

Bilingual Education in Texas: Exploring Best Practices

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The Capstone Seminar

- The Capstone Seminar is a culminating Bush School experience that seeks to integrate what students have learned in their other classes in the context of an applied, team project
- Capstone students review relevant literature, formulate a research design, collect and analyze data, and prepare a written report for the client

Research Strategy

- Develop indicators of school success
- Survey teachers about classroom practices
- Evaluate relationship between success indicator and practices

Indicators of School Success

- TAKS passing rates
- TAKS average scores
- TAKS value added
- English Language Learners Progress Measure

Survey Methodology

- Elementary and middle school campuses with at least 30 LEP students
 - 3,562 campuses
- Web-based survey
- Email and letter to school principals asking them to forward survey link to teachers with LEP students

Survey Design

- **Source of survey questions**
 - Existing surveys
 - Literature Review
 - Pilot Survey
- **Survey Questions**
 - Teacher characteristics
 - Class characteristics
 - Program characteristics
 - Instructional strategies

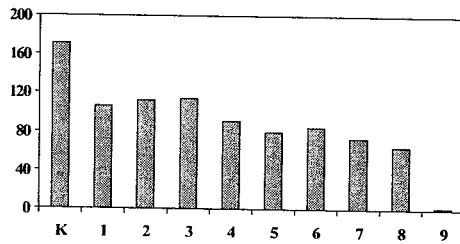
Survey Respondents

- 140 School districts
- 266 Campuses
- 624 Teachers

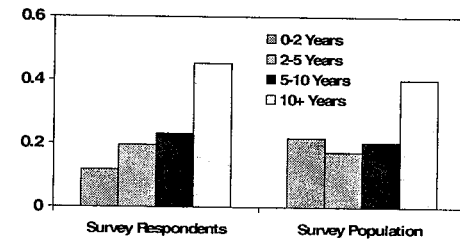
Comparing Respondent and Non-respondent Schools

	Respondents	Non-respondents
Percent LEP*	30.19	27.40
Percent Low Income*	72.61	68.88
Percent Elementary	80.32	80.08
Percent Urban*	85.17	89.67
TAKS passing	0.01	-0.01
TAKS scores	-0.61	-0.63
Value added	0.04	0.04
ELL progress	75.23	75.06

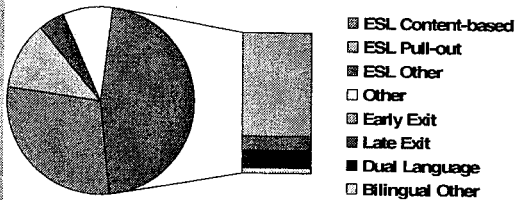
Grades Taught by Survey Respondents



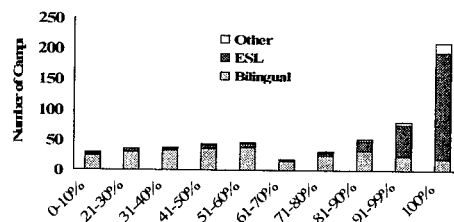
Teacher Experience



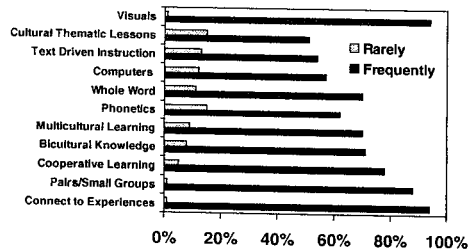
Bilingual/ESL Program Types



Percent Instruction Time in English by Program Type



Instructional Methods Used



Findings

- No school-level differences in student performance between bilingual and ESL programs
- Consistent instruction in one language most effective for content learning
 - > 90% English or > 90% native language equally effective
 - Mixed instruction systematically less effective
- No consistent pattern for ELL progress

Findings

- Most teachers report using instructional methods the literature identifies as best practices
 - For example, ¾ of respondents used cooperative learning strategies frequently or often
- No individual practices systematically associated with higher school performance