



San Francisco Unified School District

Performance of
Redesignated
Fluent-English-
Proficient Students
(*R. FEPs*)

February 1998

Prepared by

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The following is an excerpt from:

“SFUSD Language Academy: 1998 Annual Evaluation”

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Drawing from the district’s various sources of student information, a data set is being constructed to allow for an analysis of both direct and indirect measures of student progress. Recognizing the central importance of direct measures of student progress, we began with the results of the CTBS-English. The data set includes information on over 12,000 students served by the San Francisco Unified School District during the 1994–95 and 1996–97 school years.

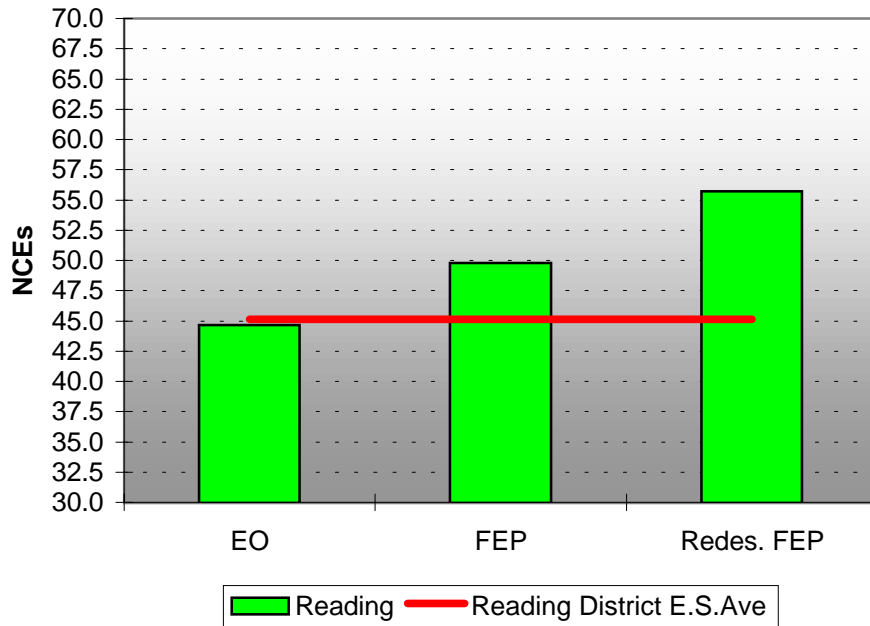
The highest performing students tend to be those students who have been Redesignated Fluent English Proficient (FEP). These students outperform students in the other language status categories (i.e., English Only, Bilingual, English Dominant, Limited English Proficient). That is, those students who had at one time been identified as being Limited English Proficient, received services provided to English learners, progressed in their English language skills, and were consequently re-classified or re-designated as being FEP. A closer look at the Redesignated FEP students reveals that on average they had received special support services for almost five years before being re-designated from LEP to FEP (Graph 13). It is interesting, that the other two highest performing groups of students included those that were identified by SFUSD at point of entry into the school district as being Bilingual or Fluent English Proficient and hence in no need of special language development services. These two groups also tended to outperform English Only students. Thus, it seems that those students with multilingual skills appear to be outperforming students who are only monolingual. This is consistent with language acquisition theory which posits the cognitive benefits of multilingualism. This finding will be explored more thoroughly as the study progresses.

The pattern of student achievement demonstrated in the CTBS, is also reflected through two additional indicators of student progress: attendance and Grade Point Average (GPA). These results are reported by English language proficiency and grade level (elementary, middle, and high school). (Graphs 7–12) These data confirm our earlier findings. Consistently across grade levels, Redesignated FEP students realize the highest GPA and demonstrate the highest attendance, always exceeding the district average. The achievement of Fluent English Proficient students (i.e., those never participating in bilingual program services) is at or only slightly above the district average in GPA. With the exception of elementary school, the attendance of FEP students is at or above the district average. It is noteworthy that English-Only speaking students consistently demonstrate lower GPA and attendance than the district average.

Both GPA and attendance data also reflect a bothersome trend across grade levels. Graphs 7–12 demonstrate the general decline in student achievement among all students as measured by GPA and attendance as students move from elementary to high school.

In sum, Redesignated FEP students attend school more often, realize higher grades, and not surprisingly exhibit higher test scores than do students who are FEP or EO.

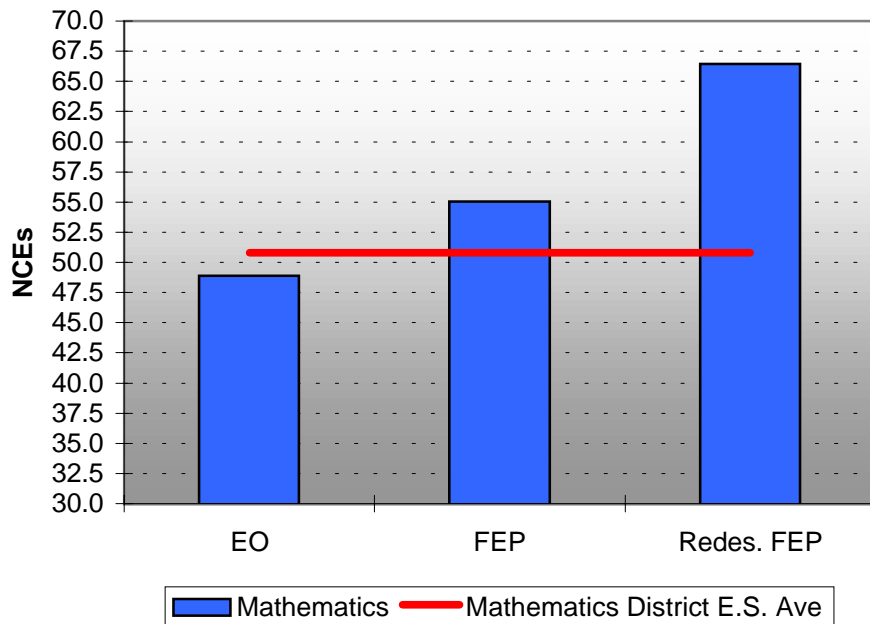
GRAPH 1: District-Wide Comparison of Elementary School Reading Achievement by Language Proficiency (1994/95 -1996/97)



Results based on:
 1994/95 - 1996/97
 Ave. Number of Students

EO	8,452
FEP	3,539
Redes. FEP	1,661

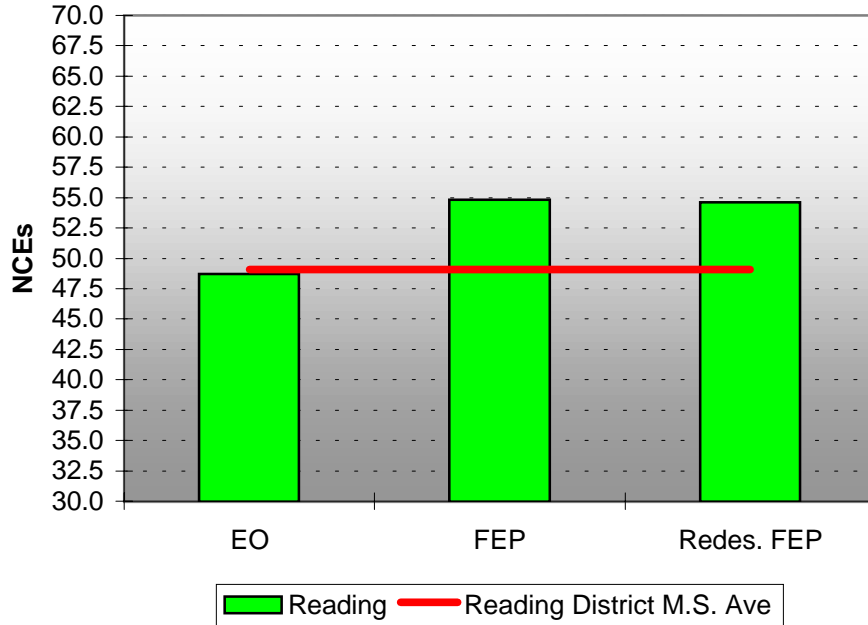
GRAPH 2: District-Wide Comparison of Elementary School Mathematics Achievement by Language Proficiency (1994/95 - 1996/97)



Results based on:
 1994/95 - 1996/97
 Ave. Number of Students

EO	8,622
FEP	3,579
Redes. FEP	1,664

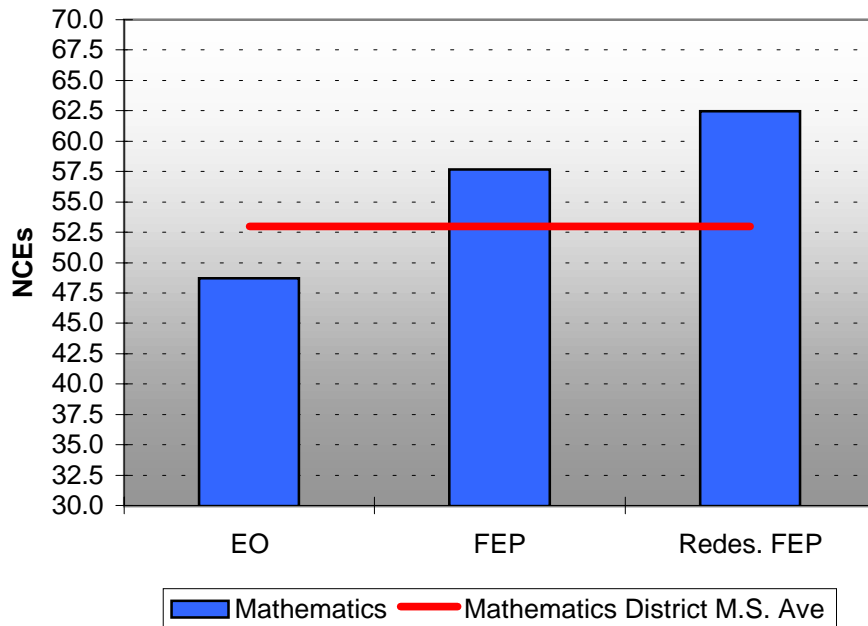
GRAPH 3: District-Wide Comparison of Middle School Reading Achievement by Language Proficiency (1994/95 - 1996/97)



Results based on:
 1994/95 - 1996/97
 Ave. Number of Students

EO	3,022
FEP	2,870
Redes. FEP	2,950

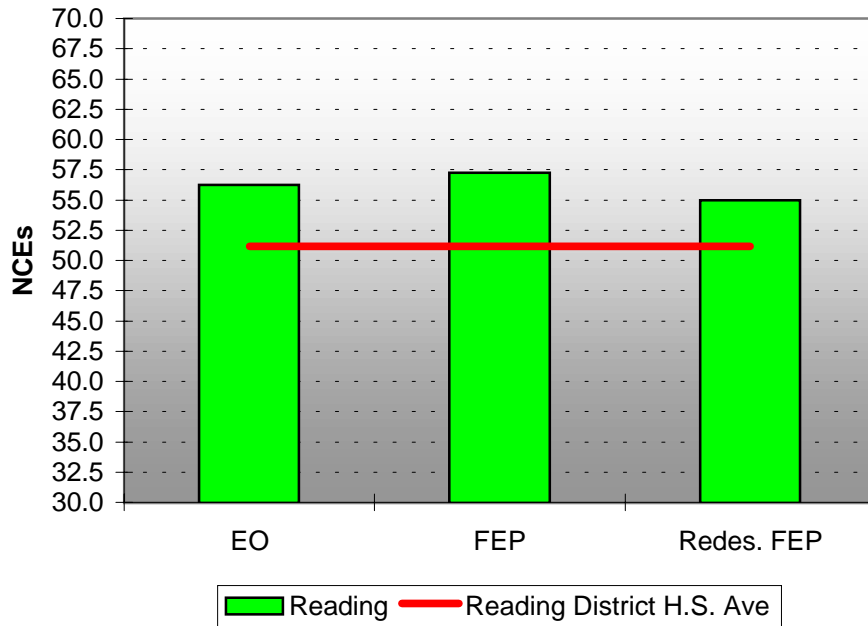
GRAPH 4: District-Wide Comparison of Middle School Mathematics Achievement by Language Proficiency (1994/95 - 1996/97)



Results based on:
 1994/95 - 1996/97
 Ave. Number of Students

EO	2,893
FEP	2,790
Redes. FEP	2,927

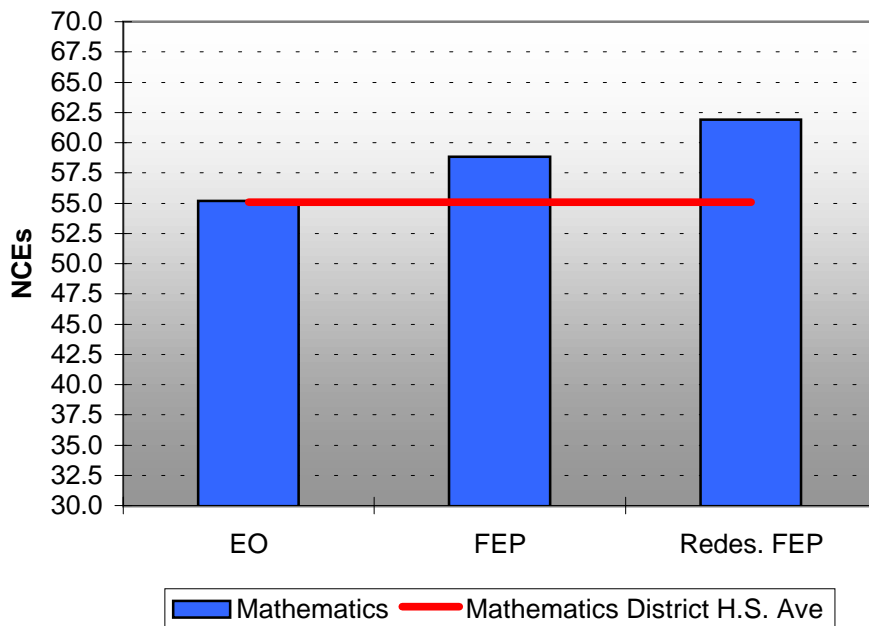
GRAPH 5: District-Wide Comparison of High School Reading Achievement by Language Proficiency (1994/95 - 1996/97)



Results based on:
 1994/95 - 1996/97
 Ave. Number of Students

EO	4,880
FEP	1,944
Redes. FEP	3,750

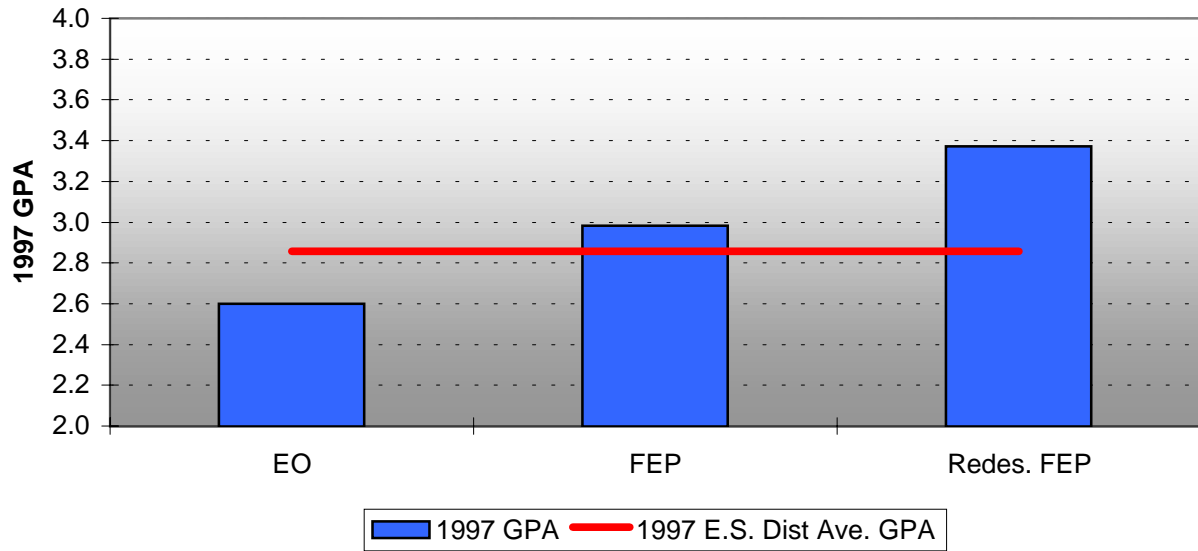
GRAPH 6: District-Wide Comparison of High School Mathematics Achievement by Language Proficiency (1994/95 - 1996/97)



Results based on:
 1994/95 - 1996/97
 Ave. Number of Students

EO	4,193
FEP	1,705
Redes. FEP	3,265

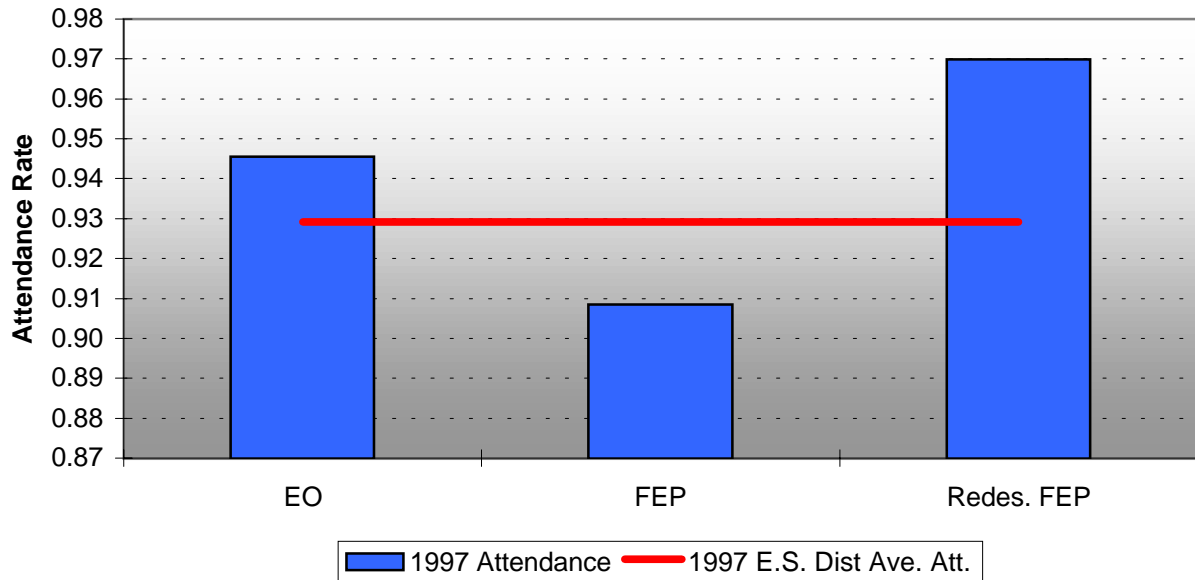
Graph 7: District-Wide Comparison of 1997 GPA by Language Proficiency (Elementary Schools)



Number of Students:

	<u>EO</u>	<u>FEP</u>	<u>Redes. FEP</u>
	1,559	1,157	809

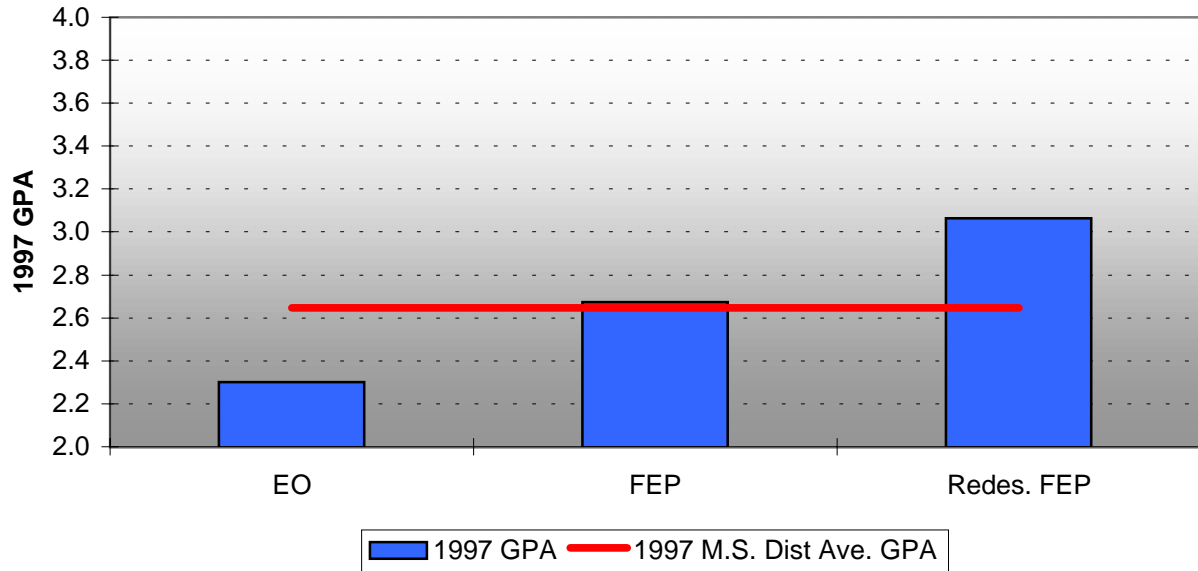
Graph 8: District-Wide Comparison of 1997 Attendance by Language Proficiency (Elementary Schools)



Number of Students:

	<u>EO</u>	<u>FEP</u>	<u>Redes. FEP</u>
	31	23	11

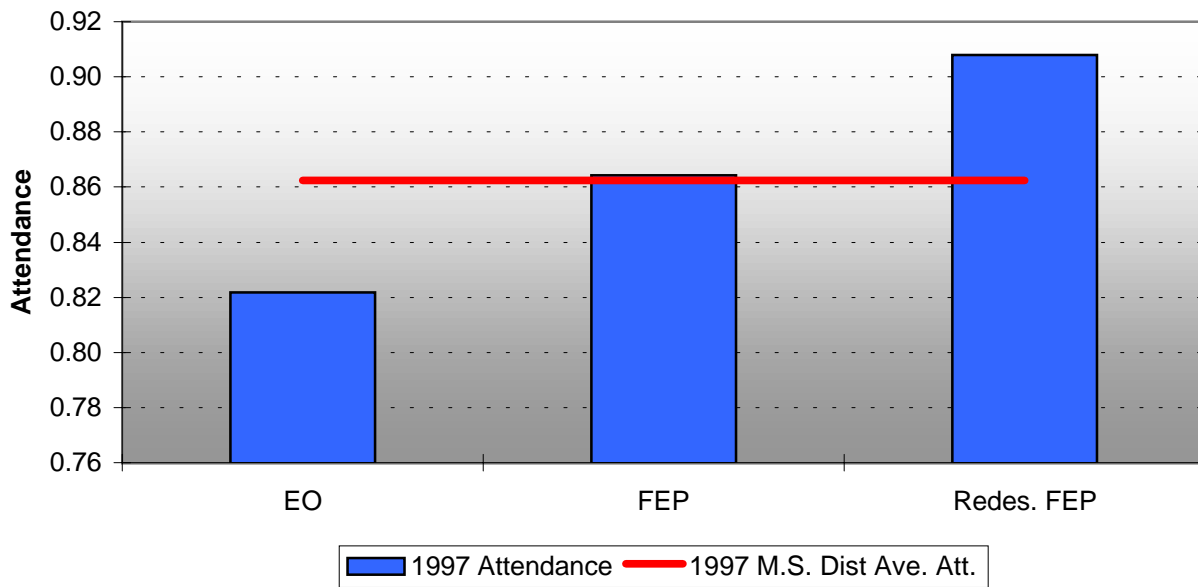
Graph 9: District-Wide Comparison of 1997 GPA by Language Proficiency (Middle Schools)



Number of Students:

EO	FEP	Redes. FEP
5,960	5,918	5,665

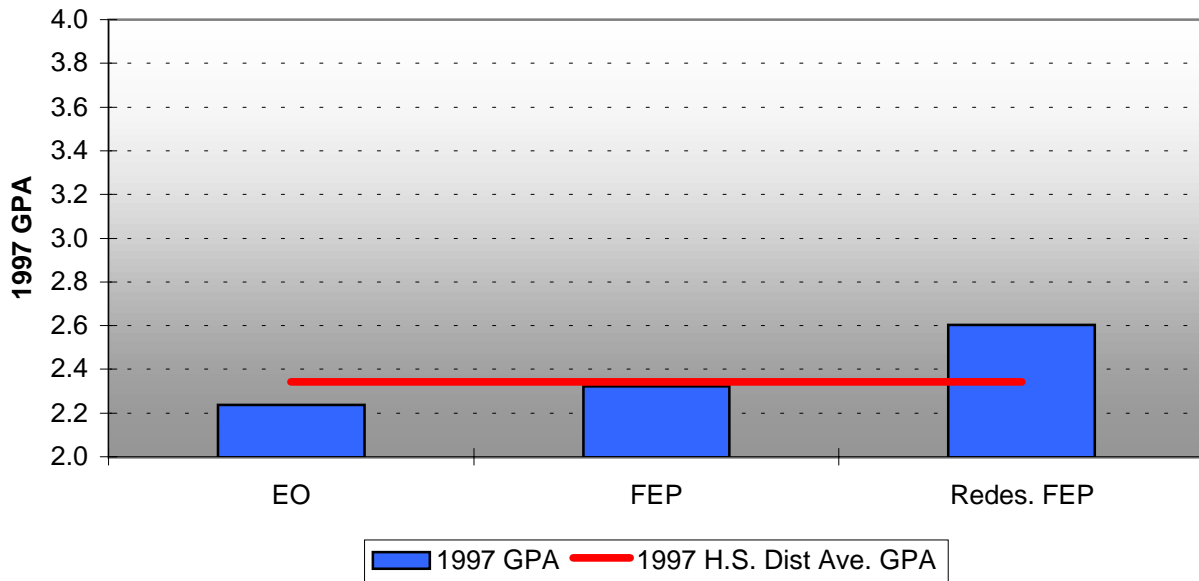
Graph 10: District-Wide Comparison of 1997 Attendance by Language Proficiency (Middle Schools)



Number of Students:

EO	FEP	Redes. FEP
896	828	992

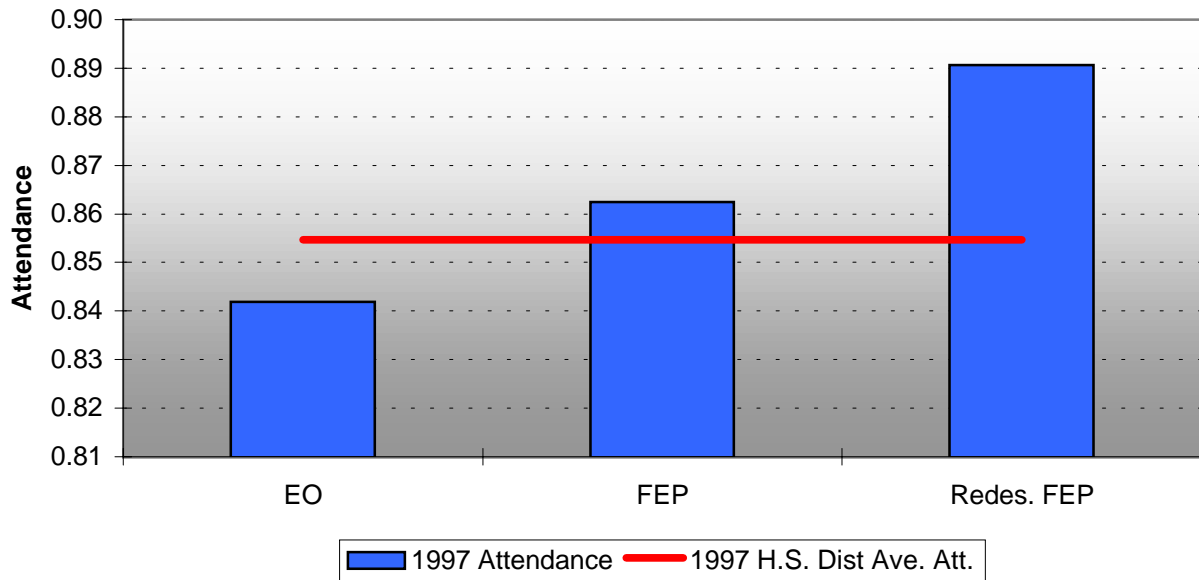
Graph 11: District-Wide Comparison of 1997 GPA by Language Proficiency (High Schools)



Number of Students:

<u>EO</u>	<u>FEP</u>	<u>Redes. FEP</u>
10,895	4,557	8,052

Graph 12: District-Wide Comparison of 1997 Attendance by Language Proficiency (High Schools)



Number of Students:

<u>EO</u>	<u>FEP</u>	<u>Redes. FEP</u>
9,454	3,990	6,988

Graph 13: Length of Time Until Redesignation (Redesignation Status in 1996-97)

