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ABSTRACT

This is an evaluation of a Title VII Bilingual Program that was conducted at a New York City high school in 1979-1980. The program served Spanish speaking students in the South Bronx. Characteristics of both the students and the neighborhood are discussed in the report. A program description outlines the general administrative organization that was employed. Information regarding the instructional component of the program includes: (1) funding; (2) bilingual classes; (3) English language instruction; (4) native language instruction; and (5) summer programs. The non-instructional components of the program discussed are: (1) curriculum development; (2) supportive services; (3) staff development; (4) staff characteristics; (5) parental involvement; and (6) affective domain. Tables show students' performance on tests measuring: (1) English reading achievement; (2) native language reading achievement; (3) mathematics; and (4) science and social studies ability. Figures on attendance are also given, and conclusions and recommendations are offered. (APM)

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FINAL EVALUATION REPORT

ESEA Title VII

Grant Number: G007904166

Project Number: 5001-42-07637

MORRIS HIGH SCHOOL
BETTERMENT THROUGH BILINGUALISM
1979-1980

Principal: Frances Vazquez
Director: Frances Vazquez
Coordinator: Dr. Benito Gomez

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RICHARD GUTTENBERG, ADMINISTRATOR

UD 021 380

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BETTERMENT THROUGH BILINGUALISM AT MORRIS HIGH SCHOOL

Location: 166 Street and Boston Road
Bronx, New York 10456

Year of Operation: 1979-1980, First Year of Funding

Target Language: Spanish

Number of Participants: 300 students

Principal: Frances Vazquez

Project Director: Frances Vazquez

Bilingual Coordinator: Dr. Benito Gomez

I. THE CONTEXT IN WHICH THE PROGRAM FUNCTIONS

The Betterment through Bilingualism Program, originally planned for the Morris High School Annex at 1010 Stebbins Avenue, is now located in the main building of Morris High School at 166 Street and Boston Road in the Bronx.

Morris is the zoned high school within an area of the South Bronx known as Morrisania. The area surrounding the school consists for the most part of abandoned buildings. The school is located in a two-fare zone of public transportation, adding to its isolation.

An article in the February 26, 1978 New York Times described the problems confronting the South Bronx as loss of jobs and businesses, lack of housing, high incidence of arson and theft, and the need for job training for the area's residents. The per capita income of the area is 40 percent of the national average.

Students come to Morris from four community school districts in the Bronx; Districts 7, 8, 9, and 12. The ethnic composition of the area is predominantly Black and Hispanic. Due to lack of housing and high unemployment, the population of the area tends to be mobile. Some families move to Puerto Rico temporarily due to the seasonal availability of jobs.

As of October 31, 1979, the total student enrollment of Morris was 2,419. Of these, 1,365 students or 56.4% were Hispanic, 1,051 or 43.4% were Black, with the remaining 3 students White or Oriental. The number of Hispanic students at the school is expected to increase. Of the 1,365 Hispanic students enrolled during 1979-1980, approximately 600 were of limited English proficiency, and 300 of these participated in the bilingual program. One hundred percent of the 300 bilingual program students came from low income families.

In June 1979, about 1,000 students, including the bilingual program, were housed in the Morris High School Annex, with nearly 1,700 others in the school's main building. Over the summer the school was required to vacate the Annex, and in September 1979 there were over 2,400 students in the main building with an outside "hut" being used as a classroom. The capacity of the school and the Annex had been 2,345. Due to overcrowding, the school began double shifts for teachers and students: 7:50 a.m. - 2:08 p.m. and 8:30 a.m. - 2:53 p.m. The bilingual program students were spread out over both shifts.

In addition to the problem of crowding, the school library services are available only upon making an appointment. The lack of places to study quietly and comfortably is especially burdensome for students from large low-level families living in small apartments, who additionally cannot afford to buy books.

II. STUDENT CHARACTERISTICS

Students are identified for participation in the Betterment through Bilingualism Program by their performance on the Language Assessment Battery (LAB), by their performance in class, by their scores on teacher-made or standardized tests, and by parental request.

The majority of students are Dominican and Puerto Rican, with some from other Latin American countries. Many are newly arrived. In terms of language proficiency and academic preparedness, they are characterized by a wide range of abilities and needs. The range of literacy in Spanish is from barely literate to highly literate. As for English proficiency, students represent a wide range of levels on the Oral Ability Scale, including students who speak no English (see Appendix).

In terms of academic preparedness, bilingual program students range from those with minimal academic skills to the well-prepared. For example, in 1979-1980 there were 25 newly-arrived students in the program who had little or no previous schooling. At the same time there were 20 to 30 students in the ninth grade who were 17 or 18 years of age. On the

other hand, there are program students who attain the highest levels of achievement, especially those among the 35% who had been in parochial schools in their native countries.

Apart from the students who were newly arrived, program students came from 19 feeder schools in the Bronx, an unusually high number. Program staff had articulation meetings with these, but, in general, little is known about the educational programs in these schools. Most of the intermediate and junior high feeder schools have at least one self-contained bilingual classroom, and students who have had negative experiences in these classrooms are reluctant to enter a bilingual program in high school. For this reason, the Morris program allows students a two-week trial period.

The effects of this great diversity in academic abilities and preparation are reflected in the performance of students once in the program. A school list prepared by the Title VII Coordinator indicated 157 program students with poor performance in the Fall 1979 term. Of these, 126 were ninth graders, 23 were tenth graders, 3 eleventh graders, and 2 in the twelfth grade. Of the 126 ninth graders, a total of 75 had failed seven subjects due mainly to absentee rates ranging from 88 days to 16 out of 88 days. A further 21 ninth graders failed 6 subjects and 13 failed 5 subjects. The program is of course not responsible for the handful of students who are said to come to school only at the beginning of the term to receive a bus pass and supplemental welfare statement, but the existence of these students and the others with poor performance seems to represent a problem meriting concern.

III. PROGRAM DESCRIPTION

The articulated philosophy of the Betterment through Bilingualism

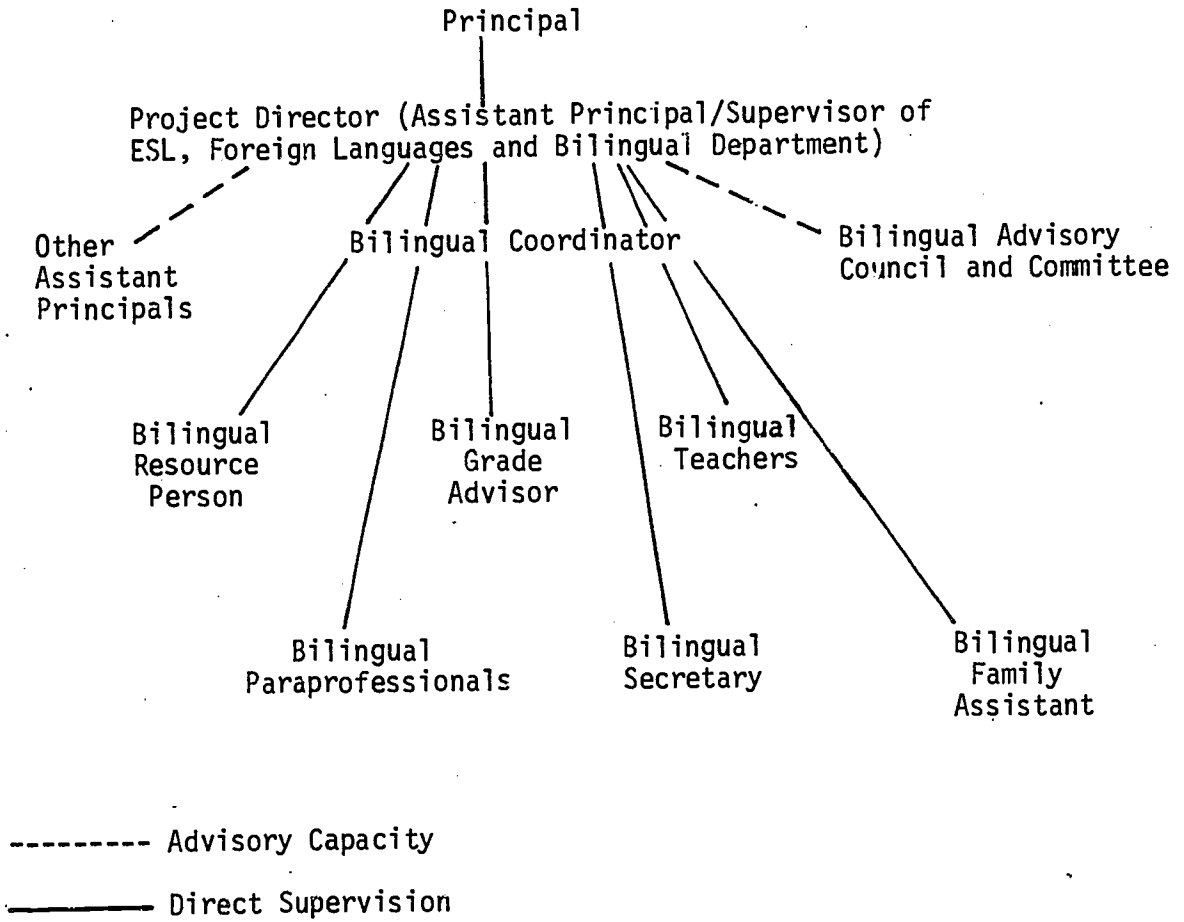
Program at Morris High School holds that the purpose of bilingual education is to facilitate the linguistic and cultural transition of newly-arrived Spanish-speaking students. It is a philosophy that the school administration closely supports.

The Morris bilingual program is in the first year of a three-year funding cycle. During this year, in addition to moving from the Morris Annex to the main building, the program has undergone several administrative changes.

Chart I presents a flow chart of the administration of the program as originally proposed. While at the Annex, the plan was to have the initiator and writer of the proposal as Project Director and licensed Assistant Principal/Supervisor of the ESL, Foreign Languages and Bilingual Department. This combined department, with 25 teachers, is the largest at Morris High School. In June of 1979, however, the Principal of the school resigned, and the Title VII Project Director was named Interim Acting Principal as of September. In April, 1980, she was appointed Principal.

Because of a hiring freeze, the Acting Principal was not able to secure an Assistant Principal to supervise the ESL, Foreign Languages and Bilingual Department, and appointed as Teacher/Coordinator of the Department the Dean of the Annex, who is a licensed teacher of bilingual Social Studies. Although supervising the 24 teachers and 7 paras, the Teacher/Coordinator did not have a Supervision and Administration certificate. Consequently, the principal did classroom observations and wrote reports, and the Teacher/Coordinator supervised the teachers on the basis of her recommendations. The Teacher/Coordinator also

CHART I
 Administrative Organization
 Betterment Through Bilingualism at
 Morris High School



supervised Title VII curriculum development by seven teachers.

The program also has a Bilingual Coordinator who supervises the Title VII staff: Bilingual Resource Specialist, Grade Advisor, Family Worker, and Secretary. The Bilingual Coordinator holds a Doctoral degree and has extensive experience in bilingual education. He tutored students and taught classes of absent teachers since there were no substitute teachers for the school.

IV. INSTRUCTIONAL COMPONENT

Once a student is identified for participation in bilingual classes, a program is assembled by consulting the student's records, performance on diagnostic tests, and language proficiency in English and Spanish. The programming is individualized to meet each student's needs.

The criteria used in the decision to mainstream students partially or fully are: results of the LAB, performance on competency tests, and teachers' and counselors' recommendations. Parents or guardians are notified of the results of the LAB and have the option to request or deny their child's exit from the program. Among students there is no typical or general response to mainstreaming. Students react differently according to their situation, and their attitude affects the decision to mainstream.

During 1979-1980, 46 students were fully mainstreamed. These students are monitored and receive supportive services for one year after mainstreaming. In addition, 27 students opted out of the program by parental request and took all of their content area courses in English. These students continued to retain an official relationship with the bilingual program and to benefit from Title VII supportive services. They also continued

to receive intensive instruction in English and to study Spanish.

Students left the bilingual program in 1979-1980 for the reasons presented in Table I.

TABLE I
STUDENTS EXITING PROGRAM, 1979-1980

	<u>Number of Students</u>
Fully mainstreamed	46
Discharged to alternate programs (e.g. Roberto Clemente Center of the Auxiliary Services Program)	5
Graduated	2 (Fall 1979)
Transferred to another school	16
Returned to native country	7
Removed from program by parental option	27
Married	1
Discharged, not found	1
Martha Milson High School	3

Funding-Instructional Component

Table II shows the breakdown of the instructional component by personnel and funding source.

TABLE II
INSTRUCTIONAL COMPONENT BY FUNDING SOURCE

Instructional Component	Funding Source(s)	Number of Personnel:	
		Teachers	Paras
E.S.L.	Title I	3	3
Reading (English)	Tax Levy	5	0
Native Language Arts (English and Spanish)	Supplemental Tax Levy	1	1
Math	Tax Levy Title VII	3 -	- 1
Social Studies	Tax Levy	2	0
Science	Tax Levy	2	0
Foreign Languages	Tax Levy	4	0
Administration & Supervision	Tax Levy Title VII	1 2	0 0

Bilingual Classes

The Morris bilingual program provides its students with content area instruction in science, social studies and mathematics, intensive instruction in English as a Second Language, and instruction in the Spanish language for native speakers.

The program has a clearly articulated policy on the use of two languages in a bilingual class. Every bilingual class must be conducted in both Spanish and English. Ideally speaking, a class should have at least 20% of the period conducted in English. Code-switching, or the use of "Spanglish" (a mixture of Spanish and English) is forbidden. In order to separate the use of the two languages concurrently the following approach is recommended:

- a. Assign a brief Do-Now exercise to be done and reviewed in

English.

- b. Present key vocabulary items in English. Elicit explanations for the words in English. Do not simply translate the words to Spanish.
- c. Conduct the entire body of the lesson in Spanish. Do not interchange languages.
- d. If time permits, have the class give you a second final summary. This one is to be done in English.
- e. When appropriate, assign homework to be done in English. If you do so, review the assignment in English the following day.

Bilingual content area courses are given in Table III. Guidelines for language use in the classroom are based on grade level: in ninth grade classes teachers may use 85% Spanish and 15% English, in the tenth grade 75% Spanish and 25% English, decreasing to 60% Spanish in the eleventh grade and 20% Spanish in the twelfth. All classes meet for 5 periods per week.

TABLE III

Bilingual Classes

<u>Content Area</u>	<u>Course</u>	<u>Number of Classes</u>	<u>Class Register</u>
Social Studies	Eastern Civilization 2	5	225
	Western Civilization 1	1	33
	Economics	1	32
	American History 1	1	28
	American History 2	1	36
Science	Science 2	5	200
	Biology 1	2	60
	Biology 2	1	34
	Chemistry	1	30
Mathematics	General Math 1	2	80
	General Math 2	2	80
	SMILE	2	60
	Algebra 1	2	60
	Algebra 2	2	60
	Algebra 3	1	18
	Intermediate Algebra 1	1	25
	Intermediate Algebra 2	1	13
	Geometry 3	1	14
Basic Competency Test Math	2	40	

SMILE is a course designed to help students with a history of previous failures in Algebra. Among the distinctive features of the Morris program are individualized instruction in some math and ESL classes and bilingual and ESL electives. Bilingual elective classes offered at other times are Pre-Columbian Societies in the Americas, Urban Studies, and Ecology.

English Language Instruction

Intensive instruction in the English language is a part of every bilingual student's program. Table IV presents the basic ESL courses and ESL electives offered by the program. ESL 1-6 classes meet 10 periods per week each; they are taken concurrently with Reading 1-6 which meet 5 periods per week. All the other courses meet 5 periods per week. Language use in all ESL classes is 100 percent English. The criterion for placement in ESL courses is the score on the Criterion-Referenced English Syntax Text (CREST).

TABLE IV

English as a Second Language Courses

<u>Course</u>	<u>Total Number of Students</u>
ESL 1	28
ESL 2	31
ESL 3	27
ESL 4	41
ESL 5	42
ESL 6	27
ESL Reading 1	47
ESL Reading 2	30
ESL Reading 3	34
ESL Reading 4	31
ESL Reading 5	39
ESL Reading 6	19
Native Language Arts	19
Second Language Composition and Reading 1	143
Advanced Second Language Composition and Reading 1	72
Second Language Writing	33
English Language Skills	57
English Transition General	56
English Transition Academic	31
Modern American Literature	19
Theater Second Language	18
Senior English	31

Native Language Arts is a course for students who are almost totally illiterate in Spanish and English. It includes the teaching of the alphabet and "survival English". Second Language Writing is taken in conjunction with Second Language Composition and Reading. These are courses for students who are functionally illiterate in both languages and focus on basic skills of reading and writing. Second Language Composition and Reading makes use of life skills such as filling out a job application and reading a driver's manual.

English Language Skills is a course to improve the writing skills of ESL students. Instruction is individualized as much as possible to maximize individual achievement. English Transition General and English Transition Academic are advanced ESL courses that include the study of literature and the development of skills.

ESL advanced specialized courses and electives are a distinctive feature of the Morris bilingual program. Aviation English is an ESL elective that teaches English through the study of aviation and has had notable success (see section of Affective Domain). Other advanced ESL courses teach English through journalism or theater. Currently in preparation is an ESL curriculum, English through Law.

Native Language Instruction

Bilingual program students study Spanish for native speakers in courses that emphasize the standardization of Spanish language skills. Table V shows the Spanish for native speakers courses and enrollment for 1979-1980. All classes meet for 5 periods per week.

TABLE V

Spanish Courses for Native Speakers

<u>Course</u>	<u>Number of Students</u>
Spanish 1	28
Spanish 2	84
Spanish 3	124
Spanish 4	174
Spanish 5	100
Spanish 6	126
Spanish 7	53
Spanish 8	28
Advanced Placement Spanish 2	21
Spanish Writing Workshop	33

Spanish 7 and 8 are advanced Spanish electives that focus on the history, culture and literature of Spain and Latin America. Bilingual program students take these courses with mainstream students. Bilingual students were also enrolled in a French class in the foreign language component of the unified department.

Summer Programs

During the summer of 1980 several services will be provided for students of the bilingual program.

A remedial program for incoming 9th and 10th grade students who need to improve reading, writing and math skills in order to pass the Basic Competency Exams is scheduled for July 7 to August 1.

Several classes in occupational skills will be given for 9th, 10th, 11th and 12th grade students.

- Occupational Skills Program: subjects include medical office practices, accounting, business skills, computer programming, aircraft maintenance, printing techniques, photography. 9 a.m. to 1 p.m. Monday - Friday, July 7 - August 8. Job placement will also be provided.

- TOLLES (Training in Occupations and Language for Limited English Speaking Students).
Program: designed to give training to students whose primary language is other than English. 9 a.m. to 1 p.m. July 7 to August 8.

V. NON-INSTRUCTIONAL COMPONENT

Non-instructional activities of the bilingual program included curriculum and staff development, supportive services, and parental and community involvement. Table VI presents the activities of the non-instructional component by funding source and personnel.

TABLE VI
Non-Instructional Component

	Funding source(s)	Personnel providing services (No. & Title)
Curriculum Development	Title VII	7 Teachers 1 Supervisor
Supportive Services	Tax Levy Title I Title VII	1 Bilingual Counselor 1 Counselor, 1 Family Ass't. 1 Grade Advisor 1 Family Assistant 1 Bilingual Secretary
Staff Development	Title VII	Long Island University, Fordham University, New York University, City University of New York
Parental and Community Involvement	Title VII Transportation	Bilingual Advisory Committee

Curriculum Development

During 1979-1980 the Teacher/Coordinator supervised curriculum development by teachers of ESL, Science, Biology, Chemistry, Social Studies and Spanish. In preparation during the year were the following curricula and materials:

<u>Content Area</u>	<u>Curriculum or Materials</u>
Bilingual Sciences	Laboratory Manual for Bilingual Chemistry Curricula for Bilingual Sciences I and II
English as a Second Language	ESL Materials related to American culture and heritage <u>L</u> aw-related <u>E</u> nglish for <u>Y</u> outh (L.E.Y.)
Bilingual Social Studies	Interpretation of statistical data in Bilingual Social Studies
Foreign Languages	Cultural Guide to Spanish-Speaking Countries

Supportive Services

Program personnel provided bilingual students with programming, guidance, career and college counseling, and follow-up through phone calls and home visits.

The family assistant is responsible for keeping records of absentee students, and on the basis of referrals by counselors and teachers makes contact with parents. During the year the Family Assistant made 61 visits to the homes of students with academic, behavioral, attendance or acculturation problems. The names of these students were taken from the list of students with poor performance prepared by the Bilingual Coordinator.

The Bilingual Grade Advisor provided career education and vocational counseling for 50 eleventh and twelfth grade students and for students 17 years of age or over with poor academic records. The Bilingual Coordinator noted that there was a need for a program of vocational testing to be administered by the Grade Advisor.

The Grade Advisor also provided college counseling for the 100 eleventh and twelfth graders. Most of these students are planning to go on to college.

Staff Development

The staff development component of the Morris bilingual program included university training for staff members, ongoing teacher workshops, and attendance at professional meetings and conferences.

During the year staff members received university training with the aim of improving their bilingualism and content area knowledge. Eleven teachers and four paraprofessionals took courses at City University of New York, New York University, Fordham University and Long Island University during 1979-1980.

Staff members attended the Bilingual Education, Mathematics, Foreign Languages, and ESL conferences during the year.

Workshops for program teachers in bilingual instruction met three times a week for two hours a day, with the aim of improving education in the department. Eight teachers took part in these workshops that focused on curriculum writing.

As noted previously, the Principal supervised teachers and visited classrooms. On the basis of her observations, she has initiated

an aggressive policy of staff development. In a School Priorities Plan for 1980-1981 submitted in May 1980 to the Borough High School Supervisor, the Principal set as the first priority that the planning and implementation of instruction be improved. The plan noted a lack of teacher planning and poor implementation of lessons due to lack of direction and information on proper lesson development. It was noted that the recently developed curricula need to be reviewed and updated to ensure relevancy. The plan articulated appropriate objectives and strategies concerning lesson planning, evaluation of course offerings, and intensive supervision of teachers.

Staff Characteristics

The hiring freeze and the fact that, according to the Principal, Morris High School has difficulty getting teachers, resulted in some staffing problems. Because of the hiring freeze, the two bilingual science teachers have only temporary per diem certificates. Examination of the teachers' backgrounds, however, revealed a stable staff with most having five or more years of experience. Of the Title VII staff, the bilingual Grade Advisor had been at Morris for 10 years, the Bilingual Coordinator for 6 years, and the Resource Specialist for 5 years.

Parental Involvement

A primary vehicle for parental involvement in the bilingual program is the Bilingual Parent Advisory Committee. Sixteen parents are members of this committee, selected from among those parents who belonged to the Bilingual Parent Advisory Council. The functions of this group are

several: committee members have input in matters related to special events, activities and goals; serve as "ombudsmen" between the students and the administration; assist the parents of newly arrived students; help set the agenda for Parent Workshops, serve as assistants to certain teachers; and help in tutoring students.

The monthly workshops for parents directed by the Bilingual Coordinator dealt with topics of interest to bilingual parents in guiding and assisting their children. Topics covered during 1979-1980 were:

- a. Educational programs offered at Morris High School
- b. How to help your children learn English
- c. How to interpret the report card
- d. Questions that should be addressed to teachers about your children's progress
- e. Symptoms of alcoholism
- f. Drug addiction
- g. How to help your children choose a career
- h. Available scholarships to universities
- i. The new requirements for the high school diploma
- j. How to fill out the census forms

Approximately 25 parents attended each meeting. (See Appendix for Announcements of Parental Committee Meetings.)

Bilingual program parents also attended the First Annual Hispanic Parents' Conference held at Hunter College. Eight parents had planned to attend, but the original date was cancelled due to the transit strike.

Three parents finally attended the conference held in May.

Bilingual program parents were active in several other activities held at the school. During Open School Week, the committee of bilingual parents helped in organizing the week's activities and in translating conversations between parents and teachers. Puerto Rican Day, Dominican Day and Black Heritage Week were celebrated and supported by bilingual parents.

To increase information about the program and its activities a bilingual newsletter is being disseminated throughout the community and to other Title VII and bilingual programs.

Several factors affect the participation of bilingual parents in school activities. It is felt that some parents of bilingual students feel inhibited in their ability to communicate in English. Often they tend to look upon school officials as the "authorities" who can and should make all decisions. Because Morris is in a two-fare zone, program funds are used to pay transportation costs of parents who attend the monthly meetings.

Despite the concern that it is the same parents who continue to attend school meetings and activities, the Bilingual Coordinator thought that the parental involvement component of the program had helped parents develop a better understanding of the school system in general and of the bilingual program in particular. Parents participated more often in the life of the school and were able to help their children more efficiently. Increased participation of the parents of bilingual students remains an important goal of the program.

Affective Domain

The students' attitudes to the program, while not easily measured, are reflected in several areas of student response.

Attendance. School attendance figures reported in the Findings section of this report show that bilingual program students have significantly higher attendance rates than non-program students. These attendance rates reach as high as 89% and 91% in the tenth and twelfth grades.

Honors and College Admissions. One official twelfth grade class was eligible to graduate in June 1980. Four members of this class were among the top ten students graduating from Morris at this time. A bilingual student was class Salutatorian and a U.F.T. scholarship recipient. In addition, almost all bilingual graduates will go on to attend college within the City University system.

Drop-Out Rates. The Bilingual Coordinator reported that the drop-out rate has decreased drastically since the implementation of the bilingual program.

The program has also received publicity in the Civil Air Patrol News and Intercom (the Federal Aviation Administration publication for the Eastern region) for its aviation English class (see Appendix). In addition, four of the nine graduating students who took the class on aviation terminology in English are going on to aviation-related careers.

Despite these achievements, several problem areas still exist: the bilingual book room burned down as a result of arson during the fall; six program students were suspended for various offenses during the year;

and the large number of students, especially ninth graders, who have poor performance due to absenteeism merits considerable concern and serious attention.

VI. FINDINGS

Assessment Procedures and Findings

The following section presents the assessment instruments and procedures, and the results of the testing.

Assessment Procedures and Instruments

Students were assessed in English Language development, growth in mastery of their native language, mathematics, social studies and science.

The following are the areas assessed and the instruments used.

English as a Second Language	--	Criterion Referenced English Syntax Test (CREST), Levels I, II, III
Reading in English	--	Stanford Achievement Test (Total Auditory Subtest), by test level
Reading in Spanish	--	CIA, <u>Prueba de Lectura</u> , by test level
Mathematics Performance	--	Teacher-Made Tests
Science Performance	--	Teacher-Made Tests
Social Studies Performance	--	Teacher-Made Tests
Attendance	--	School and Program Records

The following analyses were performed:

A) On pre/post standardized tests of English and Native Language Reading

Achievement statistical and educational significance are reported:

- 1) Statistical Significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

- 2) Educational Significance was determined for each test level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen.¹

An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically significant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to interpreting educational significance (ES):

¹ Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977
Chapter 2.

a difference of $1/5 = .20 =$ small ES

a difference of $1/2 = .50 =$ medium ES

a difference of $4/5 = .80 =$ large ES

- B) On the Criterion Referenced English Syntax Test (CREST) for ESL Title I students information is provided on the number of objectives attempted and mastered, the percentage of objectives mastered versus those attempted, and the number of objectives mastered per unit of treatment. Information is also provided on student performance on the various test levels. Mastery rates are reported for two units of instruction time: by day and by month. Instruction (treatment) time is defined as the period of instruction that occurred between pre-and post-testing. The maximum treatment time is 63 days or 3.2 months (assuming, on the average, 20 days per month).

For Title VII ESL students, aggregate data are reported for total year only. Due to errors in data collection, information on Level of Test is omitted. The discrepancy in data reporting reflects different sources of data collection.

- C) The results of the criterion referenced tests in mathematics, social studies, and science are reported in terms of the number and percent of students achieving the criterion levels set for the participants (60% passing).
- D) Information is provided on the attendance rate of students participating in the bilingual program, compared with that of the total school population.

The following pages present student achievement in tabular form.

TABLE VII

English as a Second Language

Fall

Results of the Criterion Referenced English Syntax Test (CREST)
 Reporting the Number of Objectives Mastered, Percent Mastered,
 and Objectives Mastered Per Day and Per Month.
 (Title I ESL Students)

<u>Grade</u>	<u># of Students</u>	<u>Average # of Objectives Attempted</u>	<u>Average # of Objectives Mastered</u>	<u>% Mastered/ Attempted</u>	<u>Average Days of Treatment*</u>	<u>Average Months of Treatment*</u>	<u>Objectives Mastered Per Day</u>	<u>Objectives Mastered Per Month</u>
9	50	6.8	3.7	55%	51.5	2.6	.07	1.4
10	23	7.1	4.3	60%	54.3	2.8	.08	1.6
11	7	5.6	3.4	62%	55.0	2.8	.06	1.2
12	4	4.5	2.3	50%	62.0	3.1	.04	.8
Totals	84	6.7	3.8	57%	53.1	2.7	.07	1.4

* Instructional time between Pre - and Post - Testing.

Title I/Title VII ESL students mastered on the average from 2.3 objectives in grade 12 to 4.3 objectives in grade 10. Mastery rates per instruction time ranged from .8 objectives per month in grade 12 to 1.6 objectives per month among 10th graders. Thus, the stated performance criteria were met in grades 9 through 11.

TABLE VIII

English as a Second Language

Fall

(Title I ESL Students)

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
 A Breakdown by Test Level and Grade.

Grade	# of Students	LEVEL I			LEVEL II			LEVEL III		
		Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered
9	50	200	106	53%	141	81	57%	--	--	--
10	23	59	34	58%	80	47	59%	25	18	72%
11	7	13	9	69%	22	12	55%	4	3	75%
12	4	--	--	--	18	9	50%	--	--	--
Totals	84	272	149	55%	261	149	57%	29	21	72%

Title I ESL students functioned primarily on the first two levels of the CREST in the Fall semester. However, a higher rate of mastered objectives occurred for students working on Level III, although fewer objectives were attempted. Students in all grades mastered greater than 50% of attempted objectives in each grade at all test levels.

TABLE IX

English as a Second Language

Spring

Results of the Criterion Referenced English Syntax Test (CREST)
 Reporting the Number of Objectives Mastered, Percent Mastered,
 and Objectives Mastered Per Day and Per Month.
 (Title I ESL Students)

<u>Grade</u>	<u># of Students</u>	<u>Average # of Objectives Attempted</u>	<u>Average # of Objectives Mastered</u>	<u>% Mastered/ Attempted</u>	<u>Average Days of Treatment*</u>	<u>Average Months of Treatment*</u>	<u>Objectives Mastered Per Day</u>	<u>Objectives Mastered Per Month</u>
9	44	6.7	3.7	55%	52.1	2.6	.07	1.4
10	20	7.3	4.8	66%	50.3	2.6	.10	1.9
11	8	8.6	6.3	72%	54.0	2.7	.12	2.4
12	1	10.0	5.0	50%	51.0	2.6	.10	2.0
Totals	73	7.2	4.3	60%	51.8	2.6	.08	1.6

* Instructional time between Pre - and Post - Testing.

In Spring, Title I ESL students showed improvement in objectives mastered per month of instruction. The number mastered per month of instruction ranged from 1.4 for grade 9 to a high of 2.4 in grade 11. Thus students in Spring met and substantially surpassed the stated evaluation objective.

TABLE X

English as a Second Language

Spring

(Title I ESL Students)

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
 A Breakdown by Test Level and Grade.

Grade	# of Students	LEVEL I			LEVEL II			LEVEL III		
		Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered
9	44	179	93	52%	98	57	58%	18	12	67%
10	20	66	45	68%	75	49	65%	5	2	40%
11	8	36	26	72%	28	20	71%	5	4	80%
12	1	--	--	--	10	5	50%	--	--	--
Totals	73	284	164	58%	211	131	62%	28	18	64%

In Spring, Title I ESL students continued to function primarily on the first two CREST levels. On the whole, the mastery rates were essentially the same in Spring as in Fall; i.e., greater than 50% mastery rate.

TABLE XI

English as a Second Language

Total Year

Results of the Criterion Referenced English Syntax Test (CREST)
Reporting the Number of Objectives Mastered and Objectives Mastered
Per Month.

(Non-Title I ESL Students)

Grade	# of Students	Average # of Objectives Mastered	Average Months of Treatment	Objectives Mastered Per Month
9	41	7.7	9.5	.8
10	8	10.1	6.9	1.5
11	3	18.3	7.0	2.6
12	-----	NO DATA	-----	-----
<hr/>				
Totals	52	8.6	8.9	1.0
<hr/>				

NOTE: Information not provided on number of objectives attempted.

Table XI shows total year CREST results for non-Title I ESL students. The number of objectives mastered ranged from 7.7 in grade 9 to 18.3 in grade 11. The mastery rate ranged from .8 objectives mastered per month for 9th graders to 2.6 objectives mastered per month for 11th graders.

TABLE XII

English Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in English Reading Achievement of Students with Full Instructional Treatment on the Stanford Achievement Test, Total Auditory, Levels II and III

Level	N	Pre-Test		Post-Test		Mean Difference	Corr. Pre-Post	t	P	ES
		Mean	Standard Deviation	Mean	Standard Deviation					
II	42	10.6	5.3	13.1	5.3	2.5	.79	4.80	.001	.74
III	130	10.1	3.5	10.8	3.4	0.7	.81	3.28	.001	.29

Table XII presents achievement data for students on the Total Auditory subtest of the SAT. Students on Level II showed raw score gains of 2.5 raw score points while students on Level III showed gains of .7 raw score points. The gain for students on Level II and Level III were statistically significant at the .001 significance level. The gains for students on Level II, when expressed in standard deviation units were judged to be of moderate to high educational significance, and the achievement gains for students on Level III of small educational significance.

Thus, students tested on both levels showed statistically and educationally significant gains in English reading achievement.

TABLE XIII

Native Language Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Native Language Reading Achievement of Students with Full Instructional Treatment on the CIA, Prueba de Lectura, Levels II, III, IV, V

Level	N	Pre-Test		Post-Test		Mean Difference	Corr. Pre-Post	t	P	ES
		Mean	Standard Deviation	Mean	Standard Deviation					
II	14	19.5	8.8	24.3	8.8	4.8	.98	6.33	.001	1.69
III	31	32.2	12.7	39.5	12.6	7.4	.87	6.35	.001	1.14
IV	74	42.0	32.1	52.0	27.3	10.0	.64	3.35	.001	.39
V	103	49.5	13.6	60.4	18.2	10.9	.21	2.09	.025	.21

Table XIII presents achievement data for students on the Prueba de Lectura, by test level. Students on Level II showed raw score gains of 5 raw score points while students on Level III showed gains of 7 raw score points. Students tested with Levels IV and V showed gains of 10 and 11 points respectively. The gains for students tested with all levels were statistically significant at the .025 significance level and beyond. The gains for students on Level IV and V, when expressed in standard deviation units were judged to be of small educational significance, and the achievement gains for students tested with Levels II and III were of very high educational significance. The pre/post-test correlations for students on Levels IV and V were .64 and .21, respectively. These correlations are smaller than expected in test-retest situations with the same or parallel forms of a standardized testing instrument, and suggests that the instrument may not be sufficiently reliable to make adequate differentiations among students from

ERIC population, or at least this sample.

TABLE XIV

Mathematics Performance

Number and Percent of Students Passing Teacher-Made Examinations in Mathematics

Grade	FALL 1979			SPRING 1980		
	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	120	79	66%	108	63	58%
10	59	39	66%	56	27	48%
11	33	22	67%	24	20	83%
12	36	27	75%	35	25	71%

In the Fall term, the percentage of students passing teacher-made examinations in mathematics ranged from 66% in grades 9 and 10 to 75% in grade 12. In Spring, the percent mastering the curriculum ranged from 48% in grade 10 to 83% in grade 11. Overall, the stated evaluation objective for mathematics was met. Students in grades 9 and 10 failed to reach the criterion levels in Spring, but 9th grades were very close to criterion.

TABLE XV

Science Performance

Number and Percent of Students Passing Teacher-Made Examinations in Science

Grade	FALL 1979			SPRING 1980		
	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	122	95	78%	108	98	91%
10	59	51	86%	56	53	95%
11	31	28	90%	24	22	92%
12	36	13	36%	35	22	63%

In the Fall term, the percentage of students passing teacher-made examinations in science ranged from 36% in grade 12 to 90% in grade 11. In Spring, the percent mastering the curriculum ranged from 63% in grade 12 to 95% in grade 10.

Overall, the stated evaluation objective for science was met and substantially surpassed in grades 9, 10 and 11. Students in grade 12 failed to reach the criterion level of a 60% pass rate in the Fall semester.

TABLE XVI

Social Studies Performance

Number and Percent of Students Passing Teacher-Made Examinations in Social Studies

Grade	FALL 1979			SPRING 1980		
	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	119	77	65%	108	77	71%
10	58	48	83%	56	41	73%
11	32	26	81%	24	21	88%
12	36	32	89%	35	34	97%

In the Fall term, the percentage of students passing teacher-made examinations in social studies ranged from 65% in grade 9 to 89% in grade 12. In Spring, the percent mastering the curriculum ranged from 71% in grade 9 to 97% in grade 12. Overall, the stated evaluation objective for social studies was met and substantially surpassed in all grades.

TABLE XVII

Attendance

Significance of the Difference between Attendance Percentages of Program Students and the Attendance Percentage of the School

Average School-Wide Attendance Percentage: 72%

<u>Grade</u>	<u>N</u>	<u>Mean Percentage</u>	<u>Standard Deviation</u>	<u>Percentage Difference</u>	<u>t</u>	<u>p</u>
9	127	80.2%	21.3	8.2%	4.34	.001
10	65	89.0%	11.4	17.0%	12.0	.001
11	34	85.8%	12.2	13.8%	6.60	.001
12	34	91.1%	7.3	19.1%	15.3	.001

Students at all grade levels had average attendance rates which were significantly higher than students in the school at the .001 level of significance when compared with the school-wide average of 72%. Students attended at rates which ranged from 80% in 9th grade to 91% among 12th graders.

VII. CONCLUSIONS AND RECOMMENDATIONS

During 1979-1980, the first year of Title VII funding, the Betterment through Bilingualism program successfully coped with staff turnover and administrative modifications, a building change, crowding, and double class sessions. Program staff have shown laudable efforts in attempting to deal with the great diversity of student ability and achievement. The wide range of ESL programming, the number of content area and ESL electives, and the use of vocationally-oriented material to teach English are unique features of the Morris program.

Bilingual education at Morris is strongly supported by the school administration. The program has a comprehensive philosophy of bilingual education which the administration is attempting to implement in all classes. The rigorous staff development program initiated by the Principal is another effort to upgrade the quality of instruction in the school.

In many cases, the efforts of program staff have been successful. Average attendance rates of bilingual students are significantly higher than the school-wide average. The numbers of students graduating and going on to college are an important reflection of the program's success.

Any judgement of the program must be done with consideration for the complex and difficult social and economic contexts of the South Bronx. In addition, the school has been affected by the serious fiscal situation in New York City which has impacted on the educational system, as well as by administrative changes. These are formidable problems for a first year program to confront.

In English language development students appear to have made adequate progress. On the CREST students advanced at a rate of 1.4 and 1.6 objectives per month for Fall and Spring semesters respectively. On the Stanford Achievement Test, Total Auditory, Levels Primary II and III, students made statistically significant gains, although the raw score gains were small. There is need to improve the interpretability of these English language performance measures.

In Spanish reading students made statistically significant gains on all test levels of the Inter-American Series Prueba de Lectura. Levels IV and V performed less reliably than Levels II and III.

In mathematics performance students achieved the criterion level (60% of the students passing teacher-made examinations) at all grade levels except the 10th grade during the Spring semester.

In science, program students were notably successful in ninth through eleventh grade, only failing to reach the criterion level in the twelfth grade. Program success was especially apparent in the findings for social studies which showed that the evaluation objectives were met and substantially surpassed in all grades.

Several problem areas still remain. Most notably, the number of students with poor performance due to absenteeism, especially in the ninth grade, is a serious problem that needs to be addressed.

The evaluator recommends consideration of the following specific areas of concern:

- 1) There is a need to document the effectiveness of language instruction methodologies in relation to specific groups of

students and their level of bilingualism.

- 2) There is a need for a bilingual staff recruiter to help secure well qualified personnel for Morris and also a need for a teacher trainer to assist in staff development.
- 3) A Family Profile should be kept for each student including information on family members, years in the United States, educational background, language use, and employment history.
- 4) Bilingual staff should consider having teacher representation on the Bilingual Parent Advisory Committee as well as that of neighborhood and community groups.

VIII. APPENDICES

APPENDIX A
New York City
Oral Language Ability
Rating Scale

APPENDIX A

Rating Oral Language Ability

Oral Language Ability Rating Scale, New York City

Scale for Rating Pupil's Ability to Speak English

Enter for each pupil the letter A, B, C, D, E, F corresponding to his estimated ability to speak English in the classroom, defined as follows:

- A -- Speaks English, for his age level, like a native - with no foreign accent or hesitancy due to interference of a foreign language.
- B -- Speaks English with a foreign accent, but otherwise approximates the fluency of a native speaker of like age level. Does not hesitate because he must search for English words and language forms.
- C -- Can speak English well enough for most situations met by typical native pupils of like age, but still must make a conscious effort to avoid the language forms of some foreign language. Depends, in part, upon translation of words and expressions from the foreign language into English, and therefore speaks hesitantly upon occasion.
- D -- Speaks English in more than a few stereotyped situations but speaks it haltingly at all times.
- E -- Speaks English only in those stereotyped situations for which he has learned a few useful words and expressions.
- F -- Speaks no English.

The expected outcomes listed for each grade in this handbook can serve as a guide for evaluating achievement and relating them to the above scale. This is particularly significant for the C, B, and A designations that use as a comparison typical native pupils of like age.

APPENDIX B
Announcements of
Parental Committee Meetings

Betterment Through Bilingualism

at

Morris High School

166TH STREET & BOSTON ROAD • BRONX, NEW YORK 10456

TELEPHONE 542-2246

ESBA TITLE VII PROGRAM

FRANCES VAZQUEZ

PROJECT DIRECTOR

BENITO GOMEZ

PROJECT COORDINATOR

JAMES REYNOLDS

RESOURCE SPECIALIST

JOHN ANDERSON

BILINGUAL GUIDANCE COUNSELORS

19 de mayo de 1980

Estimados Padres:

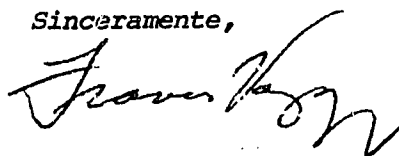
El jueves 22 de mayo de 1980, tendremos la novena reunión de nuestro Comité Consejero de Padres Bilingües. Esta reunión, como siempre, tendrá lugar en el auditorio de la escuela, y comenzará a las 3:00 P. M.

El tema del día será:

"CONSECUENCIAS DEL ABUSO DEL TABACO Y DEL ALCOHOL"

Esperamos verles el 22 de mayo...

Sinceramente,



Frances Vazquez
Directora del Programa

FV: jr

MORRIS HIGH SCHOOL
FRANCES VAZQUEZ, INTERIM ACTING PRINCIPAL

BETTERMENT THROUGH BILINGUALISM AT MORRIS HIGH SCHOOL

Tercera reunión con los padres de nuestros alumnos bilingües -

17 de diciembre de 1979

Requisitos Para el Diploma de Escuela Secundaria

1. 45 créditos en las asignaturas de la escuela.
2. 8.0 de nivel de lectura.
3. Pasar los exámenes de Inglés, Estudios Sociales y del area de especialización que dan la Ciudad y el Estado de Nueva York.
4. Obtener por lo menos un 65% en los exámenes de competencia en lectura, escritura y matemáticas.

Lista de Créditos (Total 45)

Inglés	7	Artes
Oratoria	1	Música.
Estudios Sociales	6	Educación para
Ciencias	4	la salud
Matemáticas	4	Educación Física
Artes Manuales	2	Area de Especialización
		Electivas

NOTAS ACLARATORIAS

1. Los alumnos bilingües pueden usar ciertas alternativas para los requisitos del diploma.
2. Los resultados de los exámenes de matemáticas y de inglés del Estado de Nueva York pueden ser usados para substituir a los resultados de exámenes de competencia.

Betterment Through Bilingualism

at

Morris High School

166TH STREET & BOSTON ROAD • BRONX, NEW YORK 10456

TELEPHONE 542-2246

ESEA TITLE VII PROGRAM

FRANCES VAZQUEZ

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PROJECT COORDINATOR

JAMES REYNOLDS

RESOURCE SPECIALIST

JOHN ANDERSON

BILINGUAL GUIDANCE COUNSELOR

27 de marzo de 1980

SEPTIMA REUNION DEL COMITE CONSEJERO DE PADRES BILINGUES

I. Preguntas que debemos hacerle a los maestros durante la reunión escolar con ellos:

- 1) Asistencia a clases
- 2) Comportamiento
- 3) Aplicación académica -
 - a. Interés a la lección dada por el maestro
 - b. Trabajo en clase
 - c. Tarea para la casa
- 4) Buena relación con el maestro
- 5) Buena relación con los demás estudiantes
- 6) Otras...

II. La Primera Conferencia Anual de Padres tendrá lugar en el Colegio Hunter el día 12 de abril de 1980. En la misma habrán conferencias generales de orientación, 7 cursillos sobre temas diversos, almuerzo y actividades especiales para los niños que acompañen a los padres. También habrá exposiciones de pinturas hechas por estudiantes, poesías, etc.

* * *

APPENDIX C
FAA "INTERCOM"