

DOCUMENT RESUME

ED 246 173

UD 023 705

AUTHOR Villegas, Ana Maria; Schulman, Robert
 TITLE Walton High School, Bilingual Basic Skills through Interdisciplinary Career Orientation. O.E.E. Evaluation Report, 1982-1983.
 INSTITUTION New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
 SPONS AGENCY Department of Education, Washington, DC.
 PUB DATE Mar 84
 GRANT G008005983
 NOTE 78p.; For related documents, see ED 218 410 and ED 230 641; Prepared by the O.E.E. Bilingual Education Evaluation Unit.
 PUB TYPE Reports - Research/Technical (143)
 EDRS PRICE MF01/PC04 Plus Postage.
 DESCRIPTORS *Achievement Gains; Bilingual Education Programs; *Career Awareness; English (Second Language); *Limited English Speaking; Native Language Instruction; Parent Participation; *Program Effectiveness; Program Evaluation; Spanish Speaking; Staff Development; *Transitional Programs
 IDENTIFIERS *New York (Bronx)

ABSTRACT

The program described here provided instruction in ESL and native language studies, as well as bilingual instruction in mathematics, social studies, science, and career education, to 240 Spanish-speaking students of limited English proficiency. The emphasis of this program--in its third and final year at Walton High School (Bronx, New York)--was one of facilitating transition to the educational mainstream through the development of English proficiency. Program activities and services were supported by a combination of Title VII, tax-levy, Chapter 1, and other funds. These services included an instructional and non-instructional component, development of curriculum materials, personal and academic counseling, referrals to outside agencies, family contacts, staff development, and parent involvement activities. Quantitative analysis of student achievement indicated that, with few exceptions, the performance of program students met or surpassed most of the program's criteria. The attendance rate for program students was significantly higher than the rate for the school as a whole. (GC)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED246173

WALTON HIGH SCHOOL
BILINGUAL BASIC SKILLS THROUGH
INTERDISCIPLINARY CAREER ORIENTATION
1982-1983

OEE Evaluation Report

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

* Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

T. K. Minton
Nyc Bd of Education

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

WD023705

O.E.E. Evaluation Report

March, 1984

Grant Number: G008005983

WALTON HIGH SCHOOL
BILINGUAL BASIC SKILLS THROUGH
INTERDISCIPLINARY CAREER ORIENTATION
1982-1983

Assistant Principal:
Mrs. S. Sellinger

Project Coordinator:
Ms. Norma Cruz-Dunn

O.E.E. Bilingual Education Evaluation Unit
Judith Stern Torres, Manager

Prepared by:

Ana Maria Villegas
Robert Schulman

New York City Public Schools
Office of Educational Evaluation
Richard Guttenberg, Director

W0023705

A SUMMARY OF THE EVALUATION
FOR BILINGUAL BASIC SKILLS THROUGH
INTERDISCIPLINARY CAREER ORIENTATION
WALTON HIGH SCHOOL
1982-1983

This program, in its third and final year of a three-year funding cycle, provided instruction in E.S.L. and native language studies, as well as bilingual instruction in mathematics, social studies, science, and career education to approximately 240 Spanish-speaking students of limited English proficiency in grades nine through twelve. Forty-seven percent of the students were born in Puerto Rico and 27 percent in the Dominican Republic. During academic year 1982-83, more students were admitted from Latin America, especially from El Salvador, Nicaragua, and Honduras, than in previous years. The students varied in English language proficiency and overall academic preparedness; however, as a group, they showed a high level of proficiency in Spanish.

The program's philosophy was one of transition, equipping students with native- and second-language skills, as well as career awareness and orientation. Emphasis was placed on developing proficiency in English as a means of making the transition to the mainstream. The administration showed its support for the program and its goals by allocating additional resources for an extra class period to address the linguistic needs of program students.

Title VII funds supported the following instructional and non-instructional staff positions: the program coordinator, the curriculum specialist/resource teacher, the family assistant, and two bilingual paraprofessionals. The director's position was supported by tax-levy funds; this position included responsibilities other than bilingual education. Instructional services and additional paraprofessional assistance were supported by a combination of Chapter I, P.S.E.N., and tax-levy funds.

Curriculum materials were developed and adapted in E.S.L., native language skills, career education, and general science. Spanish-language textbooks, parallel in content to those used in mainstream instruction, were acquired for typing, history, and science courses. Supportive services to program students included personal and academic counseling, referrals to outside agencies, and family contacts. Development activities for staff members included monthly bilingual faculty meetings and attendance at workshops, conferences, demonstration lessons, and university courses. Parents of program students attended E.S.L. classes taught by the bilingual program coordinator and program meetings, combined with the E.S.L. classes, on a monthly basis. Parents were contacted in writing on a weekly basis by the family assistant, who also made between

eight and ten home visits each week. However, parental participation was limited by outside commitments and neighborhood safety problems.

Students were assessed in English language development (Criterion Referenced English Syntax Test and teacher-made tests); growth in their mastery of Spanish (Interamerican Series, La Prueba de Lectura and teacher-made tests); mathematics, social studies, and science (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement indicates that:

- Program students mastered an average of 1.35 and 1.04 CREST objectives per month in the fall and spring semesters, respectively.
- Students' passing rates in fall E.S.L. classes ranged from 83 percent passing in beginning level courses to 96 percent passing at the transitional level. Spring performance declined somewhat; passing rates ranged from 60 percent passing at the advanced level to 89 percent passing in transitional courses.
- Results for ninth, tenth, and twelfth grades on the Prueba de Lectura were highly statistically significant with large effect sizes.
- The overall passing rates for students enrolled in native language studies classes were 95 percent in the fall and 87 percent in the spring.
- Overall passing rates in science, social studies, and business/vocational courses exceeded 70 percent passing in both semesters. Mathematics performance declined from fall to spring -- from 68 percent passing to 45 percent.
- The attendance rate of program students was significantly higher than the attendance of the school as a whole.

The following recommendations are offered for ongoing bilingual education efforts at Walton:

- Requesting a modification of the high school application to include information necessary for the identification and placement of limited English proficiency students;
- Placing more academically advanced program students in mainstream classes, with the tutorial assistance of paraprofessionals, since there was often only one bilingual class in each of the content areas;
- Discussing and expanding the program's language-use policy with program teachers to assist them in determining when to use each language, for what purpose, and with whom;

- Considering the following topics for future staff development activities: transition from oral to written English; effective use of paraprofessionals during classroom instruction; techniques for maintaining students engaged in learning tasks;
- Reviewing program objectives for parental/community involvement in light of available resources and the difficulties previously encountered in this area;
- Considering securing the services of a bilingual secretary on a shared or part-time basis as a means of relieving the heavy work load of the Title VII staff;
- Submitting proposed revisions of evaluation objectives to the funding source;
- Administering a higher level of La Prueba de Lectura to students in the upper levels of native language instruction to make a more accurate and sensitive assessment of student progress;
- Reviewing student preparedness, curricula and assessment used in mathematics classes in light of lower passing rates in this area;
- Considering implementing a peer tutoring program to support the ninth-grade students and other students in need.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS

	<u>PAGE</u>
I. DEMOGRAPHIC CONTEXT	1
Environment	1
Site Characteristics	1
Attendance Area	3
History of Services to LEP Students	4
II. STUDENT CHARACTERISTICS	7
Entry Criteria	7
Composition	8
Language Proficiency	10
Academic Preparation	13
III. PROGRAM DESCRIPTION	14
Program Goals and Objectives	14
Program Philosophy	15
Organization and Structure	17
Funding	19
Staff Characteristics	21
IV. INSTRUCTIONAL COMPONENT	23
Design of Instructional Component	23
Course Offerings for the 1982-83 School Year	25
V. NON-INSTRUCTIONAL COMPONENT	32
Curriculum and Materials Development	32
Support Services Offered to Program Students	34
Staff Development	35
Parental and Community Involvement	39
VI. FINDINGS: STUDENT ACHIEVEMENT AND ATTENDANCE	41
Acquisition of English Syntax	41
Native Language Reading and Comprehension	46
Achievement in Mathematics, Science, and Social Studies	51
Attendance	54
VII. CONCLUSIONS AND RECOMMENDATIONS	56
Conclusions	56
Recommendations	58
VIII. APPENDICES	61

LIST OF FIGURES AND TABLES

	<u>PAGE</u>
Figure 1: Bilingual Program Organization.	18
Table 1: Home Language of Students in the School as a Whole.	4
Table 2: Distribution of Program Students by Sex and Grade.	8
Table 3: Number of Program Students by Age and Grade.	9
Table 4: Number and Percent of Program Students by Country of Birth.	11
Table 5: Time Spent in the Bilingual Program.	12
Table 6: Funding of the Instructional Component.	20
Table 7: Funding of the Non-Instructional Component.	21
Table 8: Offerings in English as a Second Language.	26
Table 9: Offerings in Native Language Studies.	29
Table 10: Bilingual Content-Area Offerings.	31
Table 11: Staff Development Activities in School.	37
Table 12: Staff Development Activities Outside School.	38
Table 13: Results of the <u>Criterion Referenced English Syntax Test</u> .	44
Table 14: Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in English as a Second Language.	45
Table 15: Native Language Reading Achievement.	49
Table 16: Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Native Language Studies.	50
Table 17: A Comparison of Passing Rates in Bilingual and Mainstream Content-Area Classes.	52
Table 18: Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects.	53

LIST OF FIGURES AND TABLES
(continued)

	<u>PAGE</u>
Table 19: Attendance Percentages of Program Students.	55
Table 20: Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School.	55

BILINGUAL BASIC SKILLS THROUGH INTERDISCIPLINARY
CAREER ORIENTATION

WALTON HIGH SCHOOL

Location: West 196th Street and Reservoir Avenue
Bronx, New York 10468

Year of Operation: 1982-1983, final year of a three-year cycle

Target Language: Spanish

Number of Students: 236

Assistant Principal: Mrs. S. Sellinger

Project Coordinator: Ms. Norma Cruz-Dunn

I. DEMOGRAPHIC CONTEXT

ENVIRONMENT

Walton High School is located in the Kingsbridge section of the Bronx, a neighborhood of low and middle-income two- and three-family houses, apartment houses, and some co-operative apartment buildings. It is bordered by Lehman College to the north and Public School 86 to the south. Family-owned stores, fast food places, and branches of banks and chain stores can be found along nearby Kingsbridge Avenue. The elevated IRT subway line is visible from the school. The Bronx High School of Science, DeWitt Clinton High School, an armory, and a number of hospitals are among the institutions found in the neighborhood.

SITE CHARACTERISTICS

Walton High School is a well-maintained, H-shaped building that was built more than 50 years ago. According to the principal, the school, which is located in an attractive area of the Bronx, is known for its

academic excellence, wide scope of course offerings, and expansive extracurricular program. These features are considered by school administrators to attract many students to Walton, and account partially for its functioning at a maximum capacity level of more than 3,600 students.

The bilingual program office is on the third floor of the school building, near the foreign language department in which it is organizationally housed. On the same floor, there are several other departmental offices and the library. The social studies, science, and mathematics department offices, which collaborate with the bilingual program by providing instruction to program students in the respective content areas, are located on various floors in the building.

The bilingual office is shared by the program coordinator, the curriculum specialist/resource teacher, the family worker, and the paraprofessionals. In addition, it partially houses the program's resource center, which during the 1982-83 school year was expanded to the foreign language department office and to the library. The relocation of curricular materials was based on a recommendation made by the team from the Office of Educational Evaluation (O.E.E.) of the New York City Public Schools which evaluated Walton High School's Title VII program during the 1981-82 school year. It was originally suggested that the program's resource materials required more space than that which was available in the bilingual office. Limited space, however, still remains a problem in a school operating at maximum capacity.

ATTENDANCE AREA

Walton High School is located in Community School District 10. However, as a non-zoned school, Walton draws its student body of more than 3,600 primarily from outside its immediate attendance area. Most students are from the area south of Fordham Road, a low-income, unstable community with many immigrant families and an overall composition of 99 percent black and Hispanic families.

According to the principal, the school's ethnic composition is 60 percent black, 37 percent Hispanic, two percent Asian/Pacific Islander, and one percent other. A total of 1,405 pupils (more than one-third of the student body) come from homes where a language other than English is spoken. Table 1 presents a breakdown of students by home language and the number determined to be of limited English proficiency (LEP). It can be seen that seven different home languages (other than English) were identified among the students: Spanish, Vietnamese, Chinese, Hindustani, French, Cambodian, and Arabic. Of these students, 508 were considered limited in English proficiency. Among the LEP students, the overwhelming majority of 452 were Spanish-speaking.

TABLE 1
Home Language of Students in the School as a Whole
(Other Than English)

Language	Number of Students	Number LEP
Spanish	1,333	452
Vietnamese	33	33
Chinese	16	14
Hindi/Hindustani	8	0
French	7	1
Cambodian	6	6
Arabic	2	2

Source: High School Data Form for Consent Decree/Lau Program,
November 3, 1982.

HISTORY OF SERVICES TO LEP STUDENTS

The designation of Walton as a site for a Title VII bilingual program reflects the school's growing immigrant population, which is predominantly Hispanic and is an outgrowth of earlier efforts to meet the needs of LEP students. These efforts began over a decade ago when in 1970, the English department offered two levels of English as a second language (E.S.L.). These courses were moved to the foreign language department four years later, at the same time that native-language arts (N.L.A.) courses in Spanish were introduced, along with Spanish-language courses in mathematics, science, and social studies. At that time, Title I funded the E.S.L. and N.L.A. classes and tax-levy funding was provided for

content-area courses in Spanish.

From the spring of 1977 through the spring of 1979, a Title VII program, with offices at the Central Board of Education, organized and provided bilingual services at Walton, Morris, and Tilden High Schools. Walton and Morris had Spanish components, whereas Tilden had a French component. Under this umbrella program, the Walton program staff consisted of a Title VII-funded curriculum specialist and paraprofessional. It provided two years of N.L.A. classes and four years of E.S.L.

The present program expands the instructional offerings and student services previously offered under the umbrella program. Geared specifically to Walton's Spanish-speaking students, it is in the final year of a three-year funding cycle. Although it was originally designed to also serve 60 bilingual students at St. Catherine's Academy, a Bronx parochial school, budgetary constraints limited this service to the furnishing of career orientation and exploration bilingual materials for these students during the first two years of funding. According to the project coordinator, services to St. Catherine's Academy were discontinued during the 1982-83 school year when the need for them declined.

The program coordinator, while assessing the bilingual project as its three-year cycle approached completion, cited the following accomplishments: a high attendance rate among project students in comparison to students in the mainstream; the adoption of bilingual career education courses as a permanent part of school offerings; and the expansion of the program's collection of resource materials. The principal also commented on the project's accomplishments and identified the following

elements of success: the high retention rate among program students; improved pupil participation in after-school activities; and a greater assimilation of students into school culture (e.g. clubs).

Due to their small numbers, Walton's non-Hispanic LEP students (see Table 1) participate in mainstream content-area courses, in addition to classes in E.S.L. Additional E.S.L. classes may be audited as needed during free periods.

II. STUDENT CHARACTERISTICS

ENTRY CRITERIA

Students are identified by the guidance counselor as potentially eligible for the bilingual program when they first enter the school. This initial screening is accomplished on the basis of information on students' language background included in the high school application form. According to the guidance counselor, the most accurate predictor of a student's need for bilingual instruction is the length of his or her residence in the United States. Recent changes in the application forms, however, have created some difficulties in the initial screening of potential bilingual program students. According to the guidance counselor, a key item pertaining to the number of years the student has lived in this country was replaced by a more ambiguous item requiring the applicant to indicate if he or she had been in this country for less than four years. Additionally, scores on the Language Assessment Battery (LAR) are to be included only if available; therefore, many schools omit this information. These changes have resulted in many incorrect recommendations on the part of the guidance counselor who now finds himself frequently changing students' academic programs.

After the initial screening, students are tested and those who score below the twenty-first percentile on the English LAR (and higher in Spanish than English) are admitted into the bilingual program if they are recommended by program staff and have received parental approval for such participation. According to the bilingual program coordinator, parental option is a key factor in the selection process. For example, of the 452 Spanish-speaking

students who were found eligible for bilingual instruction during the 1982-83 school year, approximately 200 were "opted out" of the program by their parents.

COMPOSITION

The bilingual program consists of 236 students. Tables 2 and 3 present the distribution of students, for whom information was provided, by sex and grade and age and grade, respectively. It can be noted that 79 students (or 38 percent) were in the ninth grade; 66 students (or 32 percent) in the tenth grade; 30 students (or 14 percent) in the eleventh grade; and 34 students (or 16 percent) in the twelfth grade. The data show that more than two-thirds of the students were in their freshman and sophomore years while the number of pupils in the more advanced grades dropped drastically, thus reflecting the program's transitional philosophy of bilingual education.

TABLE 2
Distribution of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	29	37	50	63	79	38
10	12	18	54	82	66	32
11	10	33	20	67	30	14
12	11	32	23	68	34	16
TOTAL	62	30 ^a	147	70 ^a	209	100

^aPercent of program students.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	12	0	0	0	12
15	32	13	0	0	45
16	18	29	3	0	50
17	14	18	18	6	56
18	1	5	7	10	23
19	1	1	2	11	15
20	1	0	0	6	7
21	0	0	0	1	1
TOTAL	79	66	30	34	209

Overage Students

Number	35	24	9	18	86
Percent	44.3	36.4	30.0	52.9	41.1

Note. Shaded boxes indicate expected age range for grade.

•Forty-one percent of the program students were overage for their grade.

•Forty-four percent of the ninth graders were above the expected age range.

According to the coordinator, many program students were born outside the United States, predominantly in Puerto Rico and the Dominican Republic. During the 1982-83 school year, more pupils from Latin America, particularly from El Salvador, Nicaragua, and Honduras were admitted into the program than in previous years. It is the coordinator's opinion that the new influx of Latin American pupils reflects the unsettled political situation in that part of the world. Table 4 presents the bilingual program students, for whom information was provided, by country of birth.

LANGUAGE PROFICIENCY

As a group, program students show a high level of proficiency in Spanish. During the 1982-83 academic year, less than 15 percent were in remedial courses in Spanish, whereas the remaining pupils were in third-year classes, or advanced honors and advanced literature courses. The program coordinator estimates that at least 85 percent of the students were fully literate in their home language. English proficiency ranged from those who barely spoke that language to those who were placed in advanced English as a second language (E.S.L.) courses. Approximately 20 percent of the students were in elementary level E.S.L. classes. Another 40 percent were in intermediate courses, while the remaining 40 percent took advanced courses. The high percentage of students in both advanced Spanish and E.S.L. classes is perhaps due to the fact that approximately 60 percent of the students had been in the bilingual program for two years or more (see Table 5).

TABLE 4

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	97	47
Dominican Republic	56	27
Haiti	1	less than 1
Cuba	1	less than 1
Mexico	1	less than 1
Honduras	8	4
Guatemala	7	3
El Salvador	5	2
Nicaragua	5	2
Panama	1	1
Colombia	2	1
Ecuador	19	9
Venezuela	2	1
South America (country unspecified)	3	1
TOTAL	208	100

- Forty-seven percent of the program students were born in Puerto Rico.
- The second largest group came from the Dominican Republic (27 percent of the program students).

TABLE 5
 Time Spent in the Bilingual Program^a
 (As of June 1983)

Time Spent in Bilingual Program	Number of Students				Total
	Grade 9	Grade 10	Grade 11	Grade 12	
<1 Academic Year	0	1	0	0	1
1 Academic Year	58	25	1	2	86
2 Academic Years	19	31	16	4	70
3 Academic Years	<u>2</u>	<u>9</u>	<u>12</u>	<u>28</u>	<u>51</u>
TOTAL	79	66	29	34	208

^aRounded to the nearest year.

- Of the students for whom information was provided, 42 percent had been in the bilingual program for one academic year or less.
- Twenty-four percent of the students had participated in the program for three years.

Students' use of language. Hispanic students who were born in this country, or who have lived here for an extended period of time, seem more likely to use English with others who speak it. However, recently-arrived immigrants tend not to use English outside school, since they can function monolingually in their native language while in their own community settings and in their interaction with peers. While in school, however, all students are expected to speak in English during E.S.L. instruction. Additionally, although responses in Spanish are accepted in the career orientation and business courses, the primary language of instruction is English.

ACADEMIC PREPARATION

The chairpersons of the mathematics and science departments consider program students to be less prepared than their mainstream counterparts for instruction in these content areas. The head of the social studies department saw no sharp differences between the two groups of students. He explained that bilingual pupils do better in social studies courses because "they have group spirit and better attendance."

In the coordinator's opinion, the environment in which students live affects their academic performance. Among factors cited by the coordinator as adversely affecting student achievement were a lack of parental support for school-related activities, and the perceived lack of job opportunities on the part of students once they complete high school. This last point was also stressed by the family worker who explained that their failure to see schooling as an instrument for upward mobility partially accounted for academic difficulties experienced by some program pupils. Some students do not see themselves "getting out of the area, and a few question why they are in school."

III. PROGRAM DESCRIPTION

PROGRAM GOALS AND OBJECTIVES

Following is a list of instructional and non-instructional objectives for evaluation during the 1982-83 school year:

Instructional Objectives

- 1) Students in the program will increase their command of English syntax as demonstrated in their mastery of one objective per month of E.S.L. instruction, measured by the gained average number of objectives when comparing pre- and post-results on the Criterion Referenced English Syntax Test.
- 2) At least 70 percent of the students enrolled in E.S.L. classes will receive a passing mark (65 percent or better).
- 3) Students in the program will advance three points in Spanish reading as measured by the Interamerican Series La Prueba de Lectura.
- 4) At least 70 percent of the students enrolled in native language studies and Spanish classes will pass coursework (65 percent or better).
- 5) At least 80 percent of the students will pass the New York State Comprehensive Regents in Spanish compared to similar non-program students.
- 6) The percentage of students enrolled in E.S.L. (transitional/remedial reading) English classes passing translated uniform examinations will be equal to the percentage of mainstreamed students passing similar examinations in mathematics, science, and social studies.
- 7) At least 65 percent of the students in the program will partake of cultural awareness activities sponsored by the bilingual project as evident in attendance lists for activities.
- 8) As a result of participation in the program, students' attendance will increase five percent in comparison to attendance for mainstream students.

Non-Instructional Objectives

- 1) Curriculum will be developed, translated, and/or revised and appropriate instructional materials will developed and/or identified and purchased in the following areas; typing, bilingual career orientation, English as a second language, Spanish language and culture, and history.
- 2) Bilingual program personnel will attend monthly faculty meetings and/or training workshops during which specific aspects of bilingual education will be discussed, as documented by a copy of agenda and attendance figures.
- 3) As a result of participating in the program, professional and paraprofessional staff will further their training at institutions of higher learning for teaching students of limited English proficiency.
- 4) At least 60 percent of parents of students participating in the program, will be involved in one of the following bilingual program sponsored activities: program meetings, advisory council sessions, E.S.L. classes for parents, and home visits.
- 5) Parents will have advisory input for bilingual program decisions through their representative participation in advisory council meetings as documented by attendance lists and minutes of the meetings.

PROGRAM PHILOSOPHY

The bilingual program at Walton High School has been designed -- and is fully implemented -- as a transitional program. The transition, in its broadest sense, entails the development of career awareness and orientation, attitudes toward work, and general skills that will facilitate students' entry into the labor market after graduation. Emphasis is thereby placed on students' becoming integrated with the society at large. In its more immediate sense, transition entails the development of students' English language proficiency while receiving content-area instruction in their native language, along with native

language arts instruction, for approximately two years, after which students enter mainstream English-only courses. Within the context of the transitional philosophy, the program has three major foci: English language acquisition; native language development and maintenance; and career education, for which bilingualism is considered an asset.

The bilingual program philosophy is shared by both the program staff and the school administration. The principal regards bilingualism as an advantage in this linguistically diverse society, as do the program director and program coordinator. Several staff members, while acknowledging the role of the native language in the maintenance of subject matter knowledge, highlighted the importance of students' English language development. A few teachers attributed equal importance to the use of Spanish and English during instruction. Despite minor differences regarding the pedagogical function of the students' native language, all staff members interviewed agreed that the program's primary focus was to have students make the transition to mainstream courses. They recognized the use of Spanish during instruction as a vehicle to an effective transition, rather than as keeping students from full participation in the life of the school.

The administration has shown its support for the bilingual program and its goals by allocating additional resources while offering program students nine periods of instruction daily, an additional period above those offered in other New York City public schools. The added period compensates for the linguistic needs of program students. Additionally, the school has incorporated the bilingual career education courses into its regular offerings. Furthermore, interviews with several department

chairpersons revealed that the program is predominantly viewed in a positive light.

ORGANIZATION AND STRUCTURE

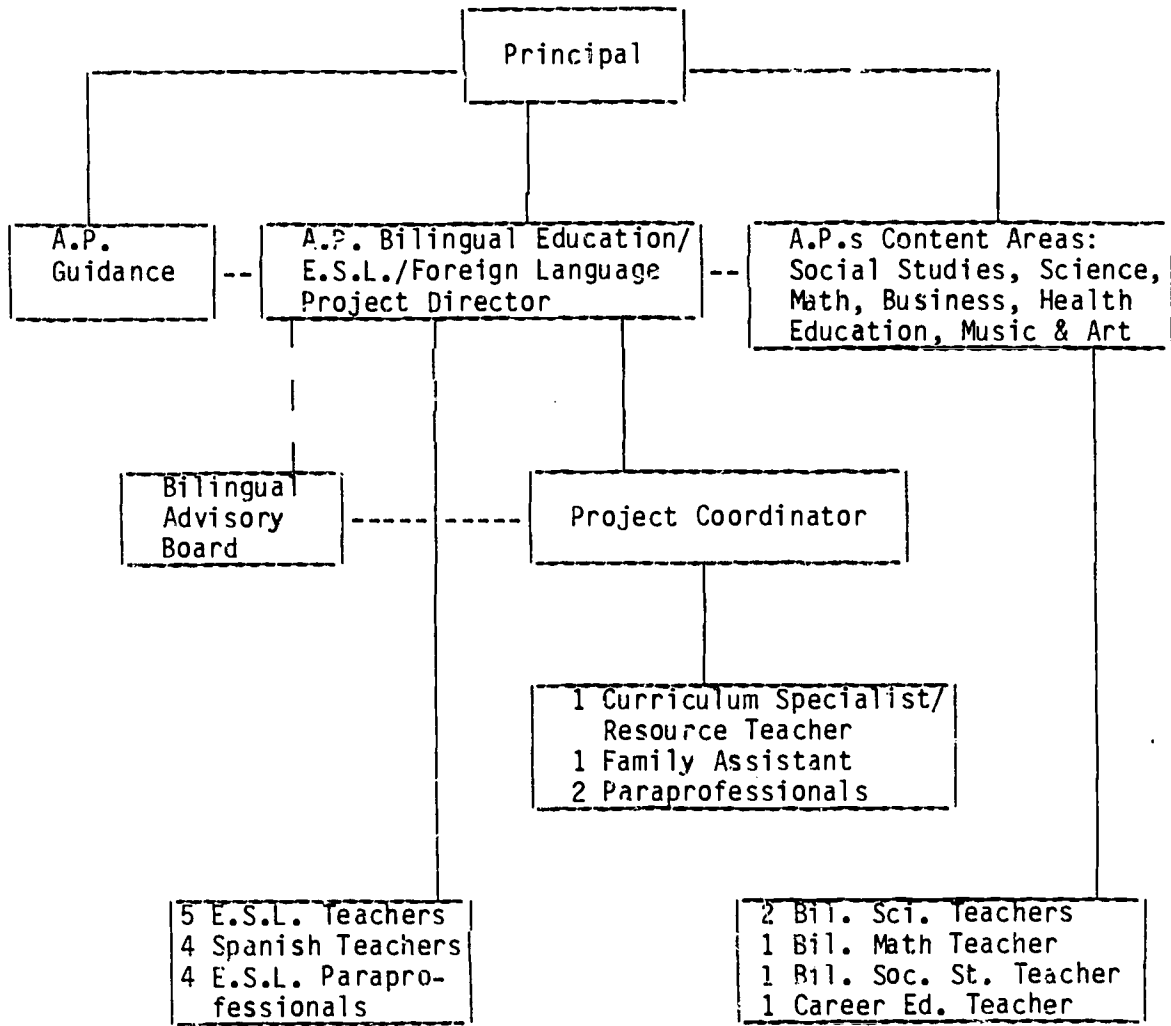
The program is under the direction of an assistant principal in charge of bilingual education who also directs the departments of E.S.L. and foreign languages. She reports directly to the school principal. Her responsibilities include administrative, supervisory, and fiscal matters pertaining to the program. Directly under her supervision is a program coordinator who implements all decisions, and supervises the Title VII staff consisting of one curriculum specialist/resource teacher, one family assistant, and two paraprofessionals. The four Spanish teachers, five E.S.L. teachers, and four E.S.L. paraprofessionals are directly supervised by the program director.

At the director's level, the program is articulated with the following departments of the school: guidance, mathematics, music and art, physical education, science, secretarial studies, and social studies. Inter-departmental issues include: bilingual course offerings; translation of department examinations; placement of program students; and Spanish-language instructional materials. Bilingual staff who work with program students within each department are directly supervised by their respective chairpersons.

Figure 1 presents the program's organizational arrangement within Walton's administrative structure.

FIGURE 1

Bilingual Program Organization



———— Supervisory Relationship
----- Collaborative Relationship

FUNDING

Four funding sources support the bilingual program at Walton -- tax levy, Chapter I, P.S.E.N., and Title VII. Table 6 presents information on funding for the instructional component. It can be seen that the program teachers are supported by a combination of Chapter I, P.S.E.N., and tax-levy funds. The positions of four paraprofessionals who work in E.S.L. classrooms are supported by Chapter I. The two bilingual paraprofessional positions are supported by Title VII. Information on funding for the non-instructional component of the program is shown in Table 7. The director's position is supported by tax-levy funds; her position as assistant principal in charge of several departments includes duties not related to bilingual education. Tax-levy funds are also used to pay for the position of bilingual guidance counselor. Title VII provides funding for the following non-instructional staff: the program coordinator, the curriculum specialist/resource teacher, and the family assistant.

TABLE 6

Funding of the Instructional Component

Area	Funding Source(s)	Number of Teachers		Number of Classes		Number of Paras ^a
		Fall	Spring	Fall	Spring	
E.S.L.	Chapter I	4	4	5 each	5 each	4.0
	P.S.E.N.	1	1	4	4	
Native Language	Tax-levy	2	2	2 each	2 each	.4
	P.S.E.N.	1	1	1	1	
	Title VII					
Mathematics	Tax-levy Title VII	1	1	6	4	.2
Social Studies	Tax-levy Title VII	2	1	2,5	5	.4
Science	Tax-levy Title VII	2	2	1,5	1,5	.4
Career Education	Tax-levy Title VII	1	1	2	2	.6

^aParaprofessionals are present in all Chapter I-funded E.S.L. and N.L.A. classes. The two Title VII paraprofessionals are placed in content-area courses where needed.

TABLE 7

Funding of the Non-Instructional Component

Purpose	Funding Source(s)	Personnel: No. & Title
Administration & Supervision	Tax-levy Title VII	.2 A.P. (Program Director) 1 Project Coordinator
Curriculum Development	Title VII	1 Curriculum/Resource Teacher
Support Services	Title VII Tax-levy	1 Family Assistant 1 Bilingual Guidance Counselor
Staff Development	Title VII	(conducted by Project Coordinator and Curriculum/Resource Teacher)
Parental & Community Involvement	Title VII	(conducted by Project Coordinator, Curriculum/Resource Teacher, and Family Assistant)

STAFF CHARACTERISTICS

The teaching staff of the bilingual program consists of four full-time E.S.L. teachers; one teacher of both E.S.L. and N.L.A.; two teachers of Spanish who dedicate a portion of their instructional time to program students; two bilingual science teachers -- one with full-time responsibility in the program and the other with only partial responsibility; one bilingual teacher of social studies; one bilingual teacher of mathematics who devotes eighty percent of his time to instructing program students; one career education teacher with partial responsibility in the program; two bilingual paraprofessionals; and four E.S.L. paraprofessionals.

Staff characteristics for these and other program staff are included as Appendix A.

Examination of this information shows that all instructors have New York City teaching licenses and New York State Certification. All but one instructor (in E.S.L. and N.L.A.) teaches within his or her licensed field. According to the program coordinator, this individual is a native speaker of Spanish, has previous experience teaching E.S.L. and N.L.A., was previously involved with the bilingual program teaching secretarial courses, and receives assistance from the Central Board's teacher training staff on a frequent basis.

The instructors' experience ranges from three to eighteen years in the field of education. As a group, they average more than ten and one half years of experience.

IV. INSTRUCTIONAL COMPONENT

DESIGN OF INSTRUCTIONAL COMPONENT

The instructional component of the bilingual program consists of three general areas of study -- E.S.L./career education, native language studies, and content-area instruction.

The E.S.L. sequence encompasses eight levels of instruction. The courses at the first two levels are for beginning E.S.L. students, at levels three and four, for intermediate students, and at levels five through eight, for advanced students. When students reach levels four and five, they are also placed in a general English class with monolingual mainstream students. Those pupils taking elementary E.S.L., level 2, are placed in a bilingual career orientation course in which the teacher uses an E.S.L. approach. Those students taking intermediate E.S.L., level 4, are provided a course in bilingual career exploration which is also taught with an E.S.L. approach.

Upon entering Walton High School, students are initially placed in courses within the E.S.L. sequence by the bilingual guidance counselor who bases his decision on information included in the high school application form and an E.S.L. placement interview and test administered by the program coordinator. Once students are assigned to a given course, the teacher evaluates pupils' proficiency in English, both formally and informally. On the formal level, students take the Criterion Referenced English Syntax Test (CREST). The teachers then recommend program changes for pupils considered inappropriately placed. During subsequent semesters, students are placed primarily on the basis of

their achievement in E.S.L. classes, their CREST scores, and on teacher recommendations.

The native language studies sequence (Spanish) consists of 10 instructional levels. Courses at the first two levels are designed for students who are functionally illiterate in Spanish. Those at levels three and four are geared toward students who are literate but in need of remediation. Instruction at levels five and six aims at enrichment, and levels seven through ten include advanced literature courses. The same procedure used for E.S.L. placement is followed while placing pupils at the appropriate level of N.L.A. and in literature courses given in Spanish. In these cases, students are assessed informally only.

Content-area instruction is provided bilingually in social studies, science, and mathematics. The requirements set forth by the New York City Public Schools guide the sequence of study for these three subjects. Social studies requirements entail three terms of global history, two terms of American government/history, and one term of economics. In the area of science, pupils are mandated to take an introductory course encompassing biology, chemistry, physical science, and earth science; a biology course; and a chemistry course. Pupils are also required to take two full years of mathematics. Courses may be at the general level (fundamentals of mathematics), at the academic level (elementary algebra), or at the honors level (elementary algebra taught at a faster pace).

Student placement in content-area courses is a departmental responsibility and is generally done through consultation among the

department chairperson, the guidance counselor, department teachers, and the bilingual program director.

The decision to offer bilingual elective courses depends on enrollment. According to the department chairpersons, curricula used in content area courses parallel that of mainstream courses. High achievers and more proficient speakers of English are reported as being placed in mainstream classes, and where needed, are provided tutorial assistance by a bilingual paraprofessional.

COURSE OFFERINGS FOR THE 1982-83 SCHOOL YEAR

The E.S.L./Career Education course offerings for the fall and spring terms are detailed in Table 8. During the fall term, all eight levels of E.S.L. instruction were offered. Approximately 106 students received E.S.L. instruction at the elementary level, 126 at the intermediate level, and 95 at the advanced level. During the spring term, there were approximately 50 beginning, 121 intermediate, and 102 advanced E.S.L. students. The figures suggest that as the school year progressed, some students made the transition into mainstream English courses, and others moved into advanced courses intended to prepare students for mainstream English instruction.

TABLE 8
Offerings in English as a Second Language
(Fall and Spring)

Level	Number of Classes		Average Class Reg.		Description	Curriculum or Material in Use
	Fall	Spring	Fall	Spring		
1 ^a	1	1	26	10	Elementary	People Speak-Our American Way of Life, Lado-English Series I
2 ^a	4	2	20	20	Elementary	Lado-English Series 2; Real Stories, Our American Way of Life, No Hot Water Tonight
3 ^a	3	3	20	15	Intermediate	Lado-English Series 3, Turning Point
4	3	4	21	19	Intermediate	People Talk, Elementary Anecdotes, Double Action Play-book, Increase Vocabulary, Lado-English Series 4
5	2	3	15	16	Advanced	Three Detective Stories, Lado-English Series 5
6	1	1	15	18	Advanced	Lado-English Series 6, Let's Write English, American Literature
7/8	2	2	20	18	Advanced	Barnell-Loft Series C-D, Skill boosters D-E, 30 Passages, Short World Biographies, International Folktales I, Stories
E.S.L. Career Orientation						
	2	-	20	-	Elementary	English that Works (Workbook and Text)
E.S.L. Career Exploration						
	-	2	-	18	Career Training	Entering the World of Work Career Awareness (Text and Workbook)

^aClasses on Levels 1 through 3 were held for ten periods each week.

A member of the evaluation team observed an elementary E.S.L. class and an E.S.L. career exploration class. The former included 14 students who were taught as a whole class by the teacher. A paraprofessional was present during the entire lesson and assisted individual students with deskwork during the latter portion of the period. The aim of the lesson as written on the board was, "to practice sentences in simple present tense." The teacher moved quickly into the lesson. She presented the rule for using the simple present tense in a clear and cogent manner and provided students with a variety of oral exercises requiring application of the rule. The instructor questioned students frequently while checking their grasp of the grammatical rule, and did so while maintaining a rapid pace, thus retaining the pupils' attention. The transition to a written activity appeared to confuse many students who, although demonstrating competence in the whole class oral exercises, seemed unable to make the transition to the printed materials. The teacher used English exclusively during instruction. On two occasions, students were observed responding to the teacher in Spanish. In each instance, the instructor, who had knowledge of Spanish, translated the response into English.

The E.S.L. career exploration class included approximately 18 students with varying levels of proficiency in English. The teacher was assisted by a bilingual paraprofessional. The aim of the lesson as stated on the board was to have students write a cover letter for a job application. Students worked independently at their seats while the teacher and paraprofessional walked around the classroom assisting individual students. Most pupils were involved in their tasks. The

teacher, who spoke in English exclusively, occasionally appeared not to be understood by some students. In those instances, the bilingual paraprofessional provided explanations in Spanish.

Information on course offerings in N.L.A./Spanish for the fall and spring terms is shown in Table 9. Because program students tend to be quite literate in Spanish, N.L.A. levels 1 and 2, designed for those pupils who are functionally illiterate in that language, were not given in the 1982-83 school year. Courses were given, however, in N.L.A. 3 and 4, to students who are literate but in need of remediation. In addition to offering Spanish 5 and 6, aimed at enrichment, the program offered advanced literature classes in Spanish (Spanish 7/9 and Spanish 8/10) to students during both the fall and spring terms.

A member of the evaluation team observed a Spanish literature class of approximately 20 students. The teacher, who worked alone in the classroom, reviewed three stories which the students had read previously. The questions progressed from those requiring mere recall to those demanding responses at higher cognitive levels. Most students were highly proficient in Spanish as demonstrated by their participation in class discussion. While many students were involved in class activities, several appeared to lose interest in the lesson and their attention wandered off task. Spanish was the only language spoken by the teacher and students during the observation period.

TABLE 9

Offerings in Native Language Studies (Spanish)

(Fall and Spring)

Level	Number of Classes	Average Register	Class Pd/Wk	Description	Curriculum or Materials in Use
Fall					
3	3	21	5	intermediate Remedial	Ya escribimos; Ortografía 3, Cuentos Alegres
5	4	30	5	Advanced	El español al día/composiciones Ilustradas, Aventuras en la ciudad/Dialogue Booklet II
7/9	3	30	5	Advanced Literature Course	España y su civilización; Los arboles mueron de pie; Literatura Moderna Hispánica; Poetry selections; Conversations in Spanish
Spring					
4	1	15	5	Intermediate Remedial	Ya escribimos; Ortografía 4; Cuentos corrientes (Funding: Title I); Cosas y cosas
6	4	30	5	Advanced Honors	El español al día/composiciones ilustrados; Aventuras en la ciudad/Diálogo - Booklet III
8/10	3	30	5	Advanced Literature Course	España y su civilización; El Capitan verano, La Gitanilla; La Literatura Hispánica; Conversations in Spanish

Table 10 presents information on courses offered bilingually in the content areas. Seven social studies classes were offered during the fall term; five were given in the spring. The courses included American history, Eastern areas, and world history. In science six classes were taught in the fall term and another six during the spring. These included courses in general science, chemistry, and biology. Whereas six mathematics classes were given during the first term, four were offered in the second term. All courses offered were in general mathematics.

A member of the evaluation team observed a ninth-grade mathematics class of 23 pupils who worked with equations. The teacher developed the lesson by frequently alternating between questioning students as a class and assigning individual seatwork. He maintained students engaged in changing activities. On occasion, however, students appeared uncertain regarding how to complete their task successfully. During the observation, the teacher constantly switched from one language to the other. He switched into Spanish, usually in response to an incorrect reply by a student, and the changes were mostly for instructional feedback purposes. In contrast, switches into English were primarily for specification of procedures to follow while completing a task. The students used English most of the time and when they used Spanish, it was done most frequently to ask questions on the topic.

TABLE 10

Bilingual Content-Area Offerings
(Fall and Spring)

Courses	Number of Classes		Average Register		Percent of Spanish Used	
	Fall	Spring	Fall	Spring	Fall	Spring
American History	3	-	28	-	100	-
Eastern Areas	2	2	28	28	100	80
World History	2	3	30	28	100	80
General Science	3	3	30	30	70	70
Chemistry	1	1	30	30	80	70
Biology	2	2	30	30	80	70
Fundamental Math C	1	-	30	-	50	-
9th Grade Math	2	2	30	30	50	50
Fundamental Math	2	2	30	30	50	50
FMBST - Fundamental Math	1	-	30	-	50	-

V. NON-INSTRUCTIONAL COMPONENT

CURRICULUM AND MATERIALS DEVELOPMENT

Many of the materials developed through the previously mentioned umbrella program were still being used in the current Title VII program at Walton. Additionally, during the first two years of funding, bilingual program staff developed curriculum and acquired materials, particularly for career education, E.S.L., and Spanish/N.L.A. instruction. These materials are extensively used in the program.

One major program objective guided curriculum and materials development activities for the 1982-83 academic year:

"Curriculum will be developed, translated, and/or revised, and appropriate instructional materials will be developed or identified and purchased, in the areas of typing, bilingual career orientation, E.S.L. Spanish language and culture, and history."

In attaining this objective, staff activities focused primarily on identifying and purchasing Spanish-language materials that were parallel to the instructional content of mainstream courses. Attention was also given to organizing the bilingual resource center so that centrally located materials would be used appropriately and frequently by instructional staff. Further activities included adapting E.S.L. materials, translating class notes and examinations, and preparing a course of study for basic Spanish.

Commercially-prepared Spanish-language textbooks that closely parallel the content of mainstream instruction were acquired for typing, history, and science courses. Textbooks were also ordered for classes in Spanish/N.L.A. Filmstrips, narrated in English, in Spanish, and in both languages, were also acquired for use in courses on bilingual career education, history,

science, and Spanish. These materials were ordered by the curriculum specialist/resource teacher with approval from program administration and input from the instructional staff. A complete listing of the program's audio-visual materials appears in Appendix B.

During the 1982-83 school year, the curriculum specialist/resource teacher was also involved in preparing supplemental resource materials such as packets of individualized activity sheets for use in bilingual career education classes, and a mini-library for use in history classes, including books and filmstrips. She developed a course of study entitled Spanish for Travelers and also assisted classroom teachers in developing and incorporating the concept of "career education day" as a permanent component of the curriculum. Career day was celebrated during the current year by having speakers from diverse career backgrounds discuss opportunities within their fields with program students. Included among the presenters were a registered nurse, a registered dietician, a physical therapist, a computer specialist, an engineer, and a secretary. The career day activities were considered very successful by program staff.

E.S.L. materials acquired by the program from a Title I program at the Central Office of the New York City Public Schools were adapted by program teachers to meet student needs. These materials focused on the development of writing skills. A bilingual paraprofessional, aiding in a general science class taught by a monolingual English-speaking teacher, has translated class notes and examinations into Spanish for use as ongoing resource materials.

The activities described above make it evident that the program objective for curriculum and materials development has been satisfactorily met. However, the lack of bilingual secretarial help has made it necessary for the curriculum specialist to spend portions of her time for secretarial tasks, and this appears as an obstacle to a fuller implementation of the aforementioned objective.

SUPPORT SERVICES OFFERED TO PROGRAM STUDENTS

Program students are offered three major types of support services: counseling, referrals, and family contacts. Counseling is predominantly the responsibility of a guidance counselor, bilingual in Spanish and English, assigned to work with program students on academic and personal matters, career orientation, and college advisement. He also prepares academic programs for incoming pupils based on information included on their high school application form. As previously discussed, changes in the form for the 1982-83 year made placement of students in bilingual classes difficult.

According to the guidance counselor, another placement problem results from the fact that given the number of students, frequently only one bilingual course is offered in a particular content area during a term. Therefore, pupils of varied academic ability are placed in the same class. An alternative would be to place more advanced pupils in mainstream courses, but this is not frequently done due to their lack of English language skills.

Personal counseling is also offered to program students. Among the issues often emerging in counseling sessions are clashes between parents'

expectations and the social norms of American culture (particularly for Hispanic female students who frequently consider their parents "over-protective"), academic difficulties, and health problems. Occasional referrals to two agencies offering psychological services outside the school are also made by the guidance counselor. Additionally, he assists college-bound students in selecting a school and in filing applications for college entrance.

The program's family assistant works closely with the guidance counselor. She conducts eight to ten home visits weekly related to attendance, discipline, and other concerns such as grades and truancy. Students' attendance was a major concern during the 1982-83 school year. The family assistant sent weekly letters informing parents of student attendance. She visited the homes of those students who were absent for five consecutive days or who had a pattern of two absences per week. She also visited parents at the request of teachers who noted excessive cutting of classes for certain pupils. According to several teachers, this procedure was instrumental in keeping attendance rates high, and resulted in improved grades for program students. By the end of the spring semester only 15 students had left the bilingual program: nine graduated; two transferred to another school; two had married and were discharged; and two were discharged for unknown reasons.

STAFF DEVELOPMENT

Two program objectives emphasized staff development. The first stated that: "Bilingual program personnel will attend monthly meetings

and/or training workshops during which specific aspects of bilingual education will be discussed." The second specified that: "As a result of participating in the program, professional and paraprofessional staff will further their training at institutions of higher learning for teaching students of limited English proficiency." In reference to the former, the program coordinator reported the staff development activities presented in Tables 11 and 12. These included monthly bilingual faculty meetings, two school faculty workshops, demonstration lessons, and attendance at conferences and workshops held outside School. A copy of the minutes to a faculty meeting devoted to issues of the bilingual program at Walton is included as Appendix C.

Several staff members attended university courses. The project coordinator recently completed an M.A. degree in administration and supervision at Pace University. Members of the teaching staff took courses at Lehman College, Fordham University, the State University of New York at New Paltz, and Iona College. The courses taken were in curriculum and instruction, Spanish and English literature, school administration, psychology, and biology.

In general, it can be said that the program met the two staff development objectives.

TABLE 11

Staff Development Activities in School

Strategy	Descriptions	No. and Title of Staff Attending	Speaker or Presenter	Frequency of Sessions
Department Meetings	Monthly meetings of For. Lang/ Bil/ E.S.L. Dept.	16 E.S.L., N.L.A, and Bil Teachers	Project Director Project Coordinator Curriculum Specialist/ Resource Teacher	Monthly
Workshops	Spanish for Teachers	20 teachers from general staff	Project Coordinator Curriculum Specialist/ Resource Teacher	Twice per week
	Workshops at Faculty Meetings	40 teachers from general staff	Project Director Curriculum Specialist/ Resource Teacher	Once per term
Demonstration Lessons	Demonstration lessons in N.L.A. and E.S.L.	Classroom teachers	Project Coordinator	Four per term

Table 12

Staff Development Activities Outside School

Strategy	Description	Sponsor/Location	Titles of Staff Attending
Workshops Held Outside School	Workshops on Program Evaluation; Institute on Computers in Education	Bilingual Education Service Center (BESC) N.Y.C.	Project Coordinator Curriculum Specialist/ Resource Teacher
	Bilingual Instruction	Columbia University	Project Coordinator
Conferences	National Association of Bilingual Education Convention	NABE-Washington, D.C.	Project Coordinator
Other	Computers in Education, Bilingual Education-1983 and Beyond	Bilingual Education Service Center (BESC)	Project Coordinator Curriculum Specialist/ Resource Teacher

PARENTAL AND COMMUNITY INVOLVEMENT

Two program objectives were aimed at parental and community involvement. The first called for participation of at least 60 percent of program parents in activities such as program meetings, advisory council sessions, E.S.L. classes for parents, and contact through home visits. The second specified that parents would have advisory input into program decisions.

According to the bilingual program coordinator, 11 parents attended an E.S.L. class taught by her twice a week. Program meetings were reported by the coordinator as combined with E.S.L. classes and as taking place on a monthly basis. Among the topics discussed at most meetings were the following: report cards, computerized attendance, class cutting procedures, and testing schedules. These meetings were informal and no record of their content and attendance was maintained. The program coordinator reported that advisory council sessions dealt with such topics as materials purchased and course offerings. Parents are contacted in writing on a weekly basis by the family assistant who also conducts eight to ten home visits per week.

According to program administrators, parental participation is limited by a number of factors: both parents work or one parent in a single-parent household works; parents have to travel to get to school; and/or safety problems in the parents' neighborhood make night-time trips unattractive. The program nonetheless continues to make efforts to reach the parents through weekly written communication, as well as through phone calls and home visits.

The evidence suggest that the first parental/community objective was met, particularly through the home visit efforts and E.S.L. classes. However, a statement regarding attainment of the second objective is not possible given the lack of documentation and specificity related to this objective.

VI. FINDINGS: STUDENT ACHIEVEMENT AND ATTENDANCE

The following section presents the assessment instruments and procedures used in evaluating the attainment of program objectives.

ACQUISITION OF ENGLISH SYNTAX

The Criterion Referenced English Syntax Test (CREST) was used to measure achievement in this area. The CREST was developed by the New York City Public Schools to assess mastery of instructional objectives of E.S.L. curricula at the high school level. There are four items for each objective and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25 and 15 on Level III.

A gain score was calculated by subtracting the pre-test mean score from the post-test mean and an index of objectives achieved per month was then computed. As the test's levels have not been vertically equated students must be pre- and post-tested on the same level. This results in a ceiling effect for those students who achieve high scores on the pre-test. In those cases where pre- and post-testings are on different levels no gain scores or objectives per month index may be computed. Information on CREST objectives and psychometric properties appears in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.^{*}

^{*} Board of Education of the City of New York, Division of High Schools, 1978.

The stated program objective in this area called for the acquisition of one CREST objective per month of attendance. The test was administered at the beginning and end of each semester. Table 13 presents the test results by semester. Complete pre- and post-test data were available for less than 40 percent of E.S.L. students each semester. Examination of Table 13 reveals that in the fall term, students tested on Levels I and II acquired CREST objectives at the average rate of 1.65 per month. Pupils tested on Level III improved at the rate of 0.55 objectives per month. The rate of achievement for students tested on Levels I and II in the spring semester was 1.36 CREST objectives per month. Students tested on Level III in the same semester acquired objectives at the rate of 0.38 per month. For the entire year, students tested on Levels I and II of the CREST surpassed the goal of the program. The achievement of Level III students in both semesters was lowered by virtue of the test ceiling effects, especially noticeable on Level III. During both semesters, a substantial percentage of Level III students scored at or near the maximum on the pre-test, leaving little or no room for demonstrated improvement. Their achievement (objectives mastered in Table 13) is thus artificially limited by the test's characteristics. Considering only Levels I and II, the program objective pertaining to CREST achievement was surpassed.

A second objective in the area of English language achievement required a 70 percent passing rate among pupils enrolled in E.S.L. classes. Those results are presented in Table 14 by semester. In the fall, passing rates in these courses were all above the 70 percent criterion for all grades and all E.S.L. levels. In the spring semester,

when collapsed across grades, passing rates exceeded the 70 percent criterion for students enrolled in intermediate and transitional level E.S.L. courses. There was some variability within and between grades. Generally, this program objective was realized.

The evaluation design also called for administration of a program-developed scale of English Oral Language Proficiency. Data concerning this objective were not provided.

TABLE 13

Results of the Criterion Referenced English Syntax Test
 (Program Students, Pre- and Post-Tested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered		Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
		Pre	Post			
Fall						
I	20	10.80	16.85	6.05	2.78	2.13
II	33	15.36	19.09	3.74	2.72	1.36
III	<u>20</u>	<u>11.35</u>	<u>12.90</u>	<u>1.55</u>	<u>2.76</u>	<u>0.55</u>
TOTAL	73	13.01	16.78	3.77	2.75	1.35
Spring						
I	21	9.90	16.57	6.67	3.69	1.79
II	32	15.19	19.06	3.88	3.73	1.08
III	<u>25</u>	<u>11.28</u>	<u>12.64</u>	<u>1.36</u>	<u>3.65</u>	<u>0.38</u>
TOTAL	78	12.51	16.33	3.82	3.69	1.04

* Post-test minus pre-test.

TABLE 14

Number of Students Attending Courses and the Percent
 Passing Teacher-Made Examinations in English as a Second Language

E.S.L. Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Fall										
Beginning	41	76	16	94	2	100	7	100	66	83
Intermediate	26	92	30	93	17	88	4	75	77	91
Advanced	0	0	8	100	7	86	4	100	19	95
Transitional	0	0	1	0	4	75	18	100	23	96
Spring										
Beginning	26	50	7	100	1	0	1	0	35	63
Intermediate	30	80	31	77	8	50	6	83	75	76
Advanced	9	45	19	63	12	67	2	100	42	60
Transitional	0	0	1	0	8	75	10	100	19	89

NATIVE LANGUAGE READING AND COMPREHENSION

The assessment instrument used to measure gains in reading and writing in Spanish was the Prueba de Lectura, Level 2. The Prueba de Lectura is part of the Interamerican Series of Tests published by Guidance Testing Associates. The purpose of the series is to evaluate achievement in English and in Spanish for Spanish-speaking students from the Western hemisphere. Test items were selected for cultural relevance to both Anglo and Hispanic cultures.

The Prueba de Lectura, Forms CE and DE levels correspond to the following grades:

<u>Level</u>	<u>Ages</u>	<u>Grades</u>
1	6-7	1-2
2	7-8	2-3
3	9-11	4-6
4	12-14	7-9
5	15-18	10-12

However, the publishers recommend that local norms be developed for the tests. Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

Program objectives in native language achievement were inappropriately worded for analysis. However, a correlated t-test was performed for each grade level and the results examined for significance. "Effect size" was calculated for each grade level, following the procedure recommended

by Cohen.* An effect size for correlated t-test is an estimate in standard deviations, freed of sample size, of the difference between means. Effect size provides additional substance to the analysis as it may be interpreted in light of Cohen's recommendations:

.20 = small effect size

.50 = moderate effect size

.80 = large effect size

All students were tested on Level 2 of the Prueba de Lectura indicating that program personnel believed their students' Spanish language skills were less developed than those of the native speakers on whom the test was normed (Puerto Rican students on the island). Students' scores on Level 2 were quite high, averaging over 90 raw score points.

The results for grades nine, ten, and twelve (see Table 15) were highly statistically significant with large effect sizes, indicating that, on the average, students in these grades made meaningful gains in Spanish reading. Results for students in grade eleven approached but did not attain statistical significance; the effect size for this grade was small. Thus, this program objective was realized by ninth-, tenth- and twelfth-grade students.

A second program objective in native language achievement specified a 70 percent passing rate in Spanish language courses as the criterion. These results are presented in Table 16 by grade and semester. Passing rates for every grade exceeded the 70 percent criterion in both semesters.

* J. Cohen, Statistical Power Analysis for the Behavioral Sciences,
Academic Press.

Passing rates were quite high and this program objective was clearly attained.

A third program objective in native language achievement called for the administration of the New York State Regents Examination in Spanish and comparison of achievement by program students with that of the general school population. According to information supplied by the project coordinator, of eight program students who took the exam in the fall, 90 percent passed. In the spring, 38 program students took the Regents and 91.8 percent achieved a passing grade. Since the passing rates of mainstream students were not available, the comparison could not be performed. Additionally, the evaluation design included plans for administration of a scale to assess students' attitudes toward their cultural heritage. This objective was not implemented.

TABLE 15

Native Language Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial
and Final Test Scores of Students with Full Instructional
Treatment on the Prueba de Lectura, Level 2, by Grade

Grade	N	Pre-Test		Post-Test		Mean Difference	Corr. Pre/post	T- test	Level of Significance	Effect Size
		Mean	Standard Deviation	Mean	Standard Deviation					
9	74	86.24	17.64	90.38	17.37	4.14	.952	6.54	.0001	.76
10	59	95.93	13.71	98.64	13.10	2.71	.970	6.19	.0001	.81
11	28	100.04	11.45	101.29	10.46	1.25	.899	1.32	.198	.25
12	22	99.50	9.09	104.00	6.13	4.50	.957	5.72	.0001	1.22

-49-

TABLE 16

Number of Program Students Attending Courses and Percent Passing
Teacher-Made Examinations in Native Language Studies

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Fall	65	86	56	100	29	97	33	100	183	95
Spring	62	81	56	80	29	90	19	100	166	87

ACHIEVEMENT IN MATHEMATICS, SCIENCE, AND SOCIAL STUDIES

Program objectives in this area specified a comparison with the performance of non-program students on uniform departmental examinations. A listing of passing rates by course supplied by the project coordinator appears as Table 17. A review of the table reveals that program students demonstrated higher passing rates in 11 of the 15 subjects reported. Because mainstream enrollments were not available, statistical comparisons could not be performed. In lieu of these comparisons, a 70 percent passing rate for each content area was also applied as criterion. These results are presented in Table 18 by grade and semester. Passing rates for students enrolled in mathematics courses were 68 percent in the fall and 45 percent in the spring. For students enrolled in science classes, the passing rates were 71 percent and 69 percent in the fall and spring, respectively. In social studies courses, the passing rates were 87 percent in the first semester and 86 percent in the second semester. There was considerable variability in passing rates between grades and content areas in both semesters, but overall, passing rates in mathematics tended to be lowest of the three subject areas, and those in social studies were highest. There was also some tendency for performance to be lowest in grade nine, and to increase with grade level.

TABLE 17
A Comparison of Passing Rates in Bilingual
and Mainstream Content-Area Classes

Content Area	Bilingual Passing Rate	Mainstream Passing Rate
Fall		
Fundamental Math	43.9%	55.6%
Fundamental Math (9MS/MA)	52.4	37.3
Fundamental Math (9FMBS/9FMB)	51.7	55.0
American History 2	85.0	75.0
American History 1	89.0	81.0
World History	67.0	56.0
Eastern Areas	59.0	68.0
Science - mainstream passing rate not available		
Typing 1	79.4	68.3
Typing 2	95.0	76.2
Spring		
Fundamental Math (9MAS/MA)	46.8%	64.6%
Fundamental Math (9FMBS)	56.8	34.1
American History	76.0	56.0
Eastern Areas	70.0	56.0
General Science	56.1	27.0
Biology	73.9	56.5

TABLE 18

Number of Program Students Attending Courses and Percent Passing
Teacher-Made Examinations in Content-Area Subjects^a

Content Area	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
				Fall						
Mathematics	54	60.9	56	69.6	24	75.0	14	78.6	158	67.7
Science	63	68.3	55	63.6	26	80.8	14	92.9	158	70.9
Social Studies	65	73.8	53	94.3	29	93.1	31	96.8	178	87.1
Business/Vocational	57	96.5	53	88.7	22	90.9	34	91.1	166	92.2
				Spring						
Mathematics	65	35.4	51	45.1	24	50.0	12	75.0	152	44.8
Science	66	62.1	58	70.7	27	77.8	9	88.9	160	69.4
Social Studies	70	87.1	55	87.3	8	75.0	9	77.8	142	85.9
Business/Vocational	38	67.8	65	76.9	35	77.1	16	93.7	172	75.6

^aMathematics courses include algebra, geometry, eleventh-year math, and general and remedial math. Science courses include general science, biology, chemistry, and hygiene. Social studies courses include American history, world history, and world geography. Business/vocational courses include typing, careers, keypunching, accounting, record keeping, office machines, home economics, art, and music.

ATTENDANCE

Program objectives called for a greater rate of attendance among program students than among the general school population. Attendance rates for program students are presented in Table 19. Rates were fairly constant for each grade. In addition, a z-test was used to examine the difference in attendance rates of program students and the general school population. A result (z-value) sufficiently large to attain statistical significance indicates that the program attendance rate is not based on a representative sample of the school population, i.e., that the two attendance rates are significantly different. The z-test results are presented in Table 20. From this table it can be seen that the program objective in this area was clearly attained as the difference in attendance rates was highly statistically significant.

An additional program objective called for a comparison of drop-out rates for program students as compared to the general school population. As these data were not available for the whole school population, this objective could not be assessed.

TABLE 19
Attendance Percentages of Program Students

Grade	Number of Students	Mean Percentage	Standard Deviation
9	75	85.35	15.26
10	62	90.97	10.25
11	30	90.90	7.43
12	<u>24</u>	<u>88.71</u>	<u>8.85</u>
TOTAL	191	88.47	12.21

TABLE 20
Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School

Number of Students	School Register	Program Attendance	School Attendance Rate	Q ^a	z ^a	Significance
191	3396	88.47	76.38	23.62	3.93	.0001

^aThe z-test formula is:

$$z = \frac{p - P}{\sqrt{\frac{PQ}{n}}}$$

where p=program attendance; P=school attendance rate; Q=(1-P)=the residual of P and n=the number of program students.

VII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In general, the Bilingual Basic Skills Program at Walton High School was successful in meeting its instructional objectives. In English as a second language, students achieved satisfactory gains on Levels I and II of the CREST; their achievement was restricted on Level III by high pre-test scores. Achievement in E.S.L. classes was generally above the 70 percent criterion and indicated that many students had advanced in E.S.L. level from fall to spring.

In Spanish reading, program students made significant gains on level 2 of the Interamerican series, Prueba de Lectura, meeting the program objective in this area. Average scores, however, were very high, suggesting this level of the test may be too easy for these students. Students in Spanish classes achieved high passing rates, surpassing the program's objective of a 70 percent passing rate. In addition, in both the fall and spring, program students achieved 90 percent passing rates on the New York State Regents Examination in Spanish.

In content-area subjects, a comparison of passing rates in bilingual and mainstream classes revealed that program students demonstrated higher passing rates in 11 of the 15 subjects reported. In addition, the performance of program students was compared to a 70 percent criterion. The results showed that students achieved or surpassed this criterion in science and social studies, but fell below it in mathematics. There was also some tendency for performance to be lowest in grade nine, and to

increase with grade level.

The attendance of program students was significantly higher than that of the entire school, meeting the objective in this area. Unfortunately, no school-wide data on dropouts were available and a proposed scale to measure students' attitudes toward their cultural heritage was not developed, due to the difficulty of assessing attitudes reliably.

Based on the data collected for the 1982-83 school year, it is also evident that the bilingual program was generally successful in meeting its objectives for its non-instructional component. Commercially-prepared Spanish-language textbooks paralleling instruction in mainstream courses were acquired for bilingual typing, history, and science classes. Filmstrips in English, Spanish, or a combination of both languages were obtained for use in the bilingual courses of career education, history, and science, as well as Spanish/N.L.A. Supplemental resource materials were prepared including individualized activity sheets for use in bilingual career education classes, and a mini-library of materials for use in bilingual history classes. Science class notes and examinations were translated into Spanish, and E.S.L. materials were adapted to meet the specific writing needs of program students. Academic and career counseling were available to program students on a formal and informal basis. Staff development activities included attendance at program and school-wide meetings, city, state, and nation-wide conferences, and university courses. Finally, parental and community involvement activities included program meetings, advisory council sessions, E.S.L. classes for parents, and contact through home visits.

The program was hampered by certain factors, such as the lack of a bilingual secretary and non-involvement by many parents in school and program events. It continues, nevertheless, to strive to meet its objectives with the resources available.

RECOMMENDATIONS

On the basis of several site visits, classroom observations, and interviews with program personnel, the evaluation team recommends that consideration be given to changes in the following areas:

1) Walton's guidance department, in collaboration with bilingual program staff, should consider formally requesting from appropriate authorities, a modification of the high school application form so that information necessary for identification and placement of pupils with limited English proficiency may be included. The request should specify the types of information needed, and provide a rationale for its inclusion.

2) The number of students in the bilingual program occasionally does not allow for more than one class in content-area courses. In such instances, the program should consider placing its academically more advanced pupils, although of limited English proficiency, in mainstream classes, and providing them with tutorial assistance by paraprofessionals.

3) It is recommended that program staff discuss their language-use policy, particularly for content-area courses. At present, program teachers merely have broad guidelines regarding the extent of use of Spanish and English. A more explicit statement regarding language use may be of assistance to teachers in determining when to use each language, for what purposes, and with whom.

4) It is recommended that the following topics be considered in devising future staff development activities: transition from oral to written English; effective use of paraprofessionals during classroom instruction; techniques for maintaining students engaged in learning tasks.

5) It is recommended that the staff review program objectives for parental/community involvement given the difficulties encountered with parental participation, and in light of available resources.

6) It is recommended that in the future, if certain evaluation objectives require revision (such as the attitude scale or comparison with mainstream students on examinations which were not administered) the program staff should submit proposed revisions to the funding source.

7) Since Title VII funding does not provide for a bilingual secretary, the program might meet with the principal to discuss the possibility of obtaining secretarial assistance on a shared or part-time basis. This administrative assistance would relieve the heavy responsibilities carried by the Title VII staff and would allow them more time to provide direct services to students.

8) Student achievement in Spanish reading indicates that level 2 of the Prueba de Lectura may not differentiate effectively between all students. It is recommended that the project administer a higher level or levels of the test, at least to students in the upper levels of native language instruction. Differentiation of the testing program would result in more accurate and sensitive assessment of student progress.

9) Achievement in the content areas indicates that ninth graders experience the greatest academic difficulties, and that mathematics is the subject area in which students achieve the lowest passing rates. It is recommended that the program staff focus its efforts on diagnosis of student strengths and weaknesses, especially in the ninth-grade group, and the development of individualized or revised curricula in mathematics. A peer tutoring program to support the ninth-grade group and others requiring it might be considered.

VIII. APPENDICES

APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staffs

Functions	% Time in Function	Dated Hired	Certification & Education	License	Years Monolingual Experience	Years Bilingual Experience	Years E.S.L. Experience
Coordinator	100	9/63	B.A. Spanish M.A. Spanish M.A. Linguistics ABD M.A. Ed. Admin. (27 crs. expected date of graduation 6/83).	NYC Spanish NYS D.H.S. J.H.S.		18	8
Bilingual Curriculum Resource Teacher	100	9/78	B.A. Spanish/French M.A. (32 credits)	NYC Spanish NYS D.H.S.		4	4
E.S.L./N.L.A. Teacher	40/60	2/83	B.A. Spanish	NYC Spanish D.H.S.		1	1
E.S.L. Teacher	100	10/82	B.A. Spanish	NYS Spanish NYC D.H.S.		1	1
E.S.L. Teacher	100	9/82	B.A. French M.A. French M.A. Superv. & Admin.	NYC E.S.L. H.S. NYS French H.S. J.H.S.		10	3
E.S.L. Teacher	100	10/80	B.S. Music M.A. Music Education Ed. Music Education	NYC D.H.S., J.H.S. NYS Music NJ E.S.L.	3		4
E.S.L. Teacher	100	9/70	B.A. & 60 credits	NYC Spanish, Fles, E.S.L. D.H.S.	10 (Sp.)		16
Spanish Teacher	20	9/69	B.A. & 30 credits	NYC Spanish J.H.S./H.S. NYS E.S.L. H.S.	10 (Sp.)		10
Spanish Teacher	60	9/63	B.A. Spanish & 40 credits	NYC Spanish NYS D.H.S.	14 (Sp.)		

-62-

APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staffs

Functions	% Time in Function	Dated Hired	Certification & Education	License	Yrs. Mono Exp.	Yrs. Bil. Exp.	Yrs. L.S.L Exp.
Bilingual Chemistry Science Teacher	100	9/80	B.S. Science M.S. Chemistry	NYC Bil. Chemistry General Science D.H.S.	4	4	
Bilingual Mathematics Teacher	100	9/78	B.S. Mathematics	NYC H.S. Math HYS	10	4	
Bilingual Paraprofessional	100	9/78	B.A. Social Studies	NYC Per Diem Soc. St.	5	5	5
Bilingual Paraprofessional	100	9/78	97 Undergrad. credits	NYC	4	4	4
Bilingual Family Worker	100	9/79	B.A.	NYC	3	3	3

Appendix B

AUDIOVISUAL

Materials from Title VII

Walton High School
Prepared by :
Maria Z. Eichorn

SPANISH

Navidades en Madrid (Spanish)
Let's Visit Spain (Spanish)
La Corrida (Spanish)
Let's Visit Mexico (Spanish)
Don Quijote (Film only)
Mexico City (English)
Conozcamos America (English)
Central
Feliz Navidad (English)
Signs in a Spanish (Film only)
City
English and Spanish Signs Compared (Film only)
Bilingual Signs (Film only)
Spanish Store Signs (Film only)
Maestros de la Pintura: El Greco " "
Zurbaran " "
Velazquez (Spanish)
Goya " "

La Gitanilla (Cassette only)
Treasury of Spanish (Cassette only)
Verse
Comencemos (Spanish)

BCO/BCE

Your Career and Foreign Languages: Communications and
Health and Government
The Job Interview
Filling Out an Application
Personal and Social Service Careers for Bilinguals (Bilingual)
How to Choose a College (Bilingual)
The Office Machines
The Telephone and the Mail
The Office Filing System
Why College? (Bilingual)
Preparing for Tomorrow's Jobs (Bilingual)
The Business Letter
Why Foreign Languages? - Travel and Finance
Learning About Health
Computer Careers
The Fire Fighter
The Dental Hygienist
The Telephone Operator
Drug Abuse
The Job of Job Hunting I and II.
The Child Care Worker

Appendix B

AUDIOVISUAL CONT.

Walton High School
Title VII

NLA

Huckleberry Finn	(Spanish)
Los Mejores Cuentos de O'Henry	" "
Historia de mi Vida	" "
Canción de Navidad	" "
Tom Sawyer	" "
Los Mejores Cuentos de Poe	" "
Las Grandes Aventuras de Sherlock Holmes	" "
Don Quijote de la Mancha	" "
Azabache	" "
Dr. Jekyll and Mr. Hyde	" "
Moby Dick	" "
Cuento de Dos Ciudades	" "
Tom Sawyer	" "

ESL

Columbus Day
Thanksgiving Day
Memorial Day
Independence Day
Washington's Birthday
Labor Day
New York, The Nation's Largest City
Washington, The Nation's Capital

Appendix C

WALTON HIGH SCHOOL
Marjorie J. Kipp, Principal

MINUTES OF THE FACULTY MEETING
APRIL 25, 1983

SUBJECT: BILINGUAL EDUCATION
GIVEN BY: MRS. SELLINGER

Mrs. Sellinger began the program by reviewing the background of the ASPIRA Consent Decree. Consent Decree students are tested twice a year to determine if they can function in a regular program. The Consent Decree involves the child taking Math, Science and Social Studies in his/her native language, plus an intensive study of English (a minimum of 2 periods a day). Consent Decree students are mainstreamed in Physical Education and in some cases Hygiene.


There are a number of teachers from other departments involved in bilingual programs: Mrs. Espina from Social Studies, Mr. Matos from Mathematics and Mr. Ibarbia from Science. There are also paraprofessionals who assist both in and out of the classroom. Approximately 38% of our student body is Hispanic and the number of Indo-Chinese are increasing.

Mrs. Sellinger introduced Mrs. Norma Dunn our Bilingual Coordinator. Mrs. Sellinger described the proposals which she and Mrs. Dunn had written and how much our school received for services and materials. Title VII has brought five positions to our school which includes two teachers, two paraprofessionals and one family worker. The Family Worker's principle function is to communicate with parents. Communication is done both by telephone and mail, and occasionally a visit at home by the Family Worker. Our attendance rate in the ESL classes last year averaged over 90%.

The new proposal as written basically involve careers. There are career oriented classes as well as career inspiration classes in the ESL program.

The meeting ended after a short question and answer period.

Respectfully submitted,



Deirdre A. Burgos