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ABSTRACT Individual summaries of each of the 76 Illinois school districts with state-funded transitional bilingual education programs are presented. Each summary provides information on the number of students, language groups served, funding, grades served, staffing, number of school buildings, number of students in each language proficiency category, language tests utilized, and program highlights. In addition, more in-depth information on program variables, inservice activities, parent involvement, and student identification and assessment is reported for five selected districts. These districts were selected for case studies to represent urban, suburban, and rural programs of various sizes and models. The case studies involved site visits which include observations of curriculum, teaching methods, assessment practices, program philosophy, staff coordination, and program strengths and weaknesses. (RW)

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TRANSITIONAL BILINGUAL EDUCATION IN ILLINOIS



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Program Summaries
and
Selected Program Overviews
1980-1981

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Transitional Bilingual Education

Program Summaries and Selected Program Overviews

1980-81

Illinois State Board of Education
Department of Research, Evaluation and Planning
Program Evaluation and Assessment Section

October, 1982

FOREWORD

This publication has been designed to provide individual summaries of each of the state-funded Transitional Bilingual Education Programs in Illinois. In addition, more extensive information is reported for six districts which were selected based on location, program model and size.

It is hoped that this report will be used by individuals interested in the programmatic aspects of Transitional Bilingual Education. While the report may be of particular interest to the seventy-six participating districts, others involved in educational and research endeavors are encouraged to use the information contained in this document.

An acknowledgment of cooperative assistance is offered to the staff of the Transitional Bilingual Education Section and to Dr. Susan Duron who is the author of the report.



Donald G. Gill
State Superintendent of Education

TABLE OF CONTENTS

	<u>Page</u>
Bilingual Program Summaries.	1
Individual District Summaries.	4
Case Study Evaluations	47
• Benito Juarez H.S. (Chicago #299)	48
Danville #118	50
• Waukegan #60.	52
Plano #88	54
Joliet High School #204	56

BILINGUAL EDUCATION PROGRAM DISTRICT MAP

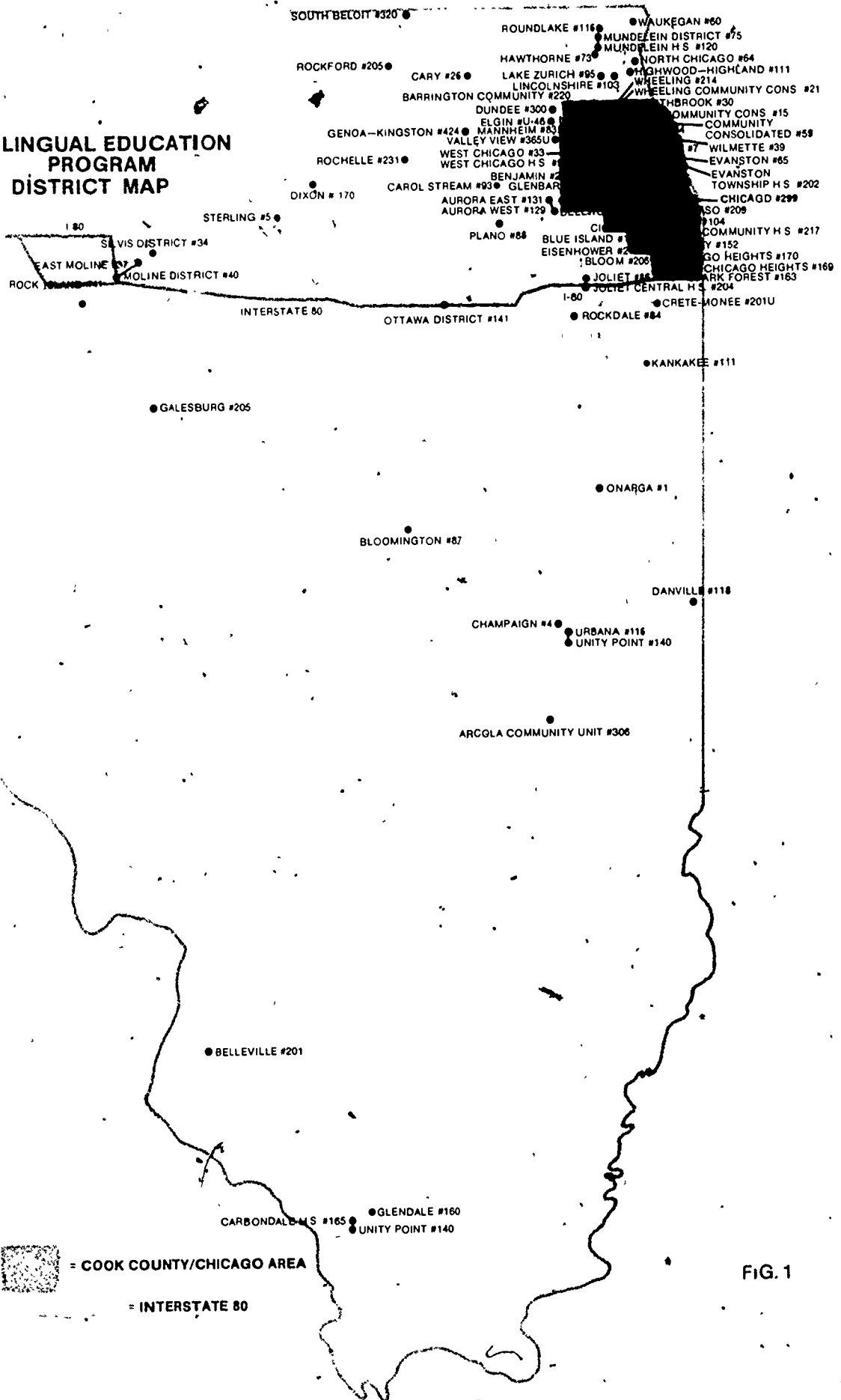


FIG. 1

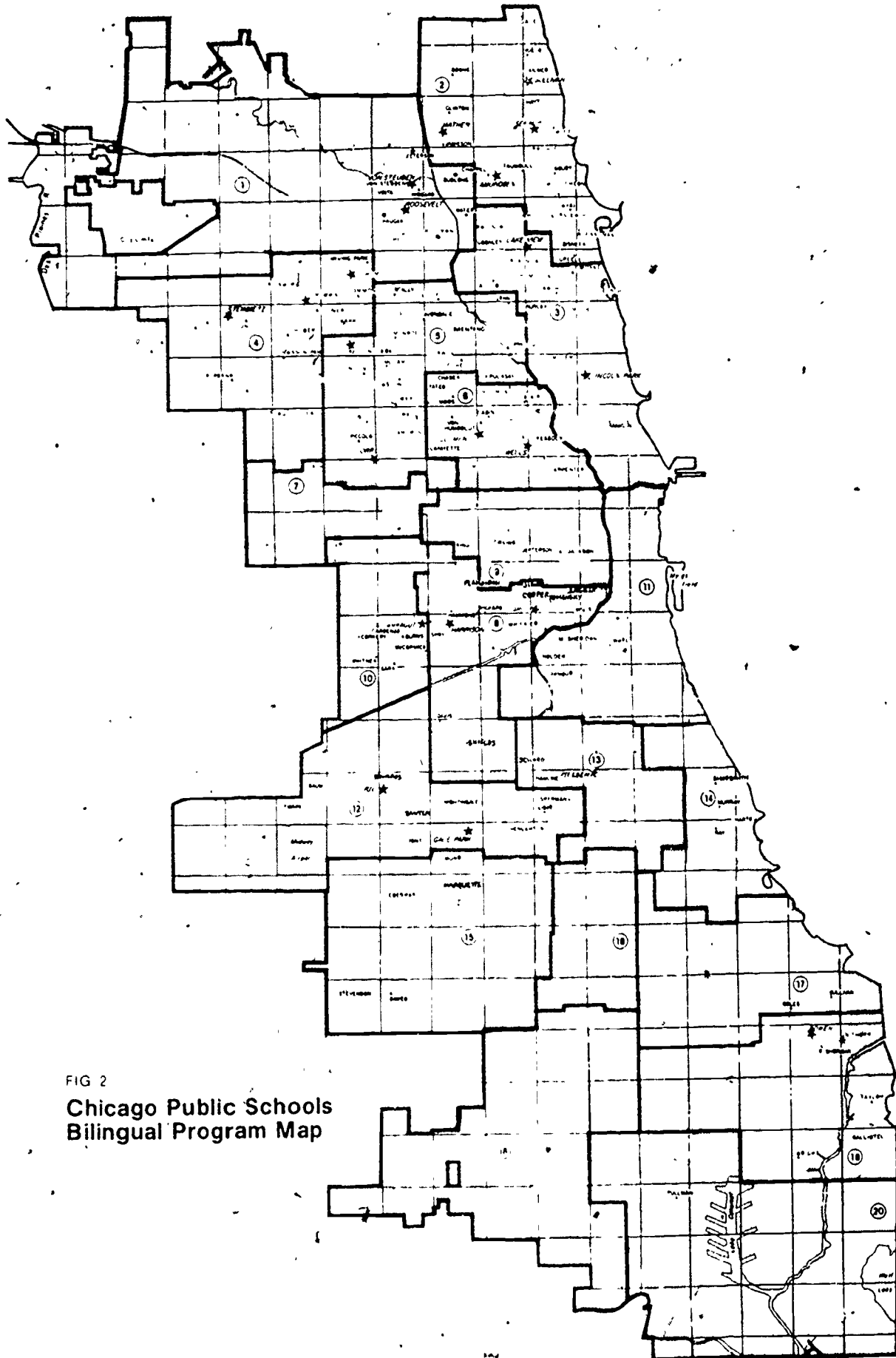


FIG 2
 Chicago Public Schools
 Bilingual Program Map

CHICAGO PUBLIC SCHOOLS BILINGUAL PROGRAM DISTRICTS

District 1

Bateman, Newton
Budlong, Lyman
Haugan, Helga A
Henry, Patrick
Hibbard, William G
Peterson, Mary G
Roosevelt, Theo High School
Volta, Alessandro
Von Steuban, Fredrick W
Von Steuban, Fred W
Upper Grade Center
Waters, Thos J

District 2

Amundsen, Roald High School
Arai, Joan Middle School
Boone, Daniel
Brennemann, Joseph
Chappell, Eliza
Clinton, Dewitt
Disney, Wait Magnet School
Field, Eugene
Gale, Stephen P
Goudy, William C
Greeley, Horrace
Hayt, Stephen K
Jamieson, Minnie Mars
Kilmer, Joyce
Marti, Jose
Mather, Stephen T
McCutcheon, John T (Branch)
McCutcheon, John T
Pearce, Helen C
Senn, Nicholas
Stewart, Grame
Stockton, Joseph
Sullivan, Roger C
Swift, George B
Trumbull, Lyman

District 3

Agassiz, Luis J
Audubon, John J
Blaine, James G
Burley, Augusta H
Coonley, John C
Franklin, Benjamin — Branch of
Mulligan
Hamilton, Alexander
Hawthorn, Nathaniel
Lake View High School
Le Moyne, John V
Lincoln Park High School
Mayer, Oscar F
Morris, Robert
Mulligan, James A
Nettelhorst, Louis
Newberry, Walter L
Ravenswood

District 4

Barry, John
Hay, John
Lewis, Leslie
Lloyd, Henry D
Locke, Josephine C
Schurz, Carl High School
Steinmetz, Chas T High School
Young, Elia Flagg
Burbank, Luther
Hanson Park
Hanson Park Branch
Irving Park
Lovett, Joseph
Lyon, Mary
Reinberg, Peter
Schubert, Franz Peter
Scammon, Jonathon
Falconer, Laughlin
Foremah High School

District 5

Avondale
Breñtano, Lorenz
Cargeron, Daniel R
Darwin, Charles R
Funston, Frederick
Goethe, J. W Von
Jahn, Frederick L
Kelvyn Park High School
Linne, Carl Von
Lowell, James Russell
Monroe, James
Mozart, Wolfgang A
Nixon, William P
Nobel, Alfred
Orr, Rezin High School
Piccolo, Brian Elementary
Piccolo, Brian Middle School
Prescott, William H
Pulaski, Casimir
Reilly, Frank W
Stowe, Harriet Beecher

District 6

Andersen, Hans Christian
Andersen, E. V G C
Burr, Jonathan
Carpenter, Philo
Chase, Salmon P
Chopin, Frederic
Chopin Upper Grade Center
Clemente, Roberto High School
Columbus, Christopher
Diego, Jose-De (Branch of
Tuley Middle Bilingual/Bi-
cultural Center)
Drummond, Thomas
Kosciuszko, Thaddeus
Lafayette, Jean
Mitchell, Ellen
Moos, Bernhard
Otis, James
Peabody, Elizabeth T.
Sabin, Albert R
Talcott, Mancel
Tuley Middle School
Von Humboldt, Alexander
Wells, William H High School
Wicker Park
Yates, Richard Elem. School
Yates, Richard Upper Gr Center

District 7

Nash, Henry H

District 8

Cook Co Juvenile Detention Ctr
Cooper Upper Grade Center
Cooper, Peter
Davis, Nathan S.
Hammond, Charles
Harrison, Carter H High School
Hedges, James
Jirka, Frank
Juarez, Benito
Jungman, Joseph
Kelly, Thomas
Komensky, John A.
Pickard, Josiah
Plamondon, Ambrose
St. Vitus, Branch of Jirka
Salazar, Ruben
Shields, James
Spry, John
Walsh, John A
Whittier, John

District 9

Irving, Washington
Jackson, Andrew
Jefferson, Thomas
King, William H.

District 10

Burns, Robert
Cardenas, Lazaro
Corkery, Daniel J
Farragut, David G. High School
Gary, Joseph E
Kanoon, Gerald Delgado
McCormick, Cyrus H.
Whitney, Eli

District 11

Armour, Philip D
Haines, John C
Holden, Charles
McClellan, George B.
Sheridan, Mark (Branch of Healy)
Ward, James

District 12

Fulton, Robert
Fulton Branch
Gage Park High School
Libby, Arthur A
Nightingale, Florence
Curie High School
Henderson, Charles
Sherman, William T
Tonti, Enrico
Twain, Mark
Sawyer, Sidney
Edwards, Richard
Baum, Frank L

District 13

Hamline, John H
Seward, William H.
Tilden, Edward High School

District 14

Harte, Bret
Murray, Phillip
Ray, William
Shoemith, Beulah

District 15

Marquette, Jacques
Morrill, Donald L.
Dawes, Charles G.
Eberhart, John F
Goodlow, Elaine
Randolph, Phillip A.
Stevenson, Adlai

District 17

Coles, Edward
Sullivan, William K

District 19

Bowen, James H. High School
Bright, Orville T
Gallistel, Mathew W.
Sheridan, Phillip H.
Taylor, Douglas
Thorp, James

District 20

Clay, Henry
Pulman, George

Bilingual Program Summaries

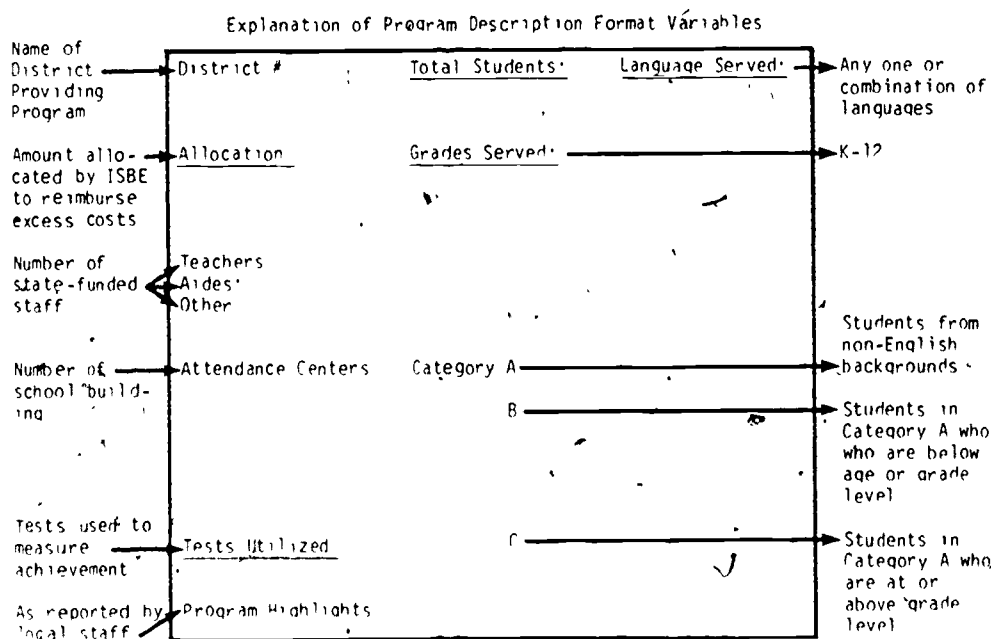
A compilation of information on all seventy-six state-funded districts submitting data on the Annual Student Report is presented in this document. Figures 1 and 2 illustrate downstate and Chicago program locations.

A majority of Illinois' bilingual programs during the 80-81 school year were located in the northern part of the state, north of Interstate 80. Only 17.1% of the programs, accounting for 2% of Illinois' bilingual students were found to be south of I-80. Figure 1 is a graphic representation showing Downstate and Chicago program locations. Those programs south of I-80 which served 735 bilingual students included Arcola, Belleville, Bloomington, Carbondale High School, Champaign, Danville, Galesburg, Glendale, Kankakee, Onarga, Ottawa, Unity Point, and Urbana.

The remaining 82.9% of the programs serving 98% of the students, may be broken down into two categories: Chicago programs and other downstate programs north of I-80. Chicago's programs served 28,337, or 76.5% of the total number of students participating in bilingual programs at 183 attendance centers (See Figure 2). The remaining downstate programs served 7,956 students, or 21.5% of the total students, in 195 attendance centers.

This report contains a description and brief overview of each district receiving state funds. The data elements and information sources used in this document include the Bilingual Census, Annual Student Report Form, Bilingual Reconciliation Report, State Board/Bilingual Education Monitoring Reports, and anecdotal references by State Board staff. Figure 3 illustrates the format used to describe bilingual program characteristics.

Figure 3



Bilingual program descriptive information should be considered in light of each individual district, rather than comparisons made among districts. The program provides reimbursement of excess costs to local districts offering bilingual programs. The amount of each district's excess cost is influenced by the size of the student population, location of eligible students in the district, number of languages to be served, and the grade levels of eligible students. For these reasons the excess cost per student and, therefore, the district's allocation, varies from district to district.

The Bilingual Census is a form which enables staff to record all non-English background students (Census Column A) and identifies those eligible for program participation (Census Column B) based on below average achievement. Those non-English background students achieving at or above grade level (Census Column C) are not eligible for program participation.

An assumption which should be avoided in reviewing the following program summary descriptions is that there must be a one-to-one correspondence between the number of students served and those identified on the Bilingual Census as qualifying for bilingual instruction (Census Column B). While the figures for Census Column B and those of total students are often relatively close, there are several factors which might contribute to discrepancies. The time of the year in which the census is conducted is fixed. That is, the census is a count that is taken and represents the number of students on a given day during the school year. The number of students served, however, is representative of all of the students served during the 1980-81 school year.

Another factor contributing to discrepancies between the total number of students served and those eligible for instruction is the option of waiver of program participation. This condition occurs when, in the opinion of the local district, Column B students would be more effectively and appropriately served in a program of instruction other than transitional bilingual education. Examples include special education programs, resource rooms, remedial math or reading, etc.

An additional factor contributing to discrepancies between the number of Column B students and those actually served may occur if parents deny permission to include their children in bilingual programs. While the student is, indeed, eligible for services, parental permission is essential for program placement.

Finally, the number of languages and the incidence of students speaking each language may influence the total number of students served. While individual students may qualify for bilingual instruction, based on their achieving below age or grade level, unless there are 20 or more students from one language group in an attendance center, districts are not mandated to provide bilingual program services.

Nevertheless, an analysis indicates that approximately 65% of Illinois students from non-English backgrounds who are achieving below grade level in listening, speaking, reading or writing English are currently being served in bilingual programs. Considering the number of Column B students who reside in districts which are not required to, nor choose to offer bilingual programs, it appears that the majority of limited-English proficient students are being served.

Addison #4

Total Students: 114

Languages Served:
Spanish

Allocation: \$43,917

Grades Served: K-8

Teachers: 4
Aides: 2
Other: 0

Attendance Centers: 3

<u>Category</u>	A	707
	B	245
	C	462

Tests Utilized:

Carrow Test for Aud. Comp. of Language, Language Assessment Scales, Language Assessment Battery.

Program Highlights:

- Utilizes regular staff who are bilingual to aid in language assessment of new students.

Arcola Community Unit #306 : Total Students: 49

Languages Served:
Spanish.

Allocation: \$16,777

Grades Served: K-12

Teachers: 2
Aides: 0
Other: 0

Attendance Centers: 1

<u>Category</u>	A	59
	B	54
	C	5

Tests Utilized:

Language Assessment Scales, Language Assessment Battery, ITBS, Test of Achievement and Proficiency.

Program Highlights:

- Supportive principal/program director.
- Instructional modes are adapted to student needs.

Argo-Summit #104

Total Students: 142

Languages Served:
Spanish

Allocation: \$62,571

Grades Served: K-9

Teachers: 4
Aides: 1
Other: 0

Attendance Centers: 3

Category A 394
B 151
C 243

Tests Utilized:

SRA Achievement, Stanford Achievement, Metropolitan Readiness Test,
Screening Test for Aud. Comp. of Lang.

Program Highlights:

- Successfully implemented cultural awareness components.

Argo Community High School #217

Total Students: 48

Languages Served:
Spanish
Others

Allocation: \$19,137

Grades Served: 9-12

Teachers: 2
Aides: 0
Other: 0

Attendance Centers: 1

Category A 158
B 46
C 112

Tests Utilized:

Gates MacGinitie Reading Test.

Program Highlights:

- Provides services to many non-mandated limited-English proficient language groups.
- Active community participation component.

Aurora East #131

Total Students: 529

Languages Served:
Spanish
Others

Allocation: \$185,030

Grades Served: K-12

Teachers: 14.5
Aides: 3
Other: 1

Attendance Centers: 10

Category A 2582
B 896
C 1686

Tests Utilized:

LAS, Carrow, Boehm, Wide Range Achievement, Slosson Oral Reading Test, Nelson Reading Test.

Program Highlights:

- Utilized a variety of assessment instruments to aid in program placement.
- Received services from a part-time bilingual psychologist who evaluated and provided therapy to over 500 Spanish-speaking students.

Aurora West #129

Total Students: 192

Languages Served:
Spanish
Others

Allocation: \$73,489

Grades Served: Pre-K-12

Teachers: 4
Aides: 5
Other: 2.5

Attendance Centers: 3

Category A 952
B 460
C 492

Tests Utilized:

Peabody Picture Vocab. Test (PPVT), LAS, Bilingual Syntax Measure, Metropolitan Readiness Test.

Program Highlights:

- Provided a coordinated pre-school through high school program.
- Provided bilingual kindergarten in addition to regular kindergarten for early achievement gains.

Barrington Comm. District #220

Total Students: 74

Languages Served:

Spanish

Others

Allocation: \$25,020

Grades Served: K-12

Teachers: 2

Aides: 1

Other: 0

Attendance Centers: 2

Category A 265

B 84

C 181

Tests Utilized:

SRA Achievement Test of Ach. and Prof., LAS.

Program Highlights:

- Active participation to raise money for field trips to cultural events.
- Combined games with curriculum to increase word skills and overall academic achievement.

Belleville #201

Total Students: 65

Languages Served:

Korean

Vietnamese

Others

Allocation: \$43,142

Grades Served: K-12

Teachers: 1

Aides: 5

Other: 2 (tutors)

Attendance Centers: 11 districts

Category A*

B

C

Tests Utilized:

District achievement tests for 23 districts.

Program Highlights:

- Covered a large geographic area to serve many linguistic and culturally diverse students (many from a local air force base).
- Support services via tutoring were provided in a multilingual setting.
- * Twenty-three districts served, through a cooperative association.

Bellwood #88

Total Students: 137

Languages Served:
Spanish
Others

Allocation: \$46,588

Grade Served: K-8

Teachers: 3
Aides: 3
Other: 0

Attendance Centers: 4

Category A 362
B 119
C 243

Tests Utilized:

Interamerican Test of Reading.

Program Highlights:

- Supportive administrative staff at specific program sites.

Benjamin #25

Total Students: 30

Languages Served:
Spanish

Allocation: \$17,998

Grades Served: 1-8

Teachers: 1
Aides: 0
Other: 1

Attendance Centers: 2

Category A 70
B 30
C 40

Tests Utilized:

Metropolitan Readiness Test.

Program Highlights:

- Close parent/school relationships.
- A low turnover rate enabled bilingual staff to establish excellent rapport with students and their families.

Bensenville #2

Total Students: 43

Languages Served:

Spanish

Others

Allocation: \$32,932

Grades Served: K-7

Teachers: 3

Aides: 2

Other: 2

Attendance Centers: 2

Category A 374

B 84

C 290

Tests Utilized:

LAS, James Dominance, Metropolitan Readiness, STS Educational Dev. Series, Gates-MacGinitie Reading Test, Cognitive Abilities Test.

Program Highlights:

- Positive student attitudes toward environment and bilingual program.
- Strong administrative support.
- Strong, active parent component.

Bloom #206

Total Students: 26

Languages Served:

Spanish

Allocation: \$18,377

Grades Served: 9-12

Teachers: 1.2

Aides: 1

Others: 0

Attendance Centers: 1

Category A 334

B 80

C 254

Tests Utilized:

Language Assessment Battery.

Program Highlights:

- New program for Spanish-speaking limited-English proficient students.

Bloomington #87

Total Students: 38

Languages Served:
Spanish
Other

Allocation: \$53,937

Grades Served: K-12

Teachers: 2.5
Aides: 1.5
Other: 1 (coordinator)

Attendance Centers: 1

<u>Category</u>	
A	120
B	35
C	85

Tests Utilized:

Teacher-made Tests.

Program Highlights:

- New program for Vietnamese limited-English proficient students.
- Utilizes the facilities and resources of Illinois State University.

Blue Island #130

Total Students: 101

Languages Served:
Spanish

Allocation: \$144,034

Grades Served: Pre-K-8

Teachers: 8
Aides: 5
Others: .5

Attendance Centers: 7

<u>Category</u>	
A	571
B	200
C	371

Tests Utilized:

Boehm, Stanford Diagnostic Reading Test.

Program Highlights:

- All reports, report cards, notices, and information sent from the district are printed in both languages.

Carbondale H.S. #165

Total Students: 34

Languages Served:

Lao
Vietnamese
Others

Allocation: \$17,545

Grades Served: 9-12

Teachers: 1
Aides: 1
Others: .2 (coordinator)

Attendance Centers: 1

<u>Category</u>	A	39
	B	19
	C	20

Tests Utilized:

Teacher-made Tests.

Program Highlights:

- Utilized the services/facilities of nearby SIU to aid in curriculum materials, language assessment, etc.

Carol Stream #93

Total Students: 27

Languages Served

Spanish
Others

Allocation: \$13,482

Grades Served: K-8

Teachers: 1
Aides: 1
Others: 0

Attendance Centers: 2

<u>Category</u>	A	152
	B	27
	C	125

Tests Utilized:

Boehm, Moreno QLAI, PPVT, LAS, FLS, Gates MacGinitie Reading Test.

Program Highlights:

- None listed.

Cary #26

Total Students: 20

Languages Served:
Spanish

Allocation: \$8,851

Grades Served: K-8

Teachers: 1
Aides: 0
Others: 0

Attendance Centers: 1

Category A 38
B 19
C 19

Tests Utilized:

LAS

Program Highlights:

- Good parent support component.
- Total district program housed in one building.

Champaign #4

Total Students: 59

Languages Served:
Spanish
Vietnamese
Lao
Others

Allocation: \$39,358

Grades Served: K-12

Teachers: 3
Aides: 5
Other: 1 (coordinator)

Attendance Centers: 1

Category A 201
B 79
C 122

Tests Utilized:

LADO, FLS, Metropolitan Ach. Test.

Program Highlights:

- Many languages were served in this multicultural secondary instructional model program.

Chicago #299

Total Students: 28,337

Languages Served:

Allocation: 13.1 Million

Grades Served: Pre-K-12

Spanish
Korean
Vietnamese
Greek
Assyrian
Arabic
Cantonese
Russian
Polish
Italian
Gujarati
Others

Attendance Centers: 183

<u>Category</u>	
A	83,534
B	35,757
C	47,777

Tests Utilized:

Iowa Test of Basic Skills, Functional Language Assessment.

Chicago District #299 Program Highlights:

Basic Programs of Bilingual Education

During the 1980-81 academic year, basic programs of bilingual education were provided, through state and local funding, to more than 28,000 students identified as limited-English proficient. Programs were offered in the following 19 languages: Arabic, Assyrian, Cambodian, Cantonese, French, Greek, Gujarati, Hindi, Among, Italian, Korean, Laotian, Pilipino, Polish, Romanian, Russian, Spanish, Vietnamese, and Urdu. Local funds were used to staff bilingual-endorsed teaching positions to meet the instruction needs of the target groups. In addition, the State provided funds for additional bilingual-endorsed teachers as well as bilingual teacher aides, which made possible supplemental instruction services to target students in bilingual programs housed in 183 attendance centers with 20 or more target students of the same language background.

Board and state-funded programs for more than 20 students as well as those for less than 20 students constitute the basic program of bilingual instruction for limited-English proficient students attending public schools in Chicago. Over the years, a number of program models have been developed and implemented through the use of local, state, and ESEA Title VII funds. Currently, local schools implementing a program of bilingual instruction select from a limited number of models which best meet the specific needs of the target students in attendance. Models for programs serving more than 20 students of the same language background are as follows:

More-Than-Twenty Program Model

A. Elementary School Models

1. Preschool

This is a self-contained, half-day model serving 15 to 20 pupils of limited-English-speaking ability in morning and afternoon sessions. A total of approximately 40 pupils (15 to 20 F.T.E.) may be served daily by one endorsed bilingual teacher and one bilingual teacher aide.

2. Pull-Out

For one-half day or for 90 minutes daily, target pupils are pulled out of their homerooms and are instructed by an endorsed bilingual teacher. These target pupils spend the remaining time in their assigned homerooms with a monolingual teacher. In situations where target students are assigned to homerooms with an endorsed bilingual teacher, the bilingual teacher implementing the pull-out model may serve target students for less than 90 minutes. However, the total amount of instruction time in the native language is not less than 90 minutes. Instruction provided to target students in the assigned classrooms (either bilingual or monolingual) and the instruction provided through the bilingual pull-out program is mutually supportive.

3. Self-Contained

Target students spend most of the school day in a particular classroom instructed by an endorsed bilingual teacher. At least 90 minutes of instruction must be provided in their native language. Non-target students may or may not be enrolled in the same classroom. Discrete instructional activities for target and non-target students are provided.

4. Team Teaching

In this model, two teachers, one of which holds bilingual endorsement, instruct the same group of target students in the same classroom. A team-teaching model may operate for a half-day or for a full-day period.

There is a variation in this model whereby two endorsed bilingual teachers work with the same group of target students, but one of them gives instruction for a period of less than a half-day.

5. Departmentalized

This model follows the departmentalized program throughout the school. Endorsed bilingual teachers are specialized in one or more subjects and work with different groups of target students. ESL instruction may be offered by a monolingual teacher.

B. High School Model

Departmentalized Model

The high school model is for full-day departmentalized instruction. The organization of the model follows the general organization of the school and requires a minimum of 20 target students of the same language background. Endorsed bilingual teachers are specialized in one or more subjects and work with different groups of target students.

Models for programs serving fewer than 20 students of the same language background at one attending site are as follows:

Fewer-Than-Twenty Program Models

A. Elementary

1. Bilingual Itinerant Teacher Model

An endorsed bilingual teacher assigned to a district office will travel to different schools within one or more districts to provide instruction in the native language and English as a second language on a half-day, pull-out basis.

2. District Magnet Model

The educational needs of students of limited-English-speaking fluency of a specific language group whose numbers are 20 or more in a given district may be served through a bilingual magnet center. The center may serve many language groups, each separately, or may be set up to serve only one language group. Districts which have fewer than 19 students of a language group and, therefore, do not qualify for a magnet center for that language group, may send these students to a center in an adjacent district. There are two options to this model: 1) students remain at the magnet school for the full day, or 2) students participate in the magnet program for a half-day and receive the other half-day's instruction at their home school.

3. Multilingual Model

This model is specifically designed for schools with a large number of students of limited-English-speaking fluency who represent a variety of language backgrounds. One or more bilingually endorsed teachers representing the language group(s) with the greatest number of students is requested. Additionally, bilingual school aides are employed on a half-time basis to tutor students from the other language groups when five or more students of a given language are in attendance.

The bilingual teacher provides native language instruction and ESL to students who are from the same language background as the teacher. ESL is provided to the students from other language backgrounds.

B. High School

1. District Magnet Model

One or more endorsed bilingual teachers certified in a major subject area will provide instruction to students of a given language group in accredited bilingual courses.

2. Multilingual Model

A bilingual teacher will provide native language instruction to those limited-English-proficient students in the subject area(s) in which the teacher is certified. Some of the bilingual students may be programmed into study periods so that the bilingual teacher will provide ESL instruction to all students of limited-English-speaking fluency, regardless of language background.

3. Bilingual Itinerant Model--High School

Generally, the bilingual itinerant model is not selected at the secondary level. However, this model may be approved for use at the secondary level if the district does not qualify for the other models described above.

Using these models, programs of bilingual education are currently being offered at approximately 183 local school sites serving more than 28,000 students from many different language backgrounds. In addition, bilingual school aides, funded through ESEA Title VII, provide instruction support services to target students in elementary schools on a demonstration project basis. As part of the ESEA Title VII demonstration project, additional teacher aides provide tutorial services to limited-English-proficient students in special education programs.

Because Chicago has traditionally served as a port-of-entry for immigrant groups, a steady growth in the Asian as well as Hispanic populations is anticipated. In the Asian population, the Indochinese (Vietnamese, Cambodian, Laotian, and Hmong) are among the most recent arrivals with unique problems and needs. Many of the recent arrivals from Indochina are from rural areas and lack literacy skills and formal education in their native language. These facts clearly indicate that continuing need will exist for bilingual education programs for limited-English-speaking students in Chicago Public Schools.

Support Components for Basic Programs and Limited-English Proficient Students

In order to augment the basic programs of bilingual education and to enable the system to more directly meet the needs of students of limited-English proficiency, the Chicago Board of Education has developed an extensive network of support components, using local, state and federal resources. These support components offer direct services to target students, their teachers, and the program in general.

Direct services to target students include instruction in the area of English as a second language. In addition to ESL instruction provided by regular classroom teachers, additional ESL instruction is provided by non-quota ESL specialists, i.e., above the board/union teacher-pupil ratio.

A policy handbook on Special Education: Regulations and Procedures was cooperatively developed by staff of the Board of Education and Office for Civil Rights in January 1979. This handbook includes procedures to assist staff in the implementation of services for the non-English background handicapped child.

In accord with Board of Education/Office of Civil Rights agreements, the Department of Curriculum has been developing differentiated curricula in 11 languages of greatest student concentration. These curricula follow the general program of instruction in terms of design, structure, scope, and sequence in the content areas of native language arts and reading, mathematics, science, and social studies.

Direct services to teachers of target students are provided through the efficient use of available resources by the Department of Instruction Services. These services include ongoing inservice activities for bilingual staff members as well as monolingual English staff members who serve the needs of the limited-English-fluent student. Three board and state-funded Bilingual Materials Resource and Demonstration Centers are located throughout the city in areas with the highest concentration of target student populations. The centers provide instruction materials on a loan basis for all levels from preschool through high school. In addition, staff of the centers provide technical assistance to bilingual teachers in the identification, selection, preparation, and adaptation of appropriate instruction materials for classroom use.

Bilingual staff members interested in upgrading their skills have the opportunity to participate in tuition-free academic coursework through a program funded by ESEA Title VII. Although priority is given to staff serving the ESEA Title VII groups, other individuals do participate on a space available basis. Coursework has been made available in special education, language arts, reading, and school administration as these areas relate to bilingual education. District support services are offered to bilingual teachers, program coordinators, and principals at the local schools through the efforts of nine state-funded bilingual coordinators. Services they render include technical assistance in program implementation and management, improved lines of communication

between parents and community groups that are representative of the target students, and coordination of staff development activities within their specific districts. Similar services are provided for the ESEA Title VII program staff by two additional federally funded district coordinators.

The program as a whole receives support, direction, and functional guidance from a number of central office units. The Department of Research and Evaluation is responsible for tracking all students participating in bilingual programs, providing multidimensional student profiles for each student at the local school for appropriate program placement, maintaining and updating a system-wide bilingual data base for use in program evaluations and longitudinal studies, and evaluating innovative bilingual program models.

State-funded personnel in the Office of Deputy Superintendent, Field Services, provide system-wide coordination of activities related to the implementation and administration of board, state, or ESEA Title VII funded programs of bilingual education. Personnel in the Department of Multilingual Education, locally, state, and federally funded, are primarily responsible for ongoing program management as well as recommending system-wide policies and procedures relating to programs of bilingual education to the General Superintendent of Schools. Federal and state-funded personnel in the Department of Government Funded Programs provide overall fiscal management responsibilities, technical assistance to other units, and act as liaison between funding agencies and the Board of Education.

Chicago Heights #170

Total Students: 99

Languages Served:
Spanish

Allocation: \$38,845

Grades Served: K-8

Teachers: 3
Aides: 3
Others: 1

Attendance Centers: 2

Category A 791
B 252
C 539

Tests Utilized:

Boehm, Interamerican, Stanford Achievement, Metropolitan Readiness.

Program Highlights:

- Active, coordinated parent involvement program.
- Utilized team approach for entry/exit decisions.
- Program enhanced by involvement of a certified bilingual/bicultural principal, Ms. Vasilj.

Cicero #99

Total Students: 95

Languages Served:

Spanish

Allocation: \$24,335

Grades Served: K-8

Teachers: 2

Aides: 1

Others: 0

Attendance Centers: 2

<u>Category</u>	A	863
	B	283
	C	580

Tests Utilized:

LAS.

Program Highlights:

None listed.

Community Consolidated #59

Total Students: 188

Languages Served:

Spanish

Japanese

Korean

Gujarati

Urdu

Assyrian

Others

Allocation: \$93,523

Grades Served: K-8

Teachers: 5

Aides: 11

Other: 0

Attendance Centers: 5

<u>Category</u>	A	830
	B <td>420</td>	420
	C <td>410</td>	410

Tests Utilized:

Durrell Analysis of Reading and Language.

Program Highlights:

- Procedures in place to identify gifted bilingual children for placement in accelerated programs.
- Program focus is truly multilingual allowing for awareness of diverse languages and cultures.
- Board/building level cooperation and commitment is strong.

Danville #118

Total Students: 106

Languages Served:

Spanish
Hmong
Others

Allocation: \$40,844

Grades Served: K-7

Teachers: 5
Aides: 4
Others: 0

Attendance Centers: 2

Category A 298
B 186
C 112

Tests Utilized:

Stanford Achievement Series, LAS.

Program Highlights:

- Title VII funds aided in the provision of a computer-assisted instructional model.
- Integration of bilingual component into basic education program reduced the need for supplemental funding.

Dundee #300

Total Students: 94

Languages Served:

Spanish

Allocation: \$47,974

Grades Served: K-5

Teachers: 4
Aides: 1
Other: 0

Attendance Centers: 2

Category A 656
B 286
C 370

Tests Utilized:

Stanford Achievement Test, LAS.

Program Highlights:

- Inservice presentations for all staff aides in a smooth transition from old location to new.
- High degree of cooperation between regular and bilingual staff.
- Well-attended parent Christmas pot-luck dinner and student program.

East Chicago Heights #169

Total Students: 33

Languages Served:
Spanish

Allocation: \$18,769

Grades Served: K-8

Teachers: 1
Aides: 1
Other: 1

Attendance Centers: 1

Category

A	33
B	15
C	18

Tests Utilized:

None Listed.

Program Highlights:

- Supportive administration.

Crete-Monee #201U

Total Students: 90

Languages Served:
Lao
Hmong
Spanish

Allocation: \$44,246

Grades Served: K-11

Teachers: 2
Aides: 4
Others: 0

Attendance Centers: 2

Category

A	172
B	74
C	98

Tests Utilized:

Boehm, Gates-MacGinitie Reading Tests, LAS, James Dominance

Program Highlights:

None listed.

Dixon #170

Total Students: 87

Languages Served:
Lao

Allocation: \$36,514

Grades Served: K-9

Teachers: 1
Aides: 3
Others: 1

Attendance Centers: 3

Category A 129
B 61
C 68

Tests Utilized:

Teacher-made Tests.

Program Highlights:

- Strong interest and support from the community and school staff.

East Moline #37

Total Students: 54

Languages Served:
Spanish

Allocation: \$55,917

Grades Served: K-8

Teachers: 3
Aides: 0
Others: 0

Attendance Centers: 2

Category A 294
B 108
C 186

Tests Utilized:

James Dominance, LAS, Boehm.

Program Highlights:

- Bilingual Preschool was team taught.
- The English/Spanish combination of students and teachers, was a positive and effective effort.

Eisenhower Community H.S. #218

Total Students: 131

Languages Served:
Spanish
Others

Allocation: \$59,218

Grades Served: 9-12

Teachers: 3.8
Aides: .2
Other: .3 (coordinator)

Attendance Centers: 2

Category A 532
B 204
C 328

Tests Utilized:

Stanford Achievement Series, Test of Academic Skills.

Program Highlights:

- Program Coordinator completes a thorough prescriptive language assessment based on oral/written language samples.
- All required core courses offered in Spanish (Biology, Physics, Algebra, Driver Educ., Health, etc.).

Elgin #U-46

Total Students: 1,045

Languages Served:
Spanish
Lao
Vietnamese
Hmong
Others

Allocation: \$456,479

Grades Served: Pre-K-12

Teachers: 29
Aides: 6
Other: 9

Attendance Centers: 17

Category A 2,731
B 1,557
C 1,174

Tests Utilized:

LAS, Functional Language Survey, LAB.

Program Highlights:

- Utilized concise information-directed cumulative record cards combining data requested by ISBE and that useful to bilingual and regular staff.
- Completed a thorough language assessment screening program based on local district norms.
- Operating a Title VII Program for Indochinese Students.

Evanston #65

Total Students: 120

Languages Served:

Spanish

French

Japanese

Allocation: \$85,848

Grades Served: K-8

Teachers: 5 Bilingual .5 ESL

Aides: 1

Others: 0

Attendance Centers: 3

<u>Category</u>	A	628
	B	233
	C	395

Tests Utilized:

Wide Range Achievement Test, California Achievement Tests.

Program Highlights:

- Principals and staff were supportive of bilingual education.
- Three different languages were served in a multicultural setting.

Evanston Township
High School #202

Total Students: 59

Languages Served:

Spanish

Creole

Others

Allocation: \$38,165

Grades Served: 9-12

Teachers: 1.4

Aides: 1

Other: .1

Attendance Centers: 1

<u>Category</u>	A	351
	B	66
	C	285

Tests Utilized:

Illyin, BOLT.

Program Highlights:

- Conducted an internal bilingual program evaluation reporting positive achievement gains.
- Students were provided required courses in their native language in addition to ESL and American Culture courses.

Galesburg #205

Total Students: 32

Languages Served:

Spanish

Others

Allocation: \$12,496

Grades Served: K-12

Teachers: 1

Aides: 1

Other: 0

Attendance Centers: 3

<u>Category</u>	A	202
	B	29
	C	173

Tests Utilized:

LAS.

Program Highlights:

- Program designed to serve individual needs of children in the community.
- Close coordination between parents, classroom teachers, and bilingual teacher.

Genoa-Kingston #424

Total Students: 21

Languages Served:

Spanish

Allocation: \$11,675

Grades Served: K-9

Teachers: 1

Aides: 1

Other: 0

Attendance Centers: 1

<u>Category</u>	A	39
	B	22
	C	17

Tests Utilized:

LAS, Bilingual Oral Language Test.

Program Highlights:

- Individualized instruction was provided each student in the areas in which they need help.

Glendale #160

Total Students: 42

Languages Served:

Lao
Others

Allocation: \$22,750

Grades Served: K-8

Teachers: .75

Aides: .5

Other: .5

Attendance Centers: 1

<u>Category</u>	A	39
	B	38
	C	1

Tests Utilized:

LAS.

Program Highlights:

- An energetic multi-faceted multilingual program.
- Content area and instructional techniques were found to be very strong components.

Glenbard #87

Total Students: 66

Languages Served:

Vietnamese
Spanish
Others

Allocation: \$7,003

Grades Served: 9-12

Teachers: 2

Aides: 1

Others: 5 (tutors)

Attendance Centers: 1

<u>Category</u>	A	296
	B	95
	C	201

Tests Utilized:

Gates-MacGinitie Reading Test.

Program Highlights:

- New program for Vietnamese limited-English-proficient students.
- Strong ESL component.

Harvey #152

Total Students: 178

Languages Served:
Spanish

Allocation: \$51,637

Grades Served: K-8

Teachers: 7

Aides: 4

Other: 1

Attendance Centers: 2

<u>Category</u>	A	271
	B	181
	C	90

Tests Utilized:

James Dominance, Bilingual Syntax Measure, Stanford Achievement Test, LAS.

Program Highlights:

- Very active and supportive parent advisory component including an ESL class for parents.
- Integrated instructional component which includes LEP students and native English speakers.

Hawthorne #73

Total Students: 24

Languages Served:
Spanish

Allocation: \$18,700

Grades Served: K-8

Teachers: 1

Aides: 2

Other: 0

Attendance Centers: 1

<u>Category</u>	A	146
	B	48
	C	98

Tests Utilized:

Böehm.

Program Highlights:

- A multilingual program with Spanish and Korean concentrations.
- A systematic approach taken in making bilingual student transitions.

34

Highwood-Highland #111

Total Students: 22

Languages Served:
Spanish

Allocation: \$12,688

Grades Served: 1-5

Teachers: 1
Aides: 0
Other: 0

Attendance Centers: 1

<u>Category</u>	A	177
	B	58
	C	119

Tests Utilized:

LAS, FLS, CTBS.

Program Highlights:

- A multilingual program with a strong ESL component.
- A positive approach to individualized instruction.

Joliet #86

Total Students: 403

Languages Served:
Spanish
Hmong
Lao
Others

Allocation: \$127,220

Grades Served: K-8

Teachers: 14
Aides: 10
Other: 1

Attendance Centers: 7

<u>Category</u>	A	1,361
	B	588
	C	773

Tests Utilized:

Interamerican, Bilingual Syntax Measure, Boehm.

Program Highlights:

- A large, comprehensive bilingual materials center was available on-site.
- Special transitional program model (pull-out model) was provided to K-3 students.

Joliet Central H.S. #204 Total Students: 125

Languages Served:
Spanish
Lao
Hmong

Allocation: \$34,432

Grades Served: 9-12

Teachers: 3.4
Aides: 0
Other: 1 (counselor); .2 (coordinator)

Attendance Centers: 1

<u>Category</u>	A	494
	B	147
	C	347

Tests Utilized:

None reported.

Program Highlights:

- District provided adult education for parents of enrolled students.
- Bilingual classes met with other classes to interact culturally and share folk dances and ask questions about respective cultures.

Kankakee #111

Total Students: 56

Languages Served:
Hmong
Spanish

Allocation: \$36,902

Grades Served: K-9

Teachers: 3
Aides: 4
Other: 0

Attendance Centers: 4

<u>Category</u>	A	135
	B <td>84</td>	84
	C <td>51</td>	51

Tests Utilized:

LAB, CTBS.

Program Highlights:

- New program for Hmong and Spanish-speaking limited-English-proficient students.

Lake Zurich #95 Total Students: 36

Languages Served:
Spanish

Allocation: \$30,385

Grades Served: K-5

Teachers: 3
Aides: 3
Other: 0

Attendance Centers: 3

<u>Category</u>	A	174
	B	55
	C	119

Tests Utilized:

LAS, James Dominance.

Program Highlights:

- Strong instructional component.
- Good parent participation.

Lincolnshire-Prairie View #103

Total Students: 9

Languages Served:
Spanish

Allocation: \$8,500

Grades Served: K-3

Teachers: 1
Aides: 2
Other: 2 (tutors)

Attendance Centers: 1

<u>Category</u>	A	45
	B	15
	C	30

Tests Utilized:

California Achievement Test.

Program Highlights:

- Small program -- highly individualized.
- Intensive language instruction component.

Mannheim #83

Total Students: 100

Languages Served:
Spanish
Others

Allocation: \$43,807

Grades Served: K-6

Teachers: 4
Aides: 0
Other: 0

Attendance Centers: 2

Category A 354
B 147
C 207

Tests Utilized:

LAS, BSM, BOLT, MAT.

Program Highlights:

None listed.

Maywood #89

Total Students: 306

Languages Served:
Spanish
Others

Allocation: \$77,327

Grades Served: K-8

Teachers: 10 + 1 (ESL)
Aides: 8
Other: .5

Attendance Centers: 5

Category A 874
B 448
C 426

Tests Utilized:

James Dominance, Stanford Achievement Tests, LAS.

Program Highlights:

- Utilized bilingual students for cross-age tutoring.
- Presented bilingual plays and programs as a successful parent/student/community involvement.

38

Moline #40

Total Students: 67

Languages Served:
Spanish

Allocation: \$50,039

Grades Served: Pr& K-12

Teachers: 3
Aides: 0
Other: 0

Attendance Centers: 3

Category A 527
B 159
C 368

Tests Utilized:

SRA Achievement, LAS.

Program Highlights:

- Pre-school program provides a strong support component to the overall program.

Mundelein #75

Total Students: 39

Languages Served:
Spanish
Others

Allocation: \$17,278

Grades Served: K-8

Teachers: 1
Aides: 1
Other: 0

Attendance Centers: 2

Category A 112
B 48
C 64

Tests Utilized:

LAS.

Program Highlights:

- A magnet-center model in which services are consolidated for three language groups.
- Support administration, building staff and Board of Education.

Mundelein High School #120

Total Students: 68

Languages Served
Spanish
Others

Allocation: \$29,290

Grades Served: 9-12

Teachers: 2.4
Aides: 1
Other: .2

Attendance Centers: 1

Category A 130
B 75
C 55

Tests Utilized:

Teacher-made Tests.

Program Highlights:

- Enthusiastic administrative support.
- Scheduling models utilizing bilingual staff talents and coordinated with non-bilingual staff.
- Strong parent support.

North Chicago #64

Total Students: 96

Languages Served:
Spanish

Allocation: \$40,965

Grades Served: K-6

Teachers: 3
Aides: 2
Other: 0

Attendance Centers: 2

Category A 381
B 150
C 231

Tests Utilized:

Boehm, LAB.

Program Highlights:

- Strong administrative support/active participation.
- Positive, strong instructional design.

Onarga #1

Total Students: 23

Languages Served:
Spanish

Allocation: \$8,581

Grades Served: K-8

Teachers: 1

Aides: 0

Other: 0

Attendance Centers: 1

Category A 57
B 26
C 31

Tests Utilized:

LAS, ITBS, Boehm.

Ottawa #141-

Total Students: 26

Languages Served:
Hmong
Others

Allocation: \$13,213

Grades Served: K-12

Teachers: 1

Aides: 1

Other: 0

Attendance Centers 2

Category A 54
B 10
C 44

Tests Utilized:

Teacher-made Vocabulary Test.

Program Highlights:

- Strong ESL component utilized by aides and tutors sensitive to target culture.
- Community/parent involvement shown through activities such as films.

Palatine Comm. Consolidated #15

Total Students: 201

Languages Served:
Spanish
Others

Allocation: \$61,670

Grades Served: K-8

Teachers: 4
Aides: 5
Other: 0

Attendance Centers: 5

Category A 886
B 329
C 557

Tests Utilized:

Boehm, LAS Interamerican Test of Reading, ITBS.

Program Highlights:

- Procedures in place for identifying gifted and exceptional bilingual students.
- Teaming and cooperation with the regular program enhanced the kindergarten component.

Park Forest #163

Total Students: 20

Languages Served:
Spanish
Others

Allocation: \$2,127

Grades Served: K-8

Teachers: 1
Aides: 0
Other: 0

Attendance Centers: 1

Category A 90
B 29
C 61

Tests Utilized:

Boehm, Interamerican.

Program Highlights:

- Small, individual program.

Plano #88

Total Students: 32

Languages Served:
Spanish

Allocation: \$12,222

Grades Served: K-5

Teachers: .5
Aides: 1
Other: 0

Attendance Centers: 1

Category A 135
B 70
C 65

Tests Utilized:

LAS.

Program Highlights:

- Cooperative assignments were made to aid in bilingual teacher scheduling.
- Experiential curriculum approach included bilingual guest speakers, field trips, and career day.

Proviso #209

Total Students: 107

Languages Served:
Spanish

Allocation: \$26,402

Grades Served: 9-12

Teachers: 1.3
Aides: 0
Other: 1 (coordinator)

Attendance Centers: 2

Category A 745
B 292
C 453

Tests Utilized:

Illyin, Stanford Achievement Tests, Gates MacGinitie Reading Test.

Program Highlights:

- Expanded program to both high school campuses.
- Good identification procedures of non-English background and limited-English proficient students.

Queen Bee #16.

Total Students: 52

Languages Served:

Pilipino
Spanish
Vietnamese
Others

Allocation: \$38,238

Grades Served: K-8

Teachers: 2
Aides: 4
Other: 0

Attendance Centers: 2

Category A 543
B 309
C 234

Tests Utilized:

LAS, SRA Achievement, Stanford Diagnostic Reading, Interamerican, Peabody Individual Achievement Test.

Program Highlights:

- Serving the needs of a multilingual/multicultural population.
- Using many types of innovative materials through tutorial help and assistance.

Rochelle #231

Total Students: 83

Languages Served:

Spanish
Others

Allocation: \$9,986

Grades Served: K-9

Teachers: 3
Aides: 2
Others: 2

Attendance Centers: 1

Category A 184
B 73
C 111

Tests Utilized:

LAS, Boehm, Peabody, Indiv. Achievement Test.

Program Highlights:

- Title VIII funds aided in providing a bilingual secretary, a bilingual community liaison, bilingual coordinator and bilingual teachers.
- Low student/teacher ratio:

Rockdale #84

Total Students: 25

Languages Served:
Spanish

Allocation: \$16,536

Grades Served: 1-8

Teachers: 1
Aides: 1
Others: 0

Attendance Centers: 1

<u>Category</u>	
A	67
B	25
C	42

Tests Utilized:

Interamerican, SRA Achievement.

Program Highlights:

- Curriculum is useful and applicable to bilingual program needs.
- Local district funds committed to the program since 1970.

Rock Island #41

Total Students: 51

Languages Served:
Spanish

Allocation: \$55,344

Grades Served: K-6

Teachers: 2.5
Aides: 3
Other: 0

Attendance Centers: 1

<u>Category</u>	
A	210
B	128
C	82

Tests Utilized:

LAS, James Dominance, Boehm, Metropolitan Readiness Test.

Program Highlights:

- A pre-school component adds strength to the overall program.
- Flexible scheduling between regular and bilingual program staff.

Rockford #205 Total Students: 251

Languages Served:
Spanish

Allocation: \$151,258

Grades Served: K-12

Teachers: 11
Aides: 5
Other: 1 (coordinator); 2 (liaison)

Attendance Centers: 7

<u>Category</u>	A	1,291
	B	540
	C	751

Tests Utilized:

LAS, CTBS.

Program Highlights:

- Title VII funds aided in providing additional bilingual services in a cooperative program.
- Extensive inservices were sponsored for all district staff.

Roundlake #116 Total Students: 38

Languages Served:
Spanish

Allocation: \$24,916

Grades Served: K-6

Teachers: 2
Aides: 1
Other: 0

Attendance Centers: 2

<u>Category</u>	A	343
	B <td>58</td>	58
	C <td>285</td>	285

Tests Utilized:

LAS, SRA Achievement Test.

Program Highlights:

- None listed.

Schaumburg #54 Total Students: 279

Languages Served:
Spanish
Korean
Japanese
Urdu
Others

Allocation: \$125,645 Grades Served: Pre-K-8

Teachers: 7.5
Aides: 15
Other: .5

Attendance Centers: 7 Category

A	1,342
B	312
C	1,030

Tests Utilized:

PPVT, Boehm.

Program Highlights:

- Developed individualized Study guides for limited-English-proficient students utilizing grade level content with simplified language.
- ESL curriculum experientially a unit approach based on language.

Silvis #34 Total Students: 14

Languages Served:
Spanish

Allocation: \$12,561 Grades Served: K-4

Teachers: 1
Aides: 1
Other: 0

Attendance Centers: 1 Category

A	84
B	35
C	49

Tests Utilized:

Dos Amigos Verbal Language Scales, LAS.

Program Highlights:

- Small program -- individualized instruction offered.

South Beloit #320 Total Students: 22

Languages Served:
Spanish
Others

Allocation: \$7,903

Grades Served: K-8

Teachers: 1
Aides: 0
Other: 0

Attendance Centers: 1

<u>Category</u>	A	57
	B	28
	C	29

Tests Utilized:

LAS, James Dominance, Moreno QLAI, PPVT.

Program Highlights:

- Positive staff commitment.
- First year of the program, but serving students positively in an individualized approach to teaching.

Sterling #5 Total Students: 80

Languages Served:
Spanish
Others

Allocation: \$43,596

Grades Served: K-11

Teachers: 3
Aides: 3
Other: 0

Attendance Centers: 2

<u>Category</u>	A	429
	B <td>123</td>	123
	C <td>306</td>	306

Tests Utilized:

PPVT, LAS, Moreno Quick Language Assessment Inventory, James Dominance, SRA Ach. Test.

Program Highlights:

- District-funded teachers demonstrated local commitment.
- Program was well-coordinated and program was integrated positively with general classrooms.

Unity Point #140 Total Students: 48

Languages Served:
Spanish
Malay
Others

Allocation: \$30,274

Grades Served: K-8

Teachers: 1.5
Aides: 1.5
Other: 1 (coordinator); .2 (tutor)

Attendance Centers: 1

<u>Category</u>	A	87
	B	48
	C	39

Tests Utilized:

LAS, Bilingual Syntax Measure.

Program Highlights:

- Multilingual/multicultural program model serves students in a flexible student-based curriculum.
- Students and parents involved in international cultural events in the Carbondale area.

Urbana #116 Total Students: 157

Languages Served:
Spanish
Persian
Arabic
Japanese
Portuguese
Vietnamese
Lao
Others

Allocation: \$103,214

Grades Served: K-12

Teachers: 2.5
Aides: 1
Others: 4.5 (tutors); 1 (coordinator)

Attendance Centers: 1

<u>Category</u>	A	370
	B <td>143</td>	143
	C <td>227</td>	227

Tests Utilized:

Bilingual Syntax Measure, FLS.

Program Highlights:

- Bilingual education was provided in a multicultural program serving students speaking twelve languages.
- District provided adult education for parents of enrolled students.

Valley View #365U

Total Students: 145

Languages Served:

Spanish
Vietnamese
Tagalog
Others

Allocation: \$63,708

Grades Served: K-12

Teachers: 3
Aides: 3
Other: 1

Attendance Centers: 4

<u>Category</u>	A	422
	B	156
	C	266

Tests Utilized:

LAS, Stanford Diagnostic Reading Test.

Program Highlights:

- Utilized individualized instructed curriculum based on learning targets.
- Provide a multicultural-multigrade program for grades K-8.

Waukegan #60

Total Students: 858

Languages Served:

Spanish
Others

Allocation: \$401,264

Grades Served: K-12

Teachers: 35 (includes 2 Special Educ. Staff)
Aides: 24.2
Other: 9 (coordinator, SCR, Secretary, Counselor, Psychologist)

Attendance Centers: 8

<u>Category</u>	A	2,167
	B	1,389
	C	778

Tests Utilized:

LAS, California Achievement Test.

Program Highlights:

- Developed a unique computer-generated Annual Student Report format.
- Provided services for bilingual exceptional children.
- Provided secondary bilingual counselors and community liaisons.
- Training and inservice provided all district staff on bilingual education, Spanish language and ESL.

West Chicago #33 Total Students: 181

Languages Served:
Spanish
Others

Allocation: \$78,522

Grades Served: K-8

Teachers: 6
Aides: 3
Other: 0

Attendance Centers: 6

<u>Category</u>	A	440
	B	366
	C	74

Tests Utilized:

LAS, Interamerican, BSM.

Program Highlights:

- Pre-school component utilized ESL and language experience techniques.
- Good coordination of bilingual staff and regular classroom staff in content areas.

West Chicago Community H.S. #94 Total Students: 85

Languages Served:
Spanish
Others

Allocation: \$22,215

Grades Served: 9-12

Teachers: 1.2
Aides: .5
Other: .3 (ESL); 1 (coordinator/counselor)

Attendance Centers: 1

<u>Category</u>	A	191
	B	85
	C	106

Tests Utilized:

CTBS, Nelson Reading Test.

Program Highlights:

- Program Coordinator also provided counseling services to Spanish-speaking students.
- Strong ESL component of bilingual program.

Wheeling Twshp. H.S. #214

Total Students: 59

Languages Served:
Spanish
Others

Allocation: \$29,414

Grades Served: 9-12

Teachers: 1.1
Aides: 1
Other: 0

Attendance Centers: 1

<u>Category</u>	A	818
	B	195
	C	623

Tests Utilized:

Teacher-made Tests.

Program Highlights:

- Strong ESL component of bilingual education.

Wheeling Comm. Consolidated #21

Total Students: 169⁷

Languages Served:
Spanish
Korean
Others

Allocation: \$124,687

Grades Served: K-8

Teachers: 9
Aides: 7
Other: 0

Attendance Centers: 3

<u>Category</u>	A	796
	B <td>259</td>	259
	C <td>537</td>	537

Tests Utilized:

Language Assessment Battery, SRA Achievement Test.

Program Highlights:

- Provided a successful pre-K component for 4-5 year olds.
- Sponsored recreational programs for bilingual students and their families.

Wilmette #39

Total Students: 26

Languages Served:

Japanese

Others

Allocation: \$23,024

Grades Served: K-8

Teachers: 1
Aides: 0
Other: 3 (Tutors)

Attendance Centers: 1

Category A 191
B 28
C 163

Tests Utilized:

Metropolitan Readiness Test, PPVT, Stanford Ach. Test.

Program Highlights:

- Small but concentrated multilingual program.
- Strong cultural component of the program was extended to the whole school.

Wood Dale #7

Total Students: 40

Languages Served:

Spanish

Allocation: \$9,100

Grades Served: 1-5

Teachers: 1
Aides: 0
Other: 0

Attendance Centers: 1

Category A 238
B 73
C 165

Tests Utilized:

LAS, James Dominance, Boehm, Interamerican.

Program Highlights:

- Positive attitudes toward bilingual education exhibited by the attendance center staff.

Case Study Evaluation

In-depth case study evaluations were completed on six districts. These sites were selected to represent urban, suburban and rural programs serving bilingual and multilingual populations downstate and in Chicago. They include: Danville #118, Joliet High School #204, Benito Juarez High School-Chicago Public Schools #299, Plano #88, and Waukegan #60.

The methodology employed for these case study evaluations was uniform in approach. The evaluator visited each program to interview staff and students, observe classes and report observations including specific curriculum, teaching methodologies, assessment practices and local program philosophy. Staff coordination/cooperation was noted along with specific strengths and weaknesses of the program.

In order to document the on-site visits, a case study probe sheet was completed by the evaluator during structured interviews with program personnel. Additional documentation was included based on educational specialists' monitoring reports.

BENITO JUAREZ H.S. (CHICAGO #299)

Program Overview

Benito Juarez High School is located on Chicago's West Side and services a large Spanish-speaking population consisting of approximately 85 to 90% Mexican and Mexican-American students. Enrolled in the bilingual program are about 300 Spanish-speaking students who participate in a high school departmentalized bilingual program model. The program is designed to serve the individual needs of students through quality education based on individual student program monitoring, special student tutoring to recent arrivals, and a model identification and exit criteria system.

Grade levels served at Benito Juarez High School include 9-12. Students from Cooper Elementary School are assigned to Benito Juarez, and the lead bilingual teacher works with Cooper staff to anticipate the needs of new students who arrive at Benito Juarez from the elementary school.

Program Variables

Students in the Benito Juarez bilingual program are served by three state-funded and seven full-time board-funded bilingual teachers. A lead teacher is responsible for coordination activities. A unique feature of this bilingual program is Project Access, a three year program which will conclude during the 1981-82 school year. Project Access sponsors inservice activities for departments which receive no bilingual services. Activities such as linguistic and cultural sensitivity sessions are planned. In addition, Project Access staff members have worked with general staff to compile a dictionary which includes vocabulary needed for courses such as industrial arts, vocational education, etc.

An additional facet of Project Access is a program including peer tutoring activities. Twenty student tutors work with limited-English proficient students on a 1:1 or 2:1 basis to assist bilingual staff and aid in individualization.

Strengths of the program as identified by program personnel include a high frequency and good quality of staff articulation and interaction, active Spanish-speaking community and advisory council, and an energetic staff. Areas targeted for improvement include further refinement of the district exit criteria and the need for additional qualified, certified ESL teachers who would remain at Juarez without being transferred to another school in the system.

Inservice Activities and Parent Involvement

A committee was organized and headed by the district bilingual coordinator which addressed bilingual program exit criteria. Bilingual staff, while very much a part of the general staff, meet with the general staff but also meet separately in order to discuss program goals and needs.

As a result of inservice requests targeting the resources of Project Access, a large number of cooperative inservice activities have occurred. Inservices have been numerous with varied topics.

The bilingual community was described by the principal as being active and involved. A parent advisory council has been formed which convenes regularly and is chaired by elected officers. The Parent Advisory Council works closely with the bilingual program staff.

Student Identification and Assessment Information

Benito Juarez's staff proposed an alternative to Chicago District #299's district assessment procedures (see Chapter V of the 1980-81 Annual Evaluation Report of Transitional Bilingual Education Programs in Illinois for a detailed description). An alternative to the Chicago exit criteria was operationalized as a model program. This model includes testing in reading comprehension, receptive ability, grammatical structures, expressive ability, writing ability, and vocabulary all in English. In addition, teacher recommendation and the number of years a student has spent in the bilingual program are also considered.

The model exit criteria has six components, each included in a composite score of the student's overall language ability. This composite score is to determine the student's readiness to exit the bilingual program. The six components are: (1) Comprehensive Test of Basic Skills reading comprehension section, (2) Comprehensive English Language Test, (3) writing sample, (4) Language Proficiency Interview, (5) teacher recommendation, and (6) number of years in the program. Because of the multiple criteria, program staff feel that this model is a reliable indicator of whether or not the student will succeed in an all-English classroom. An additional benefit of this model is the considerable diagnostic/instructional value for teachers and students.

Program Overview

Federal (Title VII), state and local funds were combined to provide District #118's bilingual program for students in grades K-5 housed at Northeast Elementary School. The program is designed to insure that the basis of Spanish reading and English oral proficiency are mastered before English reading is introduced. The "integrated" approach to bilingual education was introduced during the 1980-81 school year in grades 1-3. This approach required a great deal of teacher preparation and classroom management. Through the model, bilingual and non-bilingual students were served in a classroom where staff was available to present subject matter in the native language to Spanish-dominant students.

The "integrated" approach to bilingual education utilizes bilingual teachers in traditionally regular classroom teaching positions. Students are grouped and regrouped according to subject and language appropriateness with reading established in the first language before transition is initiated. This model diminishes the district's excess cost by providing services in existing positions with bilingual staff. Each class has a bilingual aide to facilitate the varied activities in the classroom in two languages. The model requires advance preparation, in-service, and district commitment.

Program Variables

The kindergarten program consists of a self-contained classroom which meets for two and one-half hours daily. The district kindergarten curriculum is taught in Spanish with an ESL component added (30-45 minutes daily).

Grades 1-3, reflective of the integrated model, included limited-English-proficient Spanish-speaking (LEPSS) children as well as monolingual English speakers. As the program develops from grades 1 to 3; the child is transitioned into the English language program. In grades 1-3, subjects are taught according to language appropriateness.

For most of the school subjects, the 1st grade LEPSS received instruction primarily in Spanish while the non-LEPSS students received instruction only in English. Instruction is provided according to the language needs of the specific child. A bilingual aide helps facilitate the instruction in various groups according to language appropriateness.

Group activities for the integrated model were conducted primarily in English although the LEPSS students often used Spanish which was responded to by the Spanish-English bilingual classroom teachers.

The Crane Spanish and English basic reading series was utilized for grades K-5 with students generally transitioned to the Houghton-Mifflin text in 2nd or 3rd grade. English language materials and supplementary materials such as Peabody kits were used for all other subjects within the bilingual program except for Spanish math materials.

Nine Apple II computers were placed in classrooms containing LEPSS students from grades 2-5. Math, social studies, music, and language arts programs were available to students on an individual basis. Computer Assistance Instruction was coordinated by two full-time staff members.

Inservice Activities and Parent Involvement

All of the bilingual teachers attended bilingual conferences in addition to local inservice workshop activities on bilingual instruction and computer assisted instruction. Parents were involved in the initiation of the integrated and continued model to support it. Although bilingual teachers had personally met the parents of most of their LEPSS students, parents involvement as a group was disappointing. In reference to the integrated model, parents of non-LEPSS students were reported to be pleased that their children were learning some Spanish as a result of being part of an integrated bilingual class.

Student Identification and Assessment Information

Students in District #118 from non-English backgrounds are identified at the attendance center level. Training for identification was provided at the principal's meeting in January. English and Spanish language proficiency was measured by the Oral Language Evaluation in English. Achievement in math, social studies, reading, and language was measured by the Stanford Achievement Test (SAT).

Because District #118 received a major portion of its funding from Title VII, an extensive contracted evaluation of the program was conducted. This consisted of compilation of information based on classroom observation, staff and student interviews, teacher questionnaires, and analysis of students standardized test scores and criterion referenced test scores.

WAUKEGAN #60

Program Overview

Waukegan District #60 is located on the western shore of Lake Michigan. There is a significantly large Black and Latino population (52%) and a slowly increasing Asian population. Eight hundred and fifty-eight students are served in the state, local and Title VII funded bilingual program serving grades pre-K through 12.

The "integrated" approach is the major model utilized in Waukegan for serving students, although pull-out classes and traditional bilingual half-day instructional models are also provided. The elementary classes (pre-K through 6) represent the largest percentage of students served (79%) and the middle and high school programs each serve 10.5% of the students.

Program Variables

Waukegan #60 is the largest of the downstate bilingual programs. Forty-seven teachers, 38 aides, 2 secretaries, 4 counselors, 3 community liaisons, 1 school psychologist and 1 program coordinator provide direct or indirect services to students.

Waukegan's integrated model utilizes the district curriculum with a supplemental native language subject matter component. Approximately 50% of the students in the integrated model are learning Spanish as a foreign language; the remaining 50% are bilingual students receiving native language subject matter to facilitate concept and content development.

Ample materials are available in this program. A bilingual materials center was established where curriculum, supplemental and audio-visual materials can be checked out. The Houghton-Mifflin and Santillana reading series are used in addition to Scott Foresman's English Around the World. Peabody kits and Duso materials are available as resources for language development.

Strengths of the program as perceived by the bilingual staff include supportive administration, community and board of education. Further strengths are staff commitment and enthusiasm, a strong curriculum development program and extensive program options from pre-K through high school including a unique bilingual special education component.

Areas of the program targeted for improvement include addressing the continuing need for qualified, certified staff. Because of the size of Waukegan's bilingual program, there is considerable staff turnover. Program philosophy embraces the integrated model, however, since staff recruitment is difficult, the pull-out model is necessitated in certain situations.

Student Identification and Assessment Information

When students from non-English backgrounds register in District #60, they are directed to the bilingual office and are immediately tested. Further

assessment occurs utilizing a parent inventory. Previous academic records, if available, are reviewed. Specific tests are used for each of the following categories: identification, placement and program exit. These include the Language Assessment Scales, Del Rio, a teacher-made language inventory (for pre-K and kindergarten), California Achievement Test, Houghton-Mifflin reading tests, and a district curriculum-based test.

If a bilingual child is in the district already but not participating in the bilingual program, there is referral procedure that general classroom teachers can initiate to guarantee that the student is receiving appropriate services. A form entitled "Referral for English Language Evaluation" can be completed whereby a member of the bilingual staff provides a thorough evaluation, including recommendations for student placement and instruction. Parent conferences occur in conjunction with the evaluation.

Program Overview

Plano District #88 is located west of Chicago and north of Joliet in a town of approximately 5,000 people. The bilingual program was established in 1975 and has continued for the past 7 years to serve Plano's Spanish-speaking students. Students in grades kindergarten through twelve receive services utilizing the "pull-out" model during which English as a second language and native language subject matter in math, reading and social studies are taught.

Plano's pull-out model is necessitated because a small number of students (35) are enrolled in several different grade levels. Due to the individual needs of the students and the various language and instructional levels, this model was found to be the most efficient.

Program Variables

Centennial School is the location of Plano's bilingual program. The classroom is staffed by a bilingual teacher, however, an additional staff member comes for ninety minutes per day. The instructional day for students in the bilingual program is divided among ESL (30 minutes), native language subject matter (90 minutes), and subject matter in English (210 minutes). However, the schedule is broken down by grade level and students served accordingly.

Each child in the program arrives at the classroom and proceeds to either the listening, activity or reading center located in the classroom. Large group instruction occurs daily directed by the bilingual teacher or the aide -- each working with a group of their own to maximize individualization. Students come and go on their own and demonstrate a familiarity and high level of comfort with the structure and organization of the classroom.

The classroom contains a variety of visually stimulating materials including bulletin boards, colorful posters, etc. Everything in the room is written in two languages. Language master cards, basic words in English and film strips are available for student use.

Materials and supplies appear to be ample. Curriculum materials include A Cada Paso for ESL, Scott-Foresman math materials, Houghton-Mifflin reading series with alternative teacher-made materials suitable for limited-English proficient students, Boehm supplementary materials, and Distar reading in English. Each child has a crayon and scissors box to aid in organization. Encyclopedias and reference books are located in the classroom.

A strength of the program as perceived by local staff includes small enrollment allowing the teacher to individualize. Because of this, the staff has made contact with the families of all students and has established good rapport. While the rapport of the bilingual program is evident, the parent group is not active. This is considered as an area targeted for improvement.

Inservice Activities and Parent Involvement

The bilingual teacher and bilingual program director have attended numerous state-sponsored inservice activities. When the program was moved from the previous site, inservice was held for staff in the present site introducing them to the services available and to the philosophy of bilingual education. Additional meetings were scheduled as needed with cooperating teachers to discuss mutual students. Scheduling meetings occurred with music, P.E., and speech and language teachers who also work with students attending the bilingual program.

Bilingual staff has made contact with all the parents, and parents regularly visit the bilingual classroom. The parent advisory council exists, but is inactive. Parents have been encouraged to give presentations in the bilingual classroom, but participation has been minimal.

Student Identification and Assessment Information

In Plano, new students who come from homes in which a language other than English is spoken are identified upon enrollment. The bilingual teacher is available to translate, if necessary. Because the bilingual population is stable in the Plano community, each family has been identified and assessment efforts are ongoing. The SRA Reading Test is used as a measure of whether or not the student is achieving at, above, or below grade level. The thirtieth percentile is used as a cut-off.

In addition, the Language Assessment Scales in English and Spanish is given to all students. Student progress is also monitored through the Houghton-Mifflin Assessment Testing series. Assessment is measured at the end of each reading unit. Because the bilingual program is small and coordination is facilitated, teacher judgment plays an important part in decisionmaking. Informal teacher evaluation of whether or not the child can succeed in an all English-speaking general classroom is a great aid in making program exit decisions.

JOLIET, HIGH SCHOOL #204

Program Overview

The Joliet High School District #204 encompasses 115 square miles and operates 3 schools. The largest of these, Joliet Central High School houses the bilingual program serving students in grades 9-12. Joliet Central has the heaviest concentration of minority students (13% of total population), comprised mainly of Black, Hispanic and Indochinese students.

A departmentalized student service approach is utilized by District #204. The bilingual program serves two distinct populations equally distributed between Spanish and Indochinese. The Indochinese program meets the needs of Khmer, Lao and Hmong students. The unique instructional approaches used include peer-tutoring, classroom assistance/interpretation translation by native language team-teaching assistants, resource center educational support services, and classroom presentations (to English language classes) about Indochina, its peoples, customs and present-day situations.

Program Variables

One-hundred eighty-two students are served by six teachers and several tutors who are funded through local, state and Title VII efforts. Strengths of the program as perceived by program staff are testing and placement procedures, direct teaching/small group relationship activities, and staff and administration enthusiasm. Areas targeted for improvement include curriculum materials development.

Materials and supplies are ample, however, a need exists for native language science and math materials for Indochinese students. English for a Changing World (Scott-Foresman) and New Stream Line Series (Laubach) are used for ESL in addition to supplemental materials such as English: Your Second Language (Steck-Vaughn) and LADO English Series (Regents). Repaso Matematica Series is used for Spanish-speaking bilingual students and, to the extent possible, curriculum materials parallel the general school curriculum.

Three basic team teaching models are utilized in District #204. These include the concurrent languages model, split-period or split-day languages model, and the alternative-day languages model. In the concurrent model the native language of the students and English are both used as mediums of instruction. This model is used mostly with large groups as the small group activities are tailored to homogenous language groups. The split-period or split-day model gives all instructional content in one language one day, and in the other language the next day.

Inservice Activities and Parent Information

Bilingual and general staff meet monthly to discuss mutual students in addition to program interests and concerns. Agendas are sent out prior to the meetings and minutes taken. Extensive coordination occurs between

Joliet High School and the elementary feeder school district, Joliet #86. Mutual decision making occurs regarding student program placement. Materials are shared to aid in the transition.

The Title VII program provides inservice to parents and community members on such topics as the American education system, students and parents rights, consumer education and health-related topics. In addition, community and school practicum placements and teacher/aide approval programs are offered. Numerous home visits and phone contacts are made, and interpreting services are available. All notices from the school go out in four languages.

Students' Identification and Assessment Information

Students in District #204 are given a home environment school evaluation questionnaire which includes questions related to the level of education, size of the family, verbal interaction, future aspirations, and native country information. Entering students are administered the Comprehensive Test of Basic Skills Level 1, Form S before placement in classes (math, English, reading). Students with some English training receive a specific competency test to help peer-tutors and the coordinator to provide proper individual help in program areas. As in any average population, certain participating program students have been identified as needing to be tested for learning difficulties or low level of concept development. The Culture Fair Intelligence Test and The Slosson Drawing Coordination Test were selected by school psychologists and the Title VII coordinator for a pilot testing program. These nonverbal tests are administered with native language direction by the native language assistants, the school psychologists and the Title VII coordinator.

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