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ABSTRACT

The State Bilingual Education program, the Local Bilingual program, and the Migrant Education program are designed to meet the needs of bilingual and migrant students in the School District of the City of Saginaw, Michigan. Instruction consisted primarily of one hour of supplemental reading and mathematics. Students in grades 7-12 also received counseling and support services. The vast majority of the students were Hispanic, with a small number of Laotians completing the program population. In view of the fact that the program populations overlapped a great deal, the staff serving the students were the same, and all materials and activities were shared by all of the programs. A process evaluation, involving monitoring the program throughout the year, was conducted to determine if the program is being implemented as planned. Another goal of the evaluation was to identify the strengths and weaknesses that influenced the programs' outcomes. A set of questionnaires was sent to all participating staff and building principals concerning the following: (1) programming and instructional management; (2) communication; (3) pupil selection: and (4) miscellaneous. The program evaluator reviewed the responses and summarized them into a list of program strengths and weaknesses, and made recommendations for improvement. Information on the identification and eligibility procedures for program participants, copies of the survey questionnaires, and the results of the survey are included in three appendices. (FMW)

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EVALUATION REPORT

STATE BILINGUAL AND ECIA
CHAPTER 1 MIGRANT PROCESS
EVALUATION REPORT

1987-88

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

Saginaw Public Schools

Saginaw, Michigan

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STATE BILINGUAL AND ECIA CHAPTER 1 MIGRANT PROCESS EVALUATION REPORT

1987-88

An Approved Report of the

DIVISION OF ADMINISTRATION AND PERSONNEL

Department of Evaluation, Testing and Research

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April, 1988

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PROGRAM DESCRIPTION

The Section 41, State Bilingual Education program, Local Bilingual Student program and the E.C.I.A., Chapter 1, Migrant Education program are programs designed to meet the special educational needs of Bilingual and Migrant students in the School District of the City of Saginaw. These programs were operated by the school district during the 1987-88 school year.

The State Bilingual, Local Bilingual and Migrant programs operated at 21 elementaries, four junior highs, and both high schools. Instruction was provided primarily on a pull-out basis, with each student receiving approximately one hour of supplemental instruction per week.

State Bilingual Program

The State Bilingual program served 784 students during the 1987-88 school year. The vast majority of the students were Hispanic, with a small number of Laotian students completing the program population.

Instruction was provided to K-6 students primarily in the areas of reading and mathematics. Students in grades 7-12 also received instruction in the basic skills, as well as counseling and support services.

Local Bilingual Students

In addition to the students served by the State Bilingual Education program, the school district served another group of Bilingual students who were not included in the State Bilingual program because they had exceeded their three years of eligibility for services. These students, Local Bilingual, were served by the Bilingual Education staff who provided services in the basic skill areas of reading and mathematics. A total of 264 students were served by the Local Bilingual program.

Migrant Program

The Migrant program provided supplemental reading, mathematics, and communication skills instruction for the children of Migrant workers. A total of 422 students K-12 participated in the program.

The Bilingual programs served students whose primary language was other than English, or who came from a home environment where a language other than English was regularly used. The Migrant Education program served students whose families follow the crops or fishing industry for a livelihood, and as a result the students experienced educational discontinuity. Although the program philosophies differ, the student populations overlap because, in most circumstances, a student in the Migrant program comes from an environment where English was not the primary language spoken in the home. In view of this fact, these three programs cooperate as one, the staff serving the students were the same, and all materials and activities were shared by the programs. (See Appendix A for a complete description of the students eligibility criteria.)

PROCESS EVALUATION PROCEDURES

A process evaluation involves monitoring a program throughout the year to determine if the program is being implemented as planned. This makes it possible to identify strengths and weaknesses that influence a program's outcome. For these programs, the process evaluation was accomplished by a set of questionnaires concerning the following topics: 1) programming and instructional management; 2) communications; 3) pupil selection; and 4) miscellaneous. All Bilingual/Migrant buildings were asked to respond on the appropriate questionnaire. The instruments were distributed to the respondents on January 4, 1988 by means of an inter-office mailing (see Appendix B for a copy of the various instruments and memos used for distribution). The completed instruments were to be returned via inter-office mail by January 15, 1988. Completed instruments were last received from respondents on January 29, 1988.

PRESENTATION OF PROCESS DATA

The Bilingual/Migrant Education Process Survey, 1987-88 (see Appendix B for copies) was sent out to program teachers and their principals on January 5, 1988. As of the end of January when results were tabulated, 11 of 11 teachers (100.0%) and 21 of 27 principals (77.8%) had returned the survey instrument. The detailed tabulated results are presented in Appendix C.

What follows are the salient points stemming from this year's process evaluation efforts of the 1987-88 Bilingual/Migrant programs. The program evaluator reviewed the results and summarized them into the following categories: strengths, weaknesses, and recommendations. The major findings follow.

Strengths of the State Bilingual/Migrant Programs

From a combined review of current findings and the present description of the programs, the following strengths appear noteworthy.

PROGRAMMING AND INSTRUCTIONAL MANAGEMENT

- Nearly three quarters (71.4%) of the elementary teachers update their student profiles on a weekly basis and half (50.0%) of the secondary teachers update ther. on ac least a bi-weekly basis.

- All of the elementary teachers (100.0%) serve their students through a pull-out format as stated in the program proposal. Three quarters of the secondary teachers (75.0%) also serve their students through this method.

- Most elementary teachers (85.7%) have some legitimate way of grouping students for instruction.

COMMUNICATION

- Nearly all of the elementary principals (94.7%) and all of the secondary principals (100.0%) have made presentations at their regular building staff meetings addressing the identified objectives of the State Bilingual/Migrant programs.

MISCELLANEOUS

- The most often mentioned strengths of the State Bilingual/ Migrant programs were as follows:

MISCELLANEOUS (Cont.)

Strength	Teachers		Principals	
	Elementary	Secondary	Elementary	Secondary
- Focus on needed skills of low achieving pupils (reading/ math).			X	X
- Relaxed and supported environment setting because of small group instruction and/ or individual instructional basis (small teacher/student ratio).	X	X		
- Motivate by providing immediate feedback to rebuild self-concept and pride in their ability to succeed.		X		
- Program director	X			
- Strong, dedicated and well-trained bilingual/migrant education teachers.	X		X	
- Dropout prevention		X		
- Program deals with both reading and mathematics for some children.		X		
- Students are more aware of their need to do well in school.		X		
- Our G.P.A.'s have increased.		X		
- Staff/principal cooperation			X	
- Decreases dropouts and improves attendance.				X
- Community linkage is good.			X	

Weaknesses of the State Bilingual/Migrant Programs

From a combined review of current findings and the present description of the programs, the following current weaknesses appear noteworthy.

PROGRAMMING AND INSTRUCTIONAL MANAGEMENT

- A student/teacher ratio does average out to be approximately 86 for elementary per teacher (standard deviation 23.6%) and 116 for secondary per teacher (standard deviation 58.8%). The standard deviation indicates that teachers caseload ranged considerably.

- Most elementary teachers (85.7%) do not find the inservices effective in focusing reading and mathematics instructi n. Only half (50.0%) of the secondary teachers find them effective.

- Most elementary teachers (71.4%) and all secondary teachers (100.0%) do not find that the monthly State Bilingual/Migrant staff meetings adequately satisfy their professional inservice needs.

- Over half the elementary teachers (57.1%) and all the secondary teachers (100.0%) do not think the California Achievement Test (CAT) is an adequate measure of achievement for planning student programs.

COMMUNICATIONS

- Nearly all elementary (85.7%) and all secondary (100.0%) teachers do not have an opportunity to air special concerns about the State Bilingual/Migrant program during regular building staff meetings.

- Most elementary (71.4%) and all secondary (100.0%) find problems in scheduling pupils out of their regular classes.

- All elementary (100.0%) and secondary (100.0%) teachers do not have regular communication with classroom teachers regarding student progress.

- Only half of the secondary teachers (50.0%) and 42.9% of the elementary teachers are aware of any parent participation related to the bilingual/migrant in the buildings they serve.

COMMUNICATIONS (Cont.)

- Approximately half of the elementary (57.1%) and secondary (50.0%) teachers report to the director or designee made at least one on-site visit to their classroom during the year.

- All elementary (100.0%) and secondary (100.0%) teachers do not keep the director informed of their activities.

PUPIL SELECTION

- All teachers (100.0% of both elementary and secondary) feel that the most needy students are not identified for participation. Meanwhile all principals (100.0% of both elementary and secondary) felt they were.

- To the best of their knowledge all the State Bilingual/Migrant teachers at both levels do not think that all classroom teachers have been involved in student identification efforts; whereas most elementary (94.7%) principals and half of the secondary (50.0%) principals think they are.

MISCELLANEOUS

- The most frequently mentioned weaknesses by respondent groups were the following:

Weakness	Teachers		Principals	
	Elementary	Secondary	Elementary	Secondary
- Caseload too great for every student to obtain the needed help in reading and math.	X	X		
- Lack of books/materials that are coordinated district-wide.				X
- Lack of time for planning, teacher conferences, preparation, etc.			X	
- Lack of work space.			X	
- More staff needed to help with recordkeeping and other clerical tasks.		X		

RECOMMENDATIONS

Based on this year's process evaluation, the following recommendations are offered in an effort to improve the implementation of the State Bilingual/ Migrant programs in the future.

1. Review other selection instruments for students who lack California Achievement Test (CAT) results or those potentially eligible students who do not do poorly on CAT. A pilot testing of the new selection instrument(s) should be undertaken to determine its technical adequacy.

2. Institute a periodic testing of identified objectives for all grade levels. These objectives would provide a basis for all State Bilingual/Migrant teachers to chart the progress of each student and ultimately determine instructional effectiveness.

3. Work with the Instructional Staff Development Center (ISDC) staff to design an appropriate set of inservice activities to meet the professional needs of both elementary and secondary State Bilingual/Migrant teachers.

4. Explore other alternatives to lower the student to staff ratios and to make those ratios more consistent across buildings. Present funding levels make it impossible to lower the ratio further without assistance from other sources.

5. Continue to define at the secondary level, a standard set of reading and math materials. After the set of core materials has been identified, purchase adequate amounts for each secondary State Bilingual/Migrant building.

6. Record building level instructional activities that happen monthly. These activities then should be communicated through a calendar of events from each teacher to the supervisor.

7. Identify procedures that make State Bilingual/ Migrant scheduling easier and share these procedures during pre-service sessions at the start of the school year.

APPENDICES

APPENDIX A

IDENTIFICATION AND ELIGIBILITY PROCEDURES FOR STATE BILINGUAL AND MIGRANT STUDENTS

State Bilingual

The first step in the procedures is that of a student identification. Potential students are identified by means of a Home Language Survey. The survey is designed to determine if: 1) the native or first language is other than English or; 2) a language other than English is regularly used in the student's home or environment. Students in grades K-2 eligible for the program on the basis of the Home Language Survey and parental permission. Students in grades 3-12 go through a more extensive eligibility system which is described below.

In addition to the Home Language Survey, students in grades 3-12 are also tested on one or two instruments for program eligibility. For students who are new or have never been in the Bilingual program, the first is a test of oral English proficiency. In Saginaw, the Language Assessment Battery (LAB) test is used for this purpose and is usually administered in the fall of each year. If the student scores at or below the 40th percentile, then the student is eligible. However, if the student scores above the 40th percentile, then the student is given an English reading achievement test. The California Achievement Test (CAT) is used for this purpose. If the student scores at or below the 40th percentile, then the student is eligible for the program. Finally, parental permission is needed for program participation.

APPENDIX A

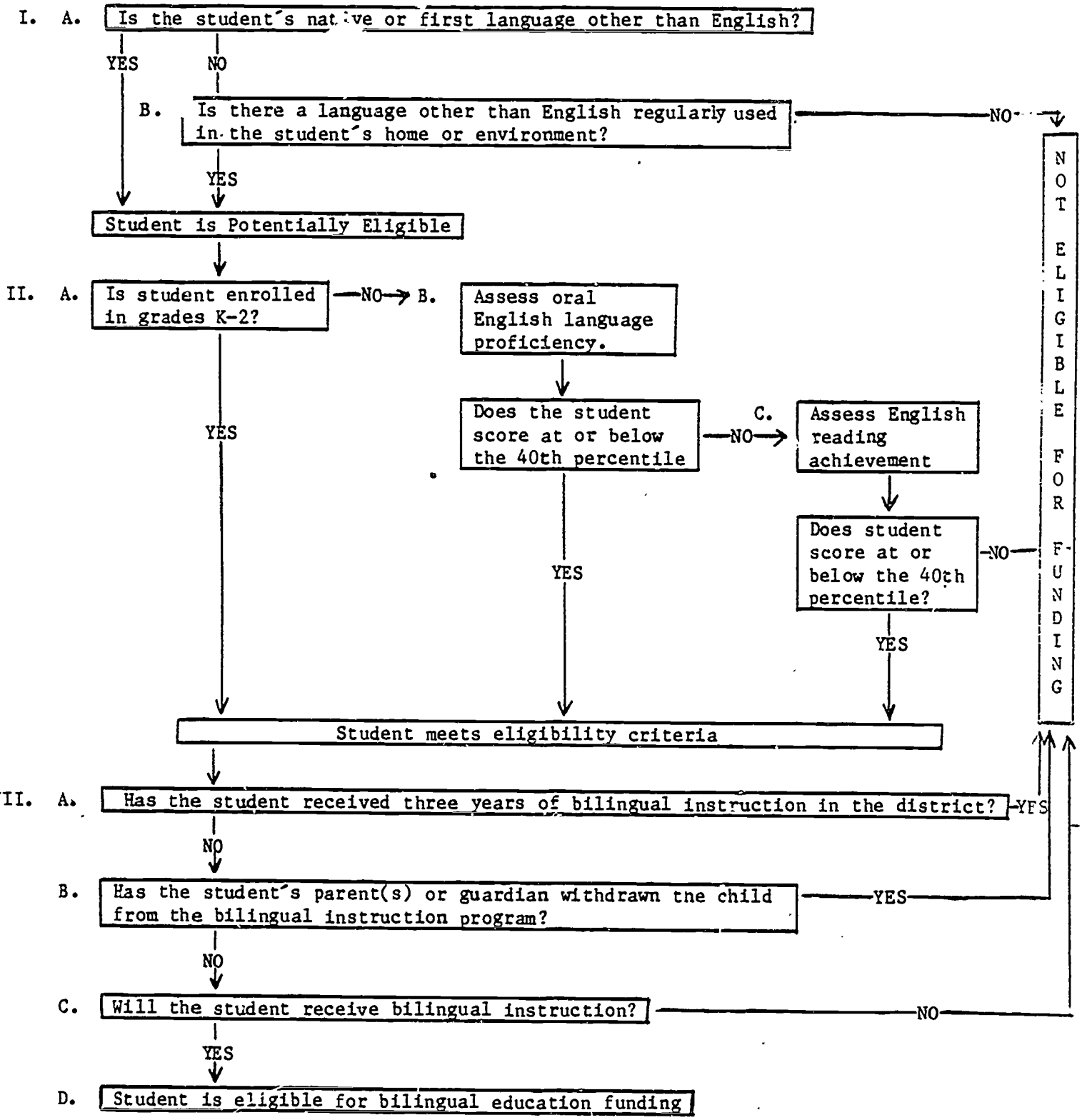
Students in grades 3-12 who were in the Bilingual program the previous year go through a somewhat different eligibility procedure. These students are subject to a program exit criterion which is based on the student's post-test English reading achievement score. If the student's post-test score remains at or below the 40th percentile, the student is ineligible. However, eligibility is based on either the oral English language proficiency test score or the English reading achievement test score. In addition, a score that is used for eligibility is to be the result of a test administration no earlier than the spring of the preceding school year. It is, therefore, possible for a student to exceed the 40th percentile on the reading achievement test and become eligible when retested with the oral English proficiency test. The final eligibility requirement is that students:

> ... shall be enrolled in the Bilingual instruction program for three years or until the child achieves a level of proficiency in English language skills sufficient to receive an equal educational opportunity in the regular school program, whichever comes first.[1]

[1] Administrator's Manual for Bilingual Education Programs in Michigan 1979-80. Bilingual Education Office, Michigan Department of Education, February, 1979, Appendix A, page 4.

APPENDIX A

PROCEDURES FOR THE IDENTIFICATION OF STUDENTS ELIGIBLE FOR BILINGUAL EDUCATION FUNDING SUMMARY FLOW CHART



APPENDIX A

Migrant

Eligibility for the Migrant program is based solely on whether a student is one of three Migrant designations. The district does, however, attempt to serve those students with the greatest academic need, and nearly all Migrant students scored at or below the 40th percentile on an English reading achievement test.

The three designations of Migrant students are:

1) Interstate: Student has moved within the last year across state boundaries.

2) Intrastate: Student has moved within the last year across school district boundaries within the state.

3) Five Year Settled Out: Student has remained within a school district for at least five years.

APPENDIX B

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Department of Evaluation, Testing and Research

TO: Elementary Principals

FROM: Richard N. Claus, Manager of Program Evaluation

RE: Elementary Principals' Chapter 1/Article 3 and State Bilingual/Migrant Process Survey

DATE: January 4, 1988

We would like you to take a few minutes to complete the attached questionnaire relevant to the Chapter 1 and/or Article 3 and Bilingual/Migrant programs in your building.

Rather than ask you to fill out two separate questionnaires we have made one instrument which asks questions that are relevant to almost all programs. If you have multiple programs in your building please indicate this in the space provided and respond to all appropriate questions.

It is important for planning purposes that we obtain your perceptions about these programs. Should you have any questions please call me at ext. 256.

Please return the completed instrument via inter-office mail to the Program Evaluation Division by January 15, 1988.

RNC/tlf

Attachment

APPENDIX B

ELEMENTARY PRINCIPALS' CHAPTER 1/ARTICLE 3 AND STATE BILINGUAL/MIGRANT PROCESS SURVEY--1987-1988

Building: _____

Check the programs that operate in your building:

___ Chapter 1 ___ State Bilingual
___ Article 3 ___ Migrant

1. Do the regular teachers in your building understand the programs' purposes, selection procedures, and operation in your building?

Chapter 1/Article 3 (Check One)	State Bilingual/Migrant (Check One)
___ No	___ No
___ Yes	___ Yes

Comments: _____

_____

2. Have you or your designated staff members had an opportunity to explain the programs' purposes, selection procedures, and operation to the building staff?

Chapter 1/Article 3 (Check One)	State Bilingual/Migrant (Check One)
___ No	___ No
___ Yes	___ Yes

Comments: _____

_____

3. According to the law, you as the principal are responsible for conducting, compilation, and analysis of Chapter 1/Article 3 student identification for your building. Have all classroom teachers been involved in the student identification effort?

Chapter 1/Article 3
(Check One)

____ No
____ Yes

Comments: _____

_____

4. This year changes have taken place in staffing and quotas in the Chapter 1/Article 3 buildings. Has setting a student to staff ratio at approximately 70 to 1 been generally beneficial to the program?

Chapter 1/Article 3
(Check One)

____ Yes
____ No ... If no, please explain. _____

_____

_____

5. As you know, we attempt to identify the most needy students for participation in the Chapter 1/Article 3 programs. Did your building identify the most needy students to participate in the Chapter 1/Article 3 educational programs?

Chapter 1/Article 3
(Check One)

____ Yes
____ No ... If no, please explain. _____

_____

_____

6. You and the people in your building received the results of the California Achievement Tests (CAT). Do you think such results provide an adequate measure of achievement for planning student programs?

Chapter 1/Article 3 (Check One)		State Bilingual/Migrant (Check One)	
___	No	___	No
___	Yes	___	Yes

Please explain: _____

_____

7. Nearly all of us have a management system to provide us with needed information to do our jobs. Teachers usually maintain such data on the strengths and weaknesses of their students. If your designated teachers maintain such data, how often do they update student performance changes?

Chapter 1/Article 3		State Bilingual/Migrant	
___	Weekly	___	Weekly
___	Every two weeks	___	Every two weeks
___	Monthly	___	Monthly
___	Every two months	___	Every two months
___	Every semester	___	Every semester
___	Other (please specify) _____	___	Other (please specify) _____
	_____		_____

Comments: _____

_____

8. Do you have a copy of the teachers' schedule to see designated pupils?

Chapter 1/Article 3 (Check One)		State Bilingual/Migrant (Check One)	
___	No	___	No
___	Yes	___	Yes

Comments: _____

_____

9. In your building do the designated staff members for these programs discuss the programs' building activities with you?

Chapter 1/Article 3 (Check One)	State Bilingual/Migrant (Check One)
____ No	____ No
____ Yes	____ Yes

Comments: _____

_____

10. Have you made a formal observation of the designated staff member(s) this year?

Chapter 1/Article 3 (Check One)	State Bilingual/Migrant (Check One)
____ Yes	____ Yes
____ No →	____ No →
If no, why not? _____	If no, why not? _____
_____	_____
_____	_____
_____	_____

11. Check the descriptor which best describes the working relationship between the designated staff member(s) and regular classroom teachers in your building.

Chapter 1/Article 3 (Check One)	State Bilingual/Migrant (Check One)
____ Poor	____ Poor
____ Fair	____ Fair
____ Good	____ Good
____ Excellent	____ Excellent

Comments: _____

_____

12. Do the above ratings represent an improvement over last year?

Chapter 1/Article 3
(Check One)

___ Yes
___ No

If no, why not? _____

State Bilingual/Migrant
(Check One)

___ Yes
___ No

If no, why not? _____

13. Do the materials in use by the designated staffs seemed adequate to increase student achievement?

Chapter 1/Article 3
(Check One)

___ No
___ Yes

State Bilingual/Migrant
(Check One)

___ No
___ Yes

Comments: _____

14. What, if any, are the most important current problems regarding the designated programs' operation in your building?

Chapter 1/Article 3

1. _____
2. _____
3. _____

State Bilingual/Migrant

1. _____
2. _____
3. _____

15. What, if any, do you consider to be the designated programs' positive contributions or strengths in your building?

Chapter 1/Article 3

_____
_____
_____

State Bilingual/Migrant

_____
_____
_____

16. Additional comments:

Chapter 1/Article 3	State Bilingual/Migrant

Thank you for your cooperation. Please return the completed instrument via inter-office mail to Richard Claus at the Central Office on or before January 15, 1988.

APPENDIX B

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Department of Evaluation, Testing and Research

TO: Secondary Principals

FROM: Richard N. Claus, Manager of Program Evaluation

RE: Secondary Principals' Chapter 1/Article 3 and State Bilingual/Migrant Process Survey

DATE: January 4, 1988

We would like you or the building administrator most familiar with the programs listed above to take a few minutes to complete the attached questionnaire relevant to the Chapter 1 and/or Article 3 and Bilingual/Migrant programs in your building.

Rather than ask you to fill out two separate questionnaires we have made one instrument which asks questions that are relevant to almost all programs. If you have multiple programs in your building please indicate this in the space provided and respond to all appropriate questions.

It is important for planning purposes that we obtain your perceptions about these programs. Should you have any questions please call me at ext. 256.

Please return the completed instrument via inter-office mail to the Program Evaluation Division by January 15, 1988.

RNC/tlf

Attachment

APPENDIX B

SECONDARY PRINCIPALS' CHAPTER 1/ARTICLE 3 AND STATE BILINGUAL/MIGRANT PROCESS SURVEY—1987-1988

Building: _____

Check the programs that operate in your building:

____	Chapter 1	____	State Bilingual
____	Article 3	____	Migrant

1. Do the regular teachers in your building understand the programs' purposes, selection procedures, and operation in your building?

Chapter 1/Article 3 (Check One)		State Bilingual/Migrant (Check One)	
____	No	____	No
____	Yes	____	Yes

Comments: _____

_____

2. Have you or your designated staff members had an opportunity to explain the programs' purposes, selection procedures, and operation to the building staff?

Chapter 1/Article 3 (Check One)		State Bilingual/Migrant (Check One)	
____	No	____	No
____	Yes	____	Yes

Comments: _____

_____

3. According to the law, you as the principal are responsible for conducting, compilation, and analysis of Chapter 1/Article 3 student identification for your building. Have all classroom teachers been involved in the student identification effort?

Chapter 1/Article 3
(Check One)

____ No
____ Yes

Comments: _____

_____

4. Do you presently need the help of the Evaluation Department in conducting a more accurate and consistent needs assessment of your student populations?

Chapter 1/Article 3
(Check One)

____ No
____ Yes _____

If yes, what type of help? _____

_____

_____

_____

State Bilingual/Migrant
(Check One)

____ No
____ Yes _____

If yes, what type of help? _____

_____

_____

_____

5. As you know, we attempt to identify the most needy students for participation in the Chapter 1/Article 3 programs. Did you building identify the most needy students to participate in the Chapter 1/Article 3 educational programs?

Chapter 1/Article 3
(Check One)

____ Yes
____ No ... If no, please explain. _____

_____

6. You and the people in your building received the results of the California Achievement Tests (CAT). Do you think such results provide an adequate measure of achievement for planning student programs?

Chapter 1/Article 3 (Check One)	State Bilingual/Migrant (Check One)
___ No	___ No
___ Yes	___ Yes

Please explain: _____

_____

7. Nearly all of us have a management system to provide us with needed information to do our jobs. Teachers usually maintain such data on the strengths and weaknesses of their students. If your designated teachers maintain such data, how often do they update student performance changes?

Chapter 1/Article 3	State Bilingual/Migrant
___ Weekly	___ Weekly
___ Every two weeks	___ Every two weeks
___ Monthly	___ Monthly
___ Every two months	___ Every two months
___ Every semester	___ Every semester
___ Other (please specify) _____	___ Other (please specify) _____
_____	_____

Comments: _____

_____

8. What content areas are taught?

Chapter 1/Article 3	State Bilingual/Migrant
_____	_____
_____	_____
_____	_____
_____	_____

9. What is the focus of the designated program in your building?

Chapter 1/Article 3 (Check as many as apply)	State Bilingual/Migrant (Check as many as apply)
____ Classroom instruction	____ Classroom instruction
____ Counseling	____ Counseling
____ Resource	____ Resource
____ Tutorial	____ Tutorial
____ Other (please specify)	____ Other (please specify)
_____	_____

Comments: _____

_____

10. In your building do the designated staff members discuss the programs' building activities with you?

Chapter 1/Article 3 (Check One)	State Bilingual/Migrant (Check One)
____ No	____ No
____ Yes	____ Yes

Comments: _____

_____

11. Check the descriptor which best describes the working relationship between the staff member(s) and the counselor in your building.

Chapter 1/Article 3 (Check One)	State Bilingual/Migrant (Check One)
____ Poor	____ Poor
____ Fair	____ Fair
____ Good	____ Good
____ Excellent	____ Excellent

Comments: _____

_____

12. Have you made a formal observation of the designated staff member(s) this year?

Chapter 1/Article 3 (Check One)	State Bilingual/Migrant (Check One)
____ Yes	____ Yes
____ No →	____ No →
If no, why not? _____	If no, why not? _____
_____	_____
_____	_____

13. Do the materials in use by the designated staffs seem adequate to increase student achievement?

Chapter 1/Article 3 (Check One)	State Bilingual/Migrant (Check One)
____ No	____ No
____ Yes	____ Yes

Comments: _____

_____

14. Are announcements about the programs or pertinent problems about the designated programs aired at regular staff meetings?

Chapter 1/Article 3 (Check One)	State Bilingual/Migrant (Check One)
____ No	____ No
____ Yes	____ Yes

Comments: _____

_____

15. What, if any, are the most important current problems regarding the designated programs' operation in your building?

Chapter 1/Article 3	State Bilingual/Migrant
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

16. What, if any, do you consider to be the designated programs' positive contributions or strengths in your building?

Chapter 1/Article 3	State Bilingual/Migrant

17. Additional comments:

Chapter 1/Article 3	State Bilingual/Migrant

Thank you for your cooperation. Please return the completed instrument via inter-office mail to Richard Claus at the Central Office on or before January 15, 1988.

APPENDIX B

STATE BILINGUAL/MIGRANT EDUCATION

PROCESS SURVEY 1987-1988

To assist in planning efforts, the Department of Evaluation, Testing, and Research requests that each Bilingual/Migrant staff member complete the attached questionnaire regarding program operations. Many future project endeavors will be based upon your responses and reactions to the questions contained in this instrument.

We want to obtain your individual perceptions about the programs, all responses will be kept confidential. Answer each question as it pertains to the program(s) you serve.

If you have any questions, please call Raul Rio (ext. 255).

Please complete and return the questionnaire via inter-office mail to Raul Rio, Program Evaluation Division no later than January 15, 1988.

First, please indicate in the space provided below what buildings or buildings and program populations you serve.

BUILDING(S)	SUBJECT AREAS (Check as many as apply)	
1. _____	Reading ____	Mathematics ____
2. _____	Reading ____	Mathematics ____
3. _____	Reading ____	Mathematics ____
4. _____	Reading ____	Mathematics ____
5. _____	Reading ____	Mathematics ____
6. _____	Reading ____	Mathematics ____
7. _____	Reading ____	Mathematics ____

APPENDIX B

NAME: _____ DATE: _____

Programming and Instructional Management

1. This year changes have taken place in staffing and quotas in the Bilingual/Migrant buildings. Has setting a student to staff ratio at approximately 70 to 1 been generally beneficial to the program? (Check one)

____ No
____ Yes

Comments: _____

_____

2. Some of your inservices have emphasized information in math and reading instruction/materials, etc., we want to know if such activities have been effective in focusing instruction? (Check one)

____ No
____ Yes

Please explain: _____

_____

3. Nearly all of us have a management system to provide a profile of each student's performance (strengths and weaknesses). If you have such a profile, how often do you update the changes in student performance? (Check one)

____ Weekly
____ Every two weeks
____ Monthly
____ Every two months
____ Every semester
____ Other (please specify) _____

Comments: _____

_____

4. You and the people in your building received California Achievement Tests (CAT) Form E information. Do you think such results provide an adequate measure of achievement for planning student programs? (Check one)

____ No
____ Yes

Please explain: _____

_____

5. Approximately how many different children do you serve in the building(s) you work and what is your service count in reading and/or mathematics?

____ Head Count (different students)
____ Service Count (duplicated count)

6. How do you primarily serve students? (Check one)

____ Pull-out format (Resource Room)
____ Within a regular classroom where students are instructed in a small group during regular classroom instruction (Push-In)
____ Self-contained classroom/team teaching.
____ Other (please explain) _____

_____

7. Which of the following primarily characterize the way you serve students? (Check one)

____ No grouping
____ Ability
____ Grade/classroom
____ Objectives
____ Randomly
____ Other (please specify) _____

_____

8. What is the <u>average</u> amount of time you spend <u>each</u> week instructing each <u>pupil</u>?

____ Average time spent in hours per week per pupil

9. How long have you been teaching in the program?

____ Time in program to nearest year

10. Do the monthly meetings of the Bilingual/Migrant staff provide an adequate means of satisfying your professional inservice needs? (Check one)

____ No
____ Yes

What can be done, if anything, to improve the inservice sessions?

_____

_____

_____

_____

11. Which of the following have been areas covered during the inservice sessions? (Check as many as apply)

____ (1) Ways to improve coordination between regular classroom and bilingual/migrant teachers
____ (2) New materials (Book of Lists, EDL Vocabulary Book, Power Writing, etc.)
____ (3) Calendars for bilingual/migrant program
____ (4) Committee work
____ (5) Information relative to reading objectives
____ (6) Information relative to mathematics objectives
____ (7) Special programs (Math Their Way, Math a Way of Thinking, Virginia Soper, etc.)
____ (8) Reports about what was learned at educational conferences
____ (9) Other (please specify) _____
____ (10) Other (please specify) _____

12. What additional areas of inservice, if any, would be beneficial to you?

_____

_____

_____

_____

13. Rate the overall inservices by circling the number which best describes your assessment of these meetings.

Poor	Fair	Good
1	2	3

Communication

14. Have you or your building colleagues made any presentations at the regular building staff meetings related to identified objectives of the Bilingual/Migrant education programs? (Check one)

____ No
____ Yes

If you served more than one building, indicate buildings where presentations were made.

Building(s): _____
When: _____
By whom: _____
How many: _____

15. If you serve more than one building, are you invited to be part of the staff meetings at the buildings at which you work? (Check one)

____ No
____ Yes

Comments: _____

_____

16. Have you had an opportunity to air special aspects or concerns about the Bilingual/Migrant education programs at regular building staff meetings? (Check one)

____ No
____ Yes

Comments: _____

_____

17. Are there any pupil scheduling problems? (Check one)

____ No
____ Yes ... Please describe. _____

_____

_____

_____

18. Is there regular communication between you and classroom teachers regarding student progress? (Check one)

____ No ... Why not? _____

_____

_____

____ Yes ... Please describe. _____

_____

_____

19. Are you aware of any Bilingual/Migrant education parent participation in the building(s) you serve? (Check one)

____ No

____ Yes ... Please describe. _____

_____

_____

20. Has the director made any on-site visits to your class this year? (Check one)

____ No

____ Yes ... What were the results? _____

_____

_____

_____

21. Has the principal made a formal observation of your class this year? (Check one)

____ No

____ Yes ... What were the results? _____

_____

_____

_____

22. Do you keep your director informed of your activities? (Check one)

____ No

____ Yes ... How? _____

_____

_____

_____

APPENDIX B

Pupil Selection

23. To your knowledge, have classroom teachers in the building(s) in which you work been involved in the Bilingual/Migrant student identification efforts? (Check one)

____ No
____ Yes

Comments: _____

_____

24. As you know, we attempt to identify all eligible students for participation in the Bilingual/Migrant programs. Generally, did the building(s) in which you work identify all eligible students to participate in the Bilingual/Migrant programs? (Check one)

____ No ... If so, please identify exceptions. _____

_____

____ Yes

Comments: _____

_____

Miscellaneous

25. Name one or two of the strengths and weaknesses of the Bilingual/Migrant education program.

STRENGTH	WEAKNESS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

26. What recommendations would you make to improve the overall program?

27. Additional comments:

Thank you for your cooperati/ . Please return the completed instrument via inter-office mail to Raul Rio at the Central Office on or b.fore January 15, 1988.

APPENDIX C

RESULTS OF THE STATE BILINGUAL/MIGRANT PROCESS SURVEY FOR 1987-88 OF TEACHERS (ELEMENTARY N = 7 AND SECONDARY N = 4) AND THEIR PRINCIPALS (ELEMENTARY N = 19 AND SECONDARY N = 2).

Programming and Instructional Management

1. This year changes have taken place in staffing and quotas in the State Bilingual/Migrant buildings. Has setting a student to staff ratio at approximately 70 to 1 been generally beneficial to the program? (Check one)

	Teachers	
	Elementary	Secondary
No	4 (57.1%)	2 (50.0%)
Yes	2 (28.6%)	1 (25.0%)
No Response	1 (14.3%)	1 (25.0%)

2. Some of your inservices have emphasized information in math and reading instruction/ materials, etc., we want to know if such activities have been effective in focusing instruction? (Check one)

	Teachers	
	Elementary	Secondary
No	6 (85.7%)	1 (25.0%)
Yes	1 (14.3%)	2 (50.0%)
No Response	0 (0.0%)	1 (25.0%)

3. Nearly all of us have a management system to provide a profile of each student's performance (strengths and weaknesses). If you have such a profile, how often do you update the changes in student performance? (Check one)

	Teachers		Principals	
	Elementary	Secondary	Elementary	Secondary
Weekly	5 (71.4%)	1 (25.0%)	6 (31.6%)	0 (0.0%)
Every two weeks	0 (0.0%)	1 (25.0%)	1 (5.3%)	0 (0.0%)
Monthly	1 (14.3%)	0 (0.0%)	3 (15.8%)	1 (50.0%)
Every two months	1 (14.3%)	1 (25.0%)	2 (10.5%)	0 (0.0%)
Every semester	0 (0.0%)	1 (25.0%)	0 (0.0%)	0 (0.0%)
Ongoing	0 (0.0%)	0 (0.0%)	1 (5.3%)	1 (50.0%)
No Response	0 (0.0%)	0 (0.0%)	6 (31.6%)	0 (0.0%)

4. You and the people in your building received California Achievement Tests (CAT) Form E information. Do you think such results provide an adequate measure of achievement for planning student programs? (Check one)

	Teachers		Principals	
	Elementary	Secondary	Elementary	Secondary
No	4 (57.1%)	4 (100.0%)	6 (31.6%)	0 (0.0%)
Yes	3 (42.9%)	0 (0.0%)	13 (68.4%)	2 (100.0%)
No Response	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)

5. Approximately how many different children do you serve in the building(s) you work and what is your service count in reading and/or mathematics?

	Teachers			
	Elementary		Secondary	
	Average	Standard Deviation	Average	Standard Deviation
Head Count (different students)	85.8	23.6	116.0	58.8
Service Count (duplicated count)	116.0	45.8	116.0	58.8

6. How do you primarily serve students? (Check one)

	Teachers	
	Elementary	Secondary
Pull-out format (Resource Room)	6 (85.7%)	1 (25.0%)
Within a regular classroom where students are instructed in a small group during regular classroom instruction (Push-In)	0 (0.0%)	0 (0.0%)
Self-contained classroom/team teaching	0 (0.0%)	0 (0.0%)
Pull-out/self-contained/team teaching	1 (14.3%)	0 (0.0%)
Pull-out dealing with scheduling and attendance problems	0 (0.0%)	1 (25.0%)
Regular classroom	0 (0.0%)	0 (0.0%)
Pull-out and Pilot program operation G.P.A.	0 (0.0%)	1 (25.0%)
Pull-out and Push-in	0 (0.0%)	0 (0.0%)
Counseling, resource, tutorial	0 (0.0%)	1 (25.0%)

7. Which of the following primarily characterize the way you serve students? (Check one)

	Teachers	
	Elementary	Secondary
No grouping	1 (14.3%)	2 (50.0%)
Ability	0 (0.0%)	0 (0.0%)
Grade/classroom	2 (28.6%)	0 (0.0%)
Objectives	2 (28.6%)	0 (0.0%)
Randomly	0 (0.0%)	2 (50.0%)
Grade and ability/classroom	1 (14.3%)	0 (0.0%)
Grade, ability/classroom, objective	1 (14.3%)	0 (0.0%)

8. What is the <u>average</u> amount of time you spend <u>each</u> week instructing each <u>pupil</u>?

	Teachers	
	Elementary	Secondary
Average time spent in hours per week per pupil	10.4	10.5
Standard Deviation	2.2	13.4

9. How long have you been teaching in the program?

	Teachers	
	Elementary	Secondary
Average time in program to nearest year	9.5	3.0
(Standard Deviation)	5.4	1.0

10. Do the monthly meetings of the State Bilingual/Migrant staff provide an adequate means of satisfying your professional inservice needs? (Check one)

	Teachers	
	Elementary	Secondary
No	5 (71.4%)	4 (100.0%)
Yes	2 (28.6%)	0 (0.0%)
No Response	0 (0.0%)	0 (0.0%)

10. (Continued)

What can be done, if anything, to improve the inservice sessions?	Teachers Elementary	Teachers Secondary
Longer sessions (one day instead of half a day) or more inservices.	1	1
Teachers at the same grade level need to have time to discuss how their programs vary, what their needs are, and wants should be.	2	0
More time developing pupil personnel strategies for the secondary level.	0	2
Explanation of how teaching to one objective can be done properly to insure student mastery.	1	0
How to sort out student needs effectively and then supply the needed materials to work on needs at once.	1	0
More opportunities to brainstorm in small groups.	1	0
Inservices at least once a month or even twice.	1	0

11. Which of the following have been areas covered during the inservice sessions? (Check as many as apply)

	Teachers Elementary	Teachers Secondary
Ways to improve coordination between regular classroom and compensatory education teachers.	5	4
New materials (Book of Lists, EDL Vocabulary Book, Power Writing, etc.)	4	1
Calendars for compensatory education program	4	3
Committee work	3	4
Information relative to reading objectives	5	3
Information relative to mathematics objectives	5	3
Special programs (Math Their Way, Math A Way Of Thinking, Virginia Soper, etc.)	0	1
Reports about what was learned at educational conferences.	2	4
Vocational education inservice	0	2
Time management - how to get all the paperwork done in the shortest amount of time such that deadlines can be met.	1	0
Math (upper grades)	1	0

12. What additional areas of inservice, if any, would be beneficial to you?

	Teachers	
	Elementary	Secondary
Reluctant learner	1	0
Parental involvement component that is academic and motivational in nature.	1	0
Any activity related to the new CAT or MEAP.	1	0
Meeting with other bilingual groups/compensatory education staff to share ideas.	1	2
Attendance at state-wide conferences for bilingual education.	0	1
How to motivate students to do homework.	1	0
Math and science	1	0
How to assist the high school student.	0	1

13. Rate the overall inservices by circling the number which best describes your assessment of these meetings.

Poor	Fair	Good
1	2	3

	Teachers	
	Elementary	Secondary
Average Rating	2.57	2.50
Standard Deviation	0.53	0.58

Communication

14. Have you or your building colleagues made any presentations at the regular building staff meetings related to identified objectives of the bilingual/migrant education programs? (Check one)

	Teachers		Principals	
	Elementary	Secondary	Elementary	Secondary
No	6 (85.7%)	4 (100.0%)	1 (5.3%)	0 (0.0%)
Yes	1 (14.3%)	0 (0.0%)	18 (94.7%)	2 (100.0%)
No Response	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)

15. If you serve more than one building, are you invited to be part of the staff meetings at the buildings at which you work? (Check one)

	Teachers	
	Elementary	Secondary
No	5 (71.4%)	1 (25.0%)
Yes	2 (28.6%)	1 (25.0%)
No Response	0 (0.0%)	2 (50.0%)

16. Have you had an opportunity to air special aspects or concerns about the bilingual/migrant education programs at regular building staff meetings? (Check one)

	Teachers		Principals	
	Elementary	Secondary	Elementary	Secondary
No	6 (85.7%)	4 (100.0%)	NA	0 (0.0%)
Yes	1 (14.3%)	0 (0.0%)	NA	2 (100.0%)
No Response	0 (0.0%)	0 (0.0%)	NA	0 (0.0%)

17. Are there any pupil scheduling problems? (Check one)

	Teachers	
	Elementary	Secondary
No	2 (28.6%)	0 (0.0%)
Yes	5 (71.4%)	4 (100.0%)
No Response	0 (0.0%)	0 (0.0%)

If yes, please describe:

	Teachers	
	Elementary	Secondary
Art, special programs, bilingual, etc.	1	0
Requires input from other teachers.	2	0
Space	1	0

18. Is there regular communication between you and the classroom teachers regarding student progress? (Check one)

	Teachers	
	Elementary	Secondary
No	7 (100.0%)	4 (100.0%)
Yes	0 (0.0%)	0 (0.0%)
No Response	0 (0.0%)	0 (0.0%)

If yes, please describe.

	Teachers	
	Elementary	Secondary
When picking up students, informally on a periodic basis	3	0
Every week	2	0
Very close communication/open communication involving showing student work.	0	2
Once a month I check the performance in the classroom and see if pupils need any special help.	1	0

19. Are you aware of any bilingual/migrant education parent participation in the building(s) you serve? (Check one)

	Teachers	
	Elementary	Secondary
No	3 (42.9%)	1 (25.0%)
Yes	3 (42.9%)	2 (50.0%)
No Response	1 (14.3%)	1 (25.0%)

20. Has the director and/or a designate made any on-site visits to your class this year? (Check one)

	Teachers	
	Elementary	Secondary
No	2 (28.6%)	1 (25.0%)
Yes	4 (57.1%)	2 (50.0%)
No Response	1 (14.3%)	1 (25.0%)

21. Has the principal made a formal observation of your class this year? (Check one)

	Teachers		Principals	
	Elementary	Secondary	Elementary	Secondary
No	2 (28.6%)	1 (25.0%)	13 (68.4%)	0 (0.0%)
Yes	4 (57.1%)	2 (50.0%)	5 (26.3%)	2 (100.0%)
No Response	1 (14.3%)	1 (25.0%)	1 (5.3%)	0 (0.0%)

22. Do you keep your director informed of your activities? (Check one)

	Teachers	
	Elementary	Secondary
No	7 (100.0%)	(100.0%)
Yes	0 (0.0%)	0 (0.0%)
No Response	0 (0.0%)	0 (0.0%)

Pupil Selection

23. To your knowledge, have all classroom teachers in the building(s) in which you work been involved in the bilingual/migrant student identification efforts? (Check one)

	Teachers		Principals	
	Elementary	Secondary	Elementary	Secondary
No	7 (100.0%)	4 (100.0%)	1 (5.3%)	1 (50.0%)
Yes	0 (0.0%)	0 (0.0%)	18 (94.7%)	1 (50.0%)
No Response	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)

24. As you know, we attempt to identify the most need students for participation in the bilingual/migrant programs. Generally, barring students that entered late, did the building(s) in which you work identify the most needy students to participate in the bilingual/migrant education programs? (Check one)

	Teachers		Principals	
	Elementary	Secondary	Elementary	Secondary
No	7 (100.0%)	4 (100.0%)	0 (0.0%)	0 (0.0%)
Yes	0 (0.0%)	0 (0.0%)	19 (100.0%)	2 (100.0%)
No Response	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)

Miscellaneous

25. Name one or two of the strengths and weaknesses of the bilingual/migrant education program.

Strength	Teachers		Principals	
	Elementary	Secondary	Elementary	Secondary
Focus in on needed skills of low achieving pupils (reading/math).	0	0	3	1
Relaxed and supported environment setting because of small group instruction and/or individual instructional basis (small teacher/student ratio).	2	1	1	0
Motivate by providing immediate feedback to rebuild self-concept and pride in their ability to succeed.	0	1	1	0
Program director	2	0	0	0
Strong, dedicated and well-trained bilingual/ migrant education teachers.	1	0	3	0
Dropout prevention	0	1	0	0
Program deals with both reading and mathematics for some children.	0	1	0	0
Students are more aware of their need to do well in school.	0	1	0	0
Our G.P.A.'s have increased.	0	1	1	0
Staff/principal cooperation	1	0	7	0
Ability to communicate with bilingual teachers in first language.	1	0	0	0
Bilingual role model for students	1	0	0	0
Decreases dropouts and improves attendance.	0	0	0	1
Community linkage is good.	0	0	2	0
Data collection and analysis techniques are good.	0	0	1	0
Students' language needs are addressed.	0	0	1	0
None	0	0	1	0

25. (Continued)

Weakness	Teachers Elementary	Teachers Secondary	Principals Elementary	Principals Secondary
Pull-out program takes time away from regular instruction.	0	0	1	0
Case load too great for every student to obtain the needed help in reading and math.	2	2	1	1
Lack of books/materials that are coordinated district-wide.	0	0	0	2
Lack of time for planning, teacher conferences, preparation, etc.	1	0	6	0
Lack of work space	1	0	3	0
More staff needed to help with recordkeeping and other clerical tasks.	0	2	0	0
Function of the lack capability(s) of individual teachers.	1	0	1	0
Confusion of objectives (i.e., cultural or academic).	0	0	1	0
Data collection methods are inadequate.	0	0	1	0
Need increase assistance to meet the needs of the Hmong population.	0	0	1	0
None	0	0	2	0

26. What recommendations would you make to improve the overall program?

	Teachers Elementary	Teachers Secondary
Develop resource rooms in each building to have common materials for each objective.	0	1
Increase amount of "direct teaching" services in both reading and mathematics.	1	0
Organized parent participation component.	1	0
More staff at the secondary level.	0	1
Eliminate traveling between schools because it disjoints staff and continuity of program.	1	0
Less paperwork, with deadlines that are reasonable.	1	0
Quiet working area/space	1	0
Committee to direct cultural program, dinners, and assemblies.	1	0
More advance notice of meetings is needed so release forms can be filled out before these meetings.	1	0

27. Additional comments:

	Teachers		Principals	
	Elementary	Secondary	Elementary	Secondary
Well organized identification process this year.	0	1	0	0
Smooth program so far this school year.	0	2	0	0
A number of educational games have been found effective in grades 3-6.	1	0	0	0
Regular classroom teachers at my buildings have been cooperative.	1	0	0	0
I am happy to say that because of a previous work session we will now have less paperwork.	1	0	0	0
Teacher needs to be in the building on a full-time basis.	0	0	1	0
Need to increase bilingual/migrant staff to include personnel who can meet the needs of the Hmong population.	0	0	1	0