u>	<u>0</u>	<u>47</u>
Mathematics	<u>41</u>	<u>12</u>	<u>6</u>	<u>6</u>	<u>35</u>
Science	<u>47</u>	<u>18</u>	<u>0</u>	<u>0</u>	<u>35</u>

6. In your opinion, how many subjects should be taught bilingually?

Some Subjects	<u>29</u>
Most Subjects	<u>24</u>
All Subjects	<u>35</u>
No Response	<u>12</u>

7. How "bilingual" do you believe a bilingual/bicultural program should be?

During the school day, the teacher should:

speak Spanish most of the time	<u>6</u>
speak English most of the time	<u>24</u>
use both languages about equally	<u>59</u>
use the child's dominant language as needed	<u>17</u>
No Response	<u>6</u>

During the school day, the pupils should:

speak Spanish most of the time	<u>0</u>
speak English most of the time	<u>12</u>
use both languages about equally	<u>71</u>
use the child's dominant language as needed	<u>53</u>
No Response	<u>6</u>

8. When do you think a pupil who begins his bilingual program in kindergarten should leave the Bilingual Program and enroll in a regular class?

As soon as he is able to understand and speak English	<u>82</u>
At a specific grade level	<u>12</u>
Never, the program should be continuous through high school	<u>6</u>
No Response	<u>0</u>

9. Is a kindergarten through twelfth grade bilingual/bicultural program the best kind of education for a Spanish-American child?

Yes	<u>59</u>
No	<u>12</u>
No Response	<u>29</u>

10. Did the Bilingual Program help you in your contacts with school?

Yes	<u>76</u>
No	<u>12</u>
No Response	<u>12</u>

11. Has the Bilingual/Bicultural Program helped the Latin community?

Yes	<u>64</u>
No	<u>12</u>
No Response	<u>24</u>

12. After government funding is over, what do you believe is the best way of spending local funds for the special needs of Latin students? Rank your answers from 1 (most important) to 12 (least important). Most Least

Bilingual aides	<u>35</u>	
Inservice training to improve Spanish vocabulary	<u>29</u>	
Tutors in high school	<u>6</u>	
Spanish for Spanish speakers	<u>6</u>	
Bilingual all-day kindergarten	<u>0</u>	
Bilingual books and materials	<u>18</u>	
Certified bilingual high school counselors	<u>0</u>	
Bilingual reading teachers	<u>6</u>	
Field trips	<u>12</u>	
Hispano art and music	<u>6</u>	6
Hispano dancing	<u>6</u>	18
Other	<u>0</u>	
No Response	<u>6</u>	

13. Do you think the Advisory Committee should participate more in the Bilingual/Bicultural Program?

Yes	<u>24</u>
No	<u>29</u>
No Response	<u>47</u>

14. Do you think parents should participate more in the Bilingual/Bicultural Program?

Yes	<u>41</u>
No	<u>18</u>
No Response	<u>41</u>

15. How many Bilingual Advisory Committee meetings have you attended since 1969?

None	<u>58</u>
One Per Year	<u>18</u>
Two or More Per Year	<u>6</u>
No Response	<u>18</u>

16. What night of the week is the best night for you to attend Advisory Committee meetings?

Sunday	<u>12</u>	Thursday	<u>6</u>
Monday	<u>12</u>	Friday	<u>6</u>
Tuesday	<u>24</u>	Saturday	<u>12</u>
Wednesday	<u>6</u>	Not interested in attending	<u>18</u>
		No Response	<u>6</u>

17. What time should Advisory Committee meetings begin?

7:00 P.M.	<u>47</u>
7:15 P.M.	<u>12</u>
7:30 P.M.	<u>12</u>
Other	<u>6:00 p.m.</u>
No Response	<u>24</u>

SECONDARY PARENT QUESTIONNAIRE

Responses to Open-Ended Questions

March, 1974

Questionnaire

Bilingual Program

South

Question 9.

Is a kindergarten through twelfth grade bilingual/bicultural program the best kind of education for a Spanish-American child?

He learns English and Spanish (and does not forget them).

In my opinion it is a very important factor because it helps the student to better understanding and to better realize his school work.

The reason is that if the student decides to take some class that can be of help to him in the university, it is better that he take that class in the language which he believes he is the best.

In this way, the child forces himself to speak and understand both languages much better than if he begins when he already knows only English or Spanish.

Because my child would speak Spanish at home and would learn it, so that it would not be necessary to take it at school in the bilingual program. Although he would also take advantage of practicing his English, and if he wanted, would take Spanish

I believe it is very useful for a pupil to know how to speak English and Spanish well. Because here both languages are necessary and it's convenient to know them well.

Question 10

Did the Bilingual Program help you in your contacts with school?

When there are problems with a student (my daughter), I can speak with someone who understands me.

Because on occasions we find certain problems with the children who study in the schools and one has to communicate with the teachers, and if they speak English and Spanish, it is much easier.

For me the bilingual program is very important, because although I speak English and Spanish, at times I use Spanish more and without the bilingual program I would not have the opportunity to do so.

Many times one explains better in one language than in the other, and this way it is easier to learn more.

Because it interprets for me what I want to say or discuss in my conversations.

Yes, because there are times I understand English better than Spanish and vice-versa.

For me it is useful for the simple reason that there are some words which are from advanced English which many times we do not know. (But it is good that all the reports continue in English and Spanish)

For a person who doesn't understand English, it is very convenient that his children speak Spanish and English in order to be of help whenever necessary.

Question 11.

Has the Bilingual/Bicultural Program helped the Latin community?

Our children have progressed in Spanish.

For example, my children did not know one word of English -- imagine how they would have learned without anyone to explain in Spanish what each thing meant.

I have seen that since the beginning of this program, the children of our Latin race who did not speak Spanish, have become enthusiastic to learn Spanish.

In my opinion the program is very important because it has to do with communicating with people who do not speak English as well as interpreting and understanding.

It has helped people succeed in having more communication in English.

Because there are many people who do not understand English, and the bilingual program helps these people.

Because many people do not know any English. It is necessary that these people understand the reports which are sent from the schools to the house.

I am convinced that for me the program is very good, because I don't understand much English and my child can explain to me in Spanish and thus I understand.

Question 12.

After government funding is over, what do you believe is the best way of spending local funds for the special needs of Latin students?

To help the child until he betters himself for a better future.

Question 13.

Do you think the Advisory Committee should participate more in the Bilingual/Bicultural Program?

In this way they are instructed better in each problem which faces the studsn.

I don't know

I don't know

I don't know

Making it better for them

Perhaps giving some orientations or ideas which can improve the committee.

Question 14.

Do you think parents should participate more in the Bilingual/Bicultural Program?

To know what is happening.

I think there ought to be bilingual classes for adults in the public schools at night and this way the parents could participate in the bilingual program.

I don't know

We parents ought to participate more in the program, helping our children at home with their studies or homework.

The parents ought to participate in the program in the way of helping and attending meetings and being informed as to what is happening.

Questionnaire

Bilingual Program

South

I don't know.

Attending all the meeting.

Attending the meeting to discuss with the teachers their own ideas.

The father should know how his son or daughter is progressing, and to understand a little better the things which are explained in the program.

Questionnaire

Bilingual Program

Lincoln

Question 9.

Is a kindergarten through twelfth grade bilingual/bicultural program the best kind of education for a Spanish-American child?

I don't know.

My opinion is that I feel happy on seeing that my three children understand both English and Spanish when they speak as well as read.

Question 10.

Did the Bilingual Program help you in your contacts with school?

Because thwn one goes to find out how his children are doing in the classes, there is someone.

I am very happy because although I don't know English, when I have a problem relating to my child in school, those who speak Spanish help me a great deal.

Question 11.

Has the Bilingual/Bicultural Program helped the Latin community?

I don't know

I repeat that everyone who speaks Spanish is very courteous when I need help in regard to the school.

Question 12.

After government funding is over, what do you believe is the best way of spending local funds for the special needs of Latin students?

Question 13.

Did you think the Advisory Committee should participate more in the Bilingual/Bicultural Program?

I don't know

Question 14.

Do you think parents should participate more in the Bilingual/Bicultural Program?

I don't know

Question 16.

What night of the week is the best night for you to attend Advisory Committee meetings?

I cannot attend because I work at night and sleep during the day.

14. Do you think parents should participate more in the Bilingual/Bicultural Program? If yes, how?

Yes	<u>66</u>
No	<u>0</u>
No Response	<u>34</u>

See statements on attached sheet.

15. How many Bilingual Advisory Committee meetings have you attended since 1969?

None	<u>55</u>
One Per Year	<u>14</u>
Two or More Per Year	<u>28</u>
No Response	<u>3</u>

16. What night of the week is the best night for you to attend Advisory Committee meetings?

Sunday	<u>14</u>	Thursday	<u>3</u>
Monday	<u>3</u>	Friday	<u>21</u>
Tuesday	<u>10</u>	Saturday	<u>17</u>
Wednesday	<u>14</u>	Not interested in attending	<u>10</u>
		No Response	<u>8</u>

17. What time should Advisory Committee meetings begin?

7:00 P.M.	<u>45</u>
7:15 P.M.	<u>14</u>
7:30 P.M.	<u>24</u>
Other	<u>3</u>
No Response	<u>14</u>

COMMUNITY QUESTIONNAIRE

MARCH 1974

50 Sent
9 Returned

MILWAUKEE PUBLIC SCHOOLS
 DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
 Department of Educational Research and Program Assessment

March, 1974

BILINGUAL PROGRAM PARENT/COMMUNITY QUESTIONNAIRE

N = 9

Dear Parents and Other Community Members:

The Milwaukee Bilingual Education Program started in September, 1969 with federal funds under ESEA Title VII. It has now been operating for five years at Vieau School, Lincoln Jr-Sr High School, and South Division High School. Your help in giving us your observations about the Bilingual Program would be of value.

PERCENT RESPONSE

* * *

1. How many of your children have participated or are participating in the Bilingual Program at . .

Vieau School?	<u>11</u>
Lincoln Jr-Sr High School?	<u>0</u>
South Division High School?	<u>0</u>
None. I am interested as a community member.	<u>78</u>
No Response	<u>11</u>

	<u>English</u>	<u>Spanish</u>	<u>Both English and Spanish</u>	
2. Check (✓) the language(s) you speak.	<u>0</u>	<u>0</u>	<u>100</u>	
Check (✓) the language(s) your children speak.	<u>33</u>	<u>0</u>	<u>22</u>	
				<u>None</u>
Check (✓) the language(s) you read.	<u>0</u>	<u>0</u>	<u>100</u>	
Check (✓) the language(s) your children read.	<u>33</u>	<u>0</u>	<u>11</u>	<u>22</u>
No Response	22			

3. Check (✓) what you think is the best kind of classroom for a student to learn each of the following subjects if he is <u>Spanish-dominant</u> ? (Elementary School)	<u>Bilingual Class</u>	<u>English Only Class</u>	<u>Spanish Only Class</u>	<u>I Don't Know</u>
English (Understanding and Speaking)	<u>78</u>	<u>22</u>	<u>0</u>	<u>0</u>
English (Reading)	<u>33</u>	<u>67</u>	<u>0</u>	<u>0</u>
Spanish (Understanding and Speaking)	<u>67</u>	<u>0</u>	<u>33</u>	<u>0</u>
Spanish (Reading)	<u>33</u>	<u>0</u>	<u>67</u>	<u>0</u>

3. (Continued)

	<u>Bilingual Class</u>	<u>English Only Class</u>	<u>Spanish Only Class</u>	<u>I Don't Know</u>
Arithmetic	<u>89</u>	<u>11</u>	<u>0</u>	<u>0</u>
Science	<u>89</u>	<u>11</u>	<u>0</u>	<u>0</u>
History	<u>89</u>	<u>0</u>	<u>11</u>	<u>0</u>
Art	<u>100</u>	<u>0</u>	<u>0</u>	<u>0</u>
Music	<u>89</u>	<u>0</u>	<u>11</u>	<u>0</u>

4. Check (✓) what you think is the best kind of classroom for a student to learn each of the following subjects if he is Spanish-dominant? (Secondary School)

	<u>Bilingual Class</u>	<u>English Only Class</u>	<u>Spanish Only Class</u>	<u>I Don't Know</u>
English as a Second Language	<u>67</u>	<u>22</u>	<u>11</u>	<u>0</u>
English Reading	<u>44.5</u>	<u>44.5</u>	<u>11</u>	<u>0</u>
Spanish for Spanish Speakers	<u>33</u>	<u>11</u>	<u>56</u>	<u>0</u>
United States History	<u>89</u>	<u>11</u>	<u>0</u>	<u>0</u>
Sociology	<u>67</u>	<u>11</u>	<u>22</u>	<u>0</u>
Hispano-American Culture, Language, and History	<u>89</u>	<u>11</u>	<u>0</u>	<u>0</u>
Personal Economics	<u>78</u>	<u>22</u>	<u>0</u>	<u>0</u>
Urban Studies	<u>78</u>	<u>11</u>	<u>11</u>	<u>0</u>
Mathematics	<u>78</u>	<u>22</u>	<u>0</u>	<u>0</u>
Science	<u>78</u>	<u>11</u>	<u>0</u>	<u>0</u>

5. Check (✓) what you think is the best kind of classroom for a student to learn each of the following subjects if he is English-dominant? (Elementary School)

	<u>Bilingual Class</u>	<u>English Only Class</u>	<u>Spanish Only Class</u>	<u>I Don't Know</u>
English (Understanding and Speaking)	<u>33</u>	<u>67</u>	<u>0</u>	<u>0</u>
English (Reading)	<u>22</u>	<u>78</u>	<u>0</u>	<u>0</u>
Spanish (Understanding and Speaking)	<u>67</u>	<u>22</u>	<u>11</u>	<u>0</u>

5. (Continued)

	<u>Bilingual Class</u>	<u>English Only Class</u>	<u>Spanish Only Class</u>	<u>I Don't Know</u>
Spanish (Reading)	<u>44</u>	<u>12</u>	<u>44</u>	<u>0</u>
Arithmetic	<u>56</u>	<u>33</u>	<u>0</u>	<u>11</u>
Science	<u>44</u>	<u>44</u>	<u>0</u>	<u>12</u>
History	<u>44</u>	<u>44</u>	<u>0</u>	<u>12</u>
Art	<u>44</u>	<u>44</u>	<u>0</u>	<u>12</u>
Music	<u>56</u>	<u>33</u>	<u>0</u>	<u>11</u>

6. Check (✓) what you think is the best kind of classroom for a student to learn each of the following subjects if he is English-dominant? (Secondary School)

	<u>Bilingual Class</u>	<u>English Only Class</u>	<u>Spanish Only Class</u>	<u>I Don't Know</u>
English as a Second Language	<u>33</u>	<u>56</u>	<u>0</u>	<u>11</u>
English Reading	<u>22</u>	<u>67</u>	<u>0</u>	<u>11</u>
Spanish for Spanish Speakers	<u>56</u>	<u>22</u>	<u>11</u>	<u>11</u>
United States History	<u>56</u>	<u>44</u>	<u>0</u>	<u>0</u>
Sociology	<u>56</u>	<u>44</u>	<u>0</u>	<u>0</u>
Hispano-American Culture, Language, and History	<u>78</u>	<u>22</u>	<u>0</u>	<u>0</u>
Personal Economics	<u>67</u>	<u>33</u>	<u>0</u>	<u>0</u>
Urban Studies	<u>67</u>	<u>33</u>	<u>0</u>	<u>0</u>
Mathematics	<u>44</u>	<u>56</u>	<u>0</u>	<u>0</u>
Science	<u>44</u>	<u>56</u>	<u>0</u>	<u>0</u>

7. Check (✓) what you think is the best kind of classroom for a student to learn each of the following subjects if he is bilingual? (Elementary School)

	<u>Bilingual Class</u>	<u>English Only Class</u>	<u>Spanish Only Class</u>	<u>I Don't Know</u>
English (Understanding and Speaking)	<u>78</u>	<u>22</u>	<u>0</u>	<u>0</u>
English (Reading)	<u>44</u>	<u>56</u>	<u>0</u>	<u>0</u>
Spanish (Understanding and Speaking)	<u>56</u>	<u>0</u>	<u>44</u>	<u>0</u>

7. (Continued)

	<u>Bilingual Class</u>	<u>English Only Class</u>	<u>Spanish Only Class</u>	<u>I Don't Know</u>
Spanish (Reading)	<u>44</u>	<u>0</u>	<u>44</u>	<u>12</u>
Arithmetic	<u>100</u>	<u>0</u>	<u>0</u>	<u>0</u>
Science	<u>100</u>	<u>0</u>	<u>0</u>	<u>0</u>
History	<u>100</u>	<u>0</u>	<u>0</u>	<u>0</u>
Art	<u>89</u>	<u>11</u>	<u>0</u>	<u>0</u>
Music	<u>89</u>	<u>0</u>	<u>11</u>	<u>0</u>

8. Check (✓) what you think is the best kind of classroom for a student to learn each of the following subjects if he is bilingual? (Secondary School)

	<u>Bilingual Class</u>	<u>English Only Class</u>	<u>Spanish Only Class</u>	<u>I Don't Know</u>
English as a Second Language	<u>66</u>	<u>34</u>	<u>0</u>	<u>0</u>
English Reading	<u>44</u>	<u>56</u>	<u>0</u>	<u>0</u>
Spanish for Spanish Speakers	<u>22</u>	<u>0</u>	<u>78</u>	<u>0</u>
United States History	<u>100</u>	<u>0</u>	<u>0</u>	<u>0</u>
Sociology	<u>89</u>	<u>0</u>	<u>11</u>	<u>0</u>
Hispano-American Culture, Language, and History	<u>89</u>	<u>0</u>	<u>0</u>	<u>0</u>
Personal Economics	<u>89</u>	<u>0</u>	<u>11</u>	<u>0</u>
Urban Studies	<u>100</u>	<u>0</u>	<u>0</u>	<u>0</u>
Mathematics	<u>89</u>	<u>0</u>	<u>0</u>	<u>11</u>
Science	<u>89</u>	<u>11</u>	<u>0</u>	<u>0</u>

9. In your opinion, how many subjects should be taught bilingually?

 Some subjects
11

 Most subjects
56

 All subjects
33

10. How "bilingual" do you believe a bilingual/bicultural program should be?

During the school day, the teacher should:

- speak Spanish most of the time. 0
- speak English most of the time. 0
- use both languages about equally. 100
- use the child's dominant language as needed. 1

During the school day, the pupils should:

- speak Spanish most of the time. 1
- speak English most of the time. 0
- use both languages about equally. 78
- use the child's dominant language as needed. 2

11. Check (✓) the statement you agree with most.

When do you think a pupil who begins his bilingual program in kindergarten should leave the Bilingual Program and enroll in a regular class?

- As soon as he is able to understand and speak English
- At a specific grade level, Grade _____
- Never, the program should be continuous through high school.

12. Is a kindergarten through twelfth grade bilingual/bicultural program the best kind of education for a Spanish-American child?

Yes No

Please explain. _____

13. Did the Bilingual Program help you in your contacts with school?

Yes No
56 33

Please explain. _____

_____ No Response 11

14. Has the Bilingual/Bicultural Program helped the Latin community?

Yes No

If "Yes", please explain. 100 _____

15. After government funding is over, what do you believe is the best way of spending local funds for the special needs of Latin students? Rank your answers from 1 (most important) to 12 (least important).

- | | |
|---|---|
| <input checked="" type="checkbox"/> 2 Bilingual aides | <input type="checkbox"/> Bilingual books and materials |
| <input checked="" type="checkbox"/> 11 Inservice training to improve Spanish vocabulary | <input checked="" type="checkbox"/> 11 Certified bilingual high school counselors |
| <input type="checkbox"/> Tutors in high school | <input checked="" type="checkbox"/> 11 Bilingual reading teachers |
| <input type="checkbox"/> Spanish for Spanish Speakers | <input type="checkbox"/> Field trips |
| <input checked="" type="checkbox"/> 33 Bilingual all-day kindergarten | <input checked="" type="checkbox"/> 33 Hispano art and music |
| <input type="checkbox"/> No Response | <input checked="" type="checkbox"/> 33 Hispano dancing |

[1] Most important
0 Least important

16. Do you think the Advisory Committee should participate more in the Bilingual/Bicultural Program?

Yes No

If "Yes", how? 66 6 34

17. Do you think parents should participate more in the Bilingual/Bicultural Program?

Yes No

If "Yes", how? 100

18. How many Bilingual Advisory Committee meetings have you attended since 1969?

- None
- One per year
- Two or more per year

19. What night of the week is the best night for you to attend Advisory Committee meetings?

Check one.

- Sunday Monday Tuesday Wednesday Thursday
- Friday Saturday Not interested in attending 11

20. What time should Advisory Committee meetings begin?

- 7:00 p.m. 7:15 p.m. 7:30 p.m. Other _____

No Response 22

BHE/ms
1/25/74



Responses to Open-Ended Questions

Questionnaire

Bilingual Program

Community Response

Question 12.

Is a kindergarten through twelfth grade bilingual/biculture program the best kind of education for a Spanish-American child?

It will be more related with the two languages and cultures.

The two languages can be used throughout life, it is much better for one's development and understanding of others.

Because the Hispano student has the opportunity for the first time to learn his language and not forget it. At the same time his readings (lessons?) are with bilingual/bicultural people who are understanding.

The program should continue till the twelfth grade because if it does not continue, there is the danger that the student will not practice and will lose the language.

Besides making the individual a bilingual and bicultural person, it gives him a sense of his own identity which enables him to survive in the American society.

From a psychological point of view, the student who speaks various languages, and only studies one, loses the value within his own system since the language is not actively used in his school life. From an educational point of view, the bilingual program is the only way of maintaining the two languages. Students who are born of a Spanish family ought to have the same rights. The word "Hispano-americano" is not appropriate - a person of Spanish descent is Hispano (or hispana). *See below

My reason is that a bilingual student has more opportunities for employment, and for example, in Puerto Rico where the two languages English and Spanish are necessary for 75 % of the jobs.

If there is value in a bilingual program, there is value in a bilingual program which is total. The purpose of a Bilingual program is to develop a person who can function with ease in a bilingual and bicultural life. This needs at least 12 or 13 years.

It is the most effective way to adequately prepare a student to function in the North American culture without sacrificing his cultural inheritance, his concept of who he is, and the value which he represents for the individual, and consequently for society in general.

Questionnaire

Bilingual Program

Community Response

* Continuation of sixth paragraph.

Furthermore, if references are necessary, or if there is someone opposed to bilingual education, send him to my office.

Question 13

Did the Bilingual Program help you in your contacts with school?

Yes because the students as well as the teachers listen to me when I speak. The bilingual program has always needed contact and has always responded.

Simple because one can communicate the same in English or in Spanish.

I prefer, for example, to communicate with people of my own race. Communication is almost perfect.

In my capacity as a University Professor.

Because through this program, I have been able to know the school better, helping at meetings, meeting the principal and teacher.

The program is one thing; communication with the school is another, and there is no necessary connection.

Question 14.

Has the Bilingual/Bicultural Program helped the Latin community?

I hope that the students will begin to work, and that time will verify this.

I have seen children four years old who come to Guadalupe Center without knowing a single word of English. After some months of instruction they speak English and Spanish. How magnificent!

I believe that the Bilingual/Bicultural program has aided the Latin community because it is a model for teaching that every Latin for the first time can succeed.

It would be very difficult for a child who comes from a Latin country to learn in the same level as the other children, if he is placed in a class completely different in language from the one he speaks.

The Bilingual program is developing in the student pride as an individual and pride in his culture.

It has maintained the use of the language and all the reasons explained in Question 12. (See sixth paragraph for question 12).

Because through this program we have been able to know each other better. Many of us have been able to obtain jobs, and at the same time our children are learning our rich Spanish-American culture.

I have seen a development of self-respect in the community and in the young people of the community. I believe that this program has contributed much to this development.

The fruits of the program are not so visible or tangible as to be measured with objectivity - it is necessary to give the program time to develop and in some years we can better answer this question.

Question 15.

After government funding is over, what do you believe is the best way of spending local funds for the special needs of Latin students?

Better system of administration of money.

Latin-American culture.

Continuation of the complete Bilingual program through the twelfth grade.

Films.

Question 16.

Do you think the Advisory Committee should participate more in the Bilingual/Bicultural program?

The Advisory Committee which we have is neither useful nor helpful. A good committee ought to work actively in every program. The existing community parasites need to go back to kindergarten.

It should participate in the bilingual/bicultural program from the level of visiting the program one or two times a month.

The least that should be done is to participate in the meetings. To be much more (active) in regard to what takes place in the program is as to be able to make decisions which may be useful for the program.

Yes, but it is necessary to reorganize and reconstruct the committee. It ought to have equal representation of Chicanos and Puerto Ricans.

The Advisory Committee ought to be a committee composed primarily of parents who presently have children in the program, and who can secure or preserve relations between the community and the program.

In reality I know very little of what are the functions of the committee.
Such as how one is elected, who belongs to it.

Question 17.

Do you think parents should participate more in the Bilingual/Bicultural Program?

For the present, the school administration has not created any method by which the parent can participate, and when some good idea comes forth, it is rejected. A-there should be more confidence given to the parents and recognition of their rights as well as of the teacher and student. B-the parents should be made to feel important in the educational system.

The parents ought to help plan the courses taught in the classes. It would be beneficial if some of the parents were bilingual aides.

To participate in such a way that they know what is being started, and to make policy.

The same as the Advisory Committee(the same answer applies as to question Number 16. See third paragraph on preceeding page for complete answer) And to give their opinion on all matters so that the program can be improved.

Forming part, for example, of the Advisory Committee, organizing and participating in cultural activities in the schools.

Helping the teachers as volunteers.

Cooperating in their homes with their children.(There are parents who only speak English to their children). Attending meetings, and requesting more funds for this program.

See question 16(fifth paragraph, answer to question 16).

To use them as aides in the classes. in order to teach the teachers and the children songs, stories, folk legends, aspects of popular culture of our people. Of course, they should be paid for these services.

ADMINISTRATIVE AND STAFF QUESTIONNAIRE

MARCH 1974

81 Sent
45 Completed

Percent Response

N=45

1. Have you noted a positive change in the attitude of the following groups toward the Spanish culture because of the Bilingual Program?

	Principals N=5					School Bilingual Staff N=26					School Comparison Staff N=11					Central Office Staff N=5				
	No Change	Some Change	Great Change	I Don't Know	No Response	No Change	Some Change	Great Change	I Don't Know	No Response	No Change	Some Change	Great Change	I Don't Know	No Response	No Change	Some Change	Great Change	I Don't Know	No Response
Spanish Pupils	20	40	40	0	0	8	27	50	8	7	9	27	36	18		33.3	33.3	33.3		
Anglo Pupils	20	40	0	40	0	19	31	15	23	12	27	9	27	27		66.6	66.6	33.3		
Teaching Staff Not Associated with Bilingual Program	40	40	20	0	0	12	73	4	4	7	18	36	18	9		66.6	66.6	33.3		
School Counselors	20	40	20	20	0	15	19	27	35	4	18	27	0	55		66.6	66.6	33.3		
Board of School Directors	20	20	60	0	0		27	12	50	13	0	9	27	64		33.3	33.3	66.6		
Milwaukee Public Schools Administrators	20	40	20	0	20	19	38	15	27	1	0	18	27	55		33.3	33.3	66.6		
Civic Leaders	20	20	20	40	0	8	12	27	46	7	0	18	9	73		33.3	33.3	66.6		
Storekeepers	40	20	0	40	0	15		4	73	8	0	9	0	91				100		
Landlords	20	20	0	60	0	8	4		77	11	0	0	0	100				100		

3. Check (✓) the column which you believe is the most appropriate description of a bilingual program which will maximize pupil achievement.

	Principal N = 5				School Bilingual Staff N = 26				School Comparison Staff N = 11				Central Office Staff N = 3				
	Necessary	Can Be Used	In Program	Should Not Be Used In Program	No Response	Necessary To Program	Can Be Used In Program	Should Not Be Used In Program	No Response	Necessary To Program	Can Be Used In Program	Should Not Be Used In Program	No Response	Necessary To Program	Can Be Used In Program	Should Not Be Used In Program	No Response
Latin Bilingual Teachers	100		0	92	4	4	45	18	0	37	67	33	0				
Anglo Bilingual Teachers	100		0	15	69	12	36	27	0	37	67	33	0				
Parent Participation in Classroom	40	60	0	8	65	19	18	36	0	46	100						
Community Liaison Person	60	40	0	65	35		27	36	0	37	67						33
Bilingual Reading Teacher	60	40	0	88	4		55	18	0	27	33	33					33
Spanish/English Report Cards	40	60	0	65	27		55	27	0	18	67						33
Bilingual Summer School	40	60	0	73	19		36	18	9	37	33	33					33
Anglo Aides	60	40	0	4	50	38	18	36	0	46	67						33
Continuity of Bilingual Program Through The Grades	100		0	92	4		55	9	0	36	67						33
Spanish Aides	100		0	92	8		45	36	0	19	33	33					33
English Reading Instruction	100		0	92	8		64	18	0	18	67						33
Spanish Reading Instruction	100		0	92	8		55	18	9	18	67						33
English Mathematics Instruction	100		0	62	31		36	9	9	46	67						33
Social Studies	80	20	0	81	15		45	36	0	19	100						0
Science	40	60	0	58	27	4	55	18	0	27	67						33
Spanish Mathematics Instruction	80	20	0	62	27	4	18	18	18	46	67						33
Regularly Scheduled Advisory Committee Meetings	80	20	0	62	27		27	18	0	55	67	33					0

	Principal N = 6				Bilingual Staff N = 26				School Comparison Staff N = 11				Central Office Staff N = 3			
	Necessary To Program	Can Be Used In Program	Should Not Be Used In Program	No Response	Necessary To Program	Can Be Used In Program	Should Not Be Used In Program	No Response	Necessary To Program	Can Be Used In Program	Should Not Be Used In Program	No Response	Necessary To Program	Can Be Used In Program	Should Not Be Used In Program	No Response
A Strong and Active Advisory Committee	80	20		0	62	35		3	27	18	0	55	67	33		0
Participation in Field Testing of Bilingual Materials	80	20		0	62	23	4	11	36	18	0	46	33	67		0
Participation in Field Testing of Test Materials	80	20		0	42	27	12	19	36	18	0	46	33	67		0
Program Evaluation	100			0	69	19		12	36	9	0	55	100			0
Program Monitoring	100			0	35	38	4	23	36	9	0	55	100			0
Assistance of Curriculum Supervisors	100			0	58	31		11	36	18	0	46	100			0
Supervising Teacher	80	20		0	85	12		3	27	18	9	46	100			0
Students' Advisors (Secondary)	20	20		60	50	23		27	9	18	9	64	33			67
Full-Day Kindergarten		100		0	35	27	12	26	9	27	0	64	67			33
Half-Day Kindergarten	40	60		0	31	35	8	26	0	27	0	73	33	33		33
Student Tutors	20	80		0	46	46		8	9	36	0	55	33	33		33
Team Teachers In The Elementary School	20	80		0	50	27		23	18	27	0	55	67			33
Bilingual Resource Teacher In The Elementary School	60	40		0	58	23		19	27	18	0	55	33	33		33
Other *																

* - Other suggestions mentioned by School Bilingual Staffs:

Bilingual secretary; Spanish courses for teachers and aides; full time director; bilingual principal; Spanish Head Start.

School Comparison Staffs:

Bilingual resource teacher in high school.

Central Office Staff:

Teacher of Latin Cultural music and dance.

4. What recommendations would you have for the present Bilingual Program?

- A. Funding for bilingual materials.
- B. Some release time to adapt English materials that are adaptable and also develop own materials.
- C. Bilingual Latin Student Counselors (Secondary).
- D. Latin administrator in school with significant Latin population.
- E. Translations of English instructional material.
- F. Development of Bilingual materials.

5. What recommendations would you have for additional bilingual subjects?

Bilingual Head Start

Spanish courses for the teacher

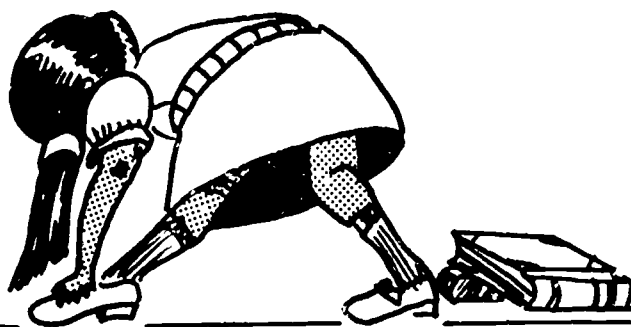
Translators

Field trips

Instructional Resource

Center - staffed with Bilingual teacher to help students in all subjects

APPENDIX D



List of Publications in Bilingual Program

LIST OF PUBLICATIONS IN BILINGUAL PROGRAM

Elementary

Handbook for Bilingual/Bicultural Education in the Milwaukee Elementary Schools

Bilingual Elementary Program, K-3

Bilingual Elementary Program, 4-8

Levels of Reading in Spanish for the Primary Grades

Conozcamos a Puerto Rico - Workbook

Del Campo al Pueblo - Workbook

Amigos de Aqui y de Alla - Workbook

Report Cards in Spanish for Primary Grades (1-3) and Elementary Grades (4-8)

Secondary

Hispano-American Culture, Language, and History - A Guide for Teachers

United States History - A Guide for Teachers

Sociology - A Guide for Teachers

Mini-Units on the History and Heritage of the Spanish-Speaking American

Spanish for Spanish Speakers - A Guide for Teachers

Hispano Urban Studies - A Guide for Teachers

Bilingual Reading and Learning Center - A Guide for Teachers

Spanish Version of American History Study Lessons, Cassette Tapes and Spanish Text