

## DOCUMENT RESUME

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### ABSTRACT

The long range objective of this bilingual program was to reduce the high dropout rate of Mexican American students. Kindergarten and 1st-grade students were to be instructed in both English and Spanish, and the program was to be expanded one grade level each year. The program was set up to be a voluntary experiment for Mexican Americans, Anglo Americans, and Negroes. The method used in teaching the bilingual program to the kindergarten class were as follows: (1) naming and classifying objects in either English or Spanish, (2) identifying family members in either language, and (3) identifying and naming colors in either language. First-grade students were expected to respond to instructions given by teachers in both languages and to learn to write simple words in English and Spanish. The kindergarten and 1st-grade bilingual program was evaluated using the following tests: (1) the Peabody Picture Vocabulary Test, (2) the Inter-American Series, Test of General Ability, and (3) the Stanford Early School Achievement Test. Videotape interviews and spot evaluations of students were also made. Because findings proved promising, the following recommendations were made: (1) the program should be continued and allowed to move into the 3rd year of the 5 year program, (2) the in-service Spanish course for school personnel should be continued, (3) more bilingual materials should be acquired, and (4) community involvement should be expanded. Test results are included. (FF)

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EVALUATION REPORT

1970-1971

HABLA

HELPING ADVANCE BILINGUAL LEARNING IN ABERNATHY

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ABERNATHY INDEPENDENT SCHOOL DISTRICT  
Abernathy, Texas

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## CONTEXT

Abernathy is located on the High Plains of Texas, astride the county line separating Lubbock and Hale Counties. The area served by the Abernathy Independent School District covers 181 square miles, most of which lies in Hale County, and includes the town of Abernathy with a population of 2625. The population is comprised of about 60 percent Anglo Americans, 30 percent Mexican-Americans, and 10 percent Negroes. The population is quite stable in that it has increased by only 200 during the last ten years.

The economy of the area is primarily based on agriculture with the major products being cotton and grain sorghums. Other agriculture products produced are wheat, soybeans, and cattle. The terrain is quite level and lends itself to irrigation from underground water sources. The largest commercial establishment in the school district is a cotton spinning mill which employs about 60 people. Since Abernathy is an agriculture-oriented area, the majority of its people are employed in the raising of crops and farm products or by agriculture-dependent business establishments. In comparison with the total population, unemployment in Abernathy is a low percent.

The Abernathy Independent School System is housed in three buildings located on one campus. The elementary school includes grades kindergarten through five. Junior high school has grades six, seven, and eight, and grades nine through twelve are in the high school building.

The average enrollment for the 1970-71 school year was 1224 with an average daily attendance of 1152. The enrollment by ethnic groups is:

	Anglo-Americans		Mexican Americans		Others	
	No.	%	No.	%	No.	%
High School	225	71.20	66	20.88	25	7.92
Junior High	175	60.55	96	33.22	18	6.23
Elementary School	278	49.64	228	40.72	54	9.64
TOTAL	678		390		97	

The scholastic population is stable with no significant trends.

There were three teachers and three aides assigned to the kindergarten classes. The aides and one teacher were bilingual. One teacher was from Mexico and her knowledge of English was limited. The other teacher's first language was English and she had a limited knowledge of Spanish. The bilingual aides in the classroom enabled both of these teachers to function very successfully in the classroom.

Three first grade teachers and three aides composed the first grade bilingual staff. All three first grade teachers had a limited knowledge of Spanish since their first language was English. However, the aides were bilingual and they have been utilized by the teachers to ensure bilingual instruction.

The remainder of the bilingual staff was composed of a TV teacher and her aide. This teacher was bilingual and prepared all TV materials used in the kindergarten and first grade classes. The aide was also bilingual.

All of the teachers employed in the bilingual program either held a provisional or permanent teaching certificate or met minimum state requirements for a temporary teaching credential. All aides had a high school diploma or its equivalent.

The projected plans for HABLA call for a bilingual program beginning at the kindergarten level and expanding vertically, one grade level per year, through the fourth grade. This report covers the second year (1970-71) of this program.

All program activities were held in the Elementary building. Six classrooms were used and one room for the production and presentation of video tapes.

Evaluation of the program was a continual process. Students were administered a pre- and post- achievement test, a pre- and post-ability test, and a pre- and post-spot evaluation instrument. The purpose of these instruments was to gain baseline data and to determine progress. Observations were made daily by all staff members and discussed at weekly meetings. In addition to the above evaluation procedures, video-taped vocabulary tests were given to a random sample of the kindergarten students to determine their progress in language development.

No major changes were made as a result of reviewing evaluation data. However, minor changes were made in the teaching techniques in order to better meet the performance objectives.

The per pupil cost of education in the school system is \$712. The school has an assessed valuation of slightly over 22.3 million dollars with a bonded indebtedness of \$602,000 which will be paid within the next five years.

HABLA has as its major, long-range objective the reduction of the rather high dropout rate of Mexican-American students in the school system. The need for such a program became apparent as the result of a study of Mexican-American students in Abernathy schools which was made in 1968. The study showed that:

1. Approximately 80 percent of Mexican-Americans entering grade seven did not finish school.
2. Thirty-eight percent of Mexican-American students in grades seven through twelve were one or more years over age.
3. The cause of the two factors mentioned seemed to be the inability of these students, upon entering the first grade, to function in a classroom where English was the only language used.

Shortly after the study, Abernathy was given the opportunity to apply for a Title VII grant for bilingual education. Our proposal for HABLA envisioned a program that was completely new to our district. The plan called for an instructional program from kindergarten through grade four in which instruction would be given in both English and Spanish. The program would start with a kindergarten program in 1969-70 and expand one grade level each year. Although the program is open to all students, participation is voluntary.

#### Program Description

HABLA is now in its second year of operation. During the 1970-71 school year ninety-six first grade students and sixty-seven kindergarten students were served by HABLA. The student population was made up of eighty-six Mexican-Americans, sixty-nine Anglo-Americans, and six Negroes. In the kindergarten classes emphasis was placed on building self-esteem, mutual respect, and appreciation of one another's language and culture. In the first grade emphasis was placed on bilingual development in math and language arts.

The program was administered by a Project Director who devotes three-fourths of his time to the project, a full time Internal Evaluator, A secretary devoted three-fourths of her time to the project.

In-service meetings were held each week. Three times during the year, consultants were brought in for in-service training. Four teachers and the Project Director attended a bilingual workshop in Austin, Texas, during the summer, 1970. The Project Director, TV teacher, two first grade teachers, and one kindergarten teacher visited the United Consolidated Schools' bilingual program in Laredo, Texas. The TV teacher also attended a bilingual conference held in San Antonio, Texas.

In looking at the over-all bilingual program, the main activities were those aimed at developing vocabulary in English and Spanish and in developing mutual respect. These activities are designed to meet our major goal of developing fluency in both languages and respect for culture and traditions of each major ethnic group.

In the kindergarten, the methods used in these activities included such things as:

1. Naming and classifying objects in either language.
2. Identifying members of the family in either language.
3. Identifying colors and learning to name them in either language.
4. Identifying community helpers in either language.
5. Sharing of crayons, toys, and other items.
6. Listening to stories--some in English and some in Spanish.
7. Learning songs in both languages.
8. Learning rhymes in both languages.

In the first grade, the methods used in these activities included such things as:

1. Responding to instructions given by teacher in both languages.
2. Learning to write simple words in English and Spanish.
3. Reading in English and Spanish readers on first grade level.
4. Answering simple questions in both languages concerning stories they have read.
5. Counting in both languages by ones, twos, fives, and tens.
6. Adding and subtracting in both languages.
7. Telling time in both languages.
8. Writing numbers from dictation in either language.

Classroom instruction by the teacher is given first in one language and then immediately followed with the other language. In those areas where the teacher has a limited knowledge of one language, the aide gives the instruction in that language. In the kindergarten this type of instruction permeates the entire day while in the first grade it is restricted to the language arts class period and the math period.

The pupils in the classes were grouped at random with the only restriction being that each class have a like number of Anglo-Americans, Mexican-Americans, and Negro students. Since each teacher had a full-time aide, it was possible for the children to be divided into smaller groups for some small-group instruction. Because of this, it was possible for the teacher or aide to give some immediate feedback to the student in the form of praise for correct work or to correct the student when an error was made.

Parents were able to receive feedback through informal visitation and planned parent meetings. Parents were asked to take an active part in the program in the planning of parties for the students. A parent advisory committee was formed at the beginning of the school and met each month to discuss the program, or problems that had arisen.

The entire kindergarten program was bilingual and all but one first grade class was bilingual. This regular first grade class was used as a comparison or control group. However, it could not be called a true control group as it was not of the same makeup as the bilingual classes. All instructions and drills in the kindergarten were oral. Although instruction varied, there was much repetition and review of the lessons.

Commercially prepared materials in the field of bilingual education are very scarce and hard to find. Therefore, most of the materials used in the program have been staff developed. In the first grade, permission to make a local translation of a reader was granted by the author and it was used in teaching reading in Spanish. Other commercial materials were reviewed during the year with the hope of finding material that would fit the program.

During the first year of operation, the major item of equipment that was purchased was a closed-circuit television system. This system has been used in the kindergarten and the first grade classes to increase the amount of bilingual instruction for the students. The television instructor, fluent in both languages, teaches several classes bilingually through the closed-circuit television system. Each

classroom teacher is presented a prepared script of the lesson, follow-up activities, and supplementary exercises.

There is a record player in each classroom and all teachers have access to a tape recorder. There are three language masters available to the teachers of bilingual education. This equipment is used to teach songs, riddles, and vocabulary in both languages. A movie projector purchased with bilingual funds is utilized by the teacher to develop student appreciation and understanding of the culture of both ethnic groups.

The parent advisory committee was used as a link between the school and the community. Members of the committee were urged to visit in the community and to inform the bilingual staff of the feelings of the community toward bilingual education. The committee also was informed of all plans for the program and had opportunity to suggest any changes that would make the program more appealing to the community.

The community has been kept aware of the happenings in the bilingual program through the parents' committee, parent meetings, presentations to different civic organization, school newspaper, and through letters sent home to parents. There was excellent liaison with members of the Mexican-American community through the aides who were employed from the community.

#### BUDGET

HABLA was funded for two years beginning July 1, 1970 with the budget period extending through June 30, 1972. The amount of the Title VII Grant Award was \$169,188. plus \$372. unexpended balance from the previous year's operation, giving total funds authorized for the two-year period of \$169,560. Of this amount \$79,021.68 was expended during the 1970-71 school year.

The total cost of the program was \$110,237. for the twelve month period from July 1, 1970 to June 30, 1971. This left \$31,216. expenditures from state and local funds. In addition, five students received reduced price lunches and fifty-seven received free lunches from Title I and/or state funds.

Following is a breakdown of expenditures:

	<u>Title VII</u>	<u>State</u>	<u>Local</u>	<u>Total</u>
100 ADMINISTRATION	22,437			22,437
110 Salaries	20,566			20,566
120 Contracted Services	533			533
130 Per diem and travel	1,249			1,249
130 Office Supplies	89			89
200 INSTRUCTION	51,958	16,882	7,134	75,974
210 Salaries	48,200	16,882	6,244	71,326
240 Instructional Supplies	2,610		890	3,500
252 Travel	548			548
253 Consultants and travel	500			500
600 OPERATION OF PLANT			5,400	5,400
700 MAINTENANCE	10		1,800	1,810
1200 CAPITAL OUTLAY	4,616			4,616
1220 Remodeling	600			600
1230 Equipment-Furniture	4,016			4,016
TOTAL EXPENDITURES	79,021	16,882	14,334	110,237

The per student cost of the program was \$735 compared to \$712 per student cost for the entire school grades K-12.

**Peabody Picture Vocabulary Test - Form A**

The Peabody Picture Vocabulary Test, Form A was administered to all kindergarten students in October, 1970, and March 1971. A local Spanish translation of the Peabody was administered to those students with Spanish as a first language and the English form of the Peabody was administered to those students with English as a first language. This is an individual test and was administered in the Elementary Library or the Evaluator's Office. Testing conditions were the same for all students.

Mean scores for all groups by age groups are as follows:

	Raw Score Means		Mental Age Means	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Age 5-0 to 5-6 at entry				
Spanish	30.8	48.3	3-2	5-0
English	50.41	56.76	5-3	6-3
Age 5-7 to 6-2 at entry				
Spanish	45.5	46.7	4-7	4-8
English	55.46	58.88	6-2	6-8

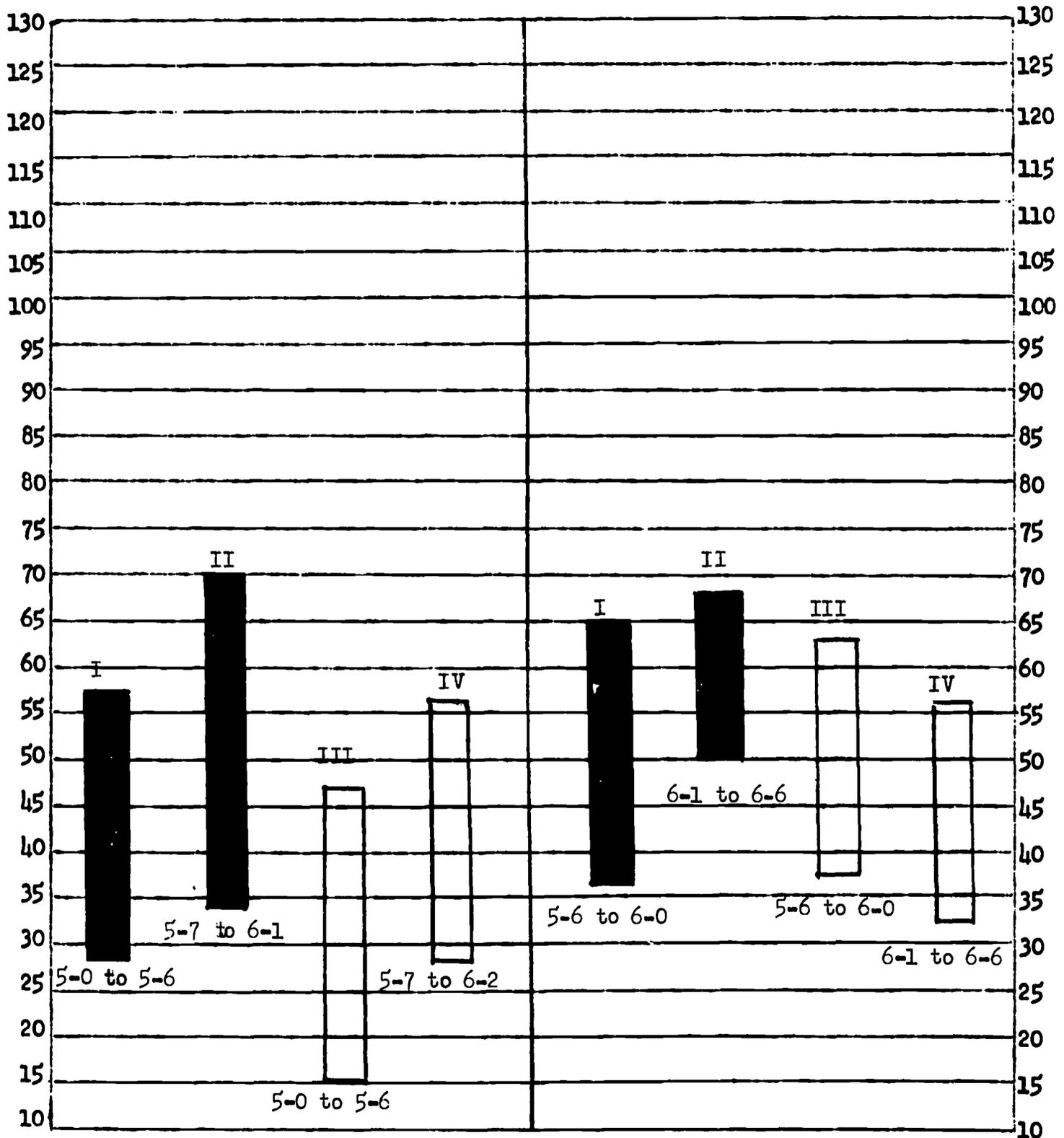
The mean score of the children in the younger age bracket had a very significant improvement. This is further illustrated by the increase in the mental age mean. The children in the older age bracket did not make a lot of improvement in the increase of the mean score average; however, in reviewing scores of other groups of children on the Peabody, this group scored rather high on the pretest. The reduction of the range of raw scores by all groups is also very significant and is illustrated by the graph on the following page.

TEST RESULTS

Raw Score

Class Kindergarten

Raw Score



English

Spanish

English

Spanish

Test I

Test II

Date October 1970

Date April 1971

Mean 50.11 - 55.46

30.80 - 45.50

56.75 - 58.88

48.30 - 46.70

Median 51 - 57.50

32 - 48.50

57 - 58.50

47 - 49

Test Peabody Picture Vocabulary Test -- Form A

H A B L A

Abernathy Independent School District  
 Bilingual Kindergarten  
 Peabody Picture Vocabulary Test, Form A, English Edition, October 1970  
 Age 5-0 to 5-6

Name	Raw Score	Chron Age	Mental Age	%ile	IQ
Arthur, George	57	5-4	6-3	79	112
Knox, Darren	56	5-4	6-1	75	111
Stallings, Bryan	60	5-6	6-10	76	109
Tamayo, Madeleine	53	5-1	5-7	60	105
Stone, Susan	53	5-1	5-7	60	105
Shuey, Russel	53	5-3	5-7	60	105
Winter, Misti	52	5-2	5-5	56	103
Worthan, Rory	52	5-3	5-5	56	103
Davis, Kelly	51	5-4	5-2	51	101
Harrison, Jay	50	5-1	5-1	45	100
Shafer, John	55	5-6	5-11	47	99
Hernandez, Lisa	48	5-5	4-10	33	96
Ray, Roger	53	5-6	5-7	37	95
Conway, Thomas	45	5-4	4-5	23	90
Tennell, Mendy	50	5-6	5-1	24	89
Rseddy, Billy	41	5-5	3-11	11	83
Stewart, Robert	28	5-2	2-11	2	59
Mean Scores	50.41	5-4	5-3		97.94
Median Score	51..				101

H A B L A

Abernathy Independent School District  
 Bilingual Kindergarten  
 Peabody Picture Vocabulary Test, Form A, English Edition, October 1970  
 Age 5-7 to 6-1

Name	Raw Score	Chron Age	Mental Age	File	IQ
Brantley, Robert	70	5-11	8-9	98	129
Wynn, John	62	5-9	7-3	83	113
Turner, David	61	5-9	7-1	79	111
Howard, Lonnie	61	5-10	7-1	79	111
Raybon, Kathy	61	5-11	7-1	79	111
Caffey, Shana	61	5-8	7-1	79	111
Burgess, Donna	60	6-0	6-10	76	109
Dunn, Ryn	60	5-10	6-10	76	109
Call (Lamb), Paula	60	6-0	6-10	76	109
Jordan, John	58	5-10	6-6	68	105
Rose, Darrell	58	6-0	6-6	68	105
Gragg, Roger	58	6-1	6-6	68	105
Attebury, Angie	57	5-9	6-3	62	103
Holleman, Jackie	57	5-9	6-3	62	103
Sisemore, Dustan	57	5-10	6-3	62	103
Havens, Gordon	56	5-9	6-1	54	101
Nunn, William	55	5-8	5-11	47	99
Applegate, Belinda	55	5-11	5-11	47	99
Evans, Kathy	53	5-10	5-7	37	95
Tilley, Barry	52	5-10	5-5	30	93
Duran, Sandra	48	5-7	4-10	18	85
Grisham, Barbara	39	5-9	3-9	3	67
Johnson, Tommy	38	6-1	3-8	3	65
Jackson, Donna	34	5-7	3-4	0-1	57
Mean Scores	55.46	5-10	6-2		99.92
Median Score	57.5				103

H A B L A

Abernathy Independent School District  
 Bilingual Kindergarten  
 Peabody Picture Vocabulary Test, Form A, Spanish Edition, October 1970  
 Age 5-1 to 5-6

Name	Raw Score	Chron Age	Mental Age	%ile	IQ
Ruiz, Pedro	47	5-6	4-8	16	83
Torres, Donna	41	5-1	3-11	11	83
Saucedo, Elsie	40	5-2	3-10	10	81
Perez, Francisco	35	5-4	3-5	5	72
Martinez, Hugo	34	5-2	3-4	4	70
Ortiz, Sandy	32	5-4	3-3	2	67
Garza, Norma	32	5-2	3-3	2	67
Garcia, Patricia	29	5-2	3-0	2	61
Olivarez, Miguel	34	5-6	3-4	0-1	57
Ortiz, Yolanda	25	5-4	2-9	0-1	53
Ochoa, Lee	23	5-5	2-8	0-1	48
Cardenas, Bonifusa	22	5-1	2-7	0-1	46
Salazar, Brenda	22	5-3	2-7	0-1	46
Ramirez, Santos	15	5-2	2-3	0-1	34
Mean Scores	30.8	5-3	3-2		62
Median Score	32				64

H A B L A

Abernathy Independent School District  
 Bilingual Kindergarten  
 Peabody Picture Vocabulary Test, Form A, Spanish Edition, October 1970  
 Age 5-9 to 6-2

Name	Raw Score	Chron Age	Mental Age	%ile	IQ
Ponciano, Suzanne	56	6-1	6-1	54	101
Hernandez, Dora	52	5-11	5-5	30	93
Ortiz, Cristela	51	5-8	5-2	25	91
Villarreal, Roel	50	5-10	5-1	24	89
Dominguez, Rebecca	50	5-11	5-1	24	89
Saenz, Delia	49	5-11	4-11	21	87
Reyes, Refugia	49	6-0	4-11	21	87
Ponciano, Brenda	48	5-11	4-10	18	85
Perez, Alberto	48	5-10	4-10	18	85
Luera, Julia	44	6-2	4-3	8	77
Gonzales, Joe	41	5-10	3-11	4	71
Marrugo, Patricia	36	5-9	3-6	0-1	61
Salinas, Jimmy	35	6-1	3-5	0-1	59
Rodriguez, Alfredo	28	6-2	2-11	0-1	47
Mean Scores	45.5	5-11	4-7		80.1
Median Score	48.5				86

H A B L A

Abernathy Independent School District  
 Peabody Picture Vocabulary Test, Form A, Spanish Edition, March 1971  
 Bilingual Kindergarten, Ages 5-6 to 6-0

Name	Raw Score	Chron. Age	Mental Age	%ile	IQ
Ruiz, Pedro	63	5-10	7-6	85	115
Salazar, Brenda	59	5-9	6-8	73	107
Perez, Francisco	54	5-9	5-9	43	97
Ortiz, Sandy	53	5-9	5-7	37	95
Torres, Donna	51	5-7	5-2	25	91
Ochoa, Lee Ann	49	5-11	4-11	21	87
Saucedo, Elsie	47	5-9	4-8	16	83
Martinez, Hugo	46	5-7	4-7	13	81
Rosales, Ruth	45	5-8	4-5	10	79
Cardenas, Bonifusa	42	5-8	4-0	6	73
Ortiz, Yolanda	42	5-9	4-0	6	73
Ramirez, Santos	40	5-8	3-10	3	69
Garcia, Patricia	37	5-7	3-7	1-	63
MEAN SCORE	48.30	5-9	5-0		85.62
MEDIAN SCORE	47				83

Ages 6-1 to 6-6

Dominguez, Rebecca	56	6-2	6-1	54	101
Hernandez, Dora	54	6-4	5-9	43	97
Marrugo, Patricia	51	6-3	5-2	25	91
Luera, Julia	55	6-6	5-11	28	89
Ponciano, Suzanne	52	6-6	5-5	12	83
Olivarez, Miguel	46	6-3	4-7	13	81
Perez, Alberto	43	6-3	4-1	7	75
Ponciano, Diana	39	6-5	3-0	3	67
Salinas, Jimmy	39	6-6	3-9	1-	58
Rodriguez, Alfredo	32	6-6	3-3	1-	46
MEAN SCORE	46.7	6-5	4-8		78.8
MEDIAN SCORE	49				82

H A B L A

Abernathy Independent School District  
 Bilingual Kindergarten  
 Peabody Picture Vocabulary Test, Form A, English Edition, March 1971  
 Ages 5-6 to 6-0

Name	Raw Score	Chron Age	Mental Age	%ile	IQ
Knox, Darren	65	5-9	7-10	90	119
Stallings, Bryan	64	6-0	7-8	88	117
Tennell, Mendy	63	5-11	7-6	85	115
Ray, Roger	62	5-11	7-3	83	113
Worthan, Rory	62	5-8	7-3	83	113
Conway, Thomas	58	5-9	6-6	68	105
Winter, Misti	57	5-9	6-3	62	103
Shuey, Russell	57	5-9	6-3	62	103
Davis, Kelly	57	5-9	6-3	62	103
Shafer, Johnny	57	5-11	6-3	62	103
Arthur, George	56	5-10	6-1	54	101
Harrison, Jay	56	5-7	6-1	54	101
Stone, Susan	56	5-6	6-1	54	101
Duran, Sandra	55	5-10	5-11	47	99
Reedy, Billy	52	5-10	5-5	30	93
Tamayo, Madeleine	52	5-7	5-5	30	93
Stewart, Robert	36	5-7	3-6	1-	61
MEAN SCORE	56.76	5-8	6-3		102.53
MEDIAN SCORE	57	<del>5-8</del>	<del>6-3</del>		103

H A B L A

Abernathy Independent School District

Peabody Picture Vocabulary Test, Form A, English Edition, March 1971  
Bilingual Kindergarten, Ages 6-1 to 6-6

Name	Raw Score	Chron. Age	Mental Age	%ile	IQ
Brantley, Robert	68	6-5	8-5	96	125
Rose, Darrell	66	6-5	8-1	92	121
Howard, Lonnie	65	6-3	7-10	90	119
Raybon, Kathy	63	6-4	7-6	85	115
Caffey, Shana	63	6-2	7-6	85	115
Tilly, Barry	61	6-4	7-1	79	111
Dunn, Ryn	61	6-4	7-1	79	111
Applegate, Belinda	61	6-5	7-1	79	111
Attebury, Angie	60	6-3	6-10	76	109
Wynne, John	60	6-3	6-10	76	109
Evans, Kathy	59	6-4	6-8	73	107
Burgess, Donna	59	6-6	6-8	73	107
Call, Paula	58	6-5	6-6	66	105
Gragg, Roger	63	6-6	7-6	62	104
Nunn, William Gene	57	6-1	6-3	62	103
Holleman, Jackie	57	6-2	6-3	62	103
Jordan, John	57	6-4	6-3	62	103
Grisham, Barbara	56	6-3	6-1	54	101
Duran, Dorothy	56	6-5	6-1	54	101
Sisemore, Dustan	55	6-4	5-11	47	99
Havens, Gordon	55	6-3	5-11	47	99
Turner, David	54	6-2	5-9	43	97
Johnson, Tommy	55	6-6	5-11	28	89
Jackson, Donna	50	6-1	5-1	24	89
MEAN SCORE	58.88	6-4	6-8		106.38
MEDIAN SCORE	58.50				106

**Test of General Ability, GA-P-DE and HG-P-DEs**

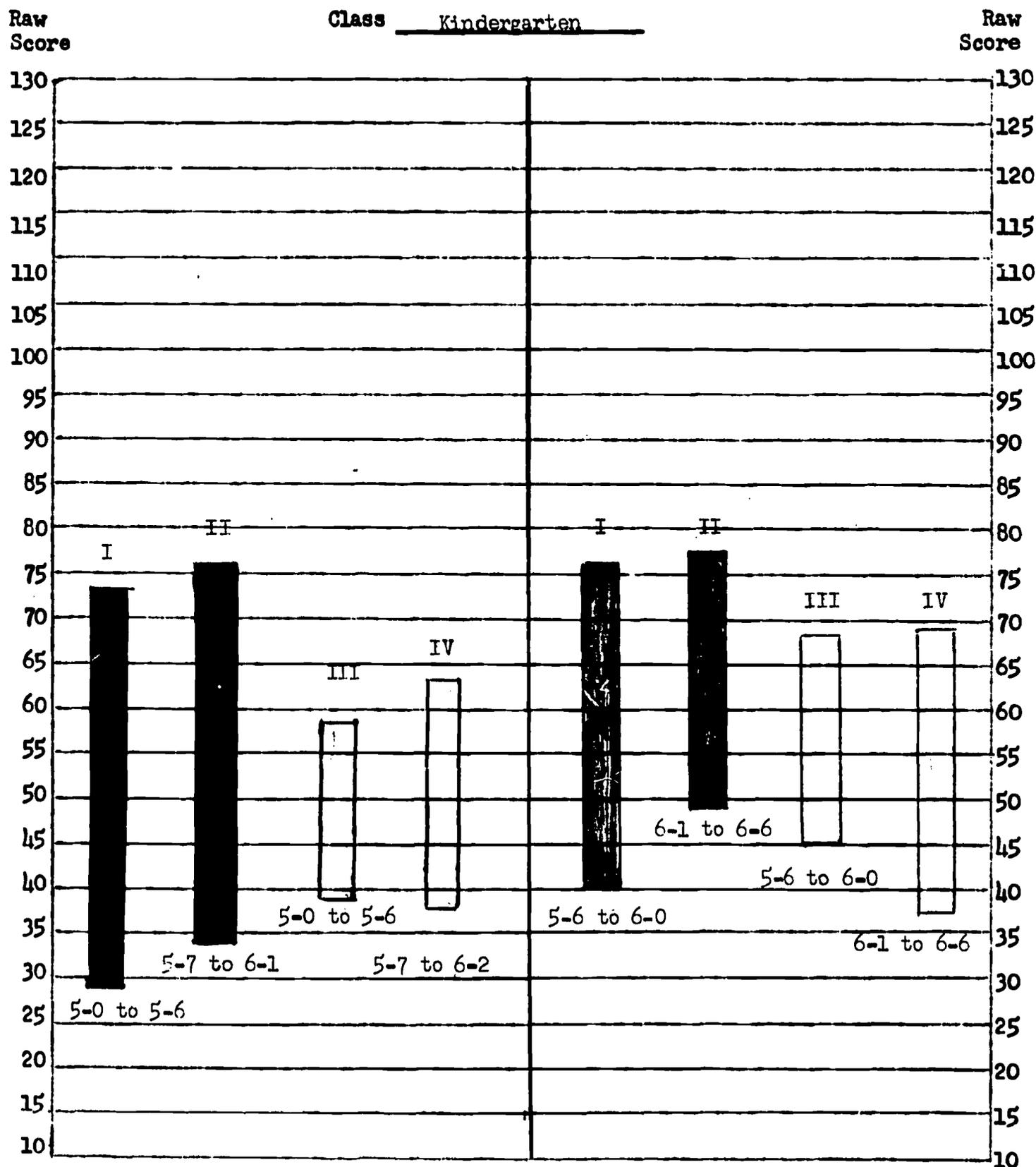
The Inter-American General Ability Test for kindergarten level was administered in October, 1970, and April, 1971, to the entire kindergarten population. The English form of the test was administered to those children with English as a first language and the Spanish form of the test was administered to those children with Spanish as a first language. The test is an individual test and was administered in the Elementary Library and the Evaluator's Office. Testing conditions were the same for all students.

Mean scores for all groups by age groupings are as follows:

	<u>Verbal-Numerical</u>		<u>Non-Verbal</u>		<u>Total</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
<b>Age 5-0 to 5-6 at entry</b>						
Spanish	23.28	24.92	26.36	29.33	49.64	55.08
English	29.22	33.70	29.11	33.18	58.33	66.88
<b>Age 5-7 to 6-2 at entry</b>						
Spanish	23.77	26.80	29.38	31.70	53.15	58.50
English	31.30	34.42	31.52	34.04	59.78	68.46

Each group has made gains in the mean raw score and has reduced the raw score range, illustrated by the graph on the following page.

### TEST RESULTS



English  
GA-P-DE

Test I

Spanish  
HG-P-DEs

English  
GA-P-DE

Test II

Spanish  
HG-P-DEs

Date October 1970

Date April 1971

Mean 58.33 - 59.78

49.64 - 53.15

66.88 - 68.46

55.08 - 58.50

Median 59 - 66

51.50 - 54

69 - 70

53.50 - 60.50

Test Test of General Ability -- Inter-American Series

H A B L A

Abernathy Independent School District  
 Bilingual Kindergarten  
 Inter-American Series, Test of General Ability, GA-P-DE, English, October 1970  
 Age 5-0 to 5-6

Name	Verbal-Numerical Raw Score-%ile	Non-verbal Raw Score-%ile	Total Raw Score-%ile
Stallings, Bryan	36-89	37-94	73-97
Stone, Susan	31-61	37-94	68-89
Tennell, Mendy	33-81	35-86	68-89
Knox, Darren	36-89	31-72	67-78
Shafer, Johnny-	37-97	30-58	67-78
Worthan, Rory	32-72	30-58	62-67
Davis, Kelly	32-72	30-58	62-67
Winter, Misti	27-25	33-81	60-55
Harrison, Jay	31-61	29-44	60-55
Arthur, George	30-53	28-33	58-47
Johnson, Tommy	28-39	29-44	57-42
Conway, Thomas	24-8	31-72	55-30
Tamayo, Madeleine	29-45	26-19	55-30
Hernandez, Lisa	27-25	28-33	55-30
Ray, Roger	27-25	26-19	53-19
Shuey, Russel	26-14	26-19	52-14
Reedy, Bill	28-39	21-8	49-7
Stewart, Robert	12-3	17-3	29-3
Mean Raw Scores	29.22	29.11	58.33
Median Raw Score	29.50	29.50	59

H A B L A

Abernathy Independent School District  
 Bilingual Kindergarten  
 Inter-American Series, Test of General Ability, GA-P-DE, English, October 1970  
 Age 5-7 to 6-1

Name	Verbal-Numerical Raw Score-%ile	Non-verbal Raw Score-%ile	Total Raw Score-%ile
Calvin, Robert	36-91	40-98	76-98
Raybon, Kathy	35-85	36-76	71-91
Howard, Lonnie	34-76	37-89	71-91
Durn, Ryn	33-59	37-89	70-80
Caffey, Shanya	36-91	34-59	70-80
Gragg, Roger	34-76	36-76	70-80
Rose, Darrell	33-59	36-76	69-70
Jordan, John	37-98	32-44	69-70
Havens, Gordon	32-44	36-76	68-63
Lamb, Paula	32-44	34-59	66-54
Duran, Sandra	33-59	33-50	66-54
Nunn, William	33-59	33-50	66-54
Attebury, Angie	34-76	30-28	64-46
Tilley, Barry	31-33	32-44	63-29
Applegate, Belinda	31-33	32-44	63-39
Grisham, Barbara	26-15	36-76	62-30
Sisemore, Dustan	31-33	31-33	62-30
Burgess, Donna	33-59	28-20	61-24
Wynne, John	30-24	29-24	59-20
Evans, Kathy	28-20	22-7	50-15
Holleman, Jackie	25-11	23-11	48-11
Turner, David	23-7	24-15	47-7
Jackson, Donna	20-2	14-2	34-2
Mean Raw Scores	31.30	31.52	59.78
Median Raw Score	33	33	66

H A B L A

Abernathy Independent School District  
Bilingual Kindergarten  
Inter-American Series, Test of General Ability, GA-P-DEs, Spanish, October 1970  
Age 5-0 to 5-6

<b>Name</b>	<b>Verbal-Numerical Raw Score-%ile</b>	<b>Non-verbal Raw Score-%ile</b>	<b>Total Raw Score-%ile</b>
Ortiz, Yolanda	26-71	33-96	59-96
Garcia, Patricia	24-61	31-82	55-89
Ruis, Pedro	27-89	26-50	53-75
Torres, Donna	21-25	32-89	53-75
Saudeco, Elsie	23-50	30-71	53-75
Perez, Francisco	26-71	26-50	52-57
Ochoa, Lee Ann	27-89	25-39	52-57
Ortiz, Sandy	27-89	24-29	51-43
Rosales, Ruth	21-25	27-61	48-32
Garza, Norma	22-39	24-29	46-25
Martinez, Hugo	23-50	19-4	42-18
Ramirez, Santos	19-7	22-18	41-11
Cardenas, Bonifusa	19-7	20-11	39-4
Mean Raw Score	23.28	26.36	49.64
Median Ray Score	23	26	51.50

H A B L A

Abernathy Independent School District  
 Bilingual Kindergarten  
 Inter-American Series, Test of General Ability, GA-P-DEs, Spanish, October 1970  
 Age 5-7 to 6-1

Name	Verbal-Numerical Raw Score-%ile	Non-verbal Raw Score-%ile	Total Raw Score-%ile
Hernandez, Dora	29-85	34-81	63-96
Luera, Julia	29-85	30-54	59-89
Salinas, Jimmy	22-35	35-92	57-73
Villarreal, Roel	32-96	25-15	57-73
Marrugo, Patricia	22-35	35-92	57-73
Ponciano, Suzanne	25-73	31-69	56-58
Ortiz, Cristela	24-62	30-54	54-50
Ponciano, Diana	22-35	31-69	53-42
Dominguez, Rebecca	23-50	27-31	50-31
Olivarez, Mike	21-15	29-42	50-31
Perez, Alberto	24-62	25-15	49-19
Reyes, Refugia	21-15	27-31	48-12
Gonzales, Joe	15-4	23-4	38-4
Mean Raw Score	23.77	29.38	53.15
Median Raw Score	23	30	54

H A B L A

Abernathy Independent School District

Inter-American Series, Test of General Ability, GA-P-DE, English, April, 1971  
Kindergarten, Age 5-6 to 6-0

Name	Verbal-Numerical		Non-verbal		Total	
	Raw Score	%ile	Raw Score	%ile	Raw Score	%ile
Tennell, Mendy	37	82	39	97	76	94
Stallings, Bryan	39	94	37	82	76	94
Worthan, Rory	39	94	36	68	75	85
Stone, Susan	35	59	38	91	73	77
Harrison, Jay	36	71	37	82	73	77
Arthur, George G.	34	47	36	68	70	62
Knox, Darren	34	47	36	68	70	62
Shafer, Johnny	37	82	33	44	70	62
Davis, Kelly	36	71	33	44	69	50
Duran, Sandra	35	59	33	44	68	44
Ray, Roger	33	38	33	44	66	38
Winter, Misti	32	29	33	44	65	32
Tamayo, Madeleine	32	29	32	24	64	27
Conway, Thomas	31	18	32	24	63	21
Shuey, Russell	30	9	30	15	60	15
Reedy, Billy	31	18	28	9	59	9
Stewart, Robert	22	3	18	3	40	3
MEAN RAW SCORE	33.70		33.18		66.88	
MEDIAN RAW SCORE	34		33		69	

H A B L A

Abernathy Independent School District

Inter-American Series, Test of General Ability, GA-P-DE, English, April 1971  
Kindergarten, Age 6-1 to 6-6

Name	Verbal-Numerical		Non-verbal		Total	
	Raw Score	%ile	Raw Score	%ile	Raw Score	%ile
Brantley, Robert C.	38	85	39	98	77	98
Attebury, Angie	39	96	37	73	76	90
Howard, Lonnie	39	96	37	73	76	90
Raybon, Kathy	38	85	38	88	76	90
Rose, Darrell	37	77	38	88	75	81
Dum, Ryn	36	63	38	88	74	73
Num, William Gene	36	63	38	88	74	73
Caffey, Shana Marie	38	85	36	60	74	73
Gragg, Roger	36	63	37	73	73	65
Jordan, John	36	63	36	60	72	60
Applegate, Belinda	36	63	35	50	71	54
Havens, Gordon	35	46	36	60	71	54
Call, Paula	35	46	34	42	69	48
Johnson, Tommy	34	35	33	33	67	40
Burgess, Donna	36	63	31	15	67	40
Tilley, Barry	31	35	33	33	67	40
Duran, Dorothy	31	15	35	50	66	31
Wynne, John	33	25	32	23	65	25
Sisemore, Dustan	33	25	32	23	65	25
Turner, David	29	10	34	42	63	17
Holleman, Jackie	34	35	29	10	63	17
Grisham, Barbara	25	3	32	23	57	10
Evans, Kathy	32	19	24	6	56	6
Jackson, Donna	26	6	23	3	49	3
MEAN RAW SCORE	34.42		34.04		68.46	
MEDIAN RAW SCORE	35.5		35		70	

H A B L A

Abernathy Independent School District

Inter-American Series, Test of General Ability, HG-P-DEs, Spanish, April 1971  
Kindergarten, Age 5-6 to 6-0

Name	Verbal-Numerical		Non-verbal		Total	
	Raw Score	%ile	Raw Score	%ile	Raw Score	%ile
Perez, Francisco	32	96	36	96	68	96
Garcia, Patricia	28	79	35	83	63	88
Salazar, Brenda	28	79	32	54	60	79
Saucedo, Elsie	28	79	31	63	59	67
Ortiz, Yolanda	26	58	33	71	59	67
Torrez, Donna	21	13	35	83	56	54
Ruiz, Pedro	25	46	26	25	51	46
Ortiz, Sandy	23	29	27	38	50	38
Cardenas, Bonifusa	22	21	26	25	48	29
Martinez, Hugo	24	38	23	13	47	21
Rosales, Ruth	26	58	19	4	45	8
Ramirez, Santos	16	4	29	46	45	8
MEAN RAW SCORE	24.92		29.33		55.08	
MEDIAN RAW SCORE	25.50		30		53.50	

Age 6-1 to 6-6

Hernandez, Dora	33	95	36	95	69	95
Luera, Julia	28	70	35	80	63	80
Dominguez, Rebecca	30-	85	33	40	63	80
Perez, Albert	27	50	34	60	61	60
Salinas, Jimmy	26	35	35	80	61	60
Ponciano, Suzanne	27	50	33	40	60	45
Marrugo, Patricia	28	70	30	15	58	35
Ponciano, Diana	23	15	34	60	57	25
Olivares, Miguel	25	25	31	25	56	15
Rodriguez, Alfredo	21	5	16	5	37	5
MEAN RAW SCORE	26.80		31.70		58.50	
MEDIAN RAW SCORE	27		33.50		60.50	

### Kindergarten Video Tapes

One of the methods of evaluation as stated in the Continuation Application is individual video-taped interviews. Eight Mexican-Americans and eight Anglo-Americans were randomly selected to participate in the interviews. The children were shown pictures of a man, woman, boy, girl, pencil, dress, chair, apple, dog, cat, and clock. They were asked to identify all of the pictures in their first language and then in their second language. Classroom instruction was not directed specifically to these objects or pictures. The results of the interviews made in November, 1970, and May, 1971, were as follows:

	<u>Mexican-American</u>		<u>Anglo-American</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Percent of correct responses in English	72.72	97.0	97.72	100
Percent of correct responses in Spanish	93.18	94.0	43.18	60.0

It is recognized that better results would have been obtained if the first interview had been in September, 1970. However, there has been a substantial gain made in the development of the second language of each group.

## Kindergarten Video-Tape Results

### November 1970

	Mexican-American	Anglo-American
Average number of correct responses in English	8	10.75
Average number of correct responses in Spanish	10.25	4.75
Percent of correct responses in English	72.72%	97.72%
Percent of correct responses in Spanish	93.18%	43.18%

### May 1971

Average number of correct responses in English	10.38	11
Average number of correct responses in Spanish	10.63	6.63
Percent of correct responses in English	97.%	100.%
Percent of correct responses in Spanish	94.%	60.%

### Kindergarten Spot Evaluation

This evaluation instrument was designed by the bilingual staff during the first year of operation. Once the behavioral objectives had been established for the intellectual component of the project, this instrument was developed to check the progress being made in meeting these objectives. Questions in this instrument are asked in the student's first and second language and he is expected to respond in the language used. The English portion of the test was administered by the Evaluator and the Spanish portion was administered by the bilingual aide assigned for this duty. Students used in the testing procedure were randomly selected with the only stipulation being that there be five students from each kindergarten room. The test was given in the Evaluator's Office to one student at a time. The results of the tests administered in November, 1970 and May, 1971, are as follows:

	Mexican-American		Anglo-American	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Percent of correct responses in English	76.31	88.50	77.66	87.10
Percent of correct responses in Spanish	80.89	97.00	52.05	78.40

It is recognized that better results have been obtained from earlier testing. There are some parts of this instrument that have been revised for the coming year in that it was not felt that the questions yielded true information in regard to the objectives of the program. Review of the above percentages indicate that the students are making progress in the development of a second language.

H A B L A

Appendix #8

Instrument for use by  
Internal Evaluator

Name Composite (Eight Pupils)

Date November 1970 First Language English

		English		Spanish	
		Correct	Incorrect	Correct	Incorrect
1.1 Show pictures of these objects and ask students to name them. Then ask if they are wood, metal, fruit, vegetable or animal. (Use both languages.)					
Apple	Name	100		75	
	Class	87.5		87.5	
Bicycle	Name	100		0	
	Class	87.5		50	
Tomato	Name	100		75	
	Class	75		37.5	
Horse	Name	100		0	
	Class	100		75	
Cat	Name	100		85	
	Class	100		62.5	
Potato	Name	75		25	
	Class	100		87.5	
Scissors	Name	100		0	
	Class	100		37.5	
Banana	Name	100		37.5	
	Class	75		87.5	
Orange	Name	100		75	
	Class	75		75	
Stove	Name	87.5		37.5	
	Class	87.5		37.5	
Pepper	Name	75		75	
	Class	87.5		75	
Beans	Name	100		0	
	Class	87.5		75	
Dog	Name	100		62.5	
	Class	100		87.5	
Pencil	Name	100		62.5	
	Class	100		12.5	
Blocks, (wooden)	Name	100		0	
	Class	87.5		37.5	
Total 1.1		<u>92.9</u>		<u>49.1</u>	
1.2 Show pictures of the following and ask the students "What is this?" (Use both languages)					
Triangle		50		0	
Circle		50		0	
Square		75		0	

H A H L A

Instrument for Internal Evaluation

	English		Spanish	
	Correct	Incorrect	Correct	Incorrect
Ask "What color are these?"				
Red	100		75	
Yellow	75		75	
Blue	100		87.5	
White	100		100	
Black	100		75	
<p>Show cards of triangles, pictures of man and boy, pictures of big dog and little dog. Ask students to (a) point to the big one. (b) point to the little one. (Use both languages)</p>				
Triangles	Big	100	87.5	
	Little	100	87.5	
Man and boy	Short	100	62.5	
	Tall	100	50	
Dogs	Big	100	87.5	
	Little	100	87.5	
<p>Place rock, ball of cotton, smooth cardboard, and sandpaper on table. Ask students to point to something that is hard, soft, smooth, rough. (Use both languages)</p>				
Rock, cotton ball	Hard	75	50	
	Soft	87.5	62.5	
Sandpaper, smooth cardboard	Smooth	37.5	75	
	Rough	62.5	37.5	
	Total 1.2	<u>84</u>	<u>61.1</u>	
1.3 Ask students to tell what they see in these pictures. (Use both languages)				
Shirt		100	12.5	
Apple		100	87.5	
Shoes		100	0	
<p>Ask students to reach into box and tell whether the object they feel is hard, soft, rough or smooth. (Use first language)</p>				
Rock		87.5		
Small pillow		87.5		
Sandpaper		62.5		

H A B L A

Instrument for Internal Evaluation

		English		Spanish	
		Correct	Incorrect	Correct	Incorrect
Tell students to close their eyes and tell what they smell. (Use first lang.)					
Perfume		75			
Garlic		62.5			
Total 1.3		<u>84.3</u>		<u>33.3</u>	
1.4	Ask students to count to ten. (Use both languages)	100		100	
Show sets of two, four, and five objects. Ask students to point to each set as you state the number of objects (Use both languages)					
Two		100		87.5	
Four		87.5		75	
Five		87.5		75	
Total 1.4		<u>93.7</u>		<u>84.4</u>	
1.5	Ask students in their first language, but have them answer in second language, "How do you say?"				
May I get a drink?				25	
May I go to the restroom?				37.5	
Ask student in both languages to:					
Stand up.		100		87.5	
Sit down.		100		100	
Bring your chair here.		100		75	
Total 1.5		<u>100</u>		<u>65</u>	
1.6	Show pictures of morning scene, night scene. Ask students to tell if it is morning or night. (Use both languages)				
Morning		100		12.5	
Night		100		37.5	
Ask children in their first language to name the days of the week. Have them respond in first language, then in second language.		62.5		100	
Total 1.6		<u>87.5</u>		<u>50</u>	
1.7	Ask students to recite any nursery rhyme in Appendix #5. Have him attempt one in his first language, then in his second language.	100		0	
Total 1.7		<u>100</u>		<u>0</u>	

H A B L A

Instrument for Internal Evaluation

	English		Spanish	
	Correct	Incorrect	Correct	Incorrect
1.8 Ask students in their first language to name three of the holidays listed in Appendix #6.				
Total 1.8	75			
1.9 Show pictures of policemen, firemen, mail carriers and ask students to name them in both languages.	<u>75</u>			
Policemen	100		0	
Firemen	87.5		0	
Mail carrier	100		0	
Total 1.9	<u>95.8</u>		<u>0</u>	

COMMENTS:

Over all Total

80.89

52.05

## H A B L A

## Appendix #8

Instrument for use by  
Internal EvaluatorName Composite (Eight Pupils)Date May 1971 First Language English

1.1 Show pictures of these objects and ask students to name them. Then ask if they are wood, metal, fruit, vegetable or animal. (Use both languages.)

		English		Spanish	
		Correct	Incorrect	Correct	Incorrect
Apple	Name	100		100	
	Class	100		100	
Bicycle	Name	100		37.5	
	Class	100		62.5	
Tomato	Name	100		75	
	Class	62.5		50	
Horse	Name	100		50	
	Class	100		87.5	
Cat	Name	100		75	
	Class	100		87.5	
Potato	Name	100		62.5	
	Class	87.5		87.5	
Scissors	Name	100		37.5	
	Class	87.5		50	
Banana	Name	100		87.5	
	Class	87.5		87.5	
Orange	Name	100		62.5	
	Class	87.5		87.5	
Stove	Name	100		37.5	
	Class	100		62.5	
Pepper	Name	87.5		37.5	
	Class	62.5		87.5	
Beans	Name	75		50	
	Class	100		75	
Dcg	Name	100		100	
	Class	100		87.5	
Pencil	Name	100		87.5	
	Class	100		87.5	
Blocks, (wooden)	Name	100		12.5	
	Class	100		62.5	
Total 1.1		<u>94.6</u>		<u>67.5</u>	
1.2 Show pictures of the following and ask the students "What is this?" (Use both languages)					
Triangle		100		87.5	
Circle		100		100	
Square		100		87.5	

## H A B L A

## Instrument for Internal Evaluation

	English		Spanish	
	Correct	Incorrect	Correct	Incorrect
Ask "What color are these?"				
Red	100		100	
Yellow	100		100	
Blue	100		100	
White	100		100	
Black	100		87.5	
Show cards of triangles, pictures of man and boy, pictures of big dog and little dog. Ask students to (a) point to the big one. (b) point to the little one. (Use both languages)				
Triangles	Big	100	100	
	Little	100	100	
Man and boy	Short	100	87.5	
	Tall	100	87.5	
Dogs	Big	100	100	
	Little	100	100	
Place rock, ball of cotton, smooth cardboard, and sandpaper on table. Ask students to point to something that is hard, soft, smooth, rough. (Use both languages)				
Rock, cotton ball	Hard	100	100	
	Soft	100	87.5	
Sandpaper, smooth cardboard	Smooth	100	50	
	Rough	100	62.5	
Total 1.2		<u>100</u>	<u>87.9</u>	
1.3 Ask students to tell what they see in these pictures. (Use both languages)				
Shirt		100	37.5	
Apple		100	100	
Shoes		100	50	
Ask students to reach into box and tell whether the object they feel is hard, soft, rough or smooth. (Use first language)				
Rock		100		
Small pillow		87.5		
Sandpaper		100		

## H A B L A

Instrument for Internal Evaluation

		English		Spanish	
		Correct	Incorrect	Correct	Incorrect
Tell students to close their eyes and tell what they smell. (Use first lang.)					
Perfume		100			
Garlic		100			
Total 1.3		<u>100</u>		<u>62.5</u>	
1.4	Ask students to count to ten. (Use both languages)	100		100	
Show sets of two, four, and five objects. Ask students to point to each set as you state the number of objects (Use both languages)					
Two		100		100	
Four		100		100	
Five		100		100	
Total 1.4		<u>100</u>		<u>100</u>	
1.5	Ask students in their first language, but have them answer in second language, "How do you say?"				
May I get a drink?				87.5	
May I go to the restroom?				87.5	
Ask student in both languages to:					
Stand up.		100		100	
Sit down.		100		100	
Bring your chair here.		100		75	
Total 1.5		<u>100</u>		<u>90</u>	
1.6	Show pictures of morning scene, night scene. Ask students to tell if it is morning or night. (Use both languages)				
Morning		100		75	
Night		100		75	
Ask children in their first language to name the days of the week. Have them respond in first language, then in second language.					
		75		87.5	
Total 1.6		<u>91.7</u>		<u>79.2</u>	
1.7	Ask students to recite any nursery rhyme in Appendix #5. Have him attempt one in his first language, then in his second language.				
		100		75	
Total 1.7		<u>100</u>		<u>75</u>	

## H A B L A

Instrument for Internal Evaluation

	English		Spanish	
	Correct	Incorrect	Correct	Incorrect
1.8 Ask students in their first language to name three of the holidays listed in Appendix #6.	87.5			
<u>Total 1.8</u>	<u>87.5</u>			
1.9 Show pictures of policemen, firemen, mail carriers and ask students to name them in both languages.				
Policemen	100		100	
Firemen	100		75	
Mail carrier	100		62.5	
<u>Total 1.9</u>	<u>100</u>		<u>79.2</u>	
COMMENTS: <u>Over All Total</u>	<u>97.0</u>		<u>78.4</u>	

H A B L A

Appendix #8

Instrument for use by Internal Evaluator

Name Composite ( Seven pupils)

Date November, 1970 First Language Spanish

1.1 Show pictures of these objects and ask students to name them. Then ask if they are wood, metal, fruit, vegetable or animal. (Use both languages.)

		English		Spanish	
		Correct	Incorrect	Correct	Incorrect
Apple	Name	85.7		100	
	Class	100		85.7	
Bicycle	Name	100		100	
	Class	57.1		100	
Tomato	Name	71.4		71.4	
	Class	71.4		71.4	
Horse	Name	100		100	
	Class	85.7		100	
Cat	Name	100		100	
	Class	100		100	
Potato	Name	42.8		85.7	
	Class	57.1		14.2	
Scissors	Name	100		100	
	Class	71.4		85.7	
Banana	Name	85.7		100	
	Class	85.7		100	
Orange	Name	100		85.7	
	Class	57.1		85.7	
Stove	Name	42.8		71.4	
	Class	85.7		71.4	
Pepper	Name	0		100	
	Class	57.1		42.8	
Beans	Name	71.4		100	
	Class	57.1		57.1	
Dog	Name	100		100	
	Class	100		100	
Pencil	Name	85.7		100	
	Class	29.5		85.7	
Blocks, (wooden)	Name	42.8		0	
	Class	42.8		85.7	
Total 1.1		<u>72.8</u>		<u>83.3</u>	

1.2 Show pictures of the following and ask the students "What is this?" (Use both languages)

Triangle		42.8		0	
Circle		42.8		29.5	
Square		29.5		14.2	

## H A B L A

## Instrument for Internal Evaluation

	English		Spanish	
	Correct	Incorrect	Correct	Incorrect
Ask "What color are these?"				
Red	85.7		85.7	
Yellow	57.1		57.1	
Blue	71.4		42.8	
White	71.4		85.7	
Black	85.7		100	
Show cards of triangles, pictures of man and boy, pictures of big dog and little dog. Ask students to (a) point to the big one. (b) point to the little one. (Use both languages)				
Triangles	Big	100	100	
	Little	100	100	
Man and boy	Short	100	100	
	Tall	100	100	
Dogs	Big	100	100	
	Little	100	100	
Place rock, ball of cotton, smooth cardboard, and sandpaper on table. Ask students to point to something that is hard, soft, smooth, rough. (Use both languages)				
Rock, cotton ball	Hard	100	100	
	Soft	85.7	85.7	
Sandpaper, smooth cardboard	Smooth	29.5	57.1	
	Rough	42.8	71.4	
	Total 1.2	<u>74.6</u>	<u>73</u>	
1.3 Ask students to tell what they see in these pictures. (Use both languages)				
Shirt		71.4	100	
Apple		100	85.7	
Shoes		100	100	
Ask students to reach into box and tell whether the object they feel is hard, soft, rough or smooth. (Use first language)				
Rock			100	
Small pillow			85.7	
Sandpaper			71.4	

## H A B L A

Instrument for Internal Evaluation

	English		Spanish	
	Correct	Incorrect	Correct	Incorrect
Tell students to close their eyes and tell what they smell. (Use first lang.)				
Perfume			85.7	
Garlic			71.4	
1.4 Ask students to count to ten. (Use both languages)	100	90.5	85.7	80.5
Total 1.3				
Show sets of two, four, and five objects. Ask students to point to each set as you state the number of objects. (Use both languages)				
Two	100		100	
Four	71.4		71.4	
Five	71.4		71.4	
1.5 Ask students in their first language, but have them answer in second language, "How do you say?"	85.7		82.1	
Total 1.4				
May I get a drink?	100			
May I go to the restroom?	100			
Ask student in both languages to:				
Stand up.	100		100	
Sit down.	100		100	
Bring your chair here.	85.7		85.7	
1.6 Show pictures of morning scene, night scene. Ask students to tell if it is morning or night. (Use both languages)	97.1		95.2	
Total 1.5				
Morning	85.7		85.7	
Night	100		100	
Ask children in their first language to name the days of the week. Have them respond in first language, then in second language.	42.8		71.4	
1.7 Ask students to recite any nursery rhyme in Appendix #5. Have him attempt one in his first language, then in his second language.	76.2		85.7	
Total 1.6				
	71.4		14.2	
Total 1.7	71.4		14.2	

H A B L A

Instrument for Internal Evaluation

	English		Spanish	
	Correct	Incorrect	Correct	Incorrect
1.8 Ask students in their first language to name three of the holidays listed in Appendix #6.			0	
Total 1.8			<u>0</u>	
1.9 Show pictures of policemen, firemen, mail carriers and ask students to name them in both languages.				
Policemen	85.7		71.4	
Firemen	71.4		14.2	
Mail carrier	29.5		14.2	
Total 1.9	<u>61.9</u>		<u>33.3</u>	
Over All Total	<u>76.31</u>		<u>77.66</u>	

COMMENTS:

H A B L A

Appendix #8

Instrument for use by  
Internal Evaluator

Name Composite (Seven Pupils)

Date May 1971 First Language Spanish

1.1 Show pictures of these objects and ask students to name them. Then ask if they are wood, metal, fruit, vegetable or animal. (Use both languages.)

		English		Spanish	
		Correct	Incorrect	Correct	Incorrect
Apple	Name	100		100	
	Class	71.4		100	
Bicycle	Name	100		100	
	Class	57.1		42.8	
Tomato	Name	71.4		100	
	Class	100		14.2	
Horse	Name	100		100	
	Class	100		100	
Cat	Name	100		100	
	Class	100		100	
Potato	Name	85.7		85.7	
	Class	42.8		29.5	
Scissors	Name	100		100	
	Class	57.1		29.5	
Banana	Name	85.7		85.7	
	Class	85.7		100	
Orange	Name	100		100	
	Class	85.7		100	
Stove	Name	85.7		100	
	Class	57.1		14.2	
Pepper	Name	71.4		100	
	Class	42.8		29.5	
Beans	Name	100		100	
	Class	85.7		29.5	
Dog	Name	100		100	
	Class	100		100	
Pencil	Name	100		100	
	Class	85.7		71.4	
Blocks, (wooden)	Name	85.7		29.5	
	Class	29.5		85.7	
Total 1.1		<u>82.9</u>		<u>78.1</u>	
1.2 Show pictures of the following and ask the students "What is this?" (Use both languages)					
Triangle		71.4		85.7	
Circle		100		100	
Square		42.8		57.1	

## H A B L A

## Instrument for Internal Evaluation

	English		Spanish	
	Correct	Incorrect	Correct	Incorrect
Ask "What color are these?"				
Red	100		100	
Yellow	85.7		100	
Blue	85.7		71.4	
White	100		85.7	
Black	85.7		100	
Show cards of triangles, pictures of man and boy, pictures of big dog and little dog. Ask students to (a) point to the big one. (b) point to the little one. (Use both languages)				
Triangles	Big	100	100	
	Little	100	100	
Man and boy	Short	100	100	
	Tall	100	100	
Dogs	Big	100	100	
	Little	100	100	
Place rock, ball of cotton, smooth cardboard, and sandpaper on table. Ask students to point to something that is hard, soft, smooth, rough. (Use both languages)				
Rock, cotton ball	Hard	100	100	
	Soft	100	100	
Sandpaper, smooth cardboard	Smooth	71.4	85.7	
	Rough	71.4	85.7	
Total 1.2		<u>89.7</u>	<u>92.9</u>	
1.3 Ask students to tell what they see in these pictures. (Use both languages)				
Shirt		100	100	
Apple		100	100	
Shoes		100	100	
Ask students to reach into box and tell whether the object they feel is hard, soft, rough or smooth. (Use first language)				
Rock			100	
Small pillow			100	
Sandpaper			85.7	

## H A B L A

Instrument for Internal Evaluation

	English		Spanish	
	Correct	Incorrect	Correct	Incorrect
Tell students to close their eyes and tell what they smell. (Use first lang.)				
Perfume			100	
Garlic			100	
			<u>98.2</u>	
1.4 Ask students to count to ten. (Use both languages)	<u>100</u>		<u>100</u>	
Show sets of two, four, and five objects. Ask students to point to each set as you state the number of objects. (Use both languages)				
Two	100		100	
Four	85.7		100	
Five	85.7		85.7	
	<u>92.9</u>		<u>96.4</u>	
1.5 Ask students in their first language, but have them answer in second language, "How do you say?"				
May I get a drink?	100			
May I go to the restroom?	100			
Ask student in both languages to:				
Stand up.	100		100	
Sit down.	100		100	
Bring your chair here.	100		100	
	<u>100</u>		<u>100</u>	
1.6 Show pictures of morning scene, night scene. Ask students to tell if it is morning or night. (Use both languages)				
Morning	100		100	
Night	100		100	
Ask children in their first language to name the days of the week. Have them respond in first language, then in second language.	71.4		85.7	
	<u>90.5</u>		<u>95.2</u>	
1.7 Ask students to recite any nursery rhyme in Appendix #5. Have him attempt one in his first language, then in his second language.	100		85.7	
	<u>100</u>		<u>85.7</u>	
Total 1.7	<u>100</u>		<u>85.7</u>	

## H A B L A

Instrument for Internal Evaluation

	English		Spanish	
	Correct	Incorrect	Correct	Incorrect
1.8 Ask students in their first language to name three of the holidays listed in Appendix #6.			29.5	
			<u>29.5</u>	
1.9 Show pictures of policemen, firemen, mail carriers and ask students to name them in both languages.				
Policemen	100		100	
Firemen	100		100	
Mail carrier	87.5		100	
Total 1.9		<u>95.2</u>	<u>100</u>	
COMMENTS: <u>Over All Total</u>		<u>88.5</u>	<u>87.1</u>	

### Stanford Early School Achievement Test

The Stanford Early School Achievement Test was administered to all first grade students in October, 1970, and April, 1971. Directions for the test were given in both languages via closed-circuit television with the teachers and aides serving as proctors. Directions for the test were translated into Spanish by the bilingual television instructor. In the administration of the test, each question was read to the students in Spanish by the television instructor and then in English by the Evaluator. Four students were present in the television studio to serve as pacers for the test.

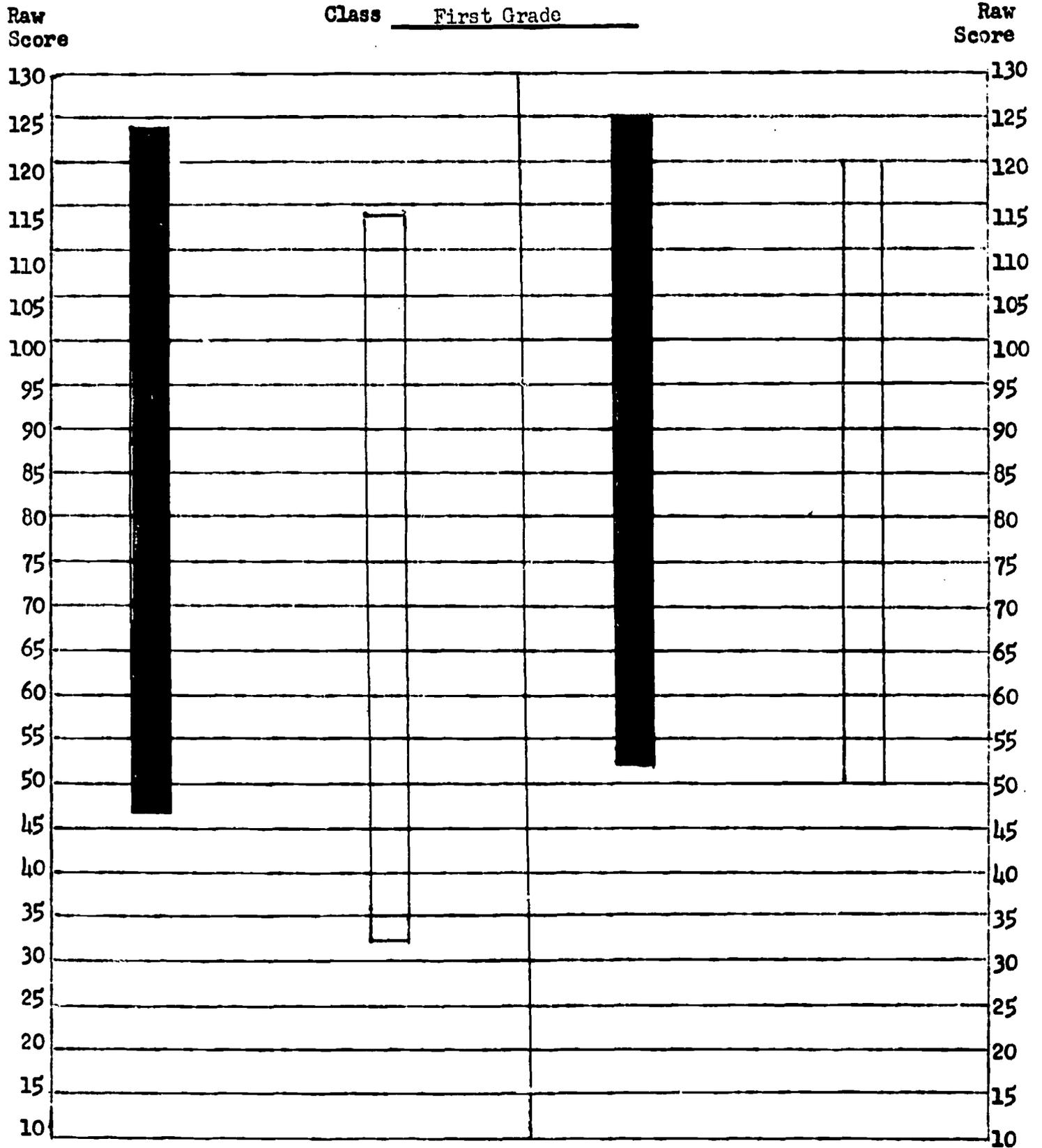
Three of the first grade classes are in the bilingual program and one class is a regular first grade unit. This unit is referred to as a control group with this test administration. However, the class is not a true control group in that it was not possible to match the class with those in the bilingual program. The class population has only a few Mexican-American students and cannot be isolated from the other first grade classes. In the administration of the test, the regular class received the same instructions as did the bilingual classes. Because of the factors mentioned, it is felt that a true picture of comparison is not possible between the regular group and the bilingual groups.

The mean scores for each group are as follows:

	Raw Score		Stanines	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Spanish	76.35	87.94	3	4
English	108	113.26	6	7
Control	84.71	106.17	4	6

These figures illustrate an improvement in the mean scores on the test and an increase of the stanine for each group. The graph on the following page indicates that the raw score range has been closed in both groups.

### TEST RESULTS



	English	Spanish	English	Spanish
	Test I		Test II	
	Date <u>October 1970</u>		Date <u>April 1971</u>	
Mean	<u>108</u>	<u>76.35</u>	<u>113.26</u>	<u>87.94</u>
Median	<u>112</u>	<u>79</u>	<u>120</u>	<u>88</u>

Test Stanford Early School Achievement Test

H A B L A

Abernathy Independent School District  
Bilingual First Grade

Stanford Early School Achievement Test - October, 1970

Administered in Eng. & Span.(Loc.Trans.) -- Students with English as First Language

Name	Environment	Mathematics	Letters	Aural	Total
	RS - %	RS - %	and Sounds RS - %	Comprehension RS - %	
Fulton, Jon Mark	42 - 99	28 - 99	28 - 92	26 - 92	124 - 99
Attebury, Dee Ann	41 - 96	28 - 99	27 - 86	26 - 92	122 - 98
Gough, Ginger	42 - 99	27 - 98	27 - 86	25 - 86	121 - 98
Davis, Patsy	38 - 76	28 - 99	28 - 92	26 - 92	120 - 96
Patterson, Lisa	38 - 76	27 - 98	28 - 92	27 - 96	120 - 96
Barron, Don	41 - 96	25 - 84	28 - 92	25 - 86	119 - 96
Pettit, Alan	36 - 58	28 - 99	28 - 92	27 - 96	119 - 96
Houston, Rick	41 - 96	26 - 92	25 - 74	26 - 92	118 - 94
Thompson, Mandy	39 - 86	26 - 92	27 - 86	25 - 86	117 - 92
Mills, Stacey	39 - 86	27 - 98	27 - 86	23 - 68	116 - 90
Bowen, Donna	35 - 52	26 - 92	28 - 92	26 - 92	115 - 88
Riley, Max	40 - 92	25 - 84	25 - 74	24 - 77	114 - 86
Pope, Roddy	38 - 76	27 - 98	27 - 86	22 - 60	114 - 86
Knight, Todd	41 - 96	27 - 98	25 - 74	21 - 50	114 - 86
Sanderson, Jane	39 - 86	28 - 99	26 - 80	20 - 42	113 - 84
Covey, Tina	38 - 76	27 - 98	25 - 74	23 - 68	113 - 84
Martin, Sherry	37 - 68	24 - 76	27 - 86	24 - 77	112 - 82
Neis, Alan	38 - 76	28 - 99	26 - 80	20 - 42	112 - 82
Royal, Rhonda	39 - 86	26 - 92	27 - 86	19 - 36	111 - 80
Payne, Cody	40 - 92	23 - 68	26 - 80	22 - 60	111 - 80
Leatherwood, Mike	39 - 86	25 - 84	25 - 74	20 - 42	109 - 74
Powell, Ricky	37 - 68	27 - 98	22 - 58	22 - 60	108 - 72
Lisenby, Lewis	37 - 68	26 - 92	23 - 62	22 - 60	108 - 72
Pace, James	38 - 76	22 - 62	24 - 68	17 - 22	101 - 56
Steward, Galyann	34 - 44	23 - 68	22 - 58	21 - 50	100 - 54

Name	Environment	Mathematics	Letters and Sounds	Aural Comprehension	Total
	RS - %	RS - %	RS - %	RS - %	RS - %
Harrell, Roland	37 - 68	21 - 54	22 - 58	14 - 20	94 - 42
Hamilton, Timmy	23 - 6	25 - 84	24 - 68	22 - 60	94 - 42
Brinson, Mike	28 - 16	22 - 62	19 - 42	21 - 50	90 - 34
Mullins, Martha	28 - 16	24 - 76	20 - 48	17 - 22	89 - 34
Laymen, Learie	36 - 58	16 - 23	11 - 10	20 - 42	83 - 23
Stewart, Garry	19 - 4	7 - 2	9 - 6	12 - 6	47 - 2
Mean Raw Scores	36.71	24.81	24.39	21.45	108
Median Raw Score	38	26	25	22	112

H A B L A

ABERNATHY INDEPENDENT SCHOOL DISTRICT  
Bilingual First Grade

Stanford Early School Achievement Test - October, 1970

Administered in Eng. & Span. (Loc.Trans.) : Students with English as Second Language

Name	Environment	Mathematics	Letters and Sounds	Aural Comprehension	Total
	RS - %	RS - %	RS - %	RS - %	RS - %
Garza, Mamie	39 - 86	24 - 76	25 - 74	26 - 92	114 - 86
Saucedo, Steven	38 - 76	23 - 68	27 - 86	22 - 60	110 - 77
Guillen, Beatrice	39 - 86	26 - 92	23 - 62	14 - 10	102 - 58
Ramos, Rebecca	37 - 68	26 - 92	22 - 58	16 - 18	101 - 56
Ortiz, Ricky	36 - 58	20 - 46	24 - 68	20 - 42	100 - 54
Ramos, Hector	37 - 68	21 - 54	22 - 58	18 - 28	98 - 50
Ponciano, Ricky	35 - 52	23 - 68	18 - 38	21 - 50	97 - 48
Cano, Rolando	35 - 52	21 - 54	20 - 46	19 - 36	95 - 44
Guillen, Andrew	31 - 28	22 - 62	19 - 42	22 - 60	94 - 42
Garcia, Amy	31 - 28	23 - 68	16 - 30	23 - 68	93 - 40
Lopez, Joey	33 - 38	23 - 68	20 - 48	15 - 14	91 - 36
Carrizalez, Norma	33 - 38	16 - 23	19 - 42	21 - 50	89 - 34
Olivas, David	35 - 52	19 - 40	10 - 8	24 - 77	88 - 32
Zamora, Susie	33 - 38	17 - 28	19 - 42	19 - 36	88 - 32
Garza, Joe Max	34 - 44	20 - 46	15 - 24	19 - 36	88 - 32
Gutierrez, Amaro	29 - 20	23 - 68	17 - 34	16 - 18	85 - 26
Torres, Miguel	36 - 58	22 - 62	11 - 10	15 - 14	84 - 24
Salas, Sylvia	25 - 10	19 - 40	18 - 38	22 - 60	84 - 24
Ortiz, Albert	31 - 28	21 - 54	18 - 38	14 - 10	84 - 24
Castro, Israel	36 - 58	21 - 54	13 - 18	13 - 8	83 - 23
Perez, Sylvia	34 - 44	18 - 34	14 - 20	17 - 22	83 - 23
Martinez, Ramiro	31 - 28	19 - 40	11 - 10	21 - 50	82 - 22
Marrugo, Rudy	32 - 32	20 - 46	12 - 14	17 - 22	81 - 22
Mireles, Adrian	33 - 38	17 - 28	16 - 30	15 - 14	81 - 22
uiz, Juan	33 - 38	18 - 34	12 - 14	18 - 28	81 - 22

Name	Environment	Mathematics	Letters	Aural	Total
	RS - %	RS - %	and Sounds RS - %	Comprehension RS - %	RS - %
Ochoa, Deno	29 - 20	20 - 46	11 - 10	19 - 36	79 - 20
Torres, Rudy	37 - 68	22 - 62	8 - 6	12 - 6	79 - 20
Garza, Billy	28 - 16	17 - 28	21 - 52	12 - 6	78 - 18
Ramirez, Maria	31 - 28	17 - 28	15 - 24	15 - 14	78 - 18
Carrizales, Becky	29 - 20	17 - 28	14 - 20	16 - 18	76 - 16
Cruz, Mary	33 - 38	18 - 34	12 - 14	13 - 8	76 - 16
Salvador, Rosas	28 - 16	13 - 11	19 - 42	14 - 10	74 - 14
Fuentes, Janie	33 - 38	17 - 28	8 - 6	14 - 10	72 - 12
Trevino, Arthur	23 - 6	18 - 34	20 - 48	10 - 4	71 - 11
Perez, Gloria	25 - 10	17 - 28	19 - 42	9 - 2	70 - 10
Perez, Ambrosio	26 - 11	15 - 18	9 - 6	18 - 28	68 - 10
Flores, Juanita	22 - 6	19 - 40	12 - 14	15 - 14	68 - 10
Salazar, Karen	26 - 11	15 - 18	17 - 34	9 - 2	67 - 8
Montes, Elvira	26 - 11	15 - 18	11 - 10	14 - 10	66 - 8
Natal, Julian	30 - 23	17 - 28	8 - 6	10 - 4	65 - 8
Alvarado, Virginia	28 - 16	15 - 18	9 - 6	11 - 4	63 - 6
Martinez, Rickey	33 - 38	10 - 6	8 - 6	12 - 6	63 - 6
Ortiz, Jessie	32 - 32	7 - 2	12 - 14	11 - 4	62 - 6
Castellon, Manuel	20 - 4	14 - 14	15 - 24	12 - 6	61 - 6
Cardenas, Rene	29 - 20	16 - 23	10 - 8	5 - 10	60 - 6
Resendes, Robbie	25 - 10	12 - 10	10 - 8	11 - 4	58 - 4
Hungia, Carlos	26 - 11	8 - 2	10 - 8	5 - 1	49 - 2
Ledesma, Vincenta	17 - 2	10 - 6	6 - 2	13 - 8	46 - 2
Castro, Frank	23 - 6	6 - 1	8 - 6	5 - 1	42 - 1
Gonzales, Genieveve	11 - 1	10 - 6	8 - 6	9 - 2	38 - 1
Ortiz, Paul	14 - 1	6 - 1	5 - 1	8 - 1	33 - 1
Perez, Silvestre	17 - 2	6 - 1	5 - 1	4 - 1	32 - 1
Mean Raw Scores	29.75	17.29	14.44	14.87	76.35
ERICian Scores	31	18	14	15	79

H A B L A

Abernathy Independent School District  
Control Group - Regular First Grade  
Stanford Early School Achievement Test - October, 1970

Name	Environment	Mathematics	Letters and Sounds	Aural Comprehension	Total
	RS - %	RS - %	RS - %	RS - %	RS - %
Vineyard, Jay	41 - 96	26 - 92	27 - 86	25 - 86	119 - 96
Martinez, Bobby	39 - 86	26 - 92	26 - 80	26 - 92	117 - 92
Taylor, Ronnie	39 - 86	26 - 92	22 - 58	25 - 86	112 - 82
Vineyard, Ray	39 - 86	26 - 92	25 - 74	17 - 22	107 - 70
Chambers, Charles	37 - 68	21 - 54	25 - 74	23 - 68	106 - 68
Lara, Felipe	35 - 52	22 - 62	22 - 58	23 - 68	102 - 58
Perez, Linda	33 - 38	23 - 68	27 - 86	19 - 36	102 - 58
Ferguson, Rita Jo	36 - 58	24 - 76	20 - 40	17 - 22	97 - 48
Saenz, Rolando	34 - 44	21 - 54	20 - 58	16 - 18	91 - 36
Johnson, Rodney	30 - 23	16 - 23	27 - 86	18 - 28	91 - 36
Watts, Evelyn	30 - 23	20 - 46	20 - 48	21 - 50	91 - 36
Schoor, Tammy	33 - 38	19 - 40	24 - 68	15 - 14	91 - 36
Robinson, Mary	34 - 44	14 - 14	20 - 48	22 - 60	90 - 34
Kemp, Jesse	36 - 58	20 - 46	17 - 34	17 - 22	90 - 34
Allen, Billy	30 - 23	21 - 54	22 - 58	13 - 8	86 - 28
Morgan, Mike	35 - 52	19 - 40	14 - 20	18 - 28	86 - 28
Cox, Melvin	28 - 16	19 - 40	22 - 58	16 - 18	85 - 26
Flores, Dolores	29 - 20	17 - 28	23 - 62	15 - 14	84 - 24
Castle, Becky	25 - 10	24 - 76	19 - 42	16 - 18	84 - 24
Pecho, Charlotte	20 - 4	17 - 28	20 - 48	23 - 68	79 - 20
Cox, Timmy	24 - 8	21 - 54	18 - 38	16 - 18	79 - 20
Gonzales, Raquel	22 - 6	17 - 28	19 - 42	14 - 10	72 - 12
Cooper, Margaret	22 - 6	10 - 6	15 - 24	13 - 8	70 - 10
Johnson, Wanda	23 - 6	15 - 18	11 - 10	19 - 36	68 - 10
Cruz, Maximina	21 - 4	12 - 10	9 - 6	10 - 4	52 - 2
Hood, Dery	17 - 2	10 - 6	12 - 14	12 - 6	51 - 2
Robinson, Teddy	21 - 4	9 - 4	5 - 1	4 - 1	39 - 1
Sifuentes, Lonnie	10 - 1	5 - 1	6 - 2	9 - 2	30 - 1
Mean Raw Scores	29.39	18.57	19.18	17.21	84.71
Median Raw Scores	30	19.50	20	17	88

H A B L A

Abernathy Independent School District  
Stanford Early School Achievement - English, April 1970 - First Grade

Name	Environment	Mathematics	Letters and Sounds	Aural Comprehension	Total
	RS - %	RS - %	RS - %	RS - %	RS - %
Fulton, Jon Mark	42 - 99	28 - 99	28 - 92	27 - 96	125 - 99
Davis, Patsy	40 - 92	28 - 99	28 - 92	28 - 99	124 - 99
Riley, Max	42 - 99	26 - 92	28 - 92	27 - 96	123 - 98
Neis, Alan	40 - 92	27 - 98	28 - 92	28 - 99	123 - 98
Attebury, Dee Ann	42 - 99	27 - 98	28 - 92	26 - 92	123 - 98
Mills, Stacey	41 - 96	28 - 99	28 - 92	25 - 86	122 - 98
Thompson, Mandy	39 - 86	28 - 99	28 - 92	27 - 96	122 - 98
Lindsey, Lois	40 - 92	28 - 99	28 - 92	26 - 92	122 - 98
Knight, Todd	40 - 92	27 - 98	28 - 92	27 - 96	122 - 98
Houston, Rick	41 - 96	27 - 98	27 - 86	26 - 92	121 - 98
Sanderson, Jane	38 - 76	28 - 99	28 - 92	27 - 96	121 - 98
Leatherwood, Michael	39 - 86	28 - 99	28 - 92	26 - 92	121 - 98
Martin, Sherry	38 - 76	27 - 98	27 - 86	28 - 99	120 - 96
Covey, Tina	37 - 68	28 - 99	28 - 92	27 - 96	120 - 96
Gough, Virginia	40 - 92	28 - 99	27 - 86	25 - 86	120 - 96
Barron, Don	29 - 86	28 - 99	26 - 80	27 - 96	120 - 96
Patterson, Lisa	39 - 86	27 - 98	28 - 92	26 - 92	120 - 96
Royal, Rhonda	38 - 76	28 - 99	28 - 92	25 - 74	119 - 96
Lisenby, Lewis	39 - 86	27 - 98	28 - 92	23 - 68	117 - 92
Payne, Cody	40 - 92	25 - 84	26 - 80	22 - 60	113 - 84
Pettit, Alan	34 - 44	27 - 98	28 - 92	23 - 68	112 - 82
Face, James	39 - 86	23 - 68	27 - 86	22 - 60	111 - 80
Conaway, James	33 - 38	25 - 84	28 - 92	24 - 77	110 - 77
Bowen, Donna	35 - 52	24 - 76	28 - 92	23 - 68	110 - 77
Steward, Jerry	35 - 52	24 - 76	27 - 86	23 - 68	109 - 74
Brinson, Mike	36 - 58	22 - 62	27 - 86	23 - 68	108 - 72
Mullins, Martha	32 - 32	24 - 76	28 - 92	21 - 50	105 - 66
Hamilton, Timmy	38 - 76	20 - 46	18 - 38	19 - 36	95 - 44
Crawford, Marty	33 - 38	19 - 40	23 - 62	18 - 28	93 - 40

Name	Environment	Mathematics	Letters and Sounds	Aural Comprehension	Total
	RS - %	RS - %	RS - %	RS - %	RS - %
Harrell, Ronald	33 - 38	27 - 98	11 - 10	17 - 22	88 - 32
Stewart, Gary	22 - 6	6 - 1	11 - 10	13 - 8	52 - 2
MEAN SCORE	30.39	19.51	20.39	17.14	87.94
MEDIAN SCORE	32	20	22	16	88

H A B L A

Abernathy Independent School District  
Stanford Early School Achievement - Spanish, (Local Trans.), April 1970, 1stGr.

Name	Environment	Mathematics	Letters and Sounds	Aural Comprehension	Total
	RS - %	RS - %	RS - %	RS - %	RS - %
Ortiz, Ricky	41 - 96	25 - 84	28 - 92	26 - 92	120 - 96
Ramos, Hector	38 - 76	28 - 99	28 - 92	23 - 68	117 - 92
Saucedo, Steven	37 - 68	27 - 98	27 - 86	26 - 92	117 - 92
Ruiz, Juan	42 - 99	23 - 68	19 - 42	22 - 60	116 - 89
Carrizales, Norma	40 - 92	23 - 68	26 - 80	25 - 86	114 - 86
Cantu, Melissa	37 - 68	25 - 84	27 - 86	23 - 68	112 - 82
Garcia, Amy	36 - 58	26 - 92	28 - 92	21 - 50	111 - 80
Ramirez, Maria	36 - 58	24 - 76	25 - 74	26 - 92	111 - 80
Rios, Alfonso	36 - 58	25 - 84	28 - 92	21 - 50	110 - 77
Montelongo, Freddy	40 - 92	23 - 68	27 - 86	19 - 36	109 - 74
Raezola, Danny	35 - 52	25 - 84	25 - 74	23 - 68	108 - 72
Olivas, David	36 - 58	22 - 62	24 - 68	23 - 68	105 - 66
Gutierrez, Amaro	31 - 28	24 - 76	28 - 92	21 - 50	104 - 64
Perez, Gloria	30 - 23	24 - 76	27 - 86	19 - 36	100 - 54
Salazar, Karen	31 - 28	21 - 54	27 - 86	20 - 42	99 - 52
Cano, Rolando	33 - 38	21 - 54	28 - 92	16 - 18	98 - 50
Ortiz, Albert	34 - 44	25 - 84	19 - 42	20 - 42	98 - 50
Lopez, Jose	34 - 44	18 - 34	24 - 68	21 - 50	97 - 48
Ramos, Rebecca	36 - 58	19 - 40	22 - 58	20 - 42	97 - 48
Carrizales, Becky	36 - 58	18 - 34	22 - 58	20 - 42	96 - 46
Guillen, Beatrice	32 - 32	23 - 68	26 - 80	14 - 10	95 - 44
Torres, Mighel	32 - 32	22 - 62	21 - 52	18 - 28	93 - 40
Ponciano, Ricky	35 - 52	14 - 14	23 - 62	18 - 28	90 - 34
Casares, Grace	31 - 28	22 - 62	13 - 18	16 - 18	88 - 32
Rosales, Peggy	32 - 32	20 - 46	18 - 38	18 - 28	88 - 32
Marrugo, Rudy	37 - 68	17 - 28	14 - 20	20 - 42	88 - 32
Guillen, Andrew	32 - 32	23 - 68	16 - 30	16 - 18	87 - 30
Resendes, Robbie	38 - 16	19 - 40	24 - 68	14 - 10	85 - 26
Castro, Israel	33 - 38	18 - 34	18 - 33	16 - 18	85 - 26
Natal, Julian	18 - 2	22 - 62	25 - 74	20 - 42	85 - 26
Perez, Ambrosio	29 - 20	20 - 46	20 - 48	15 - 14	84 - 24

Name	Environment	Mathematics	Letters	Aural	Total
	RS - %	RS - %	and Sounds RS - %	Comprehension RS - %	RS - %
Trevino, Arthur	27 - 12	17 - 28	24 - 68	14 - 10	82 - 22
Cardenas, Rene	34 - 44	19 - 36	12 - 14	16 - 18	81 - 22
Martinez, Ramiro	32 - 32	19 - 40	12 - 14	18 - 28	81 - 22
Rosas, Salvador	32 - 32	16 - 23	17 - 34	14 - 10	79 - 20
Ponce, Sylvia	18 - 20	22 - 62	23 - 62	16 - 18	79 - 20
Salas, Sylvia	27 - 12	21 - 54	17 - 34	13 - 8	78 - 18
Martinez, Ricky	32 - 32	16 - 23	15 - 24	11 - 4	74 - 14
Castellon, Manuel	24 - 8	17 - 28	23 - 62	10 - 4	74 - 14
Mirales, Adrian	26 - 11	14 - 14	19 - 42	13 - 8	72 - 14
Ledesma, Vicente	23 - 6	15 - 18	19 - 42	13 - 8	70 - 10
Alvarado, Virginia	20 - 4	19 - 40	18 - 38	11 - 4	68 - 10
Barron, Willie	24 - 8	18 - 34	15 - 24	11 - 4	68 - 10
Montes, Elvira	29 - 20	16 - 23	11 - 10	11 - 4	67 - 8
Hernandez, Linda	18 - 2	13 - 11	26 - 80	10 - 4	67 - 8
Perez, Silvestre	27 - 12	13 - 11	12 - 14	15 - 14	67 - 8
Torrez, Rudy	23 - 6	14 - 14	10 - 8	11 - 4	58 - 4
Garcia, Joe	17 - 2	19 - 40	11 - 10	11 - 4	58 - 4
Ortiz, Paul	23 - 6	3 - 1-	8 - 6	11 - 4	55 - 4
Castro, Frank	17 - 2	10 - 6	12 - 14	11 - 4	50 - 2
Garcia, Diana	19 - 4	8 - 2	9 - 6	14 - 10	50 - 2
MEAN SCORE	30.39	19.51	20.39	17.14	87.94
MEDIAN SCORE	32	20	22	16	88

H A B L A

Abernathy Independent School District  
Stanford Early School Achievement - English & Spanish, April 1970 - First Grade  
(Control Group)

Name	Environment	Mathematics	Letters and Sounds	Aural Comprehension	Total
	RS - %	RS - %	RS - %	RS - %	RS - %
Taylor, Ronnie	40 - 92	26 - 92	28 - 92	27 - 96	121 - 98
Chambers, Charles	39 - 86	25 - 84	28 - 92	27 - 96	119 - 96
Martinez, Bobby	40 - 92	26 - 92	27 - 86	25 - 86	118 - 94
Lara, Felipe	40 - 92	25 - 84	26 - 80	26 - 92	117 - 92
Smyers, Lindy	41 - 96	25 - 84	27 - 86	23 - 68	116 - 90
Morgan, Mike	40 - 92	25 - 84	27 - 86	24 - 77	116 - 90
Kemp, Jesse	37 - 68	24 - 76	28 - 92	26 - 92	115 - 88
Vineyard, Ray	37 - 68	26 - 92	27 - 86	24 - 77	114 - 86
Ferguson, Rita	37 - 68	26 - 92	26 - 80	24 - 77	113 - 84
Vineyard, Jay	38 - 76	27 - 98	26 - 80	22 - 60	113 - 84
Cox, Melvin	31 - 28	25 - 84	28 - 92	27 - 96	111 - 80
Perez, Linda	34 - 44	25 - 84	27 - 86	23 - 68	109 - 74
Watts, Ann	37 - 68	24 - 76	28 - 92	19 - 36	108 - 72
Rocky, Billy	36 - 58	22 - 62	28 - 92	21 - 50	107 - 70
Robinson, Mary	37 - 68	23 - 68	26 - 80	21 - 50	107 - 70
Flores, Dolores	37 - 68	21 - 54	27 - 86	21 - 50	106 - 68
Johnson, Rodney	32 - 32	19 - 40	26 - 80	19 - 36	96 - 46
Schoor, Tammy	33 - 38	21 - 54	27 - 86	15 - 14	96 - 46
Johnson, Wanda	34 - 44	18 - 34	22 - 58	21 - 50	95 - 44
Pecho, Charlotte	33 - 38	21 - 54	27 - 86	14 - 10	95 - 44
Cox, Timmy	31 - 28	21 - 54	26 - 80	15 - 14	93 - 40
Cooper, Margaret	26 - 11	16 - 23	24 - 68	14 - 10	80 - 20
Hood, Dery	32 - 32	17 - 28	15 - 24	13 - 8	77 - 16
MEAN SCORE	35.74	22.96	26.13	21.35	106.17
MEDIAN SCORE	37	24	27	22	109

### Test of General Ability, Forms CA-1-CE and HG-1-CEs

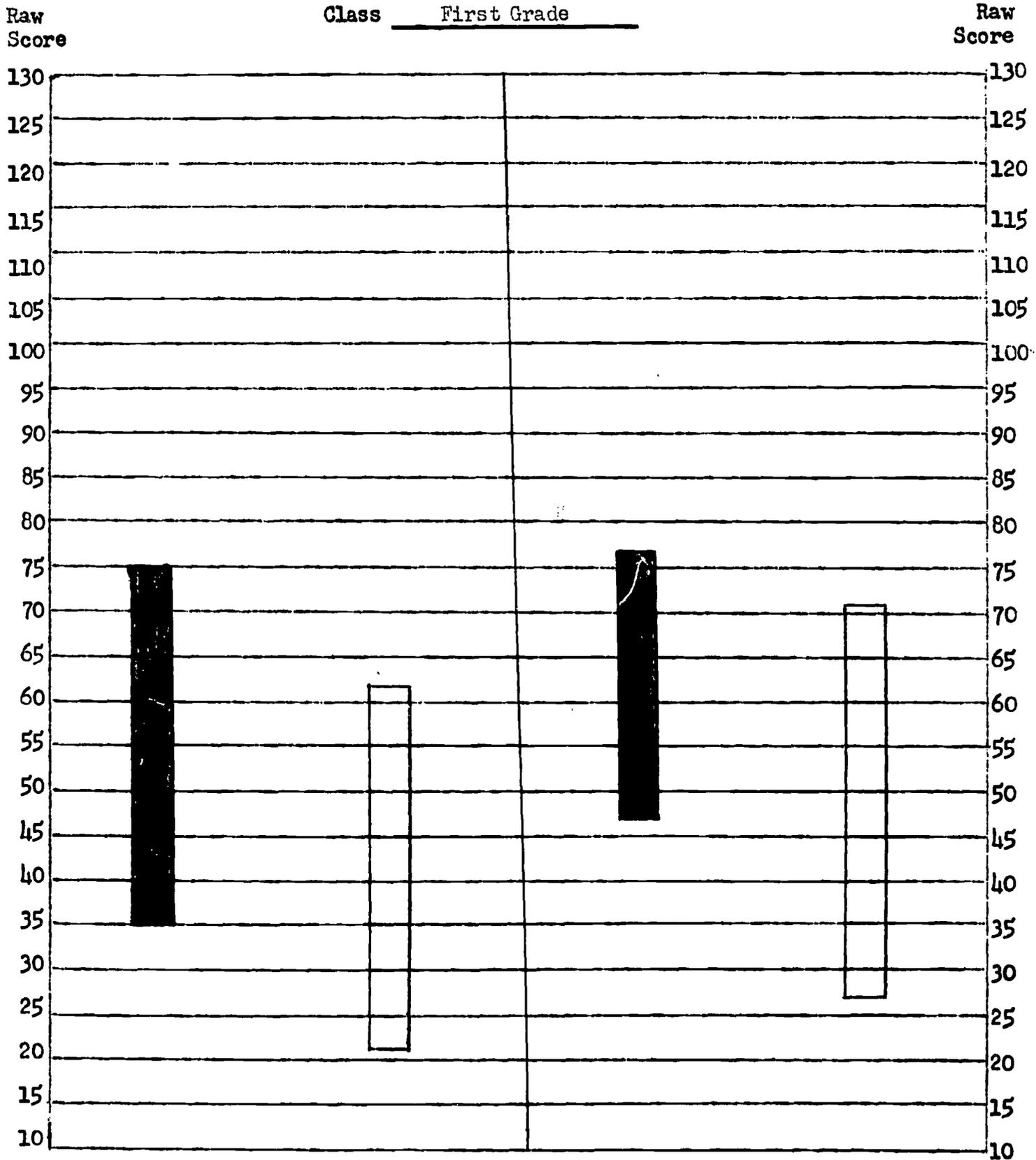
The Inter-American General Abilities Test for the first grade was administered in October, 1970, and April, 1971, to the bilingual first grade classes. The bilingual aide administered the Spanish form of the test to those students with Spanish as their first language and the Evaluator administered the English form of the test to those students with English as their first language. This is a group test and was administered to the students in their classrooms with the teachers and aides serving as proctors.

The mean scores for each group are as follows:

	<u>Verbal-Numerical</u>		<u>Non-Verbal</u>		<u>Total</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Spanish	21.83	26.27	19.87	27.46	41.67	53.73
English	31.79	33.49	28.82	33.03	60.62	66.51

The mean scores for each group have increased and the raw score range has decreased as illustrated by the graph on the following page.

### TEST RESULTS



	English GA-1-CE	Spanish HG-1-CEs	English GA-1-CE	Spanish HG-1-CEs
	Test I		Test II	
	Date <u>October 1970</u>		Date <u>April 1971</u>	
Mean	<u>60.62</u>	<u>42.67</u>	<u>66.51</u>	<u>53.73</u>
Median	<u>63</u>	<u>43</u>	<u>68</u>	<u>56.50</u>

Test Test of General Ability -- Level 1 -- Inter-American Series

ABERNATHY INDEPENDENT SCHOOL DISTRICT

Bilingual First Grade

Inter-American Series, Test of General Ability, Level 1, Primary, Form CE, October, 1970

Name	Verbal-Numerical		Non-verbal		Total	
	Raw Score	%ile	Raw Score	%ile	Raw Score	%ile
Fulton, Jon Mark	38	99	37	99	75	99
Attebury, Dee Ann	36	85	36	94	72	96
Davis, Patsy	35	74	36	94	71	93
Barron, Don	36	85	33	81	69	89
Patterson, Lisa	34	66	35	88	69	89
Knight, Todd	36	85	32	71	68	82
Neis, Alan	33	57	35	88	68	82
Thompson, Mandy	37	96	30	54	67	78
Lisenby, Lewis	34	66	32	71	66	74
Powell, Ricky	36	85	30	54	66	74
Pope, Roddy	36	85	29	44	65	70
Thompson, Kelly	34	66	30	54	64	62
Houston, Rick	33	57	31	63	64	62
Royal, Rhonda	32	47	32	71	64	62
Pettit, Alan	31	37	33	81	64	62
Riley, Max	35	74	28	37	63	52
Harrel, Melodie	31	37	32	71	63	52
Leatherwood, Mike	30	28	33	81	63	52
Sanderson, Jane	36	85	26	21	62	43
Gough, Virginia	32	47	30	54	62	43
Bowen, Donna	33	57	29	44	62	43
Mills, Stacy	32	47	27	28	59	37
Martin, Sherry	31	37	26	21	57	34
Mullins, Martha	29	21	27	28	56	27
Dunn, Malcolm	29	21	27	28	56	27
Payne, Cody	26	13	30	54	56	27

Abernathy ISD, Bilingual 1st Gr., Test GA-1-CE, October 1970

Name	Verbal-Numerical		Non-verbal		Total	
	Raw Score	%ile	Raw Score	%ile	Raw Score	%ile
Brinson, Mike	28	16	28	37	56	27
Conaway, James	30	28	24	16	54	19
Steward, Galynn	25	7	28	37	53	16
Face, James	32	47	20	7	52	13
Covey, Tina	30	28	21	10	51	10
Hamilton, Timmy	25	7	23	13	48	7
Harrel, Ronald	25	7	16	4	41	4
Stewart, Gary	21	2	14	2	35	2
MEAN RAW SCORES	31.79		28.82		60.62	
MEDIAN RAW SCORES	32		30		63	

Abernathy Independent School District

Bilingual First Grade

Inter-American Series, Test of General Ability-Level 1-Primary-Form GEs, October, 1970

Name	Verbal-Numerical		Non-verbal		Total	
	Raw Score	%ile	Raw Score	%ile	Raw Score	%ile
Ramos, Hector	30	98	32	97	62	99
Flores, Juanita	26	84	33	99	59	98
Ortiz, Albert	28	93	30	93	58	96
Saucedo, Steven	23	61	32	97	55	93
Corrizales, Norma	28	93	27	88	55	93
Gutierrez, Amaro	30	98	25	79	55	93
Guillen, Andres	27	76	29	91	54	89
Garza, Joe Max	23	61	30	93	53	88
Salazar, Karen	27	89	24	71	51	86
Garza, Billy	26	84	24	71	50	83
Olivas, David	25	76	25	79	50	83
Ochoa, Deno	23	61	27	88	50	83
Cardenas, Rene	22	50	27	88	49	79
Ramirez, Maria	28	93	21	53	49	79
Ramos, Rebecca	25	76	23	62	48	74
Cantu, Melissa	25	76	23	62	48	74
Resendez, Robbie	25	76	23	62	48	74
Montelongo, Freddy	24	69	24	71	48	74
Trevino, Arthur	26	84	21	53	47	69
Cruz, Mary	22	50	25	79	47	69
Zamora, Susanna	28	93	18	41	46	65
Ruiz, Juan	26	84	20	48	46	65
Ponciano, Ricky	21	39	25	79	46	65
Marrugo, Rudy	19	23	26	84	45	58
Perez, Sylvia	20	30	25	79	45	58
Natal, Julian	21	39	24	71	45	58

Abernathy ISD, Bilingual 1st Gr., Test Gen.Abil., Ll, Pri, Form CEs, Oct. 1970.

Name	Verbal-Numerical		Non-verbal		Total	
	Raw Score	%ile	Raw Score	%ile	Raw Score	%ile
Lopez, Joey	26	84	19	44	45	58
Perez, Gloria	22	50	23	62	45	58
Garcia, Joe	21	39	23	62	44	53
Cano, Rolando	21	39	22	55	43	51
Castro, Israel	20	30	23	62	43	51
Salas, Sylvia	19	23	23	62	42	48
Garcia, Amy	17	14	25	79	42	48
Garza, Manuela	24	69	17	36	41	44
Ortiz, Ricky	21	39	20	48	41	44
Ledesma, Vicenta	20	30	20	48	40	40
Torrez, Mighel	23	61	17	36	40	40
Rosas, Salvador	24	69	16	30	40	40
Rosalez, Peggy	21	39	18	41	39	36
Carrizales, Becky	22	50	17	36	39	36
Perez, Ambrosio	24	69	15	25	39	36
Zamora, Lewis	18	18	19	44	37	32
Casares, Grace	19	23	17	36	36	29
Garcia, Diana	20	30	16	30	36	29
Guillen, Beatrice	22	50	14	21	36	29
Ponce, Sylvia	19	23	16	30	35	24
Martinez, Ricky	22	50	13	17	35	24
Ortiz, Jesse	23	61	12	13	35	24
Barron, Willie	20	30	14	21	34	19
Castellon, Manuel	18	18	16	30	34	19
Alvarado, Virginia	22	50	12	13	34	19
Montes, Elvira	23	61	10	8	33	16
Martinez, Ramiro	17	14	15	25	32	14
Mungia, Carlos	15	7	13	17	28	12

Abernathy ISD, Bilingual 1st Gr., Test Gen. Abil., L1, Pri, Form CEs, Oct. 1970

Name	Verbal-Numerical		Non-verbal		Total	
	Raw Score	%ile	Raw Score	%ile	Raw Score	%ile
Mireles, Adrian	13	3	13	17	26	11
Torrez, Rudy	16	11	9	6	25	9
Gonzales, Genieveve	17	14	7	3	24	7
Ortiz, Paul	15	7	8	4	23	4
Perez, Silvestre	13	3	10	8	23	4
Castro, Frank	12	1	11	11	23	4
Hernandez, Linda	15	7	6	1	21	1
<b>MEAN RAW SCORES</b>	<b>21.83</b>		<b>19.87</b>		<b>41.67</b>	
<b>MEDIAN RAW SCORES</b>	<b>22</b>		<b>20</b>		<b>43</b>	

H A B L A

Abernathy Independent School District

Inter-American Series, Test of General Ability-Level 1-Primary-Form CE, April 1970  
Bilingual First Grade

Name	Verbal-Numerical		Non-verbal		Total	
	Raw Score	%ile	Raw Score	%ile	Raw Score	%ile
Fulton, Jon Mark	38	90	39	99	77	99
Royal, Rhonda	37	81	38	94	75	96
Thompson, Mandy	39	97	35	73	74	91
Davis, Patsy	36	71	38	94	74	91
Gough, Ginger	38	90	35	73	73	84
Attebury, Dee Ann	38	90	35	73	73	84
Patterson, Lisa	37	81	36	84	73	84
Mills, Stacy	36	71	36	84	72	77
Covey, Tina	39	97	33	40	72	77
Knight, Todd	35	60	35	73	70	69
Barron, Don	37	81	33	40	70	69
Houston, Rick	36	71	34	54	70	69
Riley, Max	36	71	34	54	70	69
Neis, Alan	33	37	36	84	69	59
Powell, Ricky	35	60	34	54	69	59
Sanderson, Jane	35	60	34	54	69	59
Leatherwood, Mike	31	19	37	90	68	50
Bowen, Donna	34	51	34	54	68	50
Lisenby, Lewis	33	37	35	73	68	50
Thompson, Kelly	33	37	34	54	67	43
Lindsey, Lois	33	37	34	54	67	43
Pettit, Alan	35	60	30	17	65	39
Mullins, Martha	33	37	31	24	64	33
Dunn, Malcolm	32	24	32	33	64	33
Martin, Sherry	33	37	31	24	64	33

H A B L A

Abernathy ISD, Bilingual 1st Gr., TestGen. Abil., Ll, Pri, Form CE, April 1970

Name	Verbal-Numerical		Non-verbal		Total	
	Raw Score	%ile	Raw Score	%ile	Raw Score	%ile
Conaway, James	31	18	32	33	63	24
Steward, Galyann	31	18	32	33	63	24
Pace, James	33	37	30	17	63	24
Brinson, Mike	28	10	34	54	62	16
Redzola, Danny	34	51	28	7	62	16
Payne, Cody	33	37	29	11	62	16
Crawford, Marty	29	13	31	24	60	10
Harrell, Ronald	24	6	29	11	53	7
Stewart, Gary	23	1	25	4	48	4
Hamilton, Timmy	24	6	23	1	47	1
MEAN RAW SCORES	33.49		33.03		66.51	
MEDIAN RAW SCORE	34		34		68	

H A B L A

ABERNATHY INDEPENDENT SCHOOL DISTRICT

Inter-American Series, Test of General Ability-Level 1-Primary-Form CEs, Apr 1970  
Bilingual First Grade

Name	Verbal-Numerical		Non-verbal		Total	
	Raw Score	%ile	Raw Score	%ile	Raw Score	%ile
Ruiz, Juan	35	99	36	98	71	99
Flores, Juanita	32	93	35	94	67	97
Ramos, Hector	32	93	33	83	65	94
Gutierrez, Amaro	32	93	33	83	65	94
Trevino, Arthur	30	81	35	94	65	94
Saucedo, Steven	29	73	34	91	63	88
Ortiz, Albert	29	73	34	91	63	88
Salazar, Karen	30	81	33	83	63	88
Ramirez, Maria	32	93	31	66	63	88
Rios, Alfonse	31	88	31	66	62	83
Casares, Grace	28	64	33	83	61	79
Cardenas, Rene	28	64	33	83	61	79
Salas, Sylvia	29	73	32	73	61	79
Garza, Joe Max	30	81	30	58	60	76
Guillen, Andres	27	54	32	73	59	71
Olivas, David	27	54	32	73	59	71
Ramos, Rebecca	23	21	36	98	59	71
Cruz, Mary	29	73	30	58	59	71
Torres, Mighel	30	81	29	52	59	71
Ponciano, Ricky	27	54	31	66	58	63
Guillen, Beatrice	33	97	25	30	58	63
Ledesma, Vicenta	25	33	33	83	58	63
Cantu, Melissa	31	88	27	38	58	63
Carrizales, Becky	24	27	33	83	57	56
Perez, Sylvia	27	54	30	58	57	56

Abernathy ISD, Bilingual 1st Gr., Test Gen. Abil., L 1, Pri, FormCEs, Apr 1970

Name	Verbal-Numerical		Non-verbal		Total	
	Raw Score	%ile	Raw Score	%ile	Raw Score	%ile
Montelongo, Freddy	30	81	27	38	57	56
Martinez, Ricky	26	42	30	58	56	52
Cano, Rolando	28	64	28	46	56	52
Perez, Ambrosio	25	33	30	58	55	48
Castellon, Manuel	24	27	31	66	55	48
Marrugo, Rudy	22	17	32	73	54	42
Zamora, Lewis	27	54	27	38	54	42
Rosales, Peggy	26	42	28	46	54	42
Ortiz, Paul	26	42	28	46	54	42
Carrizales, Norma	28	64	26	35	54	42
Perez, Gloria	25	33	28	46	53	36
Alvarado, Virginia	24	27	29	52	53	36
Garcia, Amy	24	27	28	46	52	33
Ochoa, Deno	26	42	25	30	51	30
Barron, Willie	26	42	25	30	51	30
Lopez, Joey	28	64	23	21	51	30
Rosas, Salvador	26	42	23	21	49	25
Ponce, Sylvia	28	64	21	13	49	25
Martinez, Ramiro	23	21	23	21	46	22
Perez, Silvestre	26	42	18	8	44	19
Garcia, Diana	20	11	24	26	44	19
Castro, Frank	19	5	25	30	44	19
Resendes, Robbie	20	11	23	21	43	14
Montes, Elvira	20	11	23	21	43	14
Ortiz, Jesse	27	54	15	5	42	11
Torres, Rudy	20	11	22	15	42	11
Garcia, Joe	22	17	18	8	40	7
Castro, Israel	22	17	18	8	40	7
Mirales, Adrian	19	5	19	12	38	5
Tuenedo, Robert	18	3	9	1	27	2
Hernandez, Linda	16	1	11	3	27	2
MEAN RAW SCORE	26.27		27.46		53.73	
MEDIAN RAW SCORE	27		28.50		56.50	

One of the long-range objectives of HABLA is to lower the number of retentions, by grade level, in the elementary school. In the first year of operation this objective could not be measured as the bilingual program operated only on the kindergarten level where there are no retentions. The 1970-71 school year was the first year that bilingual instruction was available in the first grade, and that objective can now be measured. The number of retentions for the first grade over the previous five years was as follows:

1965-66	28 retentions
1966-67	27 retentions
1967-68	37 retentions
1968-69	29 retentions
1969-70	<u>16 retentions</u>
Five-year average	27 retentions

At the end of the 1970-71 school year there were 14 retentions. This is very significant in that this number is just slightly more than half of the five-year average for retention.

### Staff Development

All members of the bilingual staff attended a two day workshop prior to the beginning of the school year. An in-service Spanish course was offered by the Bilingual Department and was attended by the teachers in the bilingual department who are not fluent in Spanish. The class, open to all staff members who desired to attend, met after school two afternoons a week. Fifteen persons completed the course of fifty-five hours of classroom instruction. Twenty-one staff meetings by grade level were held during the school year. Teaching techniques and new materials were discussed in the meetings. Twice during the school year, consultants were brought in to review classroom procedures and teaching techniques and to recommend improvements for the program. The bilingual department was asked and presented an overview of the bilingual program to the teaching faculty of the Abernathy Public Schools.

### Materials and Equipment

Bilingual education is a relatively new area in the field of education, therefore there are few commercial materials that are relevant to bilingual instruction. Those materials which are available must be modified to fit the needs of each particular program.

Permission was obtained from Dr. Faye L. Bumpass for the Abernathy Bilingual Department to make a Spanish translation of her book, At Home. This translation was used to teach reading in Spanish in the first grade bilingual classes.

The majority of the staff developed materials are used in the production of video-taped bilingual lessons. During the year 121 video-taped lessons have been made--43 language development, 64 bilingual math, and 14 stories in both English and Spanish. These tapes are now being edited in order to upgrade the video tape library. Plans call for an extensive film library to be added for use when the school takes full control of the program. An outline has been developed for each lesson that describes the lesson and suggests follow-up activities for the teacher.

### Materials and Equipment (Cont.)

A questionnaire was developed by the Evaluator for the evaluation of materials and equipment by the staff. The questionnaire proved to be inadequate and is in the process of revision. However, the questionnaire did reveal that the staff felt that they had access to all materials necessary to carry out the program and that equipment available was very valuable and was being utilized whenever possible.

### Community Development

At the beginning of the school year, a community advisory committee was organized and asked to meet with the bilingual staff once a month. This committee is composed of eight Mexican-Americans and eight Anglo-Americans and all members have children in school. This committee is kept informed of the activities of the bilingual program and they are encouraged to make recommendations for improvement of the program. The committee is also encouraged to communicate with other community members to determine whether the program is meeting the needs of the community and is being accepted by the community.

Once during the fall and once during the spring, meetings for all parents were held. Parents of students in the bilingual program and parents who will eventually have children in the bilingual program were encouraged to attend. Approximately eighty parents attended the fall meeting and sixty parents attended the spring meeting. The Abernathy Public Schools held an Open House on Friday, March 5, 1971, in observance of Public School Week, and more than two hundred parents, adults, and students visited the bilingual program. Parents have been encouraged to visit the program at their convenience, and the mothers have been involved in the planning of class parties throughout the year.

One other measure that is indicative of a successful bilingual program is the results of a parent questionnaire administered at the close of the 1970-71 school year. In the questionnaire, parents of children in the bilingual program were asked if they wanted their children to continue in the program. Eighty-four percent of the parents answered yes.

### Administration

Program administration is evaluated by the success of the program and the smoothness with which the program operates. This is the second year of operation for HABLA and the progress trend indicates a promising future for the program. Program organization was evaluated with an unexpected absence of the Program Director. Due to a heart attack, the Project Director was forced to miss six weeks of school and the program progressed with no serious difficulties. A cordial atmosphere has surrounded the bilingual program throughout the year, which attributes to the quality of leadership exhibited by the Program Director. Staff members have been considered in the decision making process and assistance has been made available to them in the solving of school problems. Every effort has been made to assure that materials are available for classroom instruction. Members of the administrative staff have taken an active part in community affairs that lend themselves to bilingual development. In-service activities have been provided for the staff and consultants were obtained to give advice. Other evaluation instruments discussed by this report have determined that the project is progressing toward its objectives and is indicative of a sound administration.

### Recommendations

As a result of the progress and success of HABLA as determined by this report, the authors of this report recommend that:

- the program be continued and allowed to move into the third year of the five year program,
- the in-service Spanish Course for school personnel be continued,
- efforts be made to develop or acquire more materials related to bilingual instruction,
- community involvement be expanded.

Abernathy I.S.D.

Preliminary Audit Report

General Comments

The application for continuation of the bilingual program which began at the kindergarten level in 1969 was reviewed. The proposal contained the evaluation design and locally developed checklists and testing materials.

The auditor has made an on-site visit and has observed 3 classes of kindergarten and 3 classes of first grade in operation. Enrollment figures appear to be higher than projected in the application for first grade but it is recognized that there may be some shift and movement which will reduce the peak load. Change in the original pattern is noted to include a full time evaluator and 7 teacher aides (as is reflected in the revised budget).

Rather unique features of the program include use of two exchange teachers from Mexico. In conversation with one of the teachers, she reveals that she is beginning to understand quite a list of English but is not yet able to speak enough to communicate in English. Observation of her work with the kindergarten indicated no communication difficulty (although her assessment of the Spanish spoken by some of the students was that it was of a rather low quality level).

The other significantly different structure involves a small closed circuit television studio equipped for video tape. One of the teachers is assigned as the TV teacher to work with the cultural items via literature and language arts and mathematics for the first grades. The teacher and her assistant then are available to assist the classrooms in developing concepts introduced.

The primary focus of this report will be upon the evaluation design as it is developed for the major components.

Instructional Component

This section is broken down by level (K and 1) and further subdivided by development areas with the greater number of objectives for kindergarten being in the intellectual development (cognitive) area, followed by social, emotional, and physical subsections.

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Preliminary Audit Report

The auditor was struck by the number of objectives which appear, but notes that some are being subjected to a greater depth of servicing than are others.

Prior planning is evident in that the various appendices contain reporting forms or instruments to which the objectives are keyed. While the usual instrumentation concerns of validity, reliability, and objectivity may be raised about the various instruments, they have at least been planned into the program and several of them have had a year of field trial or have been utilized to obtain base-line information. While treatment for equation of groups does not appear to be indicated there will be valuable gross comparisons available since such a large percentage of the district's youngsters have been involved in the kindergarten program last year and this year.

Some specific comments include the need for some care in testing items 1.1 and 1.2 in that if testing is not individualized the mere repetition may cue youngsters who have not previously "learned" the appropriate classifications.

In reporting (1.2) perhaps the analysis may be keyed to the previous years findings since a percentile figure is somewhat arbitrary and can be set or related to item difficulty so easy or so hard as to make it of little value.

While there are performance or criteria referred tests for many of the objectives, it is noted that a great deal of observation is called for - by teachers, evaluators and project directors. The auditor recognizes the value of such activity but believes that it should be reviewed after a brief period to determine whether information gained is of enough significance to warrant the extensive observation and form completion which appear to be indicated. Perhaps time or subject sampling as indicated by the "spot evaluation" of the program.

Linguistic development activities are alluded to in many of the intellectual development objectives, but limited evaluation (1.10) is indicated via structured format. There may be an overweighing

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upon learning of names for things in relation to learning linguistic patterns.

It is noted from the previous year's evaluation that a number of the items in the major spot-check instrument (appendix 8) fail to discriminate (i.e. many students scored 100% in both languages on given items in March). These might be checked with early testing to determine if, in fact, these items were known by the vast majority of pupils at entry. If that be true, then other, more definitive items might be included. Otherwise some inflated report of gain might be supposed by a casual reader.

The said development items are generally subjective, relying on periodic observation. Before data can be reported or subjected to analysis some care must be taken to reduce inter-rater differences. It is believed that the evaluator might be substituted for director in the process procedures column on several of the objectives.

Social development objectives (K) as stated may lack validity for what they intent to assess. Revision of these objectives and resultant process should be considered.

Emotional development objectives appear to call for a great deal, and in fact excessive amount of marking of checklists, observing and writing of ones records. Unless extremely small samples are used the value of this activity could be affected by lessened staff morals, reduction of instructional time and general cost effectiveness considerations. This is not to say that measurement of such aims is not needed - just that the difficulty of obtaining useful measures in quite difficult.

Physical development activities appear at first to be comprehensive and then, perhaps we must consider motivation and whether the suggested behavior might not occur as a matter of "growing" rather than a matter of teaching-learning whether bilingual or not. It is not clear as to what extent two languages will be utilized or in what arrangement they will be applied to these objectives. Further stipulation in this regard would simplify evaluation and be of direction to teacher.

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First grade objectives are more heavily weighted in the cognitive areas of language arts and mathematics. It is noted that survey of instruments is still underway for 1.1 and that a substitution appears likely to utilize a test in both languages.

Item 1.4 could be rewritten to provide for data collection other than the student writing since they will not be able to supply baseline data in this fashion in September in that writing will not have yet been introduced.

While item 1.5 appears to be of extreme, there should probable be additional qualifications relating to order, sequence, and extent of presentation of materials in both languages. If a natural constant and frequent switching from one language to the other is to be followed or if formal units or lessons or activities are to be seperated or reserved for operation in a particular language - this should be noted.

The value of the product objectives in mathematics is acknowledged, and it is understood that presentations in this area will be made in Spanish. It appears that further specification of the language of instruction is indicated, along with means of assessment in that language is necessary.

Staff Development

The product objectives for this area appear to be important but there are few level-of-performance guidelines for the staff, nor are minimum essentials set for particular activities. A great deal of subjective observation is required of the director for this objective. Limitation of objectives for study in this area, and development of performance criteria for those few might be helpful in the long range view.

Materials Component

In terms of the checklist--for evaluation design the direction of expected performance is indicated but the specific performance level is difficult to pre-set or ascertain where and to what degree it has been achieved.

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This section is, as is probably appropriate, very subjectively evaluated. On the other hand specific types of needed materials could be projected and both quantitative and the more subjective qualitative measures could be taken in light of those needs.

It is suggested that performance criteria for some materials, with particular reference to language, are needed.

Item 6.4 might be transferred to the next section.

Community Involvement Component

This section is lacking in design of objectives although it contains a realistic description of activity in this area of endeavor to this point. The performance objectives appear to relate to the affective domain as developed in the taxonomy of the same area. Perhaps some substantive and/or cognitive objectives relating to understanding of bilingual education and the project could be developed. These might then be assessed through interviews, questionnaires, increasing attendance or the like. Further detail relating to parents meetings and their desired outcomes should strengthen this section. From personal knowledge and from discussion with the staff and a community representative the auditor has received positive feedback of a general nature in regard to community acceptance of the program to this point.

Conclusion

Operationally the project appears to be well underway. Concerns related to design may provide focus for attention by the staff, particularly the evaluator.

Concern expressed by the evaluator regarding tests of language gain in both English and Spanish are shared by the auditors. Perhaps through random sampling more than one test could be utilized so that some local selection could be made, to standardize baseline and comparative data for the remaining year of the project.

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Preliminary Audit Report

As modifications to the design are made and as comments are made from U.S.O.E. personnel regarding the design and the evaluation and/or audit reports, the auditor wishes to be provided with a copy of such materials. If further amplifications of this critique is desired please request some from the auditor.

Submitted by

*Len Ainsworth*

Len Ainsworth  
Educational Auditor

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Abernathy I.S.D.  
Intermediate Audit Report  
January, 1971

Introduction

The evaluation design submitted for continuance of the project and the preliminary audit report were reviewed, and a site visit was made to the project. The operation of the kindergarten and first grade programs, the Spanish reading program, provided via the Houston project, and the television instruction activities were briefly observed.

The program is currently incorporating three sections each of kindergarten and first grade. As might be expected teacher and aide individuality were expressed in room arrangement, decoration, and program operation. While flexibility is provided, some careful scheduling must be maintained to incorporate the daily video lessons in Spanish (shown twice each in mathematics to provide for the scheduling needs) and the routing of groups of children to the Spanish language reading classes.

The function of the program into the larger elementary school unit appears to have been routinized and to be accepted by the larger staff. The utilization rate of the closed circuit television equipment is exceptionally high; it is so central to the operation that it appears that an additional video-type recorder will be needed as the program expands and would be useful now as a back-up system.

Brief interviews with the director, evaluator, teachers, aides, and a project visitor from the National Consortium have provided additional inputs into the following.

Instructional Component

Modification of the original proposal is underway in attempt to delineate goals and their measurement, and to provide more immediate feedback to teachers. In this component there is still more formal evaluation of product than process (although the latter will be discussed in the materials section).

The teaching program is involving both the English and Spanish languages as media of instruction for particular segments each day. In addition a varying amount of Spanish is used incidentally by teachers and aides at both grade levels.

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All Spanish speaking first graders are receiving reading instruction directly in Spanish by one of the teachers from Mexico, utilizing materials printed in Mexico and following a particular method. This sub-component is developed in conjunction with another bilingual project, but approaches objectives developed for this project.

The areas of language and mathematics were receiving primary Spanish input through the televised lessons. Follow up activities in the classroom supplemented and enlarged upon the items presented.

There were evidences of the relating of Mexican American culture to daily classroom situations in various displays. Some bulletin boards carried captions in both languages. There were articles, signs, and pictures labeled in Spanish in the classrooms. As a matter of interest it was noticed that the teacherstrained in Mexico displayed more captions in cursive writing than did the teachers prepared in this country, which reflects the basic approach to writing in the respective countries. Some decisions probably need to be made by the district in terms of beginning handwriting activities, as to which style is to be the primary vehicle. Either would appear to be appropriate to the Spanish readers but the English materials which they will presumably use in first grade will be in manuscript.

A number of baseline measures were taken early in the year although the evaluator now reports that modification will be made in subsequent years in order to obtain some different kinds of data. The primary reasons for the projected changes exist because, generally, this year Mexican American pupils were tested in Spanish while Anglo monolinguals were tested in English. It is now recognized that the Mexican American youngsters were not always Spanish dominant or monolingual Spanish. The significance of past measures will be more difficult to ascertain since it will not be known whether the entry level approximated zero. This is not seen as being as significant as it might have been, since there will be past measures from last year which can be used as baseline.

The measures used at the first of the year related primarily to language, and included:

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Instrument for Internal Evaluation (Appendix 8 of Proposal) which yielded the following results

	English	Spanish
M A pupils	76.3	77.6 (Average scores)
A A pupils	80.0	52.0 (Average scores)

One difficulty in using materials developed within a program concerns reliability. The pre test averages appear to indicate a different score yield from that of last year. This will, of course, await post testing for verification. The evaluator has noted that a portion of the instrument, which had face or construct validity, will be omitted in future revisions because it has not discriminated as desired.

Other instruments used for pre tests included:

The Stanford Early School Achievement  
(including local Spanish translation)  
Peabody Picture Vocabulary Test  
Video Interviews of individual pupils  
Interamerican series (achievement, in English to  
Anglos, and Spanish to Mexican Americans).

It is noteworthy that the evaluator and director are self-correcting the evaluation process to provide more information to teachers for daily decision about teaching. It is suggested that structured observations by the evaluator may yield other useful data to teachers for improvement of instructional procedures.

#### Staff Component

The process evaluation, as was previously noted, has been less extensive than product evaluation. It is being conducted, however, even though most of it is of subjective nature. The primary concern with process has occurred in weekly meetings of the bilingual staff. These meetings have been used to sequence the T V instruction and to initiate or modify follow up activities.

A cursory examination indicates that the staff has discussed some Spanish usage, particularly of regional nature. It is suggested that the concern for language be continued. The linguistic structures appropriate to particular response patterns can be built into differing activities.

## Abernathy I.S.D.

Gradual movement to standard Spanish should be a goal. While some words (e.g. oreja o oído) will communicate, it might become a valid goal to identify some of these terms which are in question and move toward standardized use.

Staff utilization of the aide function appeared to be progressing well. It was observed that teachers and aides were most often dealing with separate but changing groups. There seemed to be general agreement that one of the aides' responsibilities was reinforcement in the language in which the teacher was least skilled.

Materials Development

This project is at a point at which difficult decisions must be made. The video tapes prepared for instruction to this date has consumed all of the tape requested and purchased. The difficulty arises from what materials to erase in order to continue the sequence. While no formal criteria exist there is apparently some agreement on which materials are the stronger, more appropriate, or the better from the standpoint of technical preparation. It is suggested that only a limited number of those of poorest quality be erased and re-done. An alternative which appears to be needed is that of diverting funds from something else to acquire additional tapes. This is of continuing importance since apparently only one teacher is currently in the project with the capability of planning and producing the Spanish language materials. If the program expands to another grade level as expected, that teacher may find her time needs to be spent in constructing new lessons at a higher level--which indicates need for a bank of prepared video tapes. Immediate acquisition of blank tape should be considered.

The current production schedule does not allow for omissions from illness or other program visits by the TV teacher. While this may be good for the program from the view of immediate modification, it might be good to have lessons planned and produced for the future.

A local pool (Jones) related to materials has been made. The director, evaluator, and staff might consider setting criteria for selecting materials for next year--particularly in the Spanish language.

Community Involvement

A number of contacts with the community have been recorded. As in the preliminary report it is indicated that objectives in this area might be expanded, particularly in terms of process. In summary the program appears to be meeting objectives as indicated in the proposal, but additional objectives might now be considered.

Summary

As an auditor I was favorably impressed with the goal directed activity and smoothness of operation of the HABLA program. While there was no management component written as a part of the proposal there has been attention to organization and function of the program. The video tape activity appears to be providing leadership to the Spanish language activity, while at the same time being responsive to the program.

Continued concern for linguistic development is indicated. It was noted that some teachers are involved in conversational Spanish lessons each week, which is commendable. Perhaps some emphasis could be directed toward contrastive Spanish and English construction to assist in bicultural teaching.

The continued development of sequential materials on video tape is indicated. It would be unfortunate if carefully prepared Spanish language lessons had to be remade annually unless modification is needed.

The activity now under way to make the evaluation activity more responsive to daily needs of teachers should reflect continued improvement.

Personnel were present as projected in the proposal and performing within the direction and scope set by that proposal.

// Len Ainsworth  
Len Ainsworth  
Educational Auditor

**Abernathy Independent School District  
Interim Educational Audit, April, 1971**

**Introduction**

This report is made as the result of a recent site visit to the Abernathy Bilingual Education Program, known as HABLA, and review of the materials and activities related to the program. It is provided at this time in order that it may be included in the continuation report, and recognizes that activities have not been completed for this academic year.

The auditor made use of the "Auditor Sampling Techniques" developed for the program at mid-year as requested by the Office of Education and submitted as a revision of the Auditor-LEA agreement. In addition, the more general audit activities indicated in the audit plan (1.5b) were reviewed and the on-going instructional program was observed. Application of the sampling techniques is reported by project component.

**Instructional**

The evaluation of the instructional program has been largely completed for this year in terms of the testing planned in the proposal. The auditor reviewed the three major series used, the data collection, reporting and the analysis which had been done to this time and will briefly review those findings.

One of the tests used as a measure of language at the kindergarten level was the Peabody Picture Vocabulary Test. It was given pre and post; English to Anglo and Negro youngsters and in Spanish to Spanish speakers. Whole group means, by age groups reveal the following:

## PPVT

## Age 5-1 to 5-6 at entry

	Raw Score Means		M. A. Means	
	Pre	Post	Pre	Post
Spanish	30.8	48	3-2	5.
English	50.	56	5-3	6-3

## Age 5-7 to 6-2 at entry

Spanish	45.5	46.7	4-7	4-8
English	55	59.8	6-2	6-9

While the evaluator has expressed some concern over the apparently little change of the older kindergarten groups in Spanish, it should be pointed out that those children scored higher at entry than have several other rather similar groups; this may have been due to pre test administration or from the reliability, which has not been established, in Spanish. Other cells in the comparison appear to have shown gain comparable to time change. There was no specification of months gain anticipated in the product objective 1.10 for which this test was keyed.

Another test used was the Stanford Achievement test. Directions were given in both languages via closed circuit television with the teachers and aides serving as proctors. The test was also broadcast to a first grade room which had not participated in the bilingual program this year. While this group is referred to as the control group, there are several factors which should be considered. First, there was no equation of ability, socio-economic, or ethnic background of the control and program groups. It was determined in interviews with project staff, for example, that the control group contained fewer Spanish speaking children than did program rooms. Another consideration is that while the tests were scored and analyzed according to whether the child was English (AA) or Spanish (SS) speaking, directions were presumably heard by the pupils in both languages. These considerations are mentioned since the evaluator may decide to combine groups and drop the control data. In any case, it would seem that whole group means could be compared with previous or future years for first grade populations of the district to provide useful data.

The pre to post scores for this year are shown in stanine change for the three groups selected by the project.

### Stanford Test Summary

Group	Fall Stanine	Spring Stanine
AA	6	7
SS	3	4
Control	4	6

The auditor was able to survey the Stanford Early School Achievement test as noted in the Sampling Techniques. Through discussion with the evaluator it was agreed that consideration should be given to an advanced form of the test which might be needed in order to have sufficient range to accommodate the upper range of the subtests.

The other general test reviewed was Inter American General Ability test which was also administered in fall and spring. This test was given first in Spanish and an interesting report was obtained from teachers about that procedure. They noted that several English speaking children apparently listened to and proceeded to complete items, particularly in Math, as a result of the Spanish directions. Raw score means yield the following:

	Verbal-Numeral		Non-Verbal		Total
	Pre	Post	Pre	Post	
S.S.	21.8	26.2	19.8	27.4	41-54
A.A.	32	34	29	33	61-67

Concerning the difficulty in drawing conclusions about relative progress in the separate languages, it is suggested that some test differentiation by language be considered for the future. While gross gain can be shown from the previous testing it will become increasingly necessary to calculate progress in each language by all children involved in the program. The amount of Spanish learned by English speakers and vice-versa would be data which will be of benefit to the program.

Direct observation of CCTV presented lessons did indicate that English speaking children were responding to questions in Spanish and that Spanish speaking children were responding to English comments and questions.

Local and daily assessment of progress was evident on the part of the staff. Feedback was being obtained directly from pupils and teachers by the television teacher. Emphasis in Spanish language teaching was in Math and language as well as dramatic literature via TV. Direct teaching of reading and writing in Spanish at first grade is continuing through the exchange teachers from Mexico.

### Staff Development

Auditor Sampling Techniques were applied to this component. It was learned through interviews that the after school classes directed to learning Spanish have continued with more than 50 sessions held. Attendance remains good but some loss of motivation - attributed to the long series, many other meetings and impending end of school for the year, have caused some loss in motivation. This appears to have been a useful course, however, which is in accordance with the project proposal.

Other in-service records indicate staff meetings by level to the extent of 21 meetings for each group of teachers this year. In addition, five meetings have been held with aides. A number of these have related to planning and follow-up of television teaching experiences.

A strong, systematic effort to develop program is evident from the activities in this component.

### Materials

It was noted that the library of video-tape lessons has been increased and that planning is considered for development of others. There has been staff input into development of teacher guides for the video lessons. This set of resource materials are hedged to the instruction and provide follow-up

activities for the teachers. These two items, the tapes and the guides, should be of continuing importance to this program.

### Community

It was determined that monthly (8 to this writing) meetings have been held with the community advisory committee. Other notations of parental interest and assistance have been recorded. Parent volunteers were solicited and helped to provide parties for the rooms and numerous parent visits have been noted.

### Summary

According to the proposal under which the project operates, it is attempting to fulfill its objectives. The sampling indicates that evaluation instrument have been applied in the instructional area and are being analyzed.

Other components, staff, materials, and community were reviewed briefly here, but are operating much as projected.

The program staff indicates that change in objectives, measures, and process is desired. The auditor sees such desire for change as positive in that it reflects attempt to develop an improved program.

/s/Len Ainsworth  
Len Ainsworth  
Educational Auditor  
April 1971

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Abernathy Independent School District  
Bilingual Education Program  
Educational Audit, May 1971

Introduction

This program, which operates under the Acronym HABLA, is completing its second year. It is serving three kindergarten and three first grade sections of ethnically mixed classes. It has been developed with two distinctive features in its design. The program has utilized exchange teachers from Mexico who have been almost entirely monolingual Spanish speaking to assist with the cultural and Spanish language teaching.

The other distinctive aspect of the project has been the development of a closed circuit television component. A bilingual teacher has developed a series of lessons, predominantly in Spanish, which are broadcast at pre-arranged times. The teachers, not all of whom are bilingual, aides, and the TV teacher then assist in follow-up teaching of the material presented.

Since the intermediate audit was provided rather late in the year, much of the evaluation had been performed and was reported at that time according to the Auditor Sampling

Techniques. Although this report will be related, in part, to those techniques not covered, it will be developed according to the four major components of the program.

### Instructional

A number of instructional measures were applied to this program, both standard and locally developed. Two of the standard measures reported earlier were the Stanford Early School Achievement Test and the Inter American General Ability test at the first grade level. Because of the test design it was difficult to determine second language progress for either group but general progress was shown, with one stanine increase on the average for both English and Spanish speaking groups. A group designated as a control group reflected a two stanine increase on the average, but as noted in a previous report, were probably more indirect toward academic achievement.

A review of the Inter American General Ability test was also made earlier. Future testing should probably separate groups for testing in English and into Spanish with presentation in only one language so that relative gain may be assessed. There are plans for changing to this procedure.

The testing results are presented in bar graphs

representing ranges for the two groups, Mexican-American and English, for both Fall and Spring testing. These provide a good visual display of progress according to the measures shown. These displays should assist teachers as they plan for particular groups.

Another test which was mentioned earlier but which has had the data report corrected is the Peabody Picture Vocabulary Test given in first grades. It was noted that only five months elapsed between Fall and Spring testing. Given the possible error in measures such as this, particularly for kindergarten age children, the results must not be given excessive weighting. They will be useful scores for measures of language as a continuing basis however.

The testing was related to dominant language only, and it has been suggested to the evaluators that alternate forms of the test or sampling might be used to check vocabulary in both languages.

Another variable which appeared to be of enough magnitude to possibly shew the results was the introduction of additional Spanish speaking children, who had not had previous kindergarten experience, during the year. The added children accounted for the low side of the range on the post test which was near that of the pre-test with similar lowering effect upon the mean mental age score.

Peabody	CA	Fall	CA Spring
English	5.0-5.6	X5.3R2.11-6.10	5.6-6.0X6.3R3.6-7.10
	5.7-6.1	X6.2R3.4-8.9	6.1-6.6X6.8R5.1-8.5
Spanish	5.1-5.6	X3.2R2.3-4.8	5.6-6.0 5.0 R3.7-7.6
	5.7-6.1	X4.7R2.11-6.1	6.1-6.6 4.8 R3.3-6.1

The difference in these scores and those reported earlier are due to moving of certain subjects whose tests had been computed in the wrong age group. The net change is rather small. Samples of the tests reviewed by the auditors indicate scores within the range indicated.

Perhaps in future testing it would be more objective to eliminate the pupils who move into the program after an arbitrarily set date, sometime early in the year. In like manner, scores might be eliminated for pupils who leave the program after a similarly selected date, in order to more directly relate scores to program.

The locally developed testing reviewed included two activities. They were both pre and post measures, one individually administered for oral reproduction of language and the other covering a broader range of concepts, identification and performance.

The first, a picture identification, presented through

video tape allowed the children to respond to standard stimuli in his dominant language, as identified by the teacher, and then the test was repeated with responses requested in the second language. Average results indicate:

	Mexican-American		Monolingual English	
	Percent Correct		Percent Correct	
	Nov.	May	Nov.	May
English	72.7	97	97	100
Spanish	93	94	43	70

The test items indicate a limited sample, and since the English speakers could reproduce the names of all the items, it might have the difficulty range increased to more adequately test those pupils. The direction of gain is, of course, positive and in line with program expectations. The relatively greater gain of Spanish speakers in English and English speakers in Spanish seems to be useful evidence that the teaching program is successful.

The test items were a part of the usual curriculum and might be considered criterion measures. They were not presented in isolation for drill however, so learning of those specifics must reflect generalized gain across class section lines.

The other locally developed measure is included in the project proposal as HABLEA Appendix No. 8. It was a sampling instrument used in the kindergarten by the evaluator as a general program measure. Average scores reflect gains as follows:

	Spanish Speaking Group		English Speaking Group	
	Nov.	May	Nov.	May
Spanish	77.6	87.1	52.	78.4
English	76.3	77.6	80.8	97.

Like the previous indicators, this test reflects program gain. Unlike the previous, the Spanish speaker showed more gain in Spanish as did the English speaking group.

Care was taken not to use a child in both of the local test samples. The two tests used together yield a sample of more than half of the group. Use of a table of random numbers might aid in assuring an unbiased selection in tests in which language dominance does not need to be established by teachers.

The primary notation of discrepancy revolves about the difficulty in establishing the amount and uniformity of time devoted to Spanish in the program. Specification of this time constraint, with allowance for flexibility in

informal or explanatory situations, would allow program gains to be related more directly to program. For example, it is not always possible (and in fact may not be desirable to demand uniformity) to determine time and language used in follow up of video presentations. The guides developed do assist and direct this activity and will be described in the materials section, however.

Much of the interpretation of evaluation for this instructional program has been provided directly by the director and evaluator to the staff and vice versa. Almost daily observation and weekly meetings have provided continuing discussion relative to program modification. While audit of such activity is impractical, discussion with staff does reveal continuing interchange.

### Staff Development

Certain staff members have visited other bilingual programs and shared experiences with their co-workers. Others have attended conferences and workshops. Since there has been intervisitation, with personnel coming from other projects, the national consortium project, a Reading in Spanish special Title VII project and the state agency, it is apparent that a number of contacts with teachers have been made and that they have had opportunity to be aware of a variety of approaches.

The bilingual staff has been involved in almost weekly meetings for in-service education and planning. A small amount of these meeting contacts have been made with the larger school staff. Direct feedback from consumer teacher to the television teacher was possible because of the proximity of all parts of the program. Lessons could be modified immediately or considered by all the staff involved.

The Spanish language class for faculty and staff has been mentioned in a previous report. Some 60 hours of instruction in twice weekly meetings were provided. Six of the bilingual staff were involved along with other faculty from the district. These voluntary meetings, held after school indicate interest in study of both Spanish language and culture. Two faculty members are slated for extended study in Mexico during the coming summer. Justification for extended effort in this area might be related to the more than forty per cent Mexican-American population of the district.

#### Materials Development

As noted previously, the district was involved in a materials demonstration project in reading in Spanish at the first grade level. A teacher from Mexico demonstrated the

approach and all Spanish speaking children were involved. Some of the activities can be replicated and the materials were retained.

The primary materials development activity is, however, the other unique function of the project. The video tape development has resulted in 64 math exercises and 43 language development activities of from 10-15 minutes each; most of them were in Spanish. In addition some 14 stories were developed, with visual accompaniment, in both languages.

The tapes will be edited and consolidated by a part of the staff this summer. Since there is the criterion of applicability to program, this may be sufficient. Alternatives would be to have subject matter or methodology consultants to assist in the editing. These, or a jury of consultants might assist with sequencing, presentation technicalities and the like. A language consultant and technical production staff, while perhaps costly, might assist in enhancing the professional quality of the materials. On the other hand, the immediacy and responsiveness of locally prepared materials may make them more acceptable to teachers.

Planning is evident in the program, and is continuing. Some of the summer activities will be devoted to planning pre service activities for staff who are coming into the program.

### Community Development

This component, as noted in previous reports, has been aimed largely at informing the community about the bilingual effort. A measure of the success of this effort, as well as that of the program, could partially include program acceptance by parents. Letters were sent to parents asking if they would like for their children to continue in the bilingual program next year. Results show that 81 per cent of the respondents did want their child to continue. The breakdown was as follows:

Grade	No. Sent	No. Returned	Percent Yes
1	92	84	79%
K	69	61	90%

Attempts to get parents to attend program activities during the year were not as successful as was the culminating recognition program. As examples, all parents were invited to an instructional program early in May and drew an attendance of 60 parents.

The completion of the kindergarten year was given greater publicity, and was the occasion for a more formal program. It was held, partly it seems, because it had become traditional for the parochial kindergarten to have a culminating program. Since that program had phased into the public school program,

there was some community expectation of continuance. About 300 people attended the program. A range of skits and recitations in both English and Spanish as well as Mexican dances and songs were presented. The monolingual Spanish speaking teacher from Mexico also assisted with the program.

### Summary

The project appears to be operating within the project proposal and performing according to that proposal. A review of the four components indicate that records, materials, and evaluation data are on hand. Instructional measures indicate an attempt to fulfill product objectives. Process objectives have also yielded data appropriate to the program.

Subtle evaluation subjectively devised by the evaluator relating to acceptance of the bilingual effort by the larger school staff indicate growing acceptance of the program.

Modification of objectives, measures and process have been previously noted, and continue to be positive. Increasing confidence on the part of the staff is evident in comment and discussion of increasingly more technical aspects of the program.

It was a pleasure to observe the increasing confidence and resulting smoothness of operation of the program. Mr:

Escobedo also conveys his regards to the director and staff with whom he visited.

/s/ Len Ainsworth  
Len Ainsworth  
Educational Auditor