



THE SCHOOL DISTRICT OF PALM BEACH COUNTY

English Language Learner (ELL) Preretention Meeting Report - Kindergarten

The information below must be completed by the ESOL Coordinator/Contact or Designee. This form must be brought to the Pupil Progression/ELL Committee Meeting for each ELL being considered for retention.

Student Name <i>(last, first, middle initial)</i>	Student Number	Date of Birth / /	Instruction Mode (IM) Code S M O K D P
School Name	# Prior Retentions	Exceptional Student Ed (ESE) <input type="checkbox"/> Yes <input type="checkbox"/> No	Retention Meeting Date(s)

Adequate progress as defined in the District's ELL Plan must be used by the committee as grounds for promotion. Individual ELLs may be retained if the ELL committee determines that the student has not progressed satisfactorily according to the ELL Plan. (*The School District of Palm Beach County Student Progression Plan*).

ELLs must meet the district levels of performance according to their ELL Plan. The requirement is to measure the student's ability to read and write, regardless of whether that ability is shown in English or the student's home language. ELLs who are identified as being substantially below grade level in reading in English but are proficient in their home language may **not** be retained for English reading deficiencies. An ELL Committee **must** meet to determine whether an ELL should be retained.

A good cause exemption from mandatory retention may exist for ELLs who have had less than two years of instruction in an ESOL (English for Speakers of Other Languages) program. The ELL Committee **must** be involved to review student progress and plan appropriate remediation for ELLs.

LANGUAGE ACQUISITION - ELDC (English Language Development Continuum)

Entry Date	Beginning Category	Current Category	CELLA Oral Score	Adequate Language Progress		Meets Adequate Language Progress? <input type="checkbox"/> Yes <input type="checkbox"/> No
				NEXT ELDC CATEGORY	BY (Date)	
___/___/___	___ - ___	___ - ___	_____	___ - ___	___/___/___	

PERFORMANCE ON STUDENT PROGRESSION PLAN (check one for each category; provide number where indicated)

Student Performance Level	Literacy Assessment System Reading Running Records	Reading K-3 Assessment Concepts of Print Reading (COP-R)	Promote or Retain?
<input type="checkbox"/> Above Grade Level	<input type="checkbox"/> Guided Reading Level C-D or above Independent	<input type="checkbox"/> Early Literacy Behaviors (10) All Letters (26) All Sounds (19) All high frequency Words (25)	<input type="checkbox"/> Promote to first grade
<input type="checkbox"/> At Grade Level	<input type="checkbox"/> Guided Reading Level B Independent	<input type="checkbox"/> Early Literacy Behaviors (9-10) All Letters (21) All Sounds (15) All high frequency Words (18)	<input type="checkbox"/> Promote to first grade
Below Grade Level	<input type="checkbox"/> Minimally (up to 6 months)	<input type="checkbox"/> Guided Reading Level A Independent	<input type="checkbox"/> Promote with a Progress Monitoring Plan Must provide daily iii
	<input type="checkbox"/> Considerably (6 months to a year)	<input type="checkbox"/> N/A	<input type="checkbox"/> Promote with a Progress Monitoring Plan Must provide daily iii
	Promotion is indicated if the majority of the ELL's scores are above this line		
<input type="checkbox"/> Substantially (more than a year)	<input type="checkbox"/> N/A	<input type="checkbox"/> Early Literacy Behaviors (0-5) All Letters (0-9) All Sounds (0-8) All high frequency Words (0-6)	<input type="checkbox"/> Retain with a Progress Monitoring Plan Must provide daily iii

DECISION (Promote or Retain)

- Promote with Progress Monitoring Plan and daily iii
 Retain with a Progress Monitoring Plan and daily iii for the following reason(s)
(specify reasons below)

Critical Issues Regarding Retention of English Language Learners (ELLs)

If an ELL is performing at or above grade level according to the district student progression chart, and/or progressing normally along the ELDC, there should be no consideration of retention.

- 1. Can a student be retained for lack of English language skills?**
No. Academic remediation can occur at the next grade, and English will be gained along the way. Promote.
- 2. Can Beginning Level students be retained?**
ELLs in Beginning category should normally not be considered for retention (unless it can be guaranteed that this child will gain 2 years worth of academic growth if retained.)
- 3. If a new-to-the-country ELL enters school during the last trimester, should s/he repeat the grade?**
No. It would not be age appropriate placement. If s/he entered school the following August, age-appropriate placement would be the next grade. We cannot penalize ELLs on the basis of the time of year they enter school. Promote to the next grade.
- 4. How do I document promotion of an academically marginal student?**
Promote with Progress Monitoring Plan and daily iii per Student Progression.
- 5. If a student scores well in math, and not in reading, should s/he be retained?**
A higher score in math than reading often indicates the child has the ability to do well academically, but lacks English language skills. Time will help that, not retention. Promote.
- 6. Should behavior or immaturity be a factor in retention?**
No. Students should be promoted or retained based on academic reasons only.
- 7. Do student attendance days at schools in other countries count toward attendance?**
Yes.
- 8. If a student is at FCAT Level 2 for more than one year, should s/he be retained?**
Not necessarily. Many factors need to be considered, especially language acquisition as expected along the ELDC.
- 9. Won't I be giving "the gift of time" to retained students by holding them in their current grade for another year?**
Students who meet the majority of the district's Student Progression standards for a specified grade level need to be promoted. Keeping them in a grade "so they can have more time to learn" is not in the student's best interest and will usually have a significant negative effect.
- 10. What does research say about the effects of retention?**
Research articles are in general agreement that retention policies have significant negative effects on retained students, and that these students would experience greater growth if promoted. The Department of Multicultural Education will be happy to provide numerous research articles and sources that elaborate upon this statement.
- 11. Where can I look to see if an ELL is making adequate progress in English literacy at their stage of language acquisition?**
Go to: <http://etc.ussf.edu/flstandards/index.html> and look under "Language Arts," "Reading and Language Arts Standards," to find the "English Language Proficiency Standards."
- 12. Aren't you lowering standards for ELLs?**
No. The guidelines for promotion are following the Student Progression Charts. ELLs who have been in ESOL less than 3 years may have lower test scores than their peers due to lack of cognitive academic language proficiency. It is generally not due to lack of ability.