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ABSTRACT

This paper evaluates the bilingual educational program at Grover Cleveland High School, Queens, New York City. The program offered instruction in English as a second language (ESL) and native language skills in Italian and Spanish as well as courses in science, mathematics, and social studies to 142 students with limited English proficiency. The major goal of the program was to promote the acquisition of English language skills needed for mainstreaming within a 2-year span, while nurturing strong personal and ethnic identity in the students. Supportive services were provided for staff development, career counseling, and parental involvement through home visits. Evaluation findings for 1981-82 indicate that students were meeting program objectives in English language development, and achieving high rates of passing in native language arts. Passing rates varied in content area courses. In addition, the attendance rate of program students was higher than the average school wide attendance. Recommendations to enhance program effectiveness are made in this report. Statistical data on staff characteristics are appended. (AOS)

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O.E.E. Final Evaluation Report

March, 1983

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GROVER CLEVELAND HIGH SCHOOL

BASIC BILINGUAL PROGRAM

1981-1982

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Director: Aldo Guarnieri

Coordinator: Daniel Mugan

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A SUMMARY OF THE EVALUATION FOR
GROVER CLEVELAND HIGH SCHOOL
1981-1982

During the third and last year of Title VII funding of the Grover Cleveland bilingual program, instruction in E.S.L. and native language skills in Italian and Spanish was provided. In addition, bilingual instructional offerings in science, math, and social studies were available to the 142 limited English-speaking participating students. Ninety percent of the Italian students and 70 percent of the Hispanic students were literate in their native language.

The program's major goal remained stable: to promote the acquisition of English language skills needed for mainstreaming within a two-year span while nurturing a strong personal and ethnic identity in the student. This policy was advanced by placing entering students in major subject-area classes in which instruction was conducted in both the native language and English with most texts and materials in English. English language usage was increased as the student progressed without foregoing the development of content-area knowledge and self-esteem.

Title VII funds financed three resource teachers, one family assistant, and the project coordinator. The remaining support and instructional personnel were provided by Title I and tax levy monies. Curriculum materials were developed in social studies and mathematics. Supportive services included personal, academic, and career counseling and family assistance via home visits. To promote staff development, all of the bilingual staff members participated in workshops, meetings, and conferences on bilingual education. Through their involvement in the Parent/Student/Community Advisory Committee and their attendance at program and school-wide events, parents of the bilingual students participated in their children's education.

Students were assessed in English language development (Criterion Referenced English Syntax Test); mathematics, science, social studies, and native language arts (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement indicated that:

- 1--In general, both Spanish-speaking and Italian-speaking program students mastered at least one objective per month of instruction on the Criterion Referenced English Syntax Test during both the fall and Spring semesters.
- The overall passing rates of Spanish-speaking program students in the content areas in the fall ranged from 75 percent in science to 89 percent in mathematics. In the spring, the overall passing rates ranged from 67 percent in mathematics to 90 percent in social studies.

- The overall passing rates of Italian-speaking program students in the content areas in the fall ranged from 78 percent in social studies to 86 percent in science. In the spring, the overall passing rates ranged from 50 percent in mathematics to 89 percent in science.
- In native language arts, the overall passing rate for Spanish-speaking program students was 92 percent in the fall and 76 percent in the spring.
- For Italian-speaking program students, the overall passing rate in native language arts was 100 percent in the fall (4 students) and 86 percent (7 students) in the spring.
- The attendance rate of the program students was 5.9 percentage points higher than the average school-wide attendance percentage.

The following recommendations to enhance program effectiveness, efficiency, and continuation have been made:

- Inviting monolingual English-speaking students who are studying Spanish or Italian to participate in native language arts classes in the bilingual program to promote greater integration among the student population;
- Establishing greater communication with other secondary schools in the city with programs in Italian and Spanish to share curricula and materials and to reduce any possible duplication services;
- Increasing attendance by program staff at city and state conferences to increase their understanding of theory and practice of bilingual education;
- Continuing the existing tutorial program if funds allow. If not, promoting a peer tutorial system to further communication between program and mainstream students;
- Supporting the resubmission of the Title VII Project CAUSA proposal as career bilingual education is a pressing need in this section of New York City.

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BASIC BILINGUAL PROGRAM
ITALIAN AND SPANISH
GROVER CLEVELAND HIGH SCHOOL

Location: 21-27 Himrod Street, Ridgewood, New York

Year of Operation: 1981-1982; third of three years of funding

Target Languages: Italian and Spanish

Number of Participants: 142 students; 18 Italian, 124 Spanish

Principal: Myron L. Liebrader

Program Director: Aldo Guarnieri

Program Coordinator: Daniel Mugan

I. CONTEXT

COMMUNITY SETTING

Grover Cleveland High School, which houses the Basic Bilingual Program in Italian and Spanish, is in District 24 in the Ridgewood section of Queens, just north of the Williamsburg section of Brooklyn. The immediate neighborhood is predominantly a working-class area, with well-kept two- and three-family homes. It is dotted with small businesses to serve local shoppers. The vicinity around the school is tree-lined, but as one travels a few blocks away along Metropolitan Avenue towards Williamsburg, the area becomes industrialized and the housing run-down.

Although the area is not far from midtown Manhattan, it is isolated because of poor subway connections. The nearest subway station is a twenty-minute walk from the school. But surface transportation is good, making the school easily accessible from surrounding neighborhoods.

District 32 has one of the highest concentrations of Italian-speaking people in Queens. Its Dekalb Avenue serves as a port of entry for the hundreds of Italian immigrants who arrive in New York City every year. Most of these immigrants are from Sicily, and the Sicilian dialect is prevalent in the many Italian specialty shops in the district. Nearby Williamsburg has a high percentage of Hispanic residents, and many Hispanics also live in low-income areas of Queens.

In the last year or so, immigration from Italy has slowed down, while the district's Hispanic population has grown.

Community resources available to the Basic Bilingual Program include public libraries, the Farrini League (a social-welfare agency), and after-school classes in Italian and English as a second language at senior-citizen institutions.

SCHOOL SETTING

The school building is old but in relatively good condition, with nice landscaping, excellent athletic facilities, well-equipped shops and rooms, and pleasant offices. There are some graffiti, however, and some teachers complain about a lack of day-to-day custodial upkeep. The bilingual program has an office that equals the foreign-language office in size and attractiveness. It serves as a resource center and as a place for students to meet with classroom teachers for extra help.

Spanish-speaking students make up 21 percent of the population of Grover Cleveland High School. Approximately forty-five percent of the Hispanics are from Puerto Rico, twenty percent from the Dominican Republic, twenty percent from Ecuador, and the remaining fifteen percent from other Latin American countries and Spain. The population is

relatively stable except for a limited number of the Hispanics, who live with relatives on a temporary basis and go back and forth between the United States and their countries of origin during the school year. Eighteen students are Italian-speaking and were born in Italy. Table 1 lists the home languages of the students at Grover Cleveland and the percent in each group with limited English proficiency.

The LEP students for the most part are the children of skilled, semi-skilled, and unskilled blue-collar workers. In most households, both parents work. Many of the students have jobs after school or take care of siblings. Many Italian parents are reported to have a low regard for education and encourage their children to drop out and go to work.

Class counts during the 1981-1982 school year showed that the Italian LEP population had decreased due to the slowing down of immigration by Italians, while the Hispanic LEP population was increasing.

Perhaps as a result both of the mobility of some Hispanics and the low regard for education of some Italians, the dropout rate at Grover Cleveland is slightly higher than that for the borough of Queens. The attendance rate is 83.3 percent, which is also higher than that for Queens as a whole.

TABLE 1

Home Languages of Students in the School as a Whole

Language	Number of Students	Percent Total Enrollment	Number LEP	Percent LEP
English	2,671	77.6	-	-
Spanish	713	20.7	124	17.4
Italian	18	0.5	18	100.0
Korean	10	0.3	10	100.0
Serbo-Croatian	9	0.3	9	100.0
Chinese	7	0.2	7	100.0
Polish	6	0.2	6	100.0
Haitian	3	0.08	3	100.0
Hungarian	2	0.05	2	100.0
Vietnamese	1	0.02	1	100.0
Other	2	0.05	2	100.0
Total	3,442	100	182	5.3

Source: High School Data Form For Consent Decree/Lau Program,
October 15, 1981

II. STUDENT CHARACTERISTICS

All of the Italian students and all but thirty percent of the Hispanic students in the Basic Bilingual Program live in the Grover Cleveland attendance area. Students from outside come mostly from Brooklyn or other parts of Queens. They chose to attend Grover Cleveland because of its reputation as a "good and stable" school. Some prefer its racial balance to the racial isolation of their neighborhoods.

Students come into the program with a wide range of educational backgrounds, from almost no education to experience in highly academic secondary schools in their countries of origin. Ninety percent of the Italians and seventy percent of the Hispanics are literate in their native language, but their proficiency in English ranges widely. The program reflects this range by providing both remediation and advanced placement.

Outside of school, students use their native language almost exclusively, with family, friends, and shopkeepers. In school, they communicate with each other mostly in English.

Table 2 presents the countries of origin and the language group of program students for whom information was provided. As can be seen in the table, the vast majority of students speak Spanish while the remainder are Italian-speaking.

Table 3 presents the distribution of program students by grade and sex. It should be noted that there are a greater number of females than males in the program.

Many program students have suffered interrupted schooling or, because of a lack of educational opportunities in their countries of origin, have received fewer years of education than their grade would indicate. Table 4 reports on the students by age and grade.

TABLE 2

Number and Percentages of Program Students by
Language and Country of Birth

Language	Country of Birth	Number	Percent
Spanish	Puerto Rico	19	19.8
	Dominican Republic	13	13.5
	Cuba	1	1.0
	Mexico	2	2.1
	Honduras	2	2.1
	Guatemala	1	1.0
	El Salvador	7	7.3
	Nicaragua	1	1.0
	Panama	2	2.1
	Colombia	8	8.3
	Ecuador	23	24.0
	Peru	3	3.1
	Uruguay	1	1.0
	Spain	1	1.0
U.S.	1	1.0	
Italian	Italy	11	11.5
	TOTAL	96	100.0

•Nearly 90 percent of the students speak Spanish. Twenty-four percent were born in Ecuador and approximately 20 percent were born in Puerto Rico.

•Approximately eleven percent of the students speak Italian and were born in Italy.

•One Spanish-speaking student was born in the United States.

TABLE 3

Number and Percentages of Program Students by Sex and Grade

Grade	Male N	Percent of Grade	Female N	Percent of Grade	Total N	Column Total: Percent of All Students
9	5	26	14	74	19	21
10	12	40	18	60	30	33
11	18	47	20	53	38	41
12	3	60	2	40	5	5
TOTAL	38	41	54	59	92	100

•Female students (59 percent) outnumber male students (41 percent) in all grades with the exception of grade 12. The percentage of female students steadily decreases from grade 9 to grade 12.

•Most (41 percent) of the program students are in grade 11.

TABLE 4
Number of Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	4	2	0	0	6
15	5	7	0	0	12
16	6	8	14	0	28
17	4	8	9	2	23
18	0	3	12	8	15
19	0	0	2	3	5
Total	19	28	37	5	89

Overage Students					
Number	10	11	14	3	38
Percent	53	39	38	60	43

Note: Shaded boxes indicate expected age range.

•Forty-three percent of the students are overage for their grade. The highest percentage of overage students is in grade 12, followed by grade 9.

•Most program students are 16 years of age. Of these, most are in grade 11.

III. PROGRAM DESCRIPTION

HISTORY

The Basic Bilingual Program was in its third and final year of Title VII funding in 1981-1982. A new coordinator was appointed to replace the one who served for the first two years of funding. The new coordinator continued with the same philosophy and enthusiasm that prevailed under the first. He wrote a Title VII proposal for a Project CAUSA (Career Advancement Utilizing Student Abilities) to offer "practical career training studies as occupational options" for three hundred newly-arrived Spanish and Italian students. The project was not funded, however.

The program changed little in its three years of operation. The second year saw an improved organization, while the final year put an emphasis on incorporating bilingual courses into the school's regular program.

PHILOSOPHY

The program's philosophy in its third year remained the same: to assist the students as much as possible to acquire English-language skills. Student were mainstreamed -- put into regular, English-only classes -- as soon as possible. They were also given supportive services and tutorial assistance oriented toward college enrollment. The administration of Grover Cleveland supported this philosophy, stating that under normal circumstances a student should not be in the program more than two years.

ORGANIZATION

The project coordinator was in charge of the Basic Bilingual Program operations. He was supervised by the project director, who was also the chairperson of the Foreign Language Department. Figure 1 shows how the program was administered.

PERSONNEL AND FUNDING

Title VII Personnel

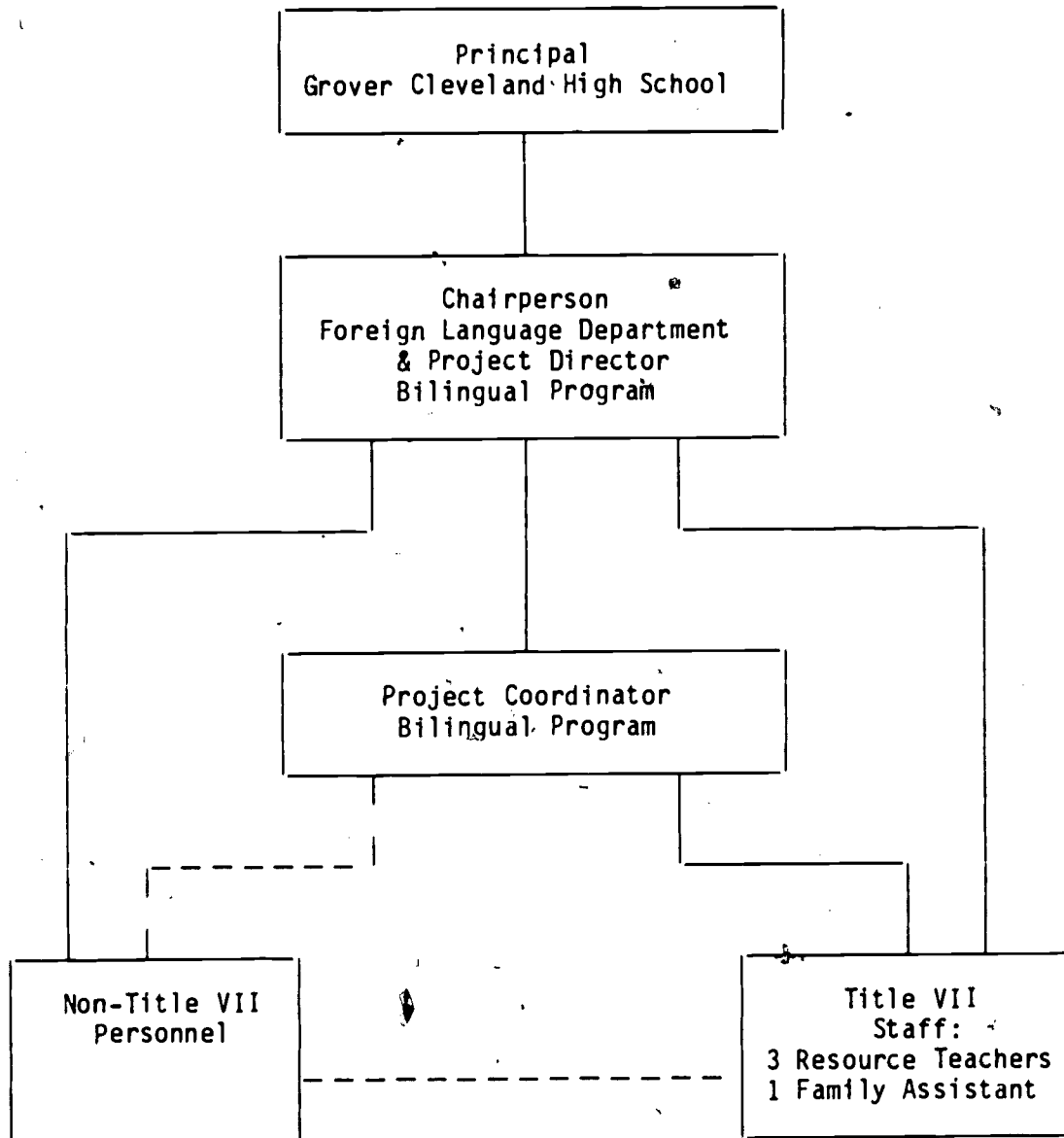
Title VII funds paid for three resource teachers and one family assistant. One resource teacher spoke Italian, Spanish, and English but worked mainly with the Spanish mathematics teacher; one spoke Spanish and English and assisted in the Spanish native-language classes; and the third, who spoke Italian and English, worked in the Italian social-studies classes. A table giving the educational and experiential backgrounds of the project coordinator and other members of the program staff has been included in the Appendices.

Non-Title VII Personnel

The program also received funds from Title I and from the tax levy (New York City Board of Education funds). Title I paid for two teachers of English as a second language (E.S.L.) and one paraprofessional. The tax levy paid for one trilingual guidance counselor, four Spanish teachers, two Italian teachers, and the content-area teachers.

FIGURE 1

Basic Bilingual Program Organization



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

GOALS AND OBJECTIVES

In line with its philosophy, the program's goal was to facilitate the students' transition to full participation in mainstream classes within two years after they joined the program. This policy was flexible, however, depending on the individual students' mastery of English and content-area subjects.

With a view toward successful transition while at the same time strengthening the students' knowledge of and pride in their cultural heritage, the program established as its objectives the improvement of:

1. English-language skills;
2. English-reading skills;
3. mathematics achievement;
4. subject-area achievement;
5. native-language arts;
6. ethnic culture understanding; and
7. attitudes toward school.

PLACEMENT AND PROGRAMMING

Students were placed in the program on the basis of the following criteria:

1. a score below the twenty-first percentile on the Language Assessment Battery (LAB) and a higher Spanish LAB score (for Hispanic students).
2. recommendation by counselors at Grover Cleveland or at feeder schools;

3. results of CREST examination to facilitate placement in E.S.L. classes; and
4. passport, interview, foreign records, and testing in native-language and mathematics proficiency.

In addition, any special ability in areas such as mathematics, art, or music was taken into account when placing students in bilingual and mainstream classes.

After careful evaluation of the student assessment information, programs were developed for the students with the help of guidance counselors. These programs varied according to individual needs.

MAINSTREAMING

Transition to English-only classes was the main objective of the Basic Bilingual Program, and this objective had the strong support of the Grover Cleveland administration, the program staff, the students, and their parents. During the 1981-1982 school year, 65 percent of the students were fully mainstreamed and 35 percent were partially mainstreamed.

Mainstreaming was gradual. First the student was placed in content-area classes in which instruction was conducted in both the native language and English, with textbooks and supplementary material in English. In line with program policy, English usage was increased as the year progressed, the general rule being to get students using English as soon as possible without sacrificing either understanding of the subject or self-esteem.

When a student in the program scored above the twentieth percentile on the LAB, an evaluation was initiated to determine whether

the student still needed assistance in developing English-language proficiency. This evaluation process included:

1. professional judgments and teacher recommendations;
2. achievement-test performance in English (listening, speaking, reading, and writing);
3. English-language proficiency assessment;
4. student background information, including grades in E.S.L. classes;
5. any other useful information.

A student identified as no longer needing assistance was referred through the bilingual guidance counselor to appropriate placement in the mainstream program. All decisions were discussed with parents -- and with the student, when appropriate -- in their dominant language.

Follow-up services included periodic interviews with the trilingual guidance counselor and tutorial assistance. Students who met the exit criteria but were still having difficulties with English received remedial instruction in their mainstream classes through tax-levy and Title I or P.S.E.N. funds, along with support and encouragement from the bilingual staff. Mainstreamed students could still take one or two classes in the bilingual program if they so desired.

IV. INSTRUCTIONAL COMPONENT

OVERVIEW

Although the Basic Bilingual Program included students in grades nine through twelve, they were taught in ungraded groups that emphasized individual instruction. Groups were formed according to the students' level of mastery of English and their proficiency in the core courses covered by the program. The main divisions of the instructional component were English as a second language, native languages, content-area courses with bilingual instruction, and mainstream courses.

In classes taught in Italian or Spanish, students were gradually introduced to English vocabularies and English summaries of course content. As they mastered the appropriate terminology and concepts, they were encouraged to use English.

In the content-area courses, emphasis was placed on modifying and adapting material learned previously by the students in their countries of origin to make it correspond to the curricula of schools in the United States.

All classes met five periods a week, with each period lasting forty minutes.

ENGLISH AS A SECOND LANGUAGE

All program students received E.S.L. instruction. Classes were scaled according to the students' proficiency in preparation for transition to English-only classes. Tables 5A and 5B list the fall and

spring 1981-1982 offerings, the average class register, and textbooks or other materials used. (English for Foreigners is a tax-levy program in reading and writing.)

NATIVE LANGUAGES

Classes in Italian and Spanish were taught exclusively in the native languages, with one teacher in charge of each class. The classes covered literature at various levels. Tables 6A and 6B list the fall and spring 1981-1982 offerings in Italian and Spanish, the average class register, and textbooks or other materials used.

CONTENT-AREA COURSES

Content-area courses were taught bilingually, in Italian or Spanish and English, with the amount of English instruction varying between forty and fifty percent. The New York City Board of Education curricula were used, but these were supplemented with extensive materials developed by the bilingual staff at Grover Cleveland. Students received regular school credit for these bilingual courses. One teacher was in charge of each class except algebra and social studies, in which a paraprofessional assisted the teacher. All classes had one section except Spanish biology 1, which had two. General courses in social studies, science, and economics were open not just to program students but to all LEP students at Grover Cleveland. English was the language of instruction, and E.S.L. methodology (language emphasis) was employed.

TABLE 5A

Instruction in English as a Second Language and English Reading (Fall)

Course Title & Level	Number of Classes	Average Class Reg.	Class pds/wk	Description	Curriculum or Material In Use
E.S.L. 1	2	28	5	Listen, speak, read, writing, Level 1	Real Stories, Book A
E.S.L. 2	2	27	5	as above, Level 2	Real Stories, Book 1
E.S.L. 3	1	30	5	as above, Level 3	Lado III, Graded Exercises
E.S.L. 4	1	22	5	as above, Advanced	Lado IV, Read Texts
Writing Clinic 1	1	27	5	as above, plus comprehension	Guided Writing, Free Writing
English for Foreign Students 1	1	28	5	Listen, speak, read, write, Level 1	Beginning Composition Practice
English for Foreign Students 2	2	26	5	as above, Level 2	Alike but Different
English for Foreign Students 3	3	30	5	as above, Level 3	Develop English Language Skills
English for Foreign Students 4	4	22	5	as above, Level 4	Lado IV Reading for Concepts

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TABLE 5B

Instruction in English as a Second Language and English Reading (Spring)

Course Title & Level	Number of Classes	Average Class Reg.	Class pds/wk	Description	Curriculum or Material In Use
E.S.L. 1	1	21	5	Listen, speak, read, writing, Level 1	Access to English, other reading materials
E.S.L. 2	2	19	5	as above, Level 2	Access to English
E.S.L. 3	1	24	5	as above, Level 3	Lado III, Graded Exercises Reading Texts
E.S.L. 4	1	27	5	as above, Advanced	Lado IV, Reading Texts
Writing Clinic 1	1	22	5	as above, plus comprehension	Guided Writing, Free Writing
Writing Clinic 2	1	23	5	Reading and comprehension only	as above
English for Foreign Students 1	1	20	5	Listen, speak, read, write, Level 1	Beginning Composition Practice
English for Foreign Students 2	1	20	5	as above, Level 2	Alike but Different
English for Foreign Students 3	1	25	5	as above, Level 3	Develop English Language Skills
English for Foreign Students 4	1	23	5	as above, Level 4	Lado IV Reading for Concepts

TABLE 6A

Instruction in the Native Languages (Fall)

Course Title & Level	Number of Classes	Average Class Reg.	Class-pds/wk	Description	Curriculum or Material In Use
Spanish 7N	1	31	5	Intro. to Literature Short Story	
Spanish 7/9	2	40	5	Short Stories, Poems	Play, poems by Machado Songs by Joan Manuel Serate
Spanish 12N	2	29	5	Short Stories, Plays, Drama	Cuentos Puertorriqueñas La Barca Sin Pescador
Advanced Placement	1	27	5	Language Arts, Compo- sition and Syntax	
Italian 7/9	1	35	5	Short Stories, Poems, Dialogues	La Locandiera / Leopold Essays La Cavalleria Rusticana
Italian 12N	1	27	5	Plays, Novels, Short Stories	Il Libro Garzanti Della Lingua Italiana / Il Sergentenella Neve Mario Rigoni

TABLE 6B

Instruction in the Native Languages (Spring)

Course Title & Level	Number of Classes	Average Class Reg.	Class pds/wk	Description	Curriculum or Material In Use
Spanish 8N	1	24	5	Short Stories, Intro. to Literature	Cuentos Hispanoamericanos La Dama Del Aiba
Spanish 12N	2	30	5	Short Stories, Plays, Drama	Cuentos Puertorriqueñas La Barca Sin Pescador
Advanced Placement	1	22	5	Language Arts, Literature	College placement curriculum
Spanish 8/10	2	23	5	Short Stories, Poems	Temas, Perspectivas
Italian 8/10	1	21	5	Short Stories, Poems, Dialogues	La Ragazza Di Bube La Madre Racconti
Italian 12N	1	23	5	Plays, Novels, Short Stories	Fontamara, Il Disertore Il Secreto Di Luca

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Table 7 lists the bilingual content-area and general course offerings for fall and spring 1981-1982.

The evaluator observed the general science class and noted that the teacher used English fifty percent of the time, while the students addressed the teacher in Italian ninety percent of the time. Students had difficulty expressing themselves spontaneously in English and tended to read English from the textbook rather than speaking it freely. The teacher reviewed material in Italian for the students. Students read from the text, and the teacher translated and summarized in English.

MAINSTREAM CLASSES

All program students were enrolled in mainstream health-education classes each term, and all were required to take one term of art and one of music. Criteria for entry into other mainstream classes included teacher referrals, student requests, and test scores. As previously stated, transition was gradual: as proficiency in English developed, mainstream classes were added. After mainstreaming, the bilingual program provided students with counseling, follow-up services, and tutorial assistance when needed. Mainstreamed students remained in some way connected to the program. Program students served as valuable resources in the foreign-language advanced-placement classes, where they acted as authentic language models. Students who needed further remediation received such assistance from Title I, P.S.E.N. and tax-levy allocations. Table 8 lists mainstream classes in which program students were enrolled in fall and spring 1981-1982.

TABLE 7

Bilingual Instruction in Content Areas

Course Title	Average Register	Languages of Instruction	Percent English	Percent of Materials in Native Language
<u>Italian</u>				
9th Year Social Studies	7	Ital./Eng.	40	30
General Science	8	Ital./Eng.	40	35
Introduction to Biology	20	Ital./Eng.	40	20
Bilingual Math	9	Ital./Eng.	50	25
American History 2	6	Ital./Eng.	50	20
<u>Spanish</u>				
American History 1	9	Span./Eng.	40	65
American History 2	21	Span./Eng.	50	50
American Studies 1	22	Span./Eng.	40	65
9th Year Social Studies	16	Span./Eng.	40	50
10th Year Social Studies	30	Span./Eng.	50	65
Algebra 1	22	Span./Eng.	50	60
Algebra 2	21	Span./Eng.	50	60
Algebra 3	15	Span./Eng.	50	60
Bilingual Math	28	Span./Eng.	50	65
Informal Geometry	10	Span./Eng.	50	50
Biology 1	28	Span./Eng.	40	75
Biology 2	27	Span./Eng.	40	60
<u>General</u>				
Social Studies*	18	English	100	0
Science*	16	English	100	0
Economics*	20	English	100	0

*All E.S.L. students

TABLE 8

Mainstream Classes in Which Program Students Were Enrolled
(Fall and Spring)

<u>Component/Subject</u>	<u>Number of Students</u>	<u>Criteria for Selection</u>
Art	36	Mandate
Music	51	Mandate
Health Education	137	Mandate
American History	10	Elective
Typing	20	Elective
Zoology	8	Elective
Chemistry	4	Elective
Printing	3	Elective
Adv. Placement Spanish	12	Test Placement
Plant Care	4	Elective
Math Resource	2	Elective
Computer	1	Elective
Office Skills	5	Elective
Metal Shop	3	Elective

V. NON-INSTRUCTIONAL COMPONENT

OVERVIEW

The main activities of program staff outside the classroom included the development of curricula and library resources, the provision of supportive services such as programming and career counseling, staff development and training, efforts to involve parents of program students in school activities and to involve the students themselves in school, city, and national activities.

CURRICULUM DEVELOPMENT

During the 1981-1982 school year, program staff members translated units in social studies, mathematics, and science from English into Spanish and Italian. They also developed lesson plans to accompany these units. Despite these efforts, there was still a scarcity of curricula and materials in Italian. Table 9 lists these curriculum materials.

RESOURCES

The library at Grover Cleveland has a substantial collection of materials in Spanish and Italian, including novels, textbooks, and periodicals. A foreign-language corner was set up, along with a special reference section for Spanish materials. The bilingual and foreign-language offices also served as resource rooms.

TABLE 9

Curriculum Materials Developed 1981-1982

Content Area	Curriculum Materials	In Classroom Use?
Social Studies	10th Grade Social Studies (Spanish)	Yes
	American History 1 (Spanish)	Yes
	American History 2 (Spanish/Italian)	Yes
	Economics (Spanish/Italian)	No
Mathematics	Pre-Algebra (Spanish/Italian)	No
	Algebra 1, 2, 3 (Spanish)	Yes
	Informal Geometry (Spanish)	Yes
	Bilingual Math (Italian)	Yes
Science	General Science 1, 2 (Italian)	Yes
	General Science 1, 2 (Spanish)	No
	Biology 1, 2 (Spanish)	Yes
	Introduction to Biology (Italian)	Yes

SUPPORTIVE SERVICES

The bilingual program continued to provide supportive services to students and their families, both in and out of school. Support personnel included a trilingual guidance counselor, a Title VII family assistant, a Title I/P.S.E.N. paraprofessional, and a counselor from the New York State Employment Division.

The trilingual guidance counselor did all the programming and acted as a liaison between program students and the monolingual staff. She saw each student at least twice a year. The family assistant made home visits when requested to do so by a family or when particular problems arose. Many families came to her at the school for assistance in matters such as translating documents and filling out insurance applications. She made an average of two to five phone calls a week to students' homes in connection with absences or other school problems.

Tutoring was given twice a week by two paraprofessionals and two tax-levy teachers to students in need of extra help. The family assistant also helped with tutoring. Referrals for tutoring were made on the basis of oral interviews, test scores, and teacher recommendations.

STAFF DEVELOPMENT

All of the bilingual teachers hold advanced degrees and have extensive professional preparation at the university level. None of them took additional university courses in 1981-1982. One paraprofessional staff member was enrolled in university courses, however, and was working to obtain her teaching license.

The program continued to have difficulty finding licensed and proficient bilingual science and mathematics teachers. As a stopgap measure, the chairman of the science department trained foreign-language teachers through informal meetings and class observation.

All of the bilingual staff members participated in training activities, including workshops, meetings, and conferences.

The program director held monthly meetings to improve the entire staff's skills in dealing with the problems and needs of program students. Topics of these meetings included:

1. analysis of videotape lessons in science and math;
2. format of lesson plans;
3. development and implementation of instructional objectives;
4. integration of reading and writing into content-area courses;
5. improving classroom management;
6. intervisitation in order to observe, analyze, and improve classroom instruction.

In addition to these monthly meetings, staff members had weekly sessions to discuss students' problems in school and at home, including non-attendance.

The project coordinator participated in a workshop on Title VII proposal writing and attended the City University Bilingual Conference. One bilingual paraprofessional attended an E.S.L. conference sponsored by the New York State Education Department.

PARENTAL INVOLVEMENT

The Parent/Student/Community Advisory Committee met bimonthly in the Grover Cleveland library. The committee had three main objectives: to keep parents informed about program developments, to get input from parents, and to encourage parents and students to consider the possibility of higher education after graduation. Committee members included the project coordinator, four teachers, the family assistant, ten students, and ten parents.

In general, getting parental participation on a regular basis continued to be one of the program's major problems. Grover Cleveland offered evening courses to bilingual program parents -- English as a second language, sewing, and swimming, among others -- but few attended. Many parents work during the day and do not have the time or energy to go outside the home in the evening, while others who live outside the district do not wish to travel at night. The most successful events involving parents were open-school week, an international festival for which parents made costumes and cooked typical foods, cake sales, and Parent/Teacher Association functions. It was estimated that seventy percent of the parents participated at one time or another.

In addition to phoning and writing parents to encourage their participation, the program disseminated information about its activities to the community through handouts and articles in the local newspaper.

AFFECTIVE DOMAIN

Bilingual program students were active in many school-wide extracurricular activities, most notably the Italian Club, the Library

Club, Language Fair, the Language Magazine, and the soccer team. They also taught Italian and Spanish on a volunteer basis to elementary-school pupils.

Ninety-five percent of the program's graduates enrolled in college, half of them in two-year and half in four-year institutions. Program students were well-represented on the honor roll and in Arista, the honor society. Thirty students received honorable mention in the national Italian contest, and one Hispanic student won the Pan American essay contest. The students also won numerous awards in city-wide competitions. In addition, their drop-out rate was lower than the rest of the school. In fact, one tenth-grade student left the program because of a transfer to another school. Of the three eleventh-grade students who left the program, two were discharged for unknown reasons and the other returned to his/her native country.

VI. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1981-1982.

Students were assessed in English language development, growth in their mastery of their native language, mathematics, social studies, and science. The following are the areas assessed and the instruments used:

English as a second language -- CREST (Criterion Referenced English Syntax Test, Levels I, II, III)

Mathematics performance -- Teacher-made tests

Science performance -- Teacher-made tests

Social studies performance -- Teacher-made tests

Native language arts performance -- Teacher-made tests

Attendance -- School and program records

The instrument used to measure growth in English language was the Criterion Referenced English Syntax Test (CREST), which tests mastery of specific syntactic skills at three levels. Material at the beginning and intermediate levels of the CREST is broken down into 25 objectives per level, such as present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced level (Level III) is organized into fifteen objectives, such as reflexive pronouns. At each level, students are asked to complete four items for each objective. An item consists of a sentence frame for which the student must supply a word or phrase chosen from

four possibilities. Mastery of a skill objective is determined by a student's ability to answer at least three out of four items correctly.

This report provides information on the average number of objectives mastered, and the average number of objectives mastered per month of treatment by students who received Title I E.S.L. instruction in fall and spring semesters (Tables 10 through 13). Information is provided on students' performance at the various test levels. Performance breakdowns are reported by grade and level for students who were pre- and post-tested with the same test level.

Rates of success of Spanish-speaking students in mathematics, science, social studies, and native language arts courses are reported by course and by grade. Tables 14, 15, and 16 contain the numbers of students reported as taking the relevant courses, the number reported to have passed, and the percent passing, for fall and for spring courses separately. Data are reported for students who were taking mainstream courses in the same content area but received instruction in English only. Additionally, a summary of findings is presented for a low number of Italian-speaking students passing teacher-made examinations in the subject areas and native language arts.

Comparisons of the attendance rates of program participants with that of the school as a whole are presented by grade in Table 17. This table contains the average rate for the school and for the program participant group, the percent differences between school and program, value of the z statistic, and its level of statistical significance.

TABLE 10

Performance of Students Tested on the
Criterion Referenced English Syntax Test

(CREST): Average Number of Objectives Mastered by Grade and Test Level
(E.S.L. Title I Spanish-Speaking Students, Fall Semester)

Grade	Average Months of Treatment	LEVEL I					LEVEL II					LEVEL III					TOTALS		
		N	Average Number of Objectives Mastered		Gain	Gain/Month	N	Average Number of Objectives Mastered		Gain	Gain/Month	N	Average Number of Objectives Mastered		Gain	Gain/Month	N	Gain	Gain/Month
9	3.3	3	5.0	10.7	5.7	1.7	1	17.0	20.0	3.0	0.9	-	-	-	-	-	4	5.0	1.5
10	3.1	9	12.1	17.4	5.3	1.7	3	14.0	18.7	4.7	1.5	1	3.0	9.0	6.0	2.1	13	5.2	1.7
11	3.3	6	13.5	17.3	3.8	1.2	7	10.3	14.6	4.3	1.1	8	5.9	7.9	2.0	0.6	21	3.3	1.0
12	3.4	-	-	-	-	-	1	17.0	22.0	5.0	1.6	2	6.5	14.0	7.5	2.2	3	6.7	2.0
Total	3.3	18	11.4	16.3	4.9	1.5	12	12.3	16.7	4.3	1.3	11	5.7	9.1	3.4	1.0	41	4.3	1.3

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

Spanish-speaking students generally mastered at least one objective per month of instruction during the fall semester. The only exceptions were eleventh-grade students at Level III and one ninth-grade student at Level II. Students' overall performance surpassed one objective per month set as the program's criterion of success.

TABLE 11
Performance of Students Tested on the
Criterion Referenced English Syntax Test

(CREST): Average Number of Objectives Mastered by Grade and Test Level
(E.S.L. Title I Spanish-Speaking Students, Spring Semester)

Grade	Average Months of Treatment	LEVEL I					LEVEL II					LEVEL III					TOTALS		
		N	Average Number of Objectives Mastered		Gain	Gain/Month	N	Average Number of Objectives Mastered		Gain	Gain/Month	N	Average Number of Objectives Mastered		Gain	Gain/Month	N	Gain	Gain/Month
9	3.0	2	13.0	17.0	4.0	1.2	2	10.0	16.5	6.5	2.2	2	7.5	10.5	3.0	0.9	6	4.5	1.4
10	2.8	6	8.8	10.8	2.0	0.6	5	12.8	16.8	4.0	1.3	4	7.5	11.0	3.5	1.2	15	3.0	1.0
11	2.9	6	10.3	16.5	6.1	2.0	4	12.7	17.0	4.2	1.4	8	5.7	8.8	3.1	1.0	18	4.3	1.4
12	2.7	-	-	-	-	-	-	-	-	-	-	1	8.0	12.0	4.0	1.4	1	4.0	1.4
Total	2.9	14	10.8	14.7	3.8	1.2	11	12.2	16.8	4.5	1.5	15	6.6	9.8	3.2	1.1	40	3.8	1.2

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

In general, Spanish-speaking students mastered over one objective per month of instruction. They mastered at least one objective at every level and grade in the spring, except for grade 10 Level I and grade 9 Level III. These results met or exceeded the program's stated criterion of one objective gained per month of instruction.

TABLE 12

Performance of Students Tested on the
Criterion Referenced English Syntax Test

(CREST): Average Number of Objectives Mastered by Grade and Test Level

(E.S.L. Title I Italian-Speaking Students, Fall Semester)

Grade	Average Months of Treatment	LEVEL I					LEVEL II					LEVEL III					TOTALS		
		N	Average Number of Objectives Mastered			Gain/ Month	N	Average Number of Objectives Mastered			Gain/ Month	N	Average Number of Objectives Mastered			N	Average Number of Objectives Mastered		
			Pre	Post	Gain			Pre	Post	Gain			Pre	Post	Gain		Gain	Gain/ Month	
9	3.3	2	9.0	17.0	8.0	2.4	-	-	-	-	-	-	-	-	-	2	8.0	2.4	
10	3.1	-	-	-	-	-	1	20.0	24.0	4.0	1.3	-	-	-	-	-	1	4.0	1.3
11	3.1	-	-	-	-	-	1	12.0	15.0	3.0	1.0	2	13.0	17.0	4.0	1.3	3	3.7	1.2
12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	3.2	2	9.0	17.0	8.0	2.4	2	16.0	19.5	3.5	1.1	2	13.0	17.0	4.0	1.3	6	5.2	1.6

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

Italian-speaking students mastered at least one objective per month of instruction in all grades and at all test levels. All students met or exceeded the one objective per month goal set as the program's criterion of success.

TABLE 13

Performance of Students Tested on the
Criterion Referenced English Syntax Test

(CREST): Average Number of Objectives Mastered by Grade and Test Level
 (E.S.L. Title I Italian-Speaking Students, Spring Semester)

Grade	Average Months of Treatment	LEVEL II					LEVEL III					TOTALS		
		N	Average Number of Objectives Mastered		Gain	Gain/Month	N	Average Number of Objectives Mastered		Gain	Gain/Month	N	Pre	Post
9	2.9	4	8.2	13.7	5.5	1.8	-	-	-	-	-	4	5.5	1.8
10	2.8	1	5.0	9.0	4.0	1.3	2	7.5	11.0	3.5	1.2	3	3.6	1.3
Total	2.8	5	7.6	12.8	5.2	1.7	2	7.5	11.0	3.5	1.2	7	4.7	1.6

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

In general, Italian-speaking students mastered over one objective per month of instruction at every level and grade in the spring. These results exceeded the criterion set as the program objective of one objective per month of instruction.

TABLE 14

Number and Percent of Spanish-Speaking
Students Passing Teacher-Made Examinations in
Subject Areas by Language of Instruction
in the Fall Semester

Subject	Grade	English		English and Spanish			Total		
		N	Number Passing	Percent Passing	N	Number Passing	Percent Passing	N	Percent Passing
Math	9	-	-	-	12	10	83.3	12	83.3
	10	-	-	-	22	21	95.5	22	95.5
	11	2	2	100.0	25	20	80.0	27	81.0
	12	-	-	-	2	3	66.7	2	66.7
Totals		2	2	100.0	61	54	89.0	63	89.0
Science	9	-	-	-	11	9	81.8	11	81.8
	10	-	-	-	21	14	66.7	21	66.7
	11	3	2	67.0	16	13	81.3	19	79.0
	12	-	-	-	1	1	100.0	1	100.0
Totals		3	2	67.0	49	37	76.0	52	75.0
Social Studies	9	-	-	-	11	10	90.9	11	90.9
	10	-	-	-	18	13	72.2	18	72.2
	11	1	1	100.0	20	18	90.0	21	90.0
	12	-	-	-	4	4	100.0	4	100.0
Totals		1	1	100.0	53	45	85.0	54	85.0

•The passing rates in the subject areas taught bilingually in the fall range from 76 percent in science to 89 percent in mathematics.

•The passing rates in the subject areas taught in English in the mainstream range from 67 percent in science to 100 percent in mathematics and social studies. However, the number of students for whom data are reported is very low.

TABLE 15

Number and Percent of Spanish-Speaking
Students Passing Teacher-Made Examinations in
Subject Areas by Language of Instruction
in the Spring Semester

Subject	Grade	English		English and Spanish		Total			
		N	Number Passing	Percent Passing	N	Number Passing	Percent Passing	N	Percent Passing
Math	9	3	3	100.0	10	9	90.0	13	92.0
	10	4	4	100.0	18	9	50.0	22	59.0
	11	8	5	62.5	22	15	68.2	30	67.0
	12	3	1	33.3	2	1	50.0	5	40.0
Totals		18	13	72.0	52	34	65.0	70	67.0
Science	9	1	1	100.0	8	5	62.5	9	67.0
	10	1	1	100.0	20	12	60.0	21	62.0
	11	2	2	100.0	21	17	81.0	23	83.0
	12	-	-	-	1	1	100.0	1	100.0
Totals		4	4	100.0	50	35	70.0	54	72.0
Social Studies	9	1	1	100.0	12	11	91.7	13	92.0
	10	3	3	100.0	18	14	77.8	21	81.0
	11	2	2	100.0	21	20	95.2	23	96.0
	12	-	-	-	5	5	100.0	5	100.0
Totals		6	6	100.0	56	50	89.0	62	90.0

•The passing rates in the subject areas taught bilingually in the spring range from 65 percent in mathematics to 89 percent in social studies.

•The passing rates in the subject areas taught in English in the mainstream range from 72 percent in mathematics to 100 percent in science and social studies.

TABLE 16

Number of Spanish-Speaking Students
Attending Courses and Percent Passing
Teacher-Made Examinations in Native Language Arts

Fall	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Native Language Arts	12	100.0	20	85.0	28	92.9	4	100.0	64	92.0

Spring	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Native Language Arts	15	73.3	22	77.3	27	74.1	3	100.0	67	76.0

- The overall passing rate for Spanish-speaking students in native language arts was 92 percent in the fall. The results for all grade levels show at least an 85 percent passing rate.
- The overall passing rate for Spanish-speaking students in native language arts dropped to 76 percent in the spring.
- The percent passing decreased at each grade level from the fall to the spring except for grade 12, which remained stable at 100 percent.

TABLE 17

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

Grade	N	Mean Percentage	Standard Deviation
9	19	91.1	9.1
10	30	88.9	6.9
11	38	87.9	17.1
12	5	93.3	4.6
Total	92	89.2	12.1

Average School-Wide Attendance Percentage: 83.3

Percentage Difference

5.9

$z = 1.52$

$p = n.s.$

The average rate of attendance for program students is 5.9 percentage points higher than the average school-wide attendance percentage. This difference was not found to be statistically significant.

Summary of Findings for Italian-Speaking Students' Performance on
Teacher-Made Examinations

Because of the small numbers of Italian students reported, the data were not presented in tabular form.

Subject area achievement in the fall term. The percentage of Italian-speaking students passing teacher-made examinations was calculated by the language of instruction, as follows:

- Seven of nine (77.8 percent) students passed mathematics courses taught in Italian. One (of one reported) student passed mathematics classes taught in English.
- Six of seven (85.9 percent) students passed science classes taught in Italian.
- Six of eight (75 percent) students passed social studies courses taught in Italian. One (of one reported) student passed social studies courses taught in English.

Subject area achievement in the spring term. Similar percentages were calculated, as follows:

- Four of eight (50 percent) students passed mathematics classes taught in Italian. One of two students passed mathematics classes taught in English.
- Seven of eight (87.5 percent) students passed science courses taught in Italian. One (of one reported) student passed science courses taught in English.
- Six of seven (85.7 percent) students passed social studies classes taught in Italian. One of two students passed social studies classes taught in English.

Achievement in native language courses. The percentage of students passing teacher-made examinations in Italian courses was calculated for the fall and spring terms.

- All four students reported passed in the fall.
- Six of seven (85.7 percent) students passed in the spring.

VII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In 1981-1982, the third and last year of Title VII funding, the Grover Cleveland Basic Bilingual Program remained stable, using curricula and strategies developed in previous years. Emphasis was placed on solidifying the program and preparing for its institutionalization into the regular tax-levy program. The most noteworthy change in the program was the appointment of a new coordinator, but this change in personnel did not bring any basic change in the program itself.

The major goal of the program -- providing bilingual instruction and supportive services to participating students with the aim of facilitating their integration into the mainstream at the earliest possible date -- was promoted over the three years. This philosophy was consistent with that of the school administration. The evaluation team observed that the push toward use of English was evident, both in the classroom and in the extent to which the bilingual students participated in extracurricular activities. At the same time, knowledge of and pride in their own cultures was strengthened through the native-language classes and extracurricular activities and competitions.

Findings indicate that students are making progress in English language development consistent with the rate set as the program objective. Rates of success in subject areas are relatively high in courses taught bilingually. Passing rates in native language arts courses are also reported to be high. However, data were not provided for Spanish-speaking students tested with the Inter-American Prueba de Lectura, as

proposed. Achievement as measured by this instrument could not be reported.

Adequate supportive services were provided by the staff, which considered individual attention to be essential in easing the transition to an all-English-speaking environment. Although the staff experienced difficulty in obtaining full parental participation, serious efforts were made to involve parents, and seventy percent of them participated in some way in program activities.

The administration of Grover Cleveland has taken the necessary steps to incorporate the bilingual program into the normal tax-levy program following the termination of Title VII funding. Bilingual courses were scheduled for the 1982-1983 academic year. Due to budgetary limitations caused principally by decreasing enrollments, especially in Italian, some courses could not be offered. Nevertheless, most of the course offerings were to remain.

The position of coordinator was to be eliminated, and the assistant principal for foreign languages was to direct the program. Some support services were due to be trimmed, but the bilingual students were still to have the support of the trilingual guidance counselor, a Title I/P.S.E.N. paraprofessional, and a counselor from the New York State Employment Division. The principal said he would make every effort to retain the three resource teachers and paraprofessionals. In addition, the E.S.L. program was to remain intact. If all these measures are maintained, the basic structure of a program for the Italian- and Spanish-speaking students at Grover Cleveland will be provided.

RECOMMENDATIONS

On the basis of observations and discussions with personnel involved, the evaluator makes the following recommendations:

1. The assistant principal for foreign languages might invite more mainstream monolingual English-speaking students who are studying Spanish or Italian to participate in native language arts classes in the bilingual program. These students would help integrate the bilingual students into the school. Furthermore, the bilingual students can be a valuable resource to the English-speaking student who is attempting to learn Spanish or Italian. Many of these students are of Hispanic or Italian descent and would benefit from more knowledge of their heritage. In addition, more emphasis might be placed on the enrichment aspect of bilingual education in order to attract the more capable monolingual and bilingual students. Advanced placement in Spanish already provides this incentive. A college-credit course for advanced Italian could also provide the necessary motivation and prestige to increase foreign-language enrollment and to broaden the horizons of the bilingual students.

2. The general language policy is to place the program student in major subject-area classes in which instruction is conducted in both the native language and English, with most texts and materials in English. The percentage of English used is to be increased as the year progresses, but no clear-cut policy was evident as to how the English was to be increased or what methodology (such as the preview-review technique or concurrent translation) was to be used by the teacher. The staff is encouraged to develop or choose a consistent methodology to decrease code-switching and encourage language development.

3. The bilingual staff should continue to persevere in attempts to involve bilingual parents in school functions. Contact with parents through home visits and phone calls should be increased, not only to solve students' problems but also to encourage the bilingual parents to attend P.T.A. meetings.

4. Several staff members praised the tutorial program for its effectiveness. If funds no longer allow for staff time to carry out this activity, a peer tutoring system might be started. Monolingual students studying Spanish or Italian could be tutors; they might be recruited from the honor society or the foreign-language clubs.

5. Records of student and program achievements are more than adequate. However, it might be beneficial to test students with norm-referenced instruments as proposed and to refine the record-keeping process so that the details of program success may be documented. A log might be kept documenting the number of home visits made, the names of parents contacted by phone, and the awards received by program students, with details. It is also recommended that the program consider collecting information that contrasts bilingual program students with the entire school on such variables as dropout rates, rates of participation in activities, and incidence of disciplinary problems. This information would prove valuable for future evaluations, funding, and public-relations efforts. It would also be an effective means of self-evaluation for future program development.

6. The program should continue to look for bilingual professionals who are certified in the content areas, especially in the fields of mathematics and science.

7. To alleviate the paucity of materials in Italian, it is strongly urged that more communication be established with other secondary schools in the city (such as New Utrecht High School in Brooklyn) that have bilingual programs in Italian. Curricula and materials could be shared, thus reducing duplication of efforts.

8. Future workshops for bilingual staff members might address such topics as the possible role of monolingual English-speaking students in the program, enrichment, bilingual methodology to be used in the classrooms, how to improve parental involvement, and the development of a peer tutorial program.

9. Because of the pressing need for career bilingual education in Queens, it is strongly urged that the administration encourage and give time and money for resubmission of the Project CAUSA proposal.

10. According to records submitted to the evaluation team, only the project coordinator and one paraprofessional attended workshops and conferences outside the school. The bilingual staff as well as the monolingual staff who have LEP students in their classes should be encouraged to attend more professional conferences on bilingual education. The New York City Board of Education, the New York State Education Department, the Bilingual Education Service Center funded by Title VII, and many colleges and universities sponsor numerous conferences and workshops covering a wide variety of topics in the field.

VIII. APPENDIX

Staff Characteristics: Professional and Paraprofessional Staffs

Function(s)	% time for each function	Date appt. to each function	Education (degrees)	Certification	License(s)	Experience monolingual	Experience bilingual	Experience E.S.L.	Other relevant past training
Project Coordinator	100	9/81	B.A., Social Studies M.A.	adm./super.	Social Studies, 7-12	20 years	3 years	none	Director Fullbright Program
Resource Teacher	100	3/76	B.A., Spanish	-	Spanish	-	7 years	none	Law School
Resource Teacher	100	9/79	B.A., Italian	Italian 7-12	Italian	-	5 years	none	-
Resource Teacher	100	9/80	B.A., Spanish Portuquese	Spanish 7-12	Per Diem Spanish	-	3 years	none	-
Family Assistant	100	9/80	-	-	-	-	-	-	-