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PERCEPTIONS OF PARENTS AND SCHOOL EDUCATORS ON ENGLISH LANGUAGE
LEARNER EDUCATION IN FLORIDA TARGETTING THE GRADUATION 13-YEAR
RULE.

by

Ailyn Barrios Forte, Ed.D

A DISSERTATION

submitted to Lynn University in partial fulfillment

of the requirements for the degree of

Doctor of Education

2023

Doctoral Program in Educational Leadership

Ross College of Education

Lynn University

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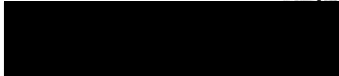





LYNN UNIVERSITY
Abstract

APPROVAL OF DISSERTATION IN PRACTICE

Perceptions of Parents and School Educators on English Language Learner
Education in Florida Targeting the Graduation 13-Year Rule.

By

Ailyn Barrios Forte

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Abstract

AILYN BARRIOS FORTE: Perceptions of Parents and School Educators on English Language Learner Education in Florida Targeting the Graduation 13-Year Rule.

The purpose of this investigation was to determine the Perceptions of Parents and School Educators on English Language Learner Education in Florida Targeting the Graduation 13-Year Rule. There is a consistent trend of English Language Learners (ELL) in the United States lagging the total student graduation rate for public high school students in a four-year adjusted cohort. “Federal regulations require each state to calculate a four-year adjusted cohort graduation rate” (Florida Department of Education, 2022b. p. 1). A cohort is defined as a group of students on the same schedule to graduate within four years of their first enrollment in the ninth grade (Florida Department of Education, 2022b). Students who do not graduate with their four-year cohort are counted against the graduation rate (Florida Department of Education, 2022b). In Florida, English Language Learners have an extra academic year (“thirteenth year”) to finish and pass all state graduation criteria as stated in the Florida Department of Education Rule 6A-6.0909 section 3. English Language Learners are often not finishing high school within the four years and are possibly not given the thirteenth year needed to complete their high school requirements. The perceptions of English Language Learner parents are often unknown (Housel, 2020; Yol, 2019).

This study investigated the perception of English Speakers of Other Language Parents on the Florida State Board of Education Rule 6A-6.0909 section 3, the thirteen-year rule, as a means to graduate ELL students. In addition, the study investigated school educators’ perceptions of the thirteenth-year opportunity for ELL students. This study design was based on action research.

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Descriptive statistics was applied to examine the participants' perspectives on the critical topic utilizing an online survey with Likert style and open-ended questions. Simple correlations and themes were discovered to gain information and bring awareness to the field of education, specifically among Florida English Language Learners.

Acknowledgments

This prestigious degree would not have been possible without the support of many people in my life. I would like to take this opportunity to acknowledge those who have supported, motivated, and assisted me in this journey to achieve one of my ultimate goals.

I would like to thank my amazing husband, Christopher Forte for his unwavering support during this journey. He never lost sight of the end goal even when I sometimes did. Thank you for supporting me and my coursework, especially on our trips around the world. You are the best part of my day, and I am so grateful I get to spend my life with you. Thank you for giving me this precious life I have been carrying for eight months. I look forward to becoming parents with you in a few short weeks. I love you more today than I did yesterday.

My family, Mom, Mark, Adrian, Kathy, Camila, and Gabriela: my life would not be fulfilled without you in it. Spending time with you is what I look forward to the most. Thank you for loving me and supporting me always. To my Forte family, thank you for welcoming me into the family with open arms from the moment we met. We have a Doctor in the house now! I love you all.

Thank you to my incredible support system, Cohort 20. I would not have gotten through this without your motivation, collaboration, and advice. At some point throughout these two and a half years, we all needed venting sessions or pick-me-ups and I am so lucky to have found lifelong friends in you. Dr. Samantha Butler, thank you for your guidance, advice, and coaching. You have been the best mentor and friend I could ask for.

I owe so much gratitude to my committee members, Dr. Jones, Dr. Kiser, Dr. Lesh, and Dr. Oaxaca. Thank you for your feedback and guidance on my research. You helped shape my research and I am forever thankful for your input. I would especially like to thank my incredible

chair, Dr. Kelly Burlison. Life has a funny way of bringing special people back into your life. I was lucky to have you as my chair to guide and support me after working with you 13 years ago. Your guidance and dedication to my success have been a huge motivator for me. I am endlessly grateful to you and the time you spent with me.

Dedication

“We left the way one leaves a cherished but impossible love: our hearts heavy with regret but beating with great hope.”- Mirta Ojito, Cuban Exile and Author

My maternal grandparents left their wonderful country of Cuba hoping to provide my mother a better life in 1961. They left as exiles with the hope of returning to Cuba one day, but, unfortunately, that never happened. They raised their three children in the United States of America. In 1966, my mother started kindergarten in Michigan where she was the only student who looked like her, with dark hair and dark eyes, and spoke her language, Spanish. She was plopped into a classroom with students and a teacher with whom she could not communicate. My grandparents were still learning the English language, so they could not assist my mother with much of her schoolwork. Gloria Maria, my mother, was a Cuban English Language Learner with today’s labels, with no academic support in her classroom. Her teachers did not know how to educate her, nor did they have the resources to fully support her academically.

Luckily for her, she picked up English very quickly and was able to finish Kindergarten speaking more English than she started the year with. Her journey was not easy; she overcame many struggles as a child. Yet, she grew up, graduated high school, and had an amazing career as an administrative assistant.

Mom: I dedicate this Doctoral degree to you. You are the strongest woman I know. Your life challenges have never kept you down; they have only been a motivator to rise up and keep moving. I have learned all that I am because of watching you. Thank you for loving me unconditionally. Thank you for being my number-one cheerleader my entire life. Thank you for giving me the confidence to go after my hopes and dreams. I pray I am half the mother you are. I love you.

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Because of my mom, I am passionate about assisting English Language learners achieve their maximum potential while in school. Although we have come a long way in educating English Language Learners since 1966, we still have more work to do to ensure our students' lives are beating with great hope.

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Chapter 1: Introduction

Problem Statement

According to the Office of English Language Acquisition (2020), the national average high school graduation rate for English Language Learners (ELL) lags the national average of all students. The English Language Learner national average graduation rate in the school year 2018-2019 was 69% compared to the national average graduation rate of all students for that same year of 85% (National Clearinghouse for English Language Acquisition, 2020). This data results in a 16% negative difference in the achievement gap among English Language Learners. In Florida, for that same year, the average graduation rate was 87 % while the English Language Learners' graduation rate was 75% (National Clearinghouse for English Language Acquisition, 2020). In a large Florida school district, the graduation rate was 91% for school year 2021-2022, while the English Language Learner Graduation Rate lagged by approximately 5% points at 86.1% (Tierney, et al., 2022). There is a consistent trend of English Language Learners lagging the total student graduation rate for public high school students in a four-year adjusted cohort.

“Federal regulations require each state to calculate a four-year adjusted cohort graduation rate” (Florida Department of Education, 2022b. p. 1). A cohort is defined as a group of students on the same schedule to graduate within four years of their first enrollment in the ninth grade (Florida Department of Education, 2022b). English Language Learners lag the national high school graduation rate average (National Clearinghouse for English Language Acquisition, 2020). In Florida, English Language Learner graduation rates are determined by their four-year cohort peers although they have an extra academic year to finish and pass all state graduation criteria (Florida Department of Education Rule 6A-6.0909 section 3). Due to this school data reporting barrier, English Language Learners' high school graduation rates appear lagging since

it does not include the additional academic year they are entitled to. Students who do not graduate with their four-year cohort will be counted against the graduation rate (Florida Department of Education, 2022b). The goal of this action research was to fill a research gap on ELL parent and educator perceptions of the thirteenth-year option to graduate high school.

Background

The United States Title VI of the Civil Rights Act of 1964 states, “No person in the United States shall, on the ground of race, or national origin, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any problem or activity receiving federal financial assistance from the Department of Health, Education, and Welfare.” (United States Department of Justice). In addition, the Equal Education Opportunities Act of 1974 ensures equal education for minority students (United States Department of Justice, 2021). In 1990, the League of United Latin American Citizens, et al. v. Florida Board of Education determined that students with limited English proficiency must be appropriately identified to ensure they receive proper educational services. In 2015, President Barack Obama signed the Every Student Succeeds Act, which replaced the “No Child Left Behind Act,” which requires that all schools educate all students and be taught high academic standards in preparation for college and career (U.S Department of Education, 2021). Specifically, the Every Student Succeeds Act allocates local educational agencies with funding to provide English Language Learners with supplemental services to improve their English language proficiency and academic achievements (U.S. Department of Education, 2016). In summary, all students, regardless of their language proficiency, should not be denied proper education in the United States.

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According to the United States Census 2019 estimates, approximately 12 million people between the ages of five and seventeen (school-aged) speak a language other than English. In the Fall of 2019, there were 5.1 million students (10.4% of the total number of students) in the United States K-12 schools that were English Language Learners (National Center for Education Statistics, 2021). California, New Mexico, Texas, Nevada, and Illinois had the highest percentage of English Language Learners in total enrollment. Florida had 10% of their public school students classified as English Language Learners (National Center for Education Statistics, 2021).

According to the Every Student Succeeds Act, Section 3131, schools shall have funding for proper professional development for teachers to assist in the classroom instruction of English Language Learners (U. S Department of Education, 2016). Educators must be adequately trained to meet the needs of English Language Learners. In Florida, all teachers must complete an English Speakers of Other Languages (ESOL) training requirement (League of United Latin American Citizens, et al. v. Florida Board Education, et al., 1990).

ELL Academic Proficiency. Data gathered from the United States Department of Education National Assessment of Educational Progress (NAEP) indicated that only 9 percent of English Language Learners were at or above proficient in 4th-grade reading in 2019. The reading scores for 4th grade English Language Learners lagged by 33% compared to the non-ELL students (The Condition of Education, 2020). Less than 9 percent of English Language Learners were at or above proficiency in 8th-grade reading (The Condition of Education, 2020). Eighth-grade students who are identified as at risk, below grade level, at that age have a 60 percent graduation rate compared to their peers not identified as at risk have a graduation rate of 90 percent (Green & Scott, 1995). This research highlights the need for adequate programs for

diverse English Language Learners. Conversely, if schools offer reading courses to meet the needs of diverse learners, supplement instruction with reading interventions, and implement a rigorous curriculum, these strategies are successful in closing the achievement gaps between English Language Learners and their native peers (López et al., 2015).

Collier & Thomas (2017), conducted a longitudinal study determining the length of time it takes English Language Learners to achieve grade-level proficiency. They determined that it takes kindergarten students six years when receiving quality dual language instruction. It takes 7-10 years to achieve academic grade level proficiency when ELLs do not have dual language instruction and many do not reach their grade level proficiency (Collier & Thomas, 2017).

The achievement gaps between bilingual and Language Instruction Education Programs (LIEP) were examined (López et al., 2015). The research “suggests that achievement disparities between Latino fourth graders with and without the risk factors of ELL status and lunch program eligibility are generally wider in states with stronger bilingual emphasis and a larger percentage of Latinos” (López et al., 2015, p.437). English Language learners who qualify for free and reduced lunch lag by approximately two points in reading, four points in mathematics, and six points in science compared to the disparities in a similarly dense state with the most restrictive LIEP. It is important to note that this research is representative of a more significant achievement gap among their monolingual peers (López et al., 2015). The strongest influence determining achievement levels on standardized tests for ELLs was the amount of homeschooling they received in their home country prior to entering a United States school (Collier & Thomas, 2017). Students who enter high school with significant learning gaps and at-risk factors, such as language barriers and poor socioeconomic status, are twenty-eight percent more likely to fail to complete high school graduation courses (Green & Scott, 1995).

ELL Graduation. Research conducted in Fort Worth, Texas, indicated that ninth-grade English Language Learner newcomers had lower English language proficiency levels than other English Language Learners (Chu & Fong, 2015). Four subgroups of ELL graduation rates were analyzed: (1) Newcomer students who enrolled in 9th grade, (2) Long Term ELLs are those who were initially classified as ELL in elementary school, (3) Immigrant Recent ELLs are those students who have recently immigrated to the United States in the last three years and were classified in middle school, and (4) Non-immigrant recent ELLs are those students who are not immigrant and classified in middle school (Chu & Fong, 2015). Recent Immigrant ELLs had a slightly higher graduation rate (64%) than long-term ELLs (61%). In addition, non-immigrant recent ELLs had a slightly higher graduation rate (49%) than ninth-grade newcomers (47%)” (Chu & Fong, 2015).

The United States High School graduation requirements vary from state to state. According to the National Center for Education Statistics (2018), “States define diplomas and graduation requirements differently and may offer one diploma, multiple diplomas, multiple courses of study leading to one diploma, or endorsements students may earn in addition to a standard diploma.” In Florida, students need 24 credits for a standard diploma; four must be English, four Mathematics credits, three Science credits, and three Social Science credits (Refer to Table 1). High school students must also meet English/Language Arts and Math assessment requirements along with a 2.0 Grade Point Average on a 4.0 scale (Florida Department of Education, 2022a). Other Florida diploma options include an 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL), and an 18-credit Career Technical Education Options (Florida Department of Education, 2022a). The benefit of a standard 24-credit high school diploma is the opportunity for eligibility into a four-year college or university.

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Florida State University System admissions requirement includes a standard 24-credit diploma (Florida Department of Education, 2011).

Students with Disabilities also have options with Florida Alternate Assessment measuring their skills or utilizing mastery of academic and employment competencies (Florida Department of Education, 2022a). Students with Disabilities can also waive assessment results for the purpose of obtaining a standard diploma (Florida Department of Education, 2022a). In the fourth footnote of the data table compiled by the National Center for Education Statistics (2007), it indicates that “states vary in their conditions for granting a waiver and usually involve the student demonstrating proficiency in other ways”. In Florida, Students with Disabilities can obtain a waiver to waive the standardized assessment requirements with parental approval and submitted by the student's Individual Education Plan (Florida Department of Education, 2022a). Florida is one of five states that grant Students with Disabilities waivers on state assessments for graduation (National Center for Educational Statistics, 2007). There are no assessment waivers in Florida of this nature for English Language Learners.

According to Florida Department of Education (FLDOE) Rule 6A-6.0909 exemptions provided to English Language Learners- Section 3 states, “English Language Learners who have completed the credits required for graduation and who have failed to meet the 10th grade standards as measured by the statewide standardized assessment shall be eligible for compensatory education for ‘a thirteenth year’ as provided in Section 1003.4282, F.S”. This was initially enacted in 1990 as a result of litigation which established Florida’s authority for the implementation of the Consent Decree (League of United Latin American Citizens, et al. v. Florida Board Education, et al., 1990). In 2014, the Florida Department of Education revised Rule 6A-6.0909 which is currently still in place (Florida Department of Education, 2022a). The

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four-year cohort determines the United States High School graduation rates. The cohort is defined as “first-time 9th-graders in a particular school year and then adjusted by adding any students who immigrate from another country or transfer into the cohort after 9th grade and subtracting any students who transfer out, emigrate to another country, or die” (National Center for Education Statistics, 2018).

Significance of the Study

The perceptions of English Language Learner parents are often unknown (Housel, 2020; Yol, 2019). This study determined the perception of ESOL Parents on the Florida State Board of Education Rule 6A-6.0909 section 3, the thirteen-year rule, as a means to graduate ELL students. Prior to this study, there was no research related to this topic adding to the significance of this study. This study also determined the perception of school educators on the Florida State Board of Education Rule 6A-6.0909 section 3, the thirteen-year rule, as a means to graduate ELL students. This is significant because informed parents and educators could encourage the extra academic year in high school for English Language learners to graduate high school instead of dropping out. English Language Learners have a national dropout rate of in the school year 2017-2018 of 32% compared to 15% for all students (National Clearinghouse for English Language Acquisition, 2020). This study gathered data evaluating the parent’s and educators’ perceptions and knowledge of the Florida State Board of Education Rule 6A-6.0909 section 3 and if they find it useful for their ELLs. This study was a beneficial first step in addressing English Language Learner graduation rate lags because they are determined by a four-year cohort, instead of the five years ELLs are given to graduate.

Rationale of Study

Positive parental involvement for high school students encourages students to do well in school and plan for college (Pek & Mee, 2020). In addition, students who have parental involvement in their education have higher grades than those whose parents were not involved (Pek & Mee, 2020). Research suggests that the most effective interventions were those where parents and school educators worked together to form a two-way exchange of information regarding the student's academic and behavior (Cox, 2005; Yol, 2019; Housel, 2020).

Historically, English Language Learners have suffered from lower academic performance (Shin, 2015). English Language Learners lag the national graduation rate (United States Department of Education). Research indicated that assumptions are made that English Language Learners are limited intellectually (Callahan, 2005; Katz, 1999; Ingerson, 2011). Since ELLs have a lagging high school graduation rate compared to their peers, the data reinforces this misconception (National Clearinghouse for English Language Acquisition, 2020). If the English Language Learner graduation rate was determined by those that graduated within a five-year cohort model, it is assumed that the graduation rate would increase since the student's and school's graduation rate would benefit from the Florida State Board of Education Rule 6A-6.0909 section 3, the thirteen-year rule.

This study was necessary to determine the Florida parent's perceptions of the Florida Department of Education Rule 6A -6.0909 section 3, the thirteen-year rule as a means to help close the graduation gap for English Language Learners. This study was also necessary to determine the Florida educator's perceptions of the Florida Department of Education Rule 6A-6.0909 section 3, the thirteen-year rule. Parental awareness and educator awareness of the

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Florida Department of Education Rule 6A-6.0909 section 3 thirteenth-year rule could aid high school English language learners in graduating from Florida schools.

Purpose of the Study

This study analyzed parents' perceptions of English Language Learners' plans within Florida. It also aimed to gather data on the perception of school educators of English Language Learners' education plans. Lastly, this study analyzed the school educators' perceptions/ use of the thirteenth-year rule for English Language Learners to encourage graduation.

Research Questions

1. What is the parent perception of Florida High School English Language Learner programs?
2. What is the school educators' perception of High School English Language Learner programs in Florida?
3. What is the school educators' perception of the Florida Department of Education Exemptions Provided to English Language Learners Section 3, thirteen-year rule?

Assumptions (a level 2 APA Heading)

This study focused on ESOL parents of English Language Learners enrolled in Florida public K-12 schools. The study was limited to those ESOL parents who also had access to the survey posted on Facebook (Appendix A). The study was also limited to Florida educators with active teaching certificates. Data was gathered to analyze the perceptions of knowledge of the Florida State Board of Education Rule 6A-6.0909 section 3, the thirteen-year rule.

The study was built on the following: 1) Perceptions of ESOL parents and their own experiences and knowledge. 2) The perceptions of Florida educators and their own experiences and knowledge. 3) Assumption that responses were collected from perspective

groups following established parameters. 4) Anonymity of the study participants. 5) The study participants would not be followed after the conclusion of the survey.

Definitions of Terms

ACCESS for ELLs- Assessing Comprehension and Communication in English State-to-State for English Language Learners- assessment tool used to determine proficiency in reading, writing, oral, and speaking in English. Developed by the WIDA Consortium (WIDA, 2022).

Accommodations- extra support or curriculum modification a student may need to meet mastery of the benchmark/standard or on a standardized test (Ingerson, 2011).

English Speakers of Other Languages (ESOL)- English Language Learners are provided with language instruction to develop their English language proficiency (National Academies of Sciences, Engineering and Medicine, 2017).

English Language Learners (ELL)- those students who are non-native and meet qualifications for academic support based on their entry-level English proficiency assessment scores. This term was coined by LaCelle-Peterson and Rivera (1994) to identify students labeled as Limited English Proficient more positively.

Graduation- meeting all the qualifications to complete the criteria for a high school diploma (Florida Department of Education, 2022).

Long-Term English Language Learner- students who despite enrolling in United States schools for more than six years, are not progressing towards English proficiency (Olsen, 2014).

Newcomer- students born outside of the U.S. who have recently arrived in the United States and are enrolled in U.S. schools (U.S. Department of Education, 2017).

Parent- in this study, a parent is a person or guardian who has a child/children in a K-12 public school within the state of Florida being analyzed.

Parental Involvement: Parents or guardians who are actively involved in their student's education (Grolnick & Slowiaczek, 1994).

School Educators – in this study, school educators are teachers, school counselors, administrators, ESOL Coordinators, district professionals, or other school staff who hold an active teacher certificate working in a 9-12 public school within the state of Florida being analyzed.

Thirteen-year rule- Florida State Board of Education Rule 6A-6.0909 section 3 states that an English Language Learner who does not meet the graduation requirements by their 4-year cohort could be eligible for an additional academic year to complete the graduation requirements (Florida Department of Education, 2022).

WIDA- World-Class Instructional Design and Assessment- a Consortium providing language development resources and assessments supporting the academic success of English Language Learners (WIDA, 2022).

Organization of the Dissertation

This study includes four additional chapters. Chapter II provides a literature review of the critical history of English Language Learner education and previous relevant studies conducted. Chapter III presents the methodology of this research and how the researcher conducted the study. In Chapter IV, the researcher presents the findings of the study and analysis of the data gathered. Chapter V summarizes the research conducted and provides the researcher's interpretation of the data in connection with the literature review and recommendations for future research.

Chapter II: Literature Review

Introduction/ Background

In the fall of 2019, there were 5.1 million students (10.4% of the total number of students) in the United States K-12 schools who were English Language Learners (National Center for Education Statistics, 2021). Most of these students' native language is Spanish, 3.9 million, followed by Arabic, 131,600 students (National Center for Education Statistics, 2021). Unfortunately, according to the Office of English Language Acquisition, the national high school graduation rate for English Language Learners (ELLs) lags behind the national average of all students (2018). The English Language Learner national average graduation rate in the school year 2017-2018 was 68% compared to the national average graduation rate of all students for that same year of 85% (National Clearinghouse for English Language Acquisition, 2020).

The Florida Department of Education, Section 1003.56, F.S, defines English Language Learners as "Limited English Proficient" students (2022a). The term "English Language Learner" was coined by LaCelle-Peterson and Rivera (1994) to identify students formerly labeled as Limited English Proficient positively. To label students by their abilities rather than their deficiencies, the term was quickly well received within the education community since *student teachers* are not known as *limited proficient individuals*, and *chemistry majors* are not *students with limited chemistry proficiency*. The term English Language Learners emphasizes that these students are academic learners, like their peers, and mastering another language (LaCelle-Peterson & Rivera, 1994). More recently, these students are being referred to as "Emergent Bilinguals" because, in fact, they are *emerging bilinguals* acquiring English skills through school while continuing to function in their native language at home (Garcia, 2009).

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English Language Learners are not a homogeneous group of students with one set of academic needs (Callahan, 2005). Instead, English Language Learners may be defined based on the length of residency and schooling prior to enrolling United States schools. In Florida, there are currently 265,000 English Language Learners, according to the Florida Department of Education (2022a). Florida is now ranked third among the ELL population in the nation (Florida Department of Education, 2022a). Spanish is the dominant additional language spoken in Florida followed by Haitian/ Creole (Statistical Atlas, 2022). Additionally, there are also 300 other languages students speak in the state (Florida Department of Education, 2022a).

History and Case Law of ELL Education. The United States Title VI of the Civil Rights Act of 1964 states, “No person in the United States shall, on the ground of race, or national origin, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity receiving federal financial assistance from the Department of Health, Education, and Welfare.” (United States Department of Justice). The Bilingual Education Act of 1968, which provides funding for schools to educate students with limited English-speaking abilities (LESA), was eventually solidified with The Equal Education Opportunities Act of 1974 (Jochum, 2011). The Equal Education Opportunities Act of 1974 ensures equal education for minority students (United States Department of Justice, 2021). As a result of *Lau vs. Nichols* (1974), schools could not deny students the opportunity to obtain an adequate education regardless of their home language, which would be discriminatory and unlawful. In 1990, the *League of United Latin American Citizens, et al. v. Florida Board of Education* determined that students with limited English proficiency must be appropriately identified in order to ensure they receive proper educational services. In 2015, President Barack Obama signed Every Student Succeeds Act which requires that all schools educate all students

and be taught high academic standards in preparation for college and career (US. Department of Education, 2021). Specifically, Every Student Succeeds Act allocates local educational agencies with funding to provide English Language Learners with supplemental services to improve their English language proficiency and academic achievements (U. S Department of Education, 2016). In summary, all students, regardless of their language or language proficiency, should not be denied proper education in the United States.

ELL Classification. In the United States, the classification of a potential English Language Learner begins with enrollment into schools (Cimpian et al., 2017). Any student enrolling in a K-12 school that indicates another language is spoken at home on the Home Language Survey must be assessed to determine if the student qualifies for English Language services based on their assessment scores (Florida Department of Education: Rule 6A-6.0902, 2021). An assessment of their English skills must be conducted by the school no later than 20 school days after the student's enrollment. If a K-12 student scores in the 32nd percentile or below, as determined by their listening and speaking scores, they will be classified as English Language Learners and eligible for English Speakers of Other Languages (ESOL) services (Szecsi, et al., 2017). Schools are required to notify parents of this classification within 30 days of the determination (Collier & Thomas, 2017).

If a student is determined to be an ELL by their test scores, the school must determine appropriate services such as accommodations, sheltered classes, or dual language support. Depending on the student's assessment data, the student's schedule should be tailored to their individual needs and accommodations (Florida Department of Education: Rule 6A-6.0902, 2021). Districts may group students together in sheltered content area classrooms or mainstream

instruction to ensure ELL students receive the academic content in the most effective environment for them (Callahan, 2005).

After the student has been determined as an English Language Learner, schools and districts must develop a Student ELL Plan. As per the Florida Department of Education Rule 6A-6.0901, a student ELL plan is a written document that identifies the student name, instruction by program, instructional schedule, date of ELL identification, assessment date used to classify or reclassify student, and date of exit assessment data tool used (Florida Department of Education, 2022a). “Every Student Succeeds Act of 2015 requires that all students identified as English language learners be assessed annually for English language proficiency” (WIDA, 2022, p. 1).

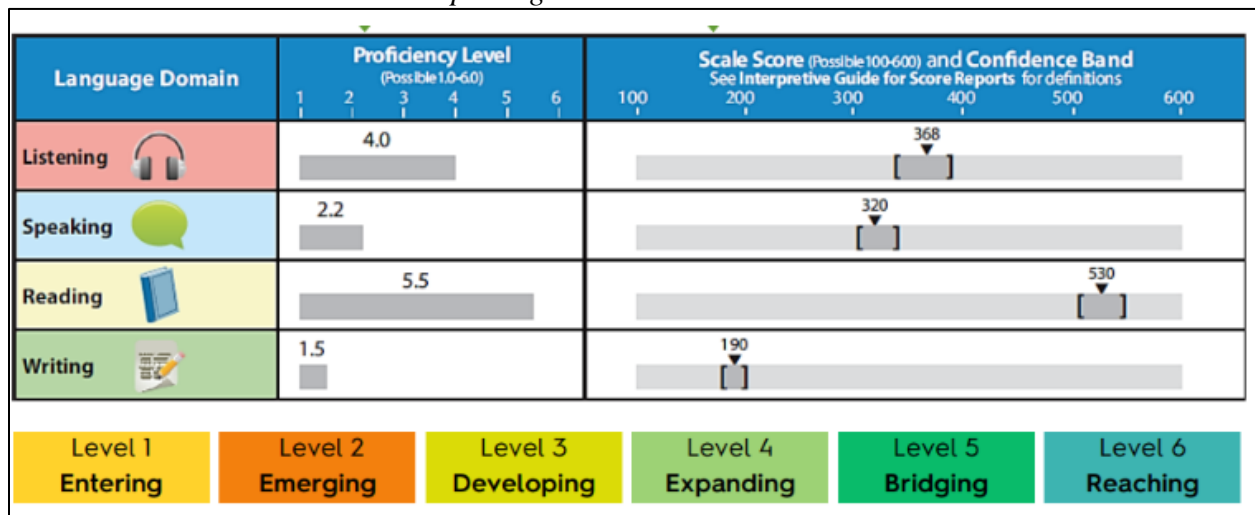
Assessing English Proficiency. The World-Class Instructional Design and Assessment (WIDA) consortium program is utilized in Florida, and 41 other states, to assess English proficiency measured by Language Proficiency Standards (WIDA, 2022). “WIDA offers a comprehensive, research-based system of language standards, assessments, professional learning, and educator assistance” (WIDA, 2022). WIDA utilizes summative English proficiency assessments, Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) for ELLs to assess language skills. The ACCESS for ELLs assessment is an online test that measures proficiency in reading, writing, oral, and speaking in English. The purpose of ACCESS for ELLs is to monitor progress in English language proficiency on a yearly basis (WIDA, 2022).

The annual assessment is a method by which English Language Learners show proficiency in the English language and can be reclassified and exit the ESOL program once proficiency is met (Carlson & Knowles, 2016). Refer to Figure 1 for WIDA individual student score reporting tool that schools use to determine students’ proficiency levels. Those who were

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reclassified spent more time during eleventh grade receiving more content-specific classes preparing for college, whereas still being classified as an ELL student meant students spent more time building English proficiency in their courses. To be reclassified as English proficient for students in grades 10-12, students must achieve at least a level 4 in the Reading component and at least a level 4 on a composite scale on the ACCESS for ELLs assessment, or a score of 3 or above on grade level Florida Standard Assessment English Language Arts assessment (Shneyderman, 2018). This reclassification positively influences post-secondary enrollment (Carlson & Knowles, 2016). Reclassification varies across states and even across districts (Cimpian, et al., 2017).

Figure 1
WIDA Individual Student Score Reporting Tool



Note: Figure 1 details a summary score for an individual student. The four language domains are being assessed: Listening, Speaking, Reading, and Writing. In each of those domains, the student’s skills are scored and determined by level.

Newcomer ELLs. The U.S. Department of Education (2017) defines newcomers as any foreign-born students and their families who have recently arrived in the United States. Newcomer students face challenges of assimilation to a new country and learning the English

language. Getting an education is a critical step for an English Language learner; their parents value education and have high aspirations for their children (Tarasawa & Waggoner, 2015).

Depending on the school district throughout the nation, some newcomer students may be placed in newcomer programs or mainstreamed into their general education settings (National Clearinghouse for English Language Acquisition, n.d.).

More recently, research was conducted on how newcomer students may develop success in United States schools which include building students' social communities, or capital (Hos et al., 2019). This research relies heavily on Bourdieu's (1986) social and cultural capital theory. As cited in Hos, Murray- Johnson & Correia (2019), "Bourdieu (1986) notes that capital is closely linked to culture, built over time, almost unconsciously and often, in the process of socialization". Since newcomers in this study have "missed out" on years of schooling in the U.S. education system where capital is reproduced, it is both critical and necessary to explore their experiences with the development of embodied and institutionalized forms of cultural capital in particular states that are most likely to promote equitable learning opportunities for them. For example, the research found that the Newcomer Program in Washington segregated newcomer students from their mainstream peers for the school day, including lunch. The newcomer students reported longing for interaction with mainstream students. Classroom teachers make a significant difference in academic gains when teaching newcomer students cultural and social capital (Hos et al., 2019).

Chu and Fung's (2015) research indicates that ninth-grade English Language Learner newcomers had lower English language proficiency levels than other English Language Learners. The research also shows that newcomer English Language Learners have a lower graduation rate than long-term English Language Learners and those students who immigrated

into the United States school system during earlier years (Chu & Fung, 2015). The research suggests that more accommodations are needed for ELL graduation status within four years due to it taking longer than four years gain proficiency in the English language (Chu & Fung, 2015; Collier & Thomas, 2017).

Proficiency and Long-Term ELLs. According to a multiyear study, it takes students three to five years to achieve oral proficiency in a new language (Hakuta, Butler & Witt, 2000). Reaching academic proficiency in English takes five to seven years (Collier & Thomas, 1989). The variables contributing to the rate at which students achieve English proficiency depends on age on arrival, length of residence, and the number of years of school in the native language (Collier & Thomas, 1989). However, there are Long Term English Language Learners who take longer than the traditional time to learn the language (Shin, 2015). Long Term English Language Learners have been in ELL programs for five or more years and have not been reclassified (Shin, 2015). They are usually *stuck* at intermediate levels of English proficiency or below, and some of them reach higher levels of English proficiency but they cannot be reclassified due to insufficient achievement in academic language (Shin, 2015). The majority of secondary Long-Term ELLs reach a ceiling of intermediate levels because they have had limited opportunities to learn high-order thinking skills in previous years (Shin, 2015).

Long Term English Language Learners (LTEL) develop habits of non-engagement, passivity, and invisibility in school since they have been through many academic school years falling behind (Olsen, 2014). Those LTELs who have reached high school have not been taught the study skills or behaviors associated with academic success (Olsen, 2014). In addition, these students have not received any language development assistance to aid their language proficiency skills (Olsen, 2014).

Secondary students who are several years below grade level, often Long-Term English Language Learners, are frequently enrolled in courses that support reading skills (Olsen, 2014). Ludwig, Guo, and Georgiou's (2019) conducted a meta-analysis of the previous ELL reading intervention strategies. Unfortunately, some studies do not identify ELL students before conducting their research. "Despite concerted efforts to improve the reading skills of English Language Learners, it remains unclear if the interventions they have been receiving produce any positive results. This meta-analysis examined how effective reading interventions improve ELLs' reading skills and what factors may influence their effectiveness." (Ludwig et al., 2019, Abstract) This meta-analysis reported that targeted interventions within the four categories (phonological awareness, phonics, vocabulary, and other -when multifaceted interventions were used) with English Language Learners showed significant positive effects for reading accuracy and fluency but intermediate results for comprehension (Ludwig et al., 2019). Long-term English Language Learners are successful in schools when teachers provide academic language development that focuses on powerful oral language development, high quality writing, and reading relevant texts (Olsen, 2014).

Teacher Training. In Florida, most schools utilize a mainstream classroom approach with students who are not native English speakers. It is the classroom teacher's responsibility to ensure that classroom instructional strategies utilized are accessible and understandable to ELLs. Continuous professional development and training in topics related to ESOL instruction are essential to the success of ELLs (Szecsi, et al., 2017).

Teachers, counselors, and administrators unintentionally perceive English Language Learners as having limited intelligence and place students in low rigorous classes (Callahan, 2005; Katz, 1999). However, English Language Learners are not unintelligent and may need

accommodations to receive passing grades (Ingerson, 2011). Successful accommodations are having students' tests read to them for better comprehension or having students' assignments modified to meet their reading and writing levels (Ingerson, 2011).

Cervetti, Kulikowich and Bravo (2015) analyzed teacher curriculum materials, specifically English Language Learner strategies and accommodations. For example, when cognates are infused into the curriculum, students are given opportunities to write or talk in their first language, and comprehension monitoring is conducted, English Language Learners' achievement scores increase (Cervetti et al., 2015). Ideally, the instructional methods would scaffold the content curriculum without jeopardizing the pace and amount of content covered (Callahan, 2005).

Silva and Kucer (2016) conducted a semester-long qualitative study with Washington's middle and high school newcomer programs. Preservice teachers were selected, and students were also selected based on the date they entered into the United States less than two years. The research indicated that newcomers had difficulty successfully engaging in the classroom. The study also showed that the students were more successful when their native language was recognized and supported in the classroom (Silva & Kucer, 2016). The same findings were concluded in a Florida study where an effective classroom strategy for ELLs was infusing their native language and cultures into the lessons (Szecsi, et al., 2017). The research indicates that more emphasis and teacher training is needed to encourage and allow ELL students to utilize their native language within the classroom setting as an effective classroom strategy (Silva & Kucer, 2016; Szecsi, et al., 2017).

Specific research was conducted on how high school newcomers could be academically, socially, and emotionally supported in two high schools in Fort Worth, Texas. The study

emphasized social-emotional support for newcomers (Schmida & Chu, 2016). Pedagogical classroom supports were analyzed using observations and hearing the voices of students, teachers, and administrators. The study results indicated that teachers support students to attend disciplinary use of language, promote the use of English to communicate, and offer opportunities for students to interact and collaborate. This study was instrumental in laying the framework for a successful newcomer program in United States schools (Schmida & Chu, 2016).

The research conducted by Ruecker (2021) took the recommendations of another study to hone in on necessary research in this field. His study also found that teachers were unprepared and untrained to fully support ELL's English proficiency. This study found that barriers, such as money, were critical in the hiring process for English Language Learner teachers. "When funding was available, well-intentioned administrators had trouble recruiting ESL teachers with the requisite training and experience" (Ruecker, 2021, p. 23).

In a study by Reeves (2006), most teachers in the survey felt untrained in working with English Language Learners. The study also found that the teacher attitude toward receiving more training to educate English Language learners was split. Of the participants, 53% indicated they would like to receive more training, and the others indicated they were not interested. According to this study, most (71.9 %) of teacher participants agreed that English Language Learners should be able to acquire language skills within two years of enrolling in a United States school. Orosco & Klingner (2010) found that although teachers received some Response to Intervention professional development, the evidence suggests that the participants had inadequate teacher preparation in addressing Latino English language learners' cultural and linguistic needs.

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The research suggests that ELLs are more academically successful when accommodations are given; such as having tests read out loud (Ingerson, 2011), lessons scaffolded (Callahan, 2005), or cognates infused into the lessons (Cervetti et al., 2015). English Language Learners also have an easier time assimilating into United States schools when cultural strategies are infused into the lesson allowing ELLs opportunities to use their native language and backgrounds (Szecsi, et al., 2017; Schmida & Chu, 2016; Silva & Kucer, 2016). Effective classroom accommodations and strategies must be taught to teachers through effective professional development and training (Reeves, 2006; Orosco & Klingner 2010; Ruecker, 2021). With proper training and professional development targeted toward ESOL practices, administrators, teachers, and school counselors are better equipped to advocate for ELLs (Szecsi, et al., 2017).

Teacher ESOL Endorsement. In Florida, teachers must have either an ESOL endorsement or meet ESOL compliance as a result of the Florida Consent Decree as outlined in 6A-4.0244 Specialization Requirements for the Endorsement in English for Speakers of Other Languages- Academic Class (Florida Department of Education, 2022a). If a teacher is ESOL Endorsed, this indicates they hold a bachelor's degree with a certification in another subject and fifteen semester hours in English for Speakers of Other Languages. They can also obtain ESOL endorsement by completing 300 district master in service points. These fifteen semester hours include methods of teaching English Language Learners, development of ESOL curriculum, applied linguistics, cross-cultural communication and understanding, and testing and evaluating English Language Learners (Florida Department of Education, 2022a). Any teacher in Florida who instructs English Language Learners must complete sixty (60) in-service points or three college/university semester credits. All administrators, psychologists, and school counselors

must complete 60 in-service points or three college/university semester credit hours every three years in ESOL teaching strategies.

Parent and Community. Parental involvement is the “allocation of resources to the child's school endeavors” (Grolnick & Slowiaczek, 1994, p. 238). Parent educational involvement can be categorized in three ways: (1) Involvement with a child and the child’s education at the school building, (2) Personal involvement at school or home, and (3) Cognitive/intellectual involvement related to making materials/resources that stimulate children’s learning, such as homework help (Grolnick & Slowiaczek, 1994). Students whose parents are not involved in school have a higher dropout rate than students whose parents are involved in school (Nguyen et al., 2022). Positive parental involvement for high school students would be to encourage students to do well in school and plan for college (Pek & Mee, 2020). In addition, students who have parental involvement in their education have higher grades than those whose parents were not involved (Pek & Mee, 2020). Epstein (2008) found the following:

“Studies confirm that when families are involved, more students earn higher grades in English and math, improve their reading and writing skills, complete more course credits, set higher aspirations, have better attendance, come to class more prepared to learn, and have fewer behavioral problems” (p. 10).

Schools should engage parents in children’s education by visiting students’ homes, parent nights, or conferences (Pek & Mee, 2020). Active lines of communication with parents can improve student academic achievement, while schools may also provide services such as adult ESL classes and interpretation services for meetings (Schmida, & Chu, 2016). According to research, parents of ELLs feel intimidated to enter public schools and are ill-equipped to engage with school personnel because of either a lack of English language proficiency or reluctance to

ask for language interpreters (Housel, 2020; Yol, 2019). Families and parents of English Language Learners are less likely than other parents to attend school meetings or school events (Calvin, 2017). In addition to linguistic concerns, ELL students' parents can also feel overwhelmed by the complex bureaucratic rules and regulations that govern public education, especially services related to ELLs (Housel, 2020). The unfamiliarity with the American school system norms could be a barrier to ELL parental involvement in schools (Yol, 2019).

Cox (2005) found with the meta-analysis review of 18 empirical studies that positive collaboration with parents and schools effectively assisted students in increasing academic achievements. Further, the study found that the most effective interventions were those where parents and school educators worked together to form a two-way exchange of information regarding the student's academic and behavior (Cox, 2005; Yol, 2019; Housel, 2020).

A review of literature conducted by Calvin (2017) analyzed the published works of some of the nation's leading authorities in the field of parent involvement. It yielded information leading to the development of a practical family-oriented model possessing the potential for improving graduation rates for Tennessee high schools. The study concluded that parental involvement could increase graduation rates among high school students by implementing nine strategies (Calvin, 2017). The nine strategies are: (1) School-family involvement assessment (2) Resolution of commitment, (3) School-home partnership team, (4) Planning for action, (5) Communicate, communicate, and communicate, (6) Parent awareness success system (PASS), (7) Developing a robust parent-teacher organization, (8) Family-oriented calendar for activities and events, and (9) School-home liaison aide for non-English speaking families (Calvin, 2017). Although the study was narrowed to Tennessee, the nine parental strategies utilized for

increasing high school graduation rates in the study are a synthesis of the nation's leading research and could be applied to any state, including Florida.

Graduation for ELLs in Florida. United States High School graduation requirements vary from state to state. According to the National Center for Education Statistics (2018), “States define diplomas and graduation requirements differently and may offer one diploma, multiple diplomas, multiple courses of study leading to one diploma, or endorsements students may earn in addition to a standard diploma.” In Florida, students need 24 credits for a standard diploma; four must be English, four Mathematics credits, three Science credits, and three Social Science credits Table 1). Alternative diploma options include an 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) and an 18-credit Career Technical Education Options (Florida Department of Education, 2022a). In addition to the credits needed for graduation, students must pass 10th grade reading and Algebra assessment requirements or obtain concordant equivalent scores on the ACT or SAT assessments. In Florida, students with disabilities can obtain a waiver to waive the standardized assessment requirements with parental approval and submitted by the student's Individual Education Plan (Florida Department of Education, 2022a). In the fourth footnote of the data table compiled by the National Center for Education Statistics (2007), it indicates that “states vary in their conditions for granting a waiver and usually involve the student demonstrating proficiency in other ways”. There are no assessment criteria waivers in Florida of this nature for English Language Learners.

According to Florida Department of Education Rule 6A-6.0909 exemptions provided to English Language Learners- Section 3 states, “English Language Learners who have completed the credits required for graduation and who have failed to meet the 10th grade standards as measured by the statewide standardized assessment shall be eligible for compensatory education

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for ‘a thirteenth year’ as provided in Section 1003.4282, F.S”. This was initially enacted in 1990 as a result of litigation which established Florida’s authority for the implementation of the Consent Decree (League of United Latin American Citizens, et al. v. Florida Board Education, et al., 1990). In 2014, the Florida Department of Education revised Rule 6A-6.0909 which is currently still in place (Florida Department of Education, 2022a). The four-year cohort determines the United States High School graduation rates. The cohort is defined as “first-time 9th-graders in a particular school year and then adjusted by adding any students who immigrate from another country or transfer into the cohort after 9th grade and subtracting any students who transfer out, emigrate to another country, or die” (National Center for Education Statistics, 2018). Those students who are enrolled in ninth grade remain in the cohort, unless they transfer, emigrate, or die, and are expected to graduate high school within four years (Florida Department of Education, 2022b).

Table 1

Florida Standard Diploma Requirements

<p>4 Credits English Language Arts (ELA)</p> <ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement 	<p>4 Credits Mathematics</p> <ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) • An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
<p>3 Credits Science</p> <ul style="list-style-type: none"> • One of which must be Biology 1, two of which must be equally rigorous science courses • Two of the three required course credits must have 	<p>3 Credits Social Studies</p> <ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History

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<p>a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)</p> <p>• An identified computer science** credit may substitute for up to one science credit (except for Biology 1)</p>	<p>• 0.5 credit in U.S. Government</p> <p>• 0.5 credit in Economics</p>
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<p>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts</p>	<p>1 Credit Physical Education To include the integration of health</p>
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<p>8 Elective Credits</p>	<p>1 Online Course</p>
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Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.

Note: The information is from the Florida Department of Education. (2020, August). *Standard Diploma Requirements*.

<https://www.fldoe.org/core/fileparse.php/7764/urlt/StandardDiplomaRequirements.pdf>

According to the traditional four-year cohort model, English Language Learners lag the national high school graduation rate average (National Clearinghouse for English Language Acquisition, 2020). English Language Learners are often not finishing high school within the traditional four years and are possibly not given the thirteenth year needed to complete their high school requirements. In Florida for the 2020-2021 school year, the graduation rate was 90.1% indicating that 9.9% of students enrolled in the four-year cohort did not graduate (Florida Department of Education, 2022c). The 9.9% represents 20,392 total Florida students. Only 8,725 students are still enrolled in high school beyond the fourth year. Of those students, there are only 1,200 English Language Learners still enrolled in high school beyond the fourth year (Florida Department of Education, 2022c). This data reveals there is room for growth to ensure that our

English Language Learners are utilizing the additional academic year and still enroll in school beyond the fourth year.

Conclusion

Studies have been conducted on English Language Learner models, newcomer programs, and specific elements that make these models and programs successful in schools (Chu & Fung (2015; Hos, et al., 2019; Ludwig et al., 2019). Specifically, teacher training research has been conducted suggesting best teaching strategies for English Language Learners to be successful in the classroom (Ingerson, 2011; Silva & Kucer, 2016; Cervetti, et al., 2015). Positive parental involvement in student's academic endeavors show a positive correlation with successful graduation of high school (Calvin, 2017; Nguyen et al., 2022).

“Federal regulations require each state to calculate a four-year adjusted cohort graduation rate” (Florida Department of Education, 2022b. p. 1). A cohort is defined as a group of students on the same schedule to graduate within four years of their first enrollment in the ninth grade (Florida Department of Education, 2022b). English Language Learners lag the national high school graduation rate average (National Clearinghouse for English Language Acquisition, 2020). In Florida, English Language Learner graduation rates are determined by their four-year cohort peers although they have an extra academic year to finish and pass all state graduation criteria (Florida Department of Education Rule 6A-6.0909 section 3). As the research has shown, English Language learners are intelligent students who need to learn the language and the content area to be successful in school (Ingerson, 2011). It takes 7-10 years to achieve academic grade level proficiency when ELLs do not have dual language instruction and many do not reach their grade level proficiency (Collier & Thomas, 2017). Thus, a high school English Language

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Learner student would possibly benefit from the extra academic year to finish and pass all state graduation criteria as given with Florida Department of Education Rule 6A-6.0909 section 3.

Chapter III: Methodology (a level 1 APA heading)

Introduction

According to the Office of English Language Acquisition (2020), the national average high school graduation rate for English Language Learners lags the national average of all students. The English Language Learner national average graduation rate in the school year 2017-2018 was 68% compared to the national average graduation rate of all students for that same year of 85% (National Clearinghouse for English Language Acquisition, 2020). This is a 17% negative difference in the achievement gap among English Language Learners.

Furthermore, in a large Florida school district, the graduation rate is 91%, while the English Language Learner Graduation Rate lags by approximately 5% points at 86.1% (Tierney, et al., 2022).

According to the traditional four-year cohort model, English Language Learners lag the national high school graduation rate average (National Clearinghouse for English Language Acquisition, 2020). English Language Learners are often not finishing high school within the four years and are possibly not given the thirteenth year needed to complete their high school requirements. In Florida for the 2020-2021 school year, the graduation rate was 90.1% indicating that 9.9% of students enrolled in the four-year cohort did not graduate (Florida Department of Education, 2022c). The 9.9% represents 20,392 total Florida students. Only 8,725 students are still enrolled in high school beyond the fourth year. Of those students, there are only 1,200 ELL students are still enrolled in school beyond the fourth year (Florida Department of Education, 2022c). This data reveals that is room for growth to ensure that our English Language Learners are utilizing the additionally academic year and still enroll in school beyond the fourth year.

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United States High School graduation requirements vary from state to state. According to the National Center for Education Statistics, “States define diplomas and graduation requirements differently and may offer one diploma, multiple diplomas, multiple courses of study leading to one diploma, or endorsements students may earn in addition to a standard diploma.” In Florida, students need 24 credits for a standard diploma; four must be English, four Mathematics credits, three Science credits, and three Social Science credits. Alternative diploma options include an 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) and an 18-credit Career Technical Education Options (Florida Department of Education, 2022a). In the fourth footnote of the data table compiled by the National Center for Education Statistics (2007), it indicates that “states vary in their conditions for granting a waiver and usually involve the student demonstrating proficiency in other ways”. In Florida, students with disabilities can obtain a waiver to waive the standardized assessment requirements with parental approval and submitted by the student's Individual Education Plan. There are no waivers in Florida of this nature for English Language Learners.

According to Florida Department of Education Rule 6A-6.0909 Exemptions Provided to English Language Learners- Section 3 states, “English Language Learners who have completed the credits required for graduation and who have failed to meet the 10th grade standards as measured by the statewide standardized assessment shall be eligible for compensatory education for ‘a thirteenth year’ as provided in Section 1003.4282, F.S”. This was initially enacted in 1990 as a result of litigation which established Florida’s authority for the implementation of the Consent Decree (League of United Latin American Citizens, et al. v. Florida Board Education, et al., 1990). In 2014, the Florida Department of Education revised Rule 6A-6.0909 which is currently still in place (Florida Department of Education, 2022a). The four-year cohort

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determines the United States High School graduation rates. The cohort is defined as “first-time 9th-graders in a particular school year and then adjusted by adding any students who immigrate from another country or transfer into the cohort after 9th grade and subtracting any students who transfer out, emigrate to another country, or die (National Center for Education Statistics).

This study will analyze parents’ perceptions of English Language Learners on the Florida English Language Learner programs within Florida. It will also aim to explore the perception of school educators of English Language Learners on the Florida English Language Learner programs. Lastly, this study will analyze the school educators’ perceptions/ use of the thirteenth-year rule for English Language Learners to encourage graduation.

Research Questions

1. What are the parent perceptions of Florida High School English Language Learner programs?
2. What are the school educators’ perceptions of High School English Language Learner programs in Florida?
3. What is the school educators’ perception of the Florida Department of Education Exemptions Provided to English Language Learners Section 3, thirteen-year rule?

Research Design (a level 2 APA Heading)

This study design is based on action research. First documented by Kurt Lewin, action research is “the means of systematic inquiry for all participants in the quest for greater effectiveness through democratic participation” (Adelman, 1993, p. 7). Action research allows the investigator to use the insight gained to directly impact the field (Stringer, 2008). Action research allows for various study methodologies, including those which are mixed methods in nature. With this framework, the mixed method approach is added to the action research design

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(Creswell & Creswell, 2018). This research is designed to gain information and bring awareness to the field of education specifically among English Language Learners.

This study's methodology is an analysis of data gathered from survey questions given to parents of Florida English Language Learners and educators in Florida. The survey questions include open-ended responses and Likert-style responses. The qualitative data gathered from the open-ended responses and the quantitative data collected from the Likert-style questions will be triangulated to develop the perceptions of parents and educators in this research.

Context/Setting of the Study

The setting for this research was Florida due to the specific Florida graduation requirements outlined in the study. Florida is part of the WIDA consortium and utilizes ACCESS for ELLs in assessing and monitoring English Language Learner progress.

Description of Population and/or Sample

In the 2021-222 school year, there were 277,473 English Language Learners in Florida (Office of Program Policy Analysis and Government Accountability, 2022). According to Statista (2022), there is an average of 1.93 children under eighteen years old per household in the United States. With that information, the researcher assumed there were 143,768 parents of English Language Learners in Florida. The researcher will analyze a minimum of forty (40) high school ELL parent participants in Florida utilizing a twenty-two-question survey with Likert-style questions and open-ended questions. The researcher will post the survey on the Facebook group "Florida parents". The social media post will be translated into the two top languages in Florida; Spanish and English (Refer to Appendix H and I). The parent participants will be anonymous and no personally identifiable information will be asked.

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In the 2020-2021 school year, there were 161,413 teachers in Florida (National Center for Education Statistics, 2022). Florida educators with active grades 9-12 ESOL endorsement certificates will also be surveyed on their perceptions and knowledge of ELL programs within the state. The researcher will gain access to educator emails through the Florida Department of Education Accountability, Research and Measurement Division public domain list serve of all 9-12 ESOL-endorsed teachers, administrators, and school counselors in Florida. The researcher will send emails to educators including the survey for participation (Refer to Appendix D). The researcher will analyze a minimum of forty (40) Florida educators utilizing a twenty-two-question survey with Likert-style questions and open-ended questions.

The survey will be specific to the targeted audiences: Florida English Language Learner parents and Florida educators. The survey will be open for a duration of 30 days.

Procedures

The researcher evaluated Florida high school English language learner parent perception of their English Language learner's Florida education and their knowledge of "a thirteenth year" as provided in FLDOE Rule 6A-6.0909 as a means of graduation. The researcher also evaluated high school English language learner Florida high school educators' perception of English Language Learner Program models and their knowledge of "a thirteenth year" as provided in FLDOE Rule 6A-6.0909 as a means of graduation surveys. Survey data was analyzed to determine themes in perceptions from parents and school educators within Florida.

The researcher attempted to obtain a minimum of forty (40) parent surveys from Florida to analyze. The survey was posted on private Facebook Florida groups for one month. The Facebook post with the link to the survey was in English, Spanish, and Haitian Creole (Appendix A). The Spanish and Haitian Creole information was certified translated by OrbitTranslation.com

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(Appendix H & I). The survey questions were be translated using Orbittranslation.com

(Appendix J & K). The survey was predominantly a Likert-style questionnaire where parents anonymously answered without identifiable information.

The researcher obtained educators' emails from the Florida Department of Education Accountability, Research and Measurement division public list serve of educators with active teaching certificates. The email was sent out to those educators with an active 9-12 descriptor, administration, or school counselor professional certificate in Florida (Appendix D). There was no other limitations to educators participating in the survey to collect a variety of educators' perspectives. In the email, a Likert-style and open-ended questionnaire was given to Florida educators with a minimum of 40 participants (Appendix F). Participants were anonymously submitting the survey, and their answers were analyzed. In addition, the survey had a final question asking if the participants would like more information on Florida high school graduation for their ELLs. The researcher contacted the participant for the researcher to give the informational handout to the parent participant (Appendix G) with the appropriate high school graduation requirements and the Florida Department of Education Exemptions Provided to English Language Learners Section 3, thirteen-year rule.

Data Collection (a level 2 APA Heading)

Question # 1 - What are the parent perception of Florida High School English Language Learner programs?

The parent survey collection data aimed to determine the perception of an essential stakeholder in the English Language Learners Florida model. Parents were asked to answer a Likert Scale survey indicating their knowledge of their ELL student's education. Data was collected on parent perceptions utilizing open-ended questions in the parent survey.

Question # 2- What is the school educator's perception of High School English Language Learner programs in two Florida school districts?

The purpose of the school educators' survey collection data was to determine the perception of important school district stakeholders in the English Language Learners Florida model. School educators were asked to take a Likert Scale survey indicating their knowledge of their district's ELL education program. Data was collected on educator perceptions utilizing open-ended questions in the educator survey.

Question # 3- What is the school educator's perception of the Florida Department of Education Exemptions Provided to English Language Learners Section 3, thirteen-year rule?

The purpose of the school educator perception of the Florida Department of Education Exemptions Provided to English Language Learners Section 3 collection data was to determine the perception from important school district stakeholders in the thirteenth-year rule. School educators were asked to take a survey indicating their knowledge of Florida Rule 6A-6.0909 Section 3. Data was collected from the Likert Scale survey questions and open-ended questions in the educator survey.

Ethical Considerations (a level 2 APA Heading)

The researcher will abide by all ethical principles and human subject compliance. Students' data will not be evaluated. Teacher survey data will be collected, and the responses of teachers will be protected in the research. All participants will be anonymous and unidentifiable. The electronic data gathered from this research will be deleted and deleted from trash on the computer used to analyze the data upon publication of this research.

Instrumentation

Each survey contains twenty-two questions. The first question of the parent survey is the informed consent indicating the participants' consent to complete the survey (Refer to Appendix B). If the participant does not agree to the informed consent, the participant will not continue on the survey, they will be taken to the completion of the survey. In the parent survey, there are three yes/ no questions; twelve Likert-style questions; and six open-ended responses. The Likert question responses are Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree in that order respectively from left to right. The survey should take participants no more than twenty-five minutes to complete from start to finish.

The educator survey also contains twenty-two questions. The first question of the educator survey is the informed consent indicating the participants' consent to complete the survey (Refer to Appendix E). If the educator does not agree to the informed consent, the educator will not continue on the survey, they will be taken to the completion of the survey. The educator survey contains four yes/no questions, two multiple choice questions indicating their role and experience, fourteen Likert-style questions, and two open-ended questions. The Likert question responses are Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree in that order respectively from left to right. The survey should take participants no more than twenty-five minutes to complete from start to finish.

Quantitative Data will be collected from the Likert Scale survey questions for parent and school educators. Maxwell (2005) states that validity is "the correctness or credibility of a description, conclusion, explanation, interpretation, or other sorts of account" (p. 106). The validity of this study relies on the investigative measures used to analyze the Likert Scale survey questions. The researcher will ensure all parent and school educator participants receive the

same survey questions to provide a reliable and trustworthy study. The Facebook post and survey will be translated into Spanish and Haitian Creole utilizing a certified translation service to ensure the validity of the translations.

Risks & Benefits. Participants in this survey would not pose a risk to their safety, identity, or status at home or work. There are no questions in the survey relating to immigration status or district location and does not pose a risk in these areas to the participant. The survey does not include identifiable information and will keep the answers anonymous. Participating in this survey does not pose a risk to your safety or well-being.

The benefits of participating in this study include voicing the participant's opinions, experiences, and obtaining information on Florida graduation requirements aimed at graduating English Language Learners. The study is voluntary and does not compensate participants for their time.

Anonymity & Confidentiality. All participants were anonymous and unidentifiable. The responses collected did not contain any identifiable information.

Quality of Data

The researcher holds a transformative worldview. This philosophical lens merges inquiry and political change. "The researcher contains an action agenda for reform that may change the participants' lives, the institution in which individuals work or live, and the researcher's life (Creswell & Creswell, 2018). The researcher has previously taught English Language Learners and is currently the English Language Learner Department administrator at a high school in a large school district in Florida. The researcher may have an unintentional bias when conducting

the study. The data will be analyzed and evaluated neutrally and information gathered will be presented as collected.

Data Analysis

The researcher utilized descriptive statistics examining the participant's perspectives on the critical topic: current English Language Learner program in their district and their perception of the Florida Department of Education Exemptions Provided to English Language Learners Section 3, thirteen-year rule (Creswell & Creswell, 2018). Quantitative Data was collected from the Likert Scale survey questions for parents and school educators. Open-ended response questions were analyzed for themes, codes, and discrepancies using MAXDA software.

Question # 1 - What are the parent perception of Florida High School English Language Learner programs?

Parents were asked to take a Likert Scale survey indicating their knowledge of their ELL student's education. The purpose of the survey was to show a positive, negative, or unknown perception of the school district's English Language Learner Florida program model. This information was helpful to identify if all stakeholders were informed of the Florida ELL plan information.

Question # 2- What is the school educators' perception of High School English Language Learner programs in two Florida school districts?

School educators were asked to take a Likert Scale survey indicating their knowledge of Florida ELL students' education. The purpose of the survey was to show a positive, negative, or unknown perception of the school district's English Language Learner Florida program model. This information was helpful to identify if all stakeholders were informed of the district's ELL plan information.

Question # 3- What is the school educators' perception of the Florida Department of Education Exemptions Provided to English Language Learners Section 3, thirteen-year rule?

School educators were asked to take a Likert Scale survey indicating their knowledge of Florida Department of Education Exemptions Provided to English Language Learners Section 3, thirteen-year rule. The purpose of the survey was to show a positive, negative, or unknown perception of the educator's knowledge of Florida Department of Education Exemptions Provided to English Language Learners Section 3, thirteen-year rule. This information was helpful to identify if all stakeholders were informed of the Florida Department of Education Exemptions Provided to English Language Learners Section 3, thirteen-year rule.

Limitations

Limitations of this study included:

- a) Parent participation feedback was directly correlated to high school parents subscribed on Facebook and a member of the group in which the survey was posted.
- b) The parent participants were limited to those with an English Language Learner in a public Florida high school.
- c) The parent survey is offered in English, Spanish and Haitian Creole.
- d) Those educators with 9-12 listed on their certificates, school administrators, and school counselors were sent the email that included the survey.

Delimitations

Delimitation of the study included:

- a) Educators that had expired or retired teaching certificates did not have access to the survey sent via email.

- b) Only Florida 9-12 teachers were surveyed.
- c) Parents of private school English Language Learners were not surveyed.
- d) Parent participants must have had an English Language Learner in enrolled in a Florida K-12 public school.

Summary

In this chapter, the researcher identified the problem and significance of the study. The purpose of this research was to investigate the parent and educators' perceptions of English Language Learner education in Florida. The analysis identified parents' and educators' perceptions of Florida Department of Education Exemptions Provided to English Language Learners Section 3, thirteen-year rule. The study's design included an analysis of the survey data.

The researcher focused on three questions: (1) What are the parent perception of Florida High School English Language Learner programs? (2) What is the school educators' perception of High School English Language Learner programs in Florida? (3) What is the school educators' perception of the Florida Department of Education Exemptions Provided to English Language Learners Section 3, thirteen-year rule?

The variables of the study included access to the surveys, language proficiency, and access to Florida Department of Education ELL information. The study population targeted Florida ELL parents who were a part of the private Facebook Florida groups. The educator's population targeted educators' emails from the Florida Department of Education with those educators with active 9-12 teaching certificates. The study took place in Florida, and all ethical and human compliance were followed while conducting research.

Chapter IV: Results

Introduction

The researcher intended to fill a void in the research related to parents and school educators' perceptions of English Language Learners education in Florida and their perceptions of the thirteenth-year rule for English Language Learners to encourage graduation. The purpose of this study was to gather data on parents and educators' perceptions of Florida English Language Learner education in Florida and their knowledge of Florida Department of Education Exemptions Provided to English Language Learners Section 3, thirteen-year rule. The survey allowed participants to share their perceptions, their views and their knowledge on the Florida English Language Learner education and their knowledge of the thirteenth-year rule. The results shared in this chapter are responsive to the following research questions:

1. What is the parent perception of Florida High School English Language Learner programs?
2. What is the school educators' perception of High School English Language Learner programs in Florida?
3. What is the school educators' perception of the Florida Department of Education Exemptions Provided to English Language Learners Section 3, thirteen-year rule?

Demographic of Participants

Parent Participants. Parent participants were gathered from Facebook posts (See Appendix A). The Facebook post with the link to the survey was translated in Spanish and Haitian Creole (See Appendix J and K). The survey was posted on numerous Florida Facebook groups for 30 days and at the completion of the survey, the researcher had a total of 7 qualified parent participants. These participants met the criteria of being a parent of a grade 9-12 English

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Language Learner in Florida and provided their informed consent before fully completing the survey. All survey results were from the Spanish translated survey. The researcher compared the Spanish survey results questions to the English survey questions to determine the data. There were total of 15 parent participants who opened the survey but, either did not give their consent, or were not a parent of a grade 9-12 English Language Learner in Florida.

Educator Participants. Educator participants were gathered from emails provided by the Florida Department of Education Accountability, Research and Measurement division public list serve of active certificates. The researcher filtered the list serve to include only high school, grades 9-12 certification, counselor, core teachers, other teachers, or administration. Emails (See Appendix D) were sent to approximately 6,000 educators in Florida. The survey was open for 30 days and at the completion of the survey, the researcher had a total of 62 qualified participants. These participants met the criteria of being an educator in a public 9-12 school in Florida and provided their informed consent before fully completing the survey. There was a total of 82 participants who opened the survey but did not complete the survey passed question number 2.

Summary of Results

The following summary of survey question results was organized into two main sections: Parents and Educator results. Each main section is further analyzed into three subsections for each survey: [1] demographics of participants; [2] perceptions of English Language Learner education in Florida; [3] knowledge and perception thirteen-year rule.

Parent Results

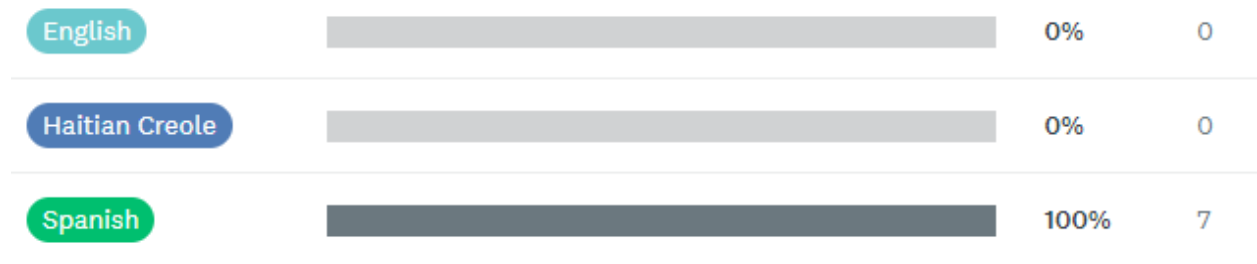
Parent Demographic. Parents were asked demographic information related to their experience and child's education. The survey results were derived from 100% of parents whose native language was Spanish and completed the Spanish survey (Figure 2). Of the parent participants,

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57.1% were located in South Florida, 42.9% located in Central Florida, and no participants from North Florida (Figure 3).

Figure 2

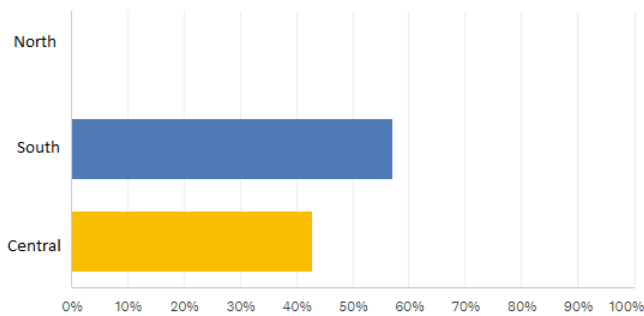
Parent Home Language



Note: What is your home language?

Figure 3

Participant Location in Florida



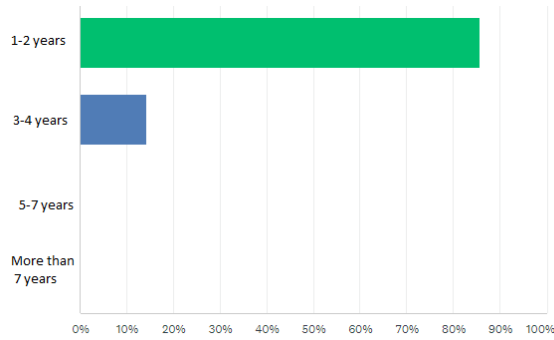
Note: What area of Florida would you consider you reside in?

Participants were asked how long their English Language Learner had been enrolled in a United States school and 85.7 % stated 1-2 years, 14.3% stated 3-4 years while 0% stated beyond 4 years (Figure 4).

Figure 4

Enrollment in U.S schools

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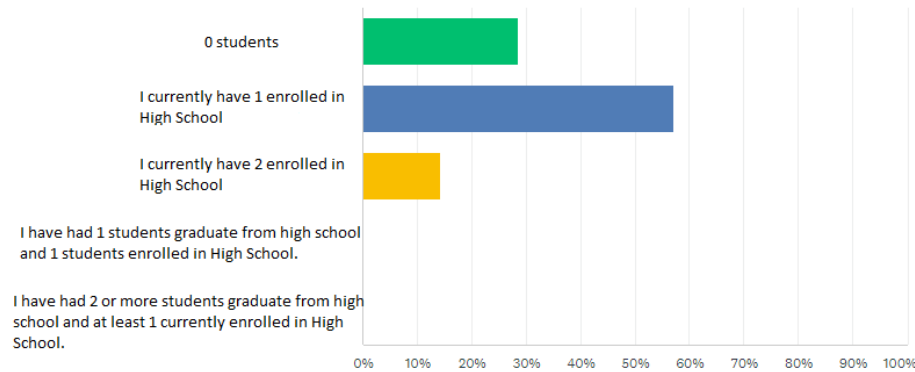


Note: My English Language Learner has been enrolled in a United States school for:

Participants were asked how many children they have/had go through the United States high school system and 57.1% stated they have one student in high school, 14.3% stated they have two students in high school, 28.6% stated they have no students in high school, and no parent participants had students graduate yet from high school (Figure 5).

Figure 5

Children Enrolled or Graduated from U.S. School

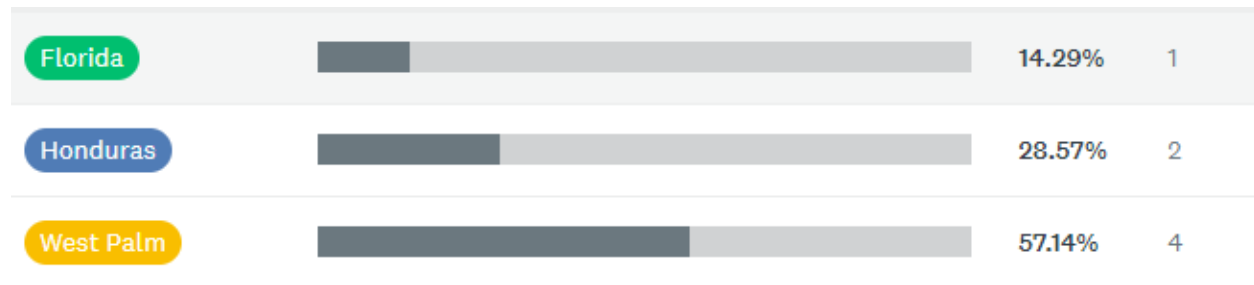


Note: How many high school English Language Learners do you have in high school or have gone through high school in the United States?

In the open-ended response question asking which county of origin are the participants from, the results yielded 57.1% of participants from West Palm Beach, 28.6% from Honduras, and 14.3% from Florida (Figure 6).

Figure 6

County of Origin



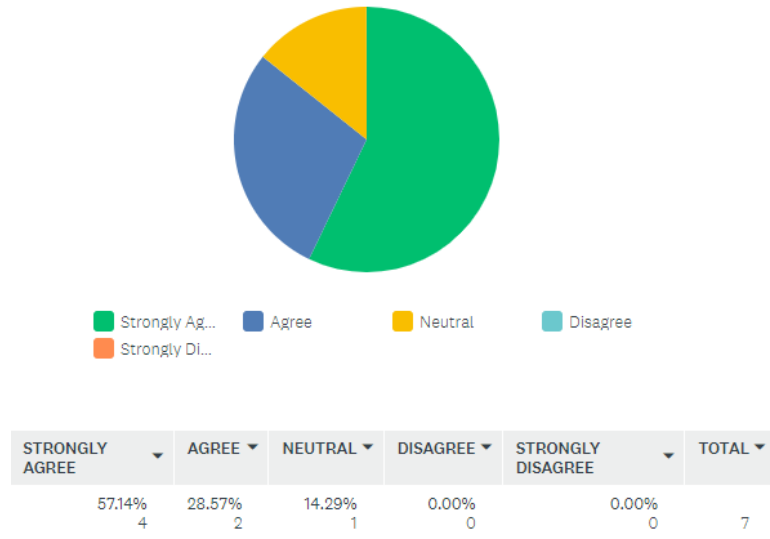
Note: What is your County of Origin?

Parent perceptions of English Language Learner education in Florida. Participants were asked if they were informed on the English Speakers of Other Languages their district had to offer and 57.1% strongly agreed, 28.6% agreed, 14.2% remained neutral and 0% disagreed or strongly disagreed (Figure 7). Participants reported that they are satisfied with their child’s ESOL education. Specifically, 14.3% reported they strongly agreed, 57.1 % agreed and 14.3% remained neutral (See Figure 8). When participants were asked if they had attended any school meetings for their English Language Learner, 42.9% either agreed or strongly agreed, 42.9% remained neutral and 14.3 % reported they had not attended any meetings with their child’s school (See Figure 9). Parents indicated that 28.6% had been given materials by their school or district regarding their child’s education, 14.3% had not received materials and 57.1 % remained neutral in the question (See Figure 10). When participants were asked if they had read through their districts English Language Learner plan, 100% indicated they had read the plan (See Figure 11).

Figure 7

Parent Knowledge of ESOL program

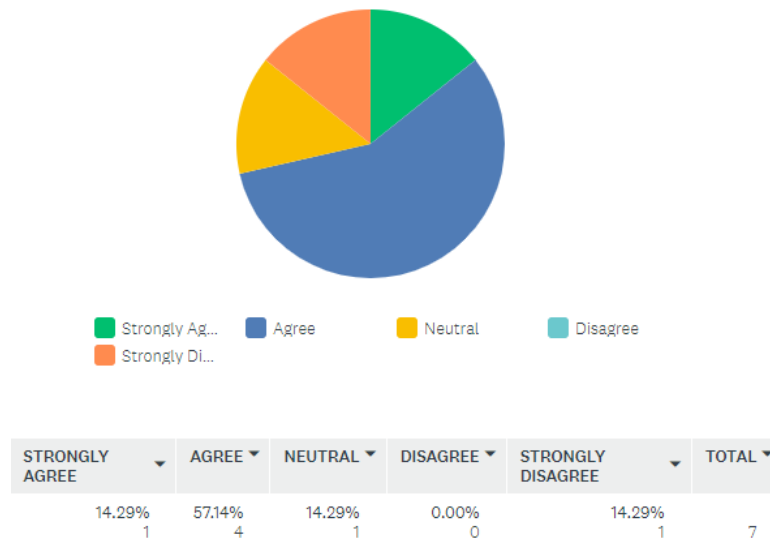
PERCEPTIONS OF ESOL PARENTS AND EDUCATORS: Florida Graduation 13 Year Rule



Note: I am informed about the English Speakers of Other Languages (ESOL) program my district has to offer.

Figure 8

Satisfaction of ESOL Education

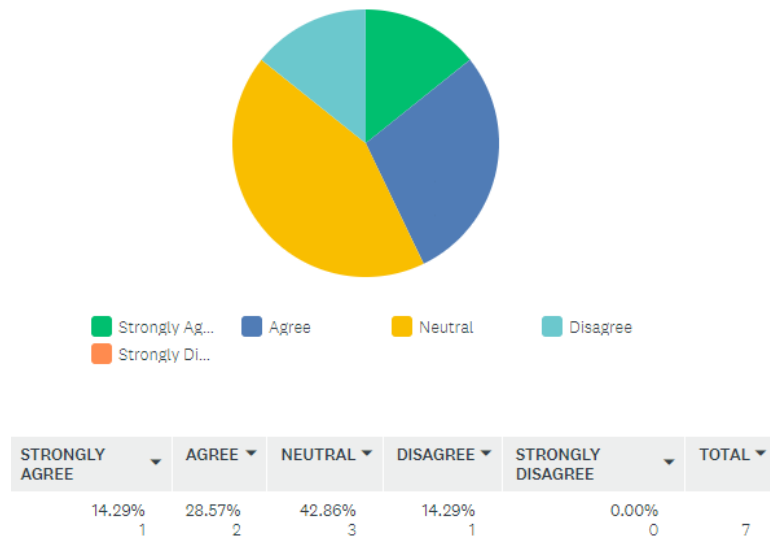


Note: How satisfied are you with the ESOL education your child is receiving?

Figure 9

School Meeting Attendance

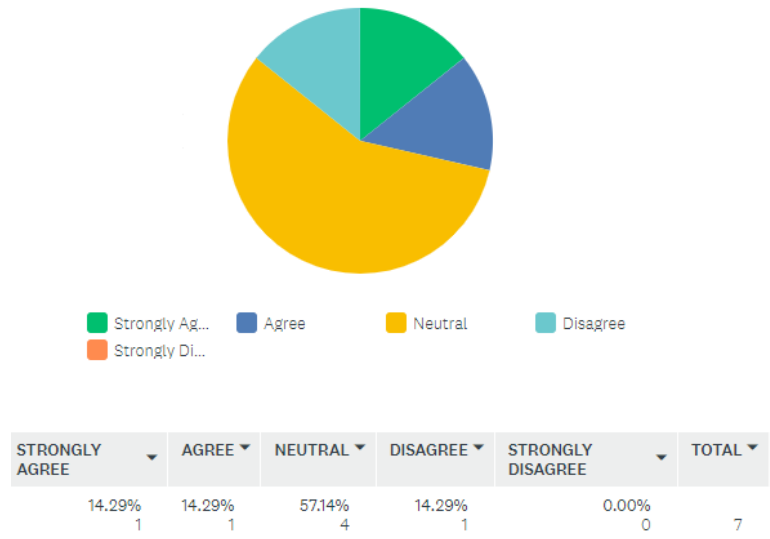
PERCEPTIONS OF ESOL PARENTS AND EDUCATORS: Florida Graduation 13 Year Rule



Note: I have attended one or more parent/ teacher meeting(s) with my English Language Learner.

Figure 10

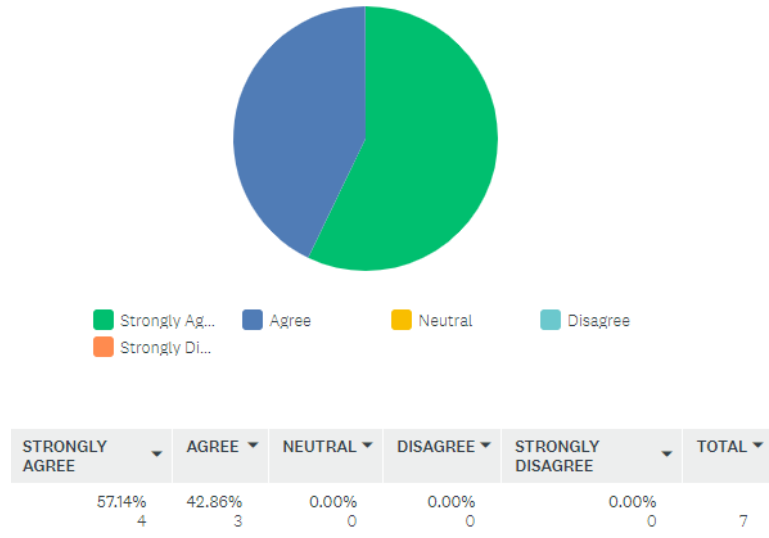
Material Review



Note: I have been given materials by the school or the district to review regarding my English Language Learners education.

Figure 11

Parent Review of School District ELL Plan

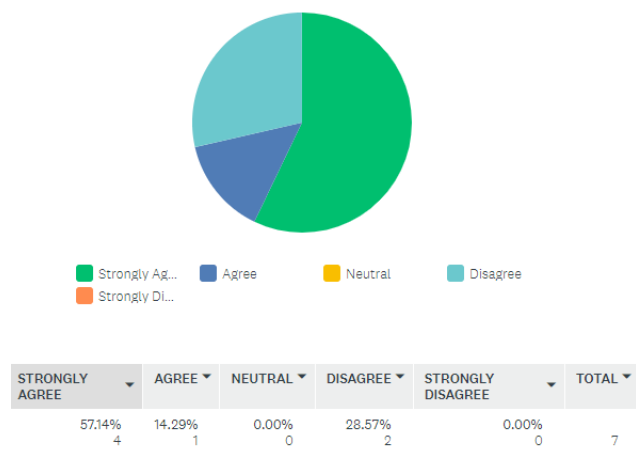


Note: I have read through and understand the school districts English Language Learner plan in which my child attends.

When participants were asked if they would recommend their child’s school or district to another ESOL family, 71.4% indicated they would, while 28.6 % indicated they would not recommend their school or district (See Figure 12).

Figure 12

School or District Recommendation

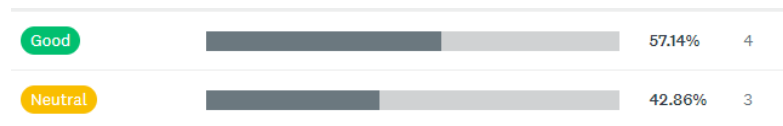


Note: I would recommend my English Language Learner's school or district to another ESOL family.

Survey open ended response question was coded for common themes, 57.1% of participants indicated their perception of the education their English Language Learner was receiving was good; while 42.9% remained neutral on their perception (See Figure 13). Further, 100% of participants indicated they would recommend their school (See Figure 14)

Figure 13

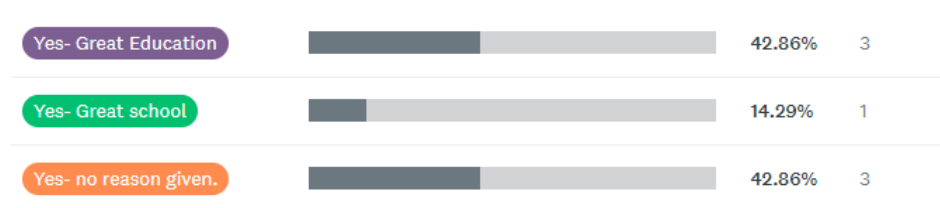
Perception of Education



Note: What is your perception of your child’s education in Florida?

Figure 14

School Recommendation Reasons

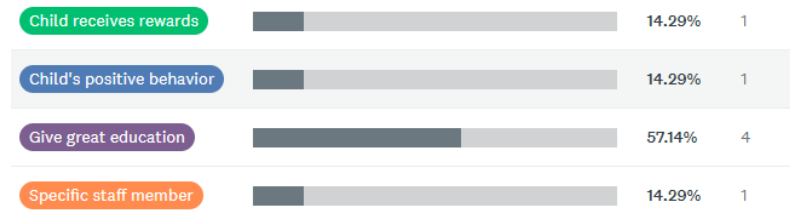


Note: Would you recommend your school to others? Why or Why not

Participants were asked to explain a positive interaction they have had with their school, responses were coded for common themes. The majority of the results indicated their child has received a great education. One participant indicated their child received rewards from school. Another participant explained their child’s positive behavior as a result of their education in school. One participant listed a specific staff member which has assisted them in their child’s educational endeavors (See Figure 15).

Figure 15

Positive School Interaction

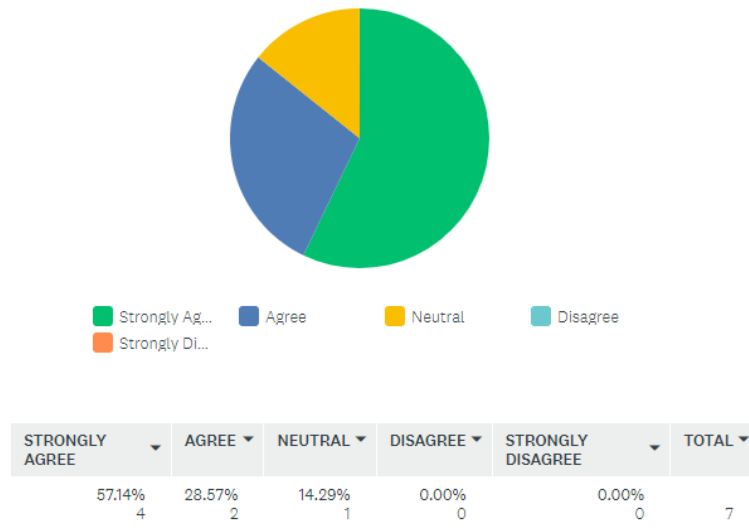


Note: Explain a positive interaction you have had with your school regarding your child’s education.

Participants were asked if their child is on track for graduation and 85.7% indicated they are, while 14.3% remained neutral (See Figure 16).

Figure 16

Parent Perception of ELLs on Track for Graduation



Note: My English Language Learner is on track to graduate from High School with their current grade level peers.

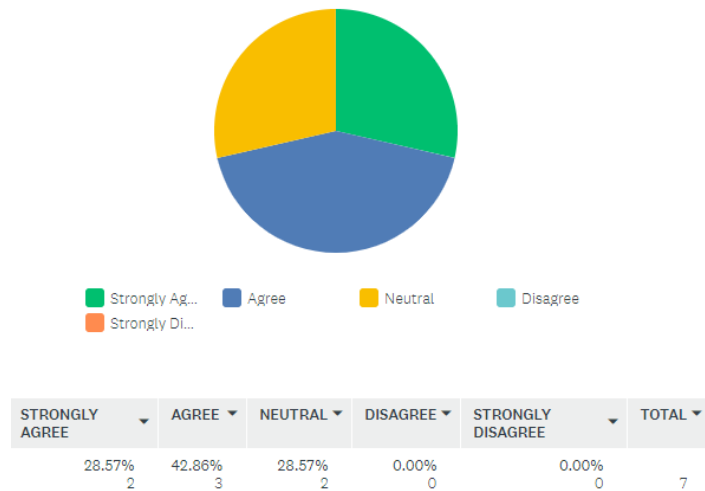
Parent knowledge and perception of thirteen- year rule. Parents were asked if they knew about the thirteen-year rule and 71.4% indicated they did, while 28.6 remained neutral and

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0% indicated they did not know (See Figure 17). Participants were then asked if they knew that their English Language Learner could receive an extra year in high school, 85.7% indicated they did, while 14.3% remained neutral and 0% indicated they did not know. (See Figure 18). They were also asked if the school had advised them of the extra academic year for their child to graduate high school, 85.7% indicated they did, while 14.3% remained neutral and 0% indicated they did not (See Figure 19).

Figure 17

Parent Initial Thirteen-Year Rule Knowledge

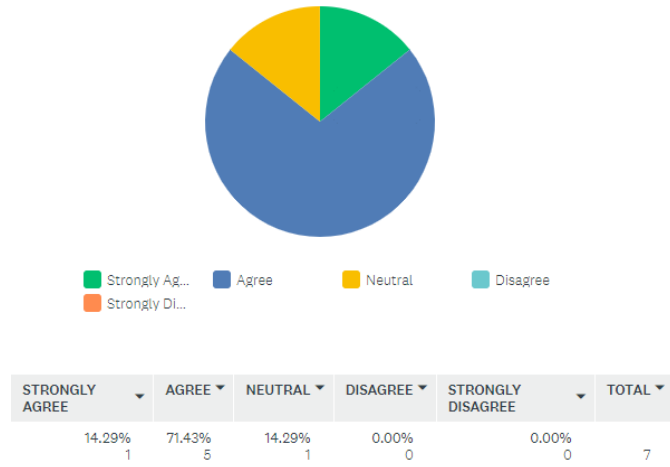


Note: I know about the Florida State Board of Education Rule 6A-6.0909 section 3, thirteen-year rule.

Figure 18

Parent Knowledge of Extra Year in High School

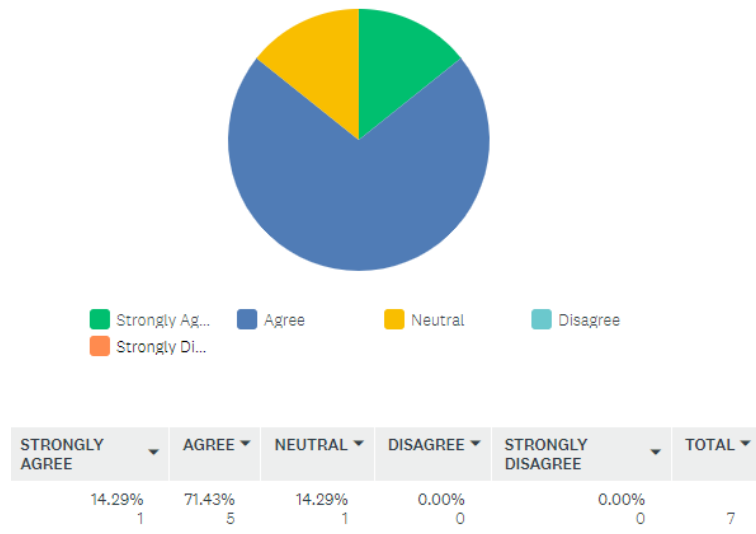
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Note: I know that my English Language Learner can receive an extra year in high school to meet graduation requirements if needed.

Figure 19

School or District Advised Parents of Extra Year in High School



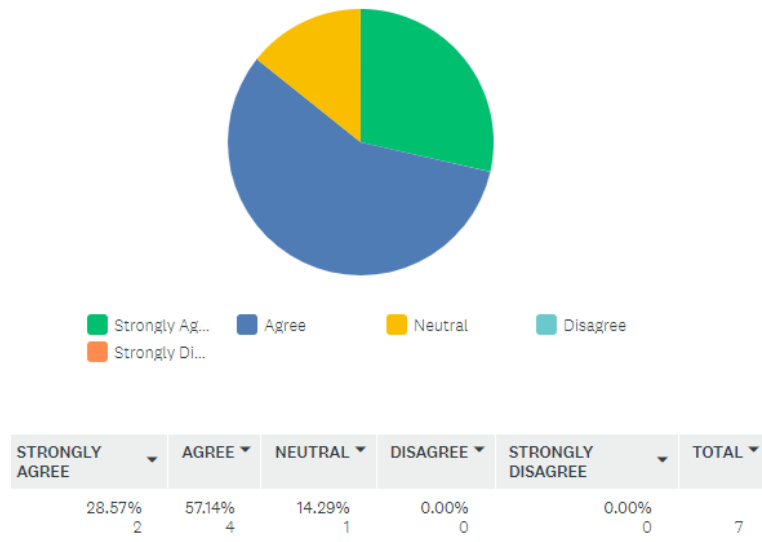
Note: The school or district has advised me of the extra academic year for my child to graduate from high school if needed.

When participants were asked if their child would benefit from the extra academic year in high school to graduate, 85.7% indicated they would, while 14.3% remained neutral and 0%

indicated they would not (See Figure 20). 100% of parents indicated they would like more information on the Thirteen Year Rule (See Figure 21).

Figure 20

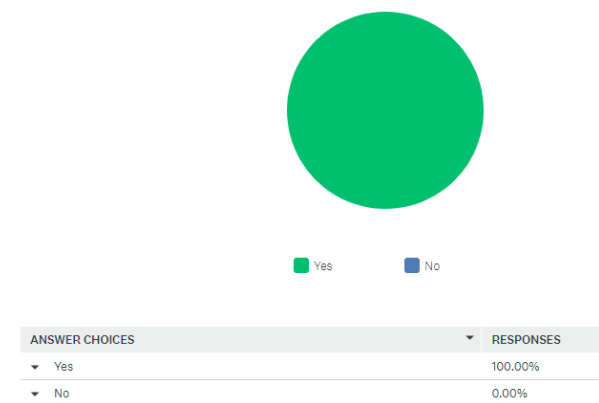
Benefit from Extra Year in High School – Parent Perception



Note: My high school English Language Learner would benefit from the extra year in high school to graduate.

Figure 21

Parent Request More Information on Thirteen Year Rule



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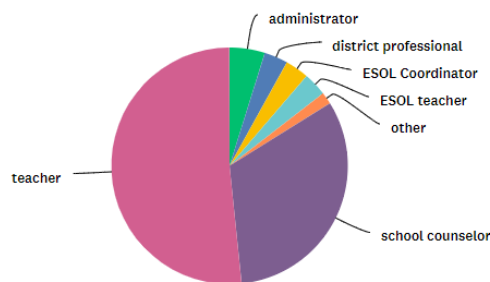
Note: I would like more information on the Florida State Board of Education Rule 6A-6.0909 section 3, thirteen-year rule.

Educator Results

Educator Demographic. With 62 educator participants, the majority of the participants were teachers (51.6 %), followed by counselors (32.2%), while the remaining participants were either administrators (4.8%), district professional (3.2%), ESOL coordinators (3.2%), ESOL teachers (3.2%), or other (1.6%). Refer to Figure 22.

Figure 22

School Role



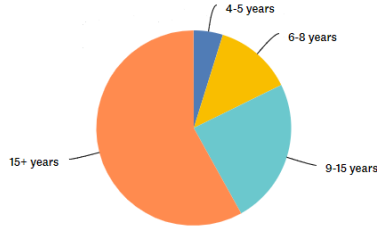
ANSWER CHOICES	RESPONSES
administrator	4.84% 3
district professional	3.23% 2
ESOL Coordinator	3.23% 2
ESOL teacher	3.23% 2
other	1.61% 1
school counselor	32.26% 20
teacher	51.61% 32
TOTAL	62

Note: In my school, my role is a(n):

Participants indicated their years of experience, and the results yielded the majority of the participants had more than 15 years of experience (58%), followed by 9-15 years of experience (24.2 %), 6-8 years of experience (12.9%) and 4-5 years of experience (4.8%). There were no participants in their first-year years in the field (See Figure 23).

Figure 23

Educator Experience



ANSWER CHOICES	RESPONSES	
▼ 1-3 years	0.00%	0
▼ 4-5 years	4.84%	3
▼ 6-8 years	12.90%	8
▼ 9-15 years	24.19%	15
▼ 15+ years	58.06%	36
TOTAL		62

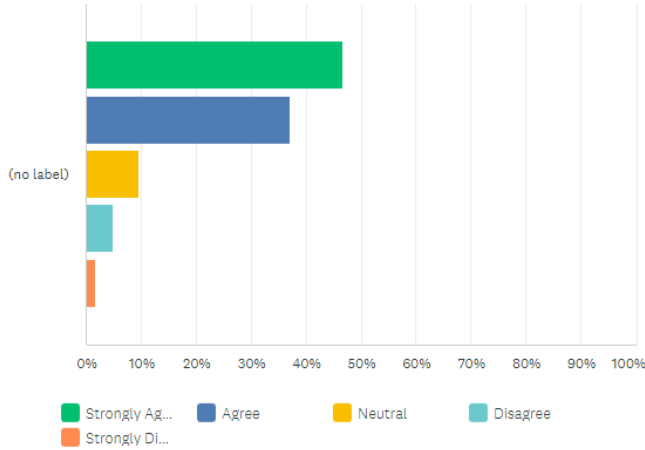
Note: I have been an educator for:

Educator perceptions of English Language Learner education in Florida. Educators were asked about their perceptions on their district English Language learner education. When asked if they knew about the ESOL program their district offered, 83.9% said they knew about their district’s programs, 9.7% remained neutral, and 6.5% indicated they did not know about the ESOL program within their district (See Figure 24).

Figure 24

Educator Knowledge of ESOL Program

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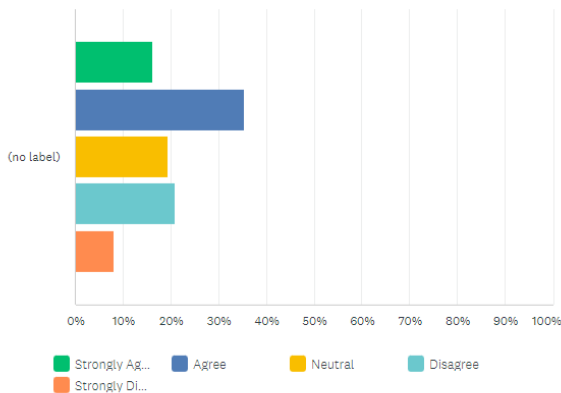


Note: I know about the ESOL program my district has to offer.

When participants were asked how satisfied they were with the support their district offers English Language Learners, 51.6% indicated they were satisfied, 19.4 remained neutral, and 28% were not satisfied (See Figure 25).

Figure 25

Educator Satisfaction of ELL District Support



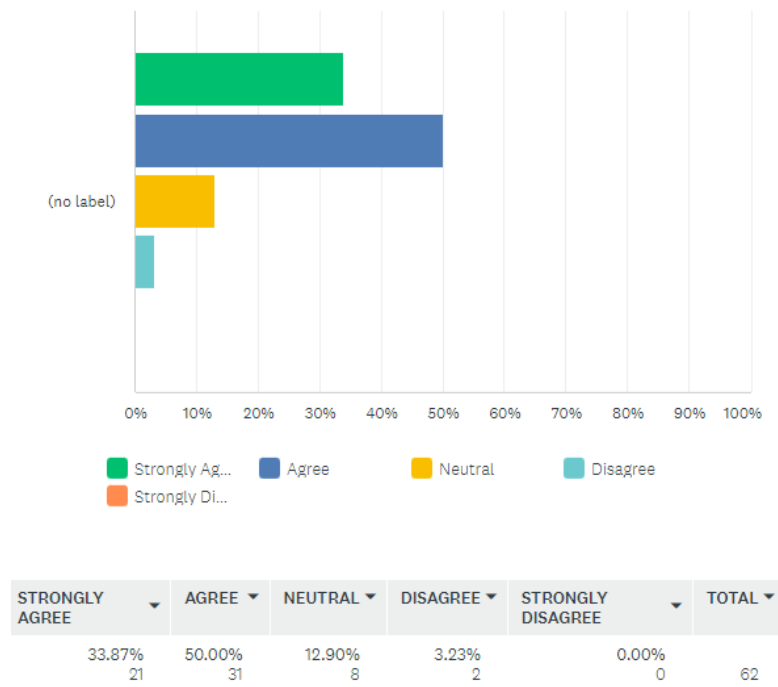
STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
16.13%	35.48%	19.35%	20.97%	8.06%	
10	22	12	13	5	62

Note: How satisfied are you with the support your district provides to English Language Learners?

Participants were asked if their school district has an ELL support plan and 88.9% of participants agreed or strongly agreed, 12.9% remained neutral and 3.2% indicated they disagreed (See Figure 26).

Figure 26

Knowledge of District ELL Support Plan



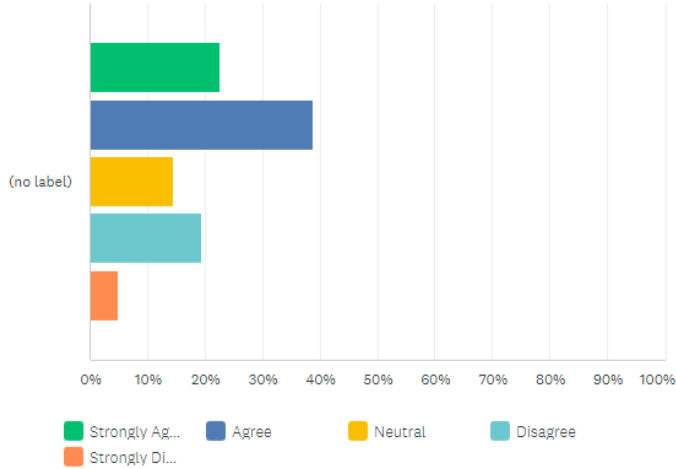
Note: My Florida school district has an English Language Learner support plan.

Participants were asked if they have read through their districts ELL support plan and 61.3% indicated they strongly agreed or agreed, 14.5 % remained neutral and 24.2% disagreed or strongly disagreed (See Figure 27).

Figure 27

Educator Review of School District ELL Plan

PERCEPTIONS OF ESOL PARENTS AND EDUCATORS: Florida Graduation 13 Year Rule

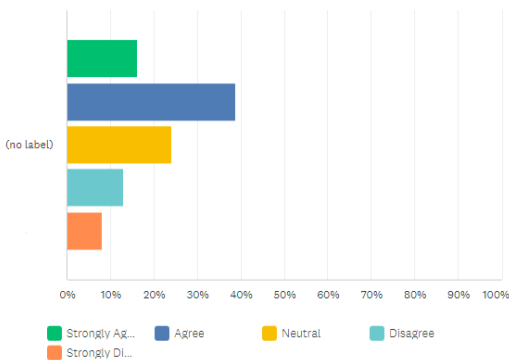


Note: I have read through my Florida districts English Language Learner support plan.

When asked to analyze their district support plans, 54.84% strongly agreed or agreed that the plan is informative and supports what students, parents, and educators need to successfully graduate high school. There were 21% of participants who disagreed or strongly disagreed while 24.2% remained neutral on the question (See Figure 28).

Figure 28

Support Analysis of Districts ELL Plan



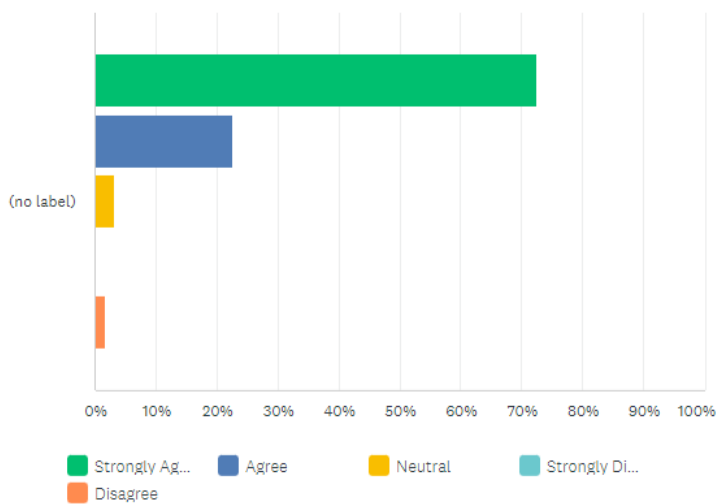
PERCEPTIONS OF ESOL PARENTS AND EDUCATORS: Florida Graduation 13 Year Rule

Note: I believe my Florida school district's English Language Support plan is successful and thorough aimed to inform students, parents, and school educators about what is needed to successfully graduate from high school.

Participants were asked if they believed their English Language Learners need additional support to graduate from High School in four years and 95% of participants agreed or strongly agreed. There were 3.2% of participants who remained neutral on the question and 1.6% of participants disagreed and do not believe their English Language Learner need additional support to graduate from high school in four years (See Figure 29).

Figure 29

Educator Perceptions of Additional Support Needed to Graduate



STRONGLY AGREE	AGREE	NEUTRAL	STRONGLY DISAGREE	DISAGREE	TOTAL
72.58%	22.58%	3.23%	0.00%	1.61%	
45	14	2	0	1	62

Note: I believe English Language Learners need additional support to graduate from high school with their 4-year cohort.

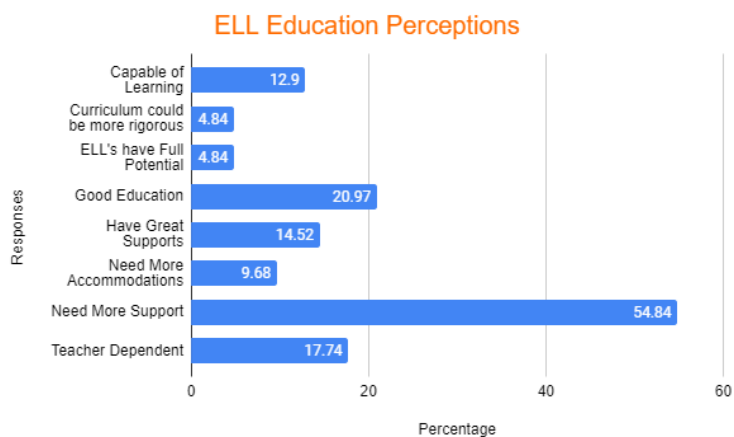
Participants were asked an open-ended response question where they give their perception of the education their English Language Learners are receiving in their district. The

PERCEPTIONS OF ESOL PARENTS AND EDUCATORS: Florida Graduation 13 Year Rule

researcher coded the responses for common themes. The results yielded eight common themes based on their experiences and perspectives; (1) They are capable of learning, (2) The curriculum could be more rigorous, (3) ELLs have full potential of learning, (4) They are currently receiving a good education, (5) There are great support systems in place currently, (6) ELLs need more accommodations, (7) ELLs need more support in place to be successful, (8) Their education is teacher dependent. Depending on the open-ended response, it may have yielded multiple themes and tags. The results showed 5.84% of participants indicated more support is needed for ELLs and their success in High School (See Figure 30).

Figure 30

Educators Current ELL Education Perceptions



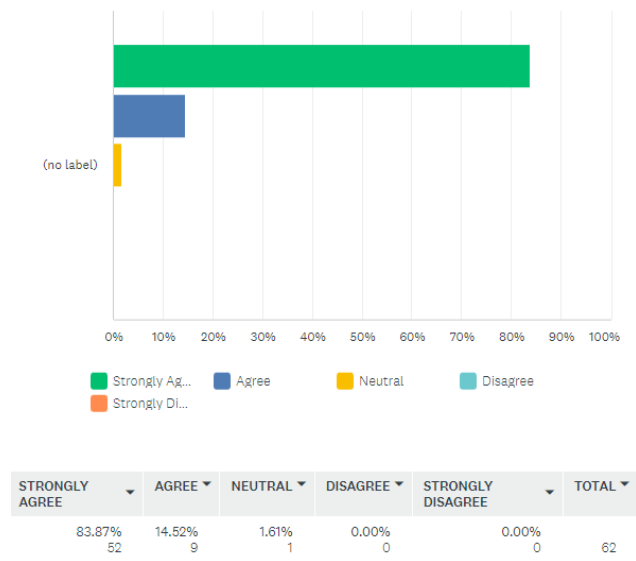
Note: What is your perception of the education your English Language Learners are receiving?

To gain an understanding of their perceptions of English Language Learners, participants were asked if ELLs can learn. The results from the Likert scale question indicated that 98.4% strongly agreed or agreed that they believed they can learn while 1.6% remained neutral in their response (See Figure 31). Data gathered of participant perceptions of ELLs academic success as measured by their Grade Point Average (GPA) and the results yielded 58.1% strongly agreed or agreed their ELLs are successful while 24.2% remained neutral and 17.7% strongly disagreed or

disagreed (See Figure 32). Educators were also asked if their English Language Learners were on track to graduate with their four-year cohort peers. The results indicated 41.9% strongly agreed or agreed, 27.4 % strongly disagreed or disagreed while 30.6% remained neutral in the question (See Figure 33).

Figure 31

English Language Learners Can Learn

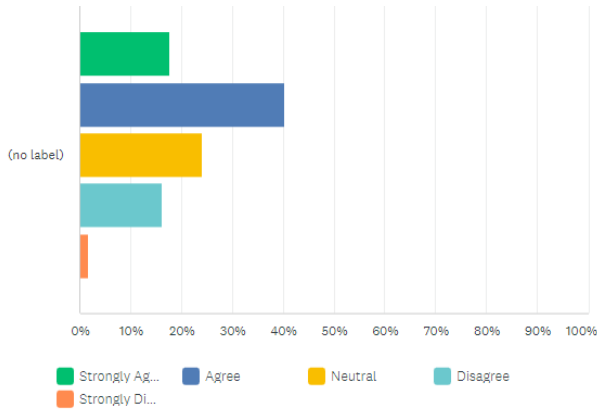


Note: English language learners can learn.

Figure 32

English Language Learners are Academically Successful

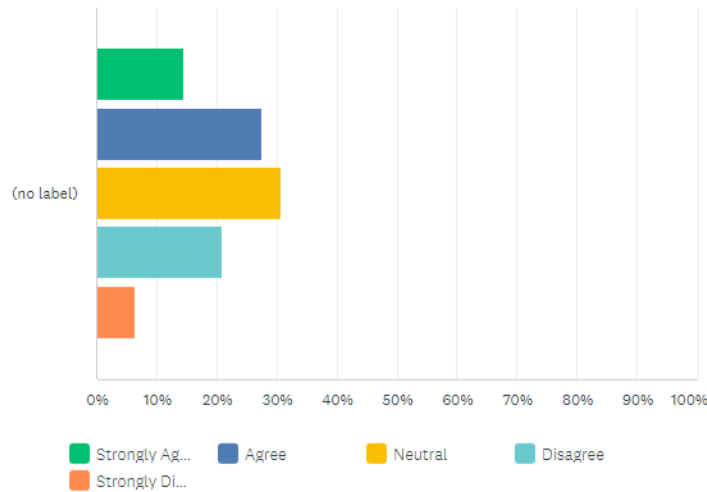
PERCEPTIONS OF ESOL PARENTS AND EDUCATORS: Florida Graduation 13 Year Rule



Note: English Language Learners are academically successful in my school as measured by their grades and GPA.

Figure 33

Educator Perception of ELLs on Track for Graduation

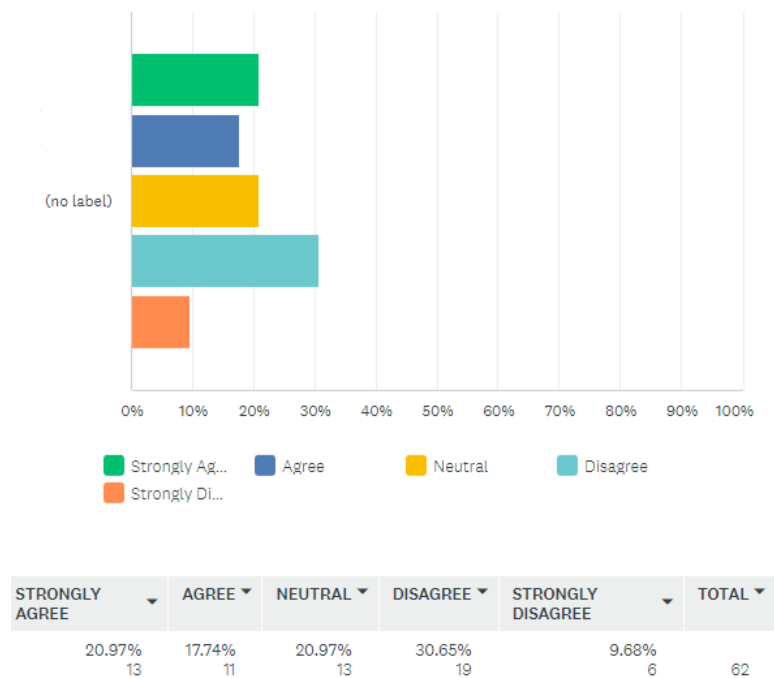


Note: At my school, most of English Language Learners are on track to graduate from High School with their current grade level peers.

Educator knowledge and perception of thirteen- year rule. Educators were asked about their knowledge of the Florida State Board of Education Rule 6A- 6.0909 section 3, thirteen-year rule. The results indicated 38.7% of participants agreed or strongly agreed they knew about the Rule; 40.3% disagreed or strongly disagreed on their knowledge of the Rule; while 21% remained neutral in the question (See Figure 34).

Figure 34

Educator Initial Thirteen-Year Rule Knowledge



Note: I know about the Florida State Board of Education Rule 6A-6.0909 section 3, thirteen-year rule.

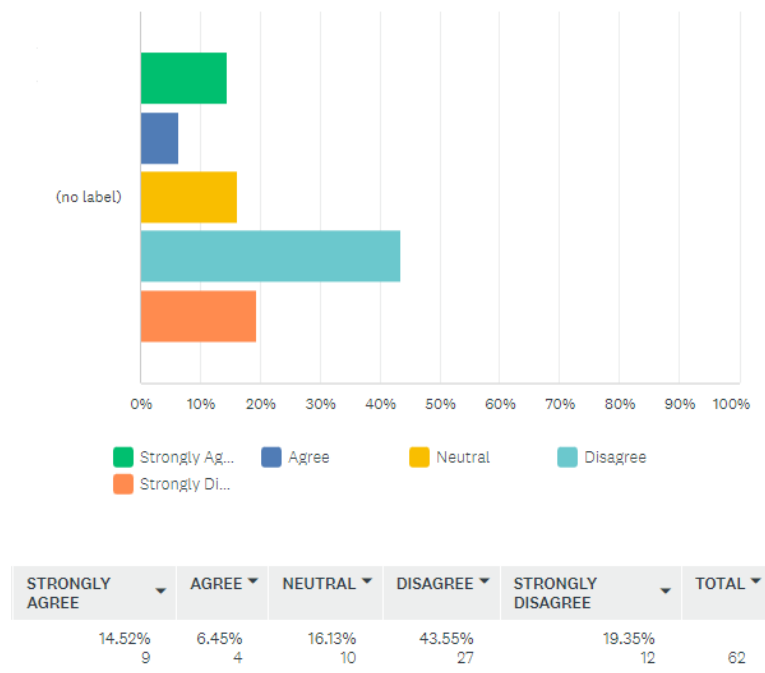
When participants were asked if their district had informed them of the extra year in high school for English Language Learners, 63% indicated they disagreed or strongly disagreed.

There were 21% of participants that indicated they strongly agreed or agreed their district had

informed them of the extra academic year; while 16% remained neutral in the question (See Figure 35).

Figure 35

School or District Advised Educators of Extra Year in High School



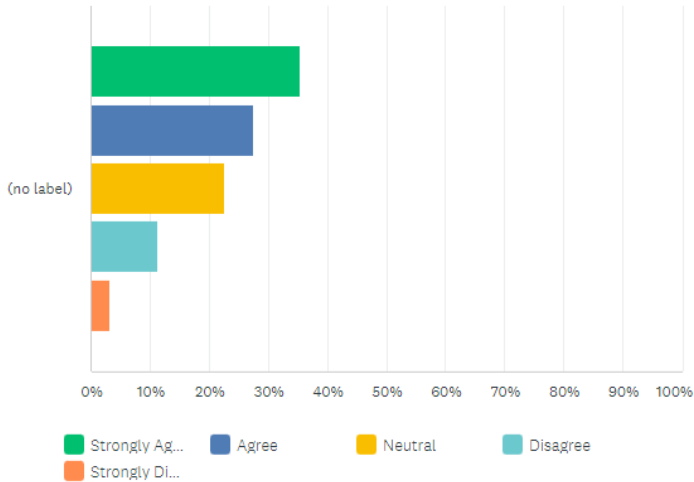
Note: The school or district has advised me of the extra year in high school for my school's English Language Learners to graduate from high school.

Educators were asked if their English Language Learners would benefit from the extra year in high school and 62.9% indicated they strongly agreed or agreed; 14.5% strongly disagreed or disagree; while 22.6% remained neutral on the question (See Figure 36).

Figure 36

Benefit from Extra Year in High School – Educator Perception

PERCEPTIONS OF ESOL PARENTS AND EDUCATORS: Florida Graduation 13 Year Rule

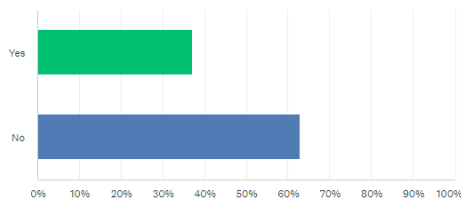


Note: My English Language Learners would benefit from the extra year in high school to graduate.

Educator survey participants were asked if they knew about the extra academic year English Language Learners can receive to meet graduation requirements. The results indicated 62.9% of respondents did not know about this information prior to completing the survey; while 37.1% did know about the extra academic year option (See Figure 37).

Figure 37

Educator Knowledge of Extra Year in High School



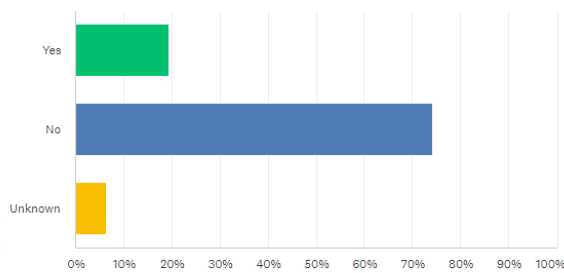
ANSWER CHOICES	RESPONSES
Yes	37.10%
No	62.90%
TOTAL	

Note: I knew that English Language Learners can receive an extra year in high school to meet graduation requirements prior to completing this survey.

Educator survey respondents were asked if they had previously recommended their English Language Learners to take an additional year of high school prior to completing the survey. The results indicated 74.2% had not recommended the extra academic year, 19.3 had recommended it previously, while 6.5% did not know if they had (See Figure 38).

Figure 38

Previously Recommended Extra Academic Year



ANSWER CHOICES	RESPONSES
Yes	19.35%
No	74.19%
Unknown	6.45%
TOTAL	

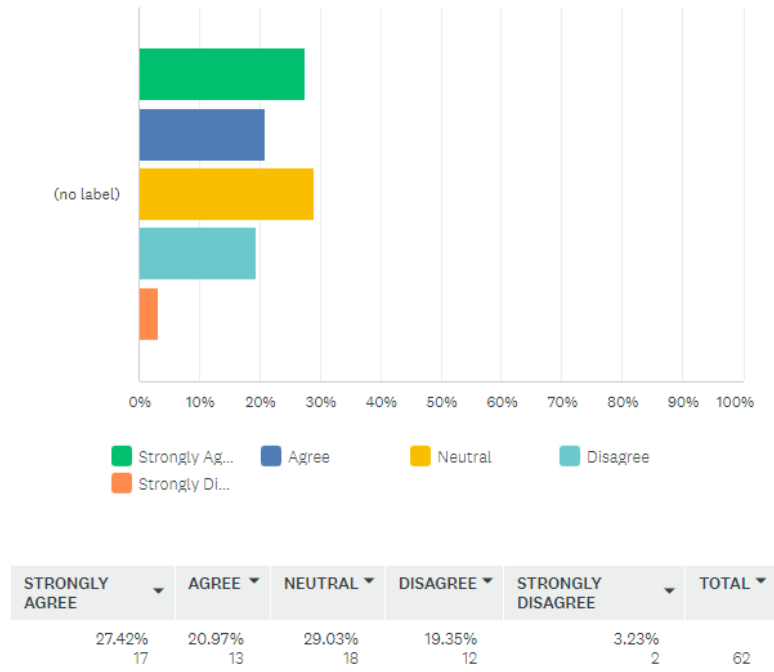
Note: Have you suggested an ELL take an additional year of high school prior to completing this survey?

Educator survey participants were asked if they would now recommend the extra academic year of high school after completing the survey and 48.4% strongly agreed or agreed, 22.5% disagreed or strongly disagreed, and 29% remained neutral (See Figure 39).

Figure 39

Would Begin to Recommend Extra Year in High School

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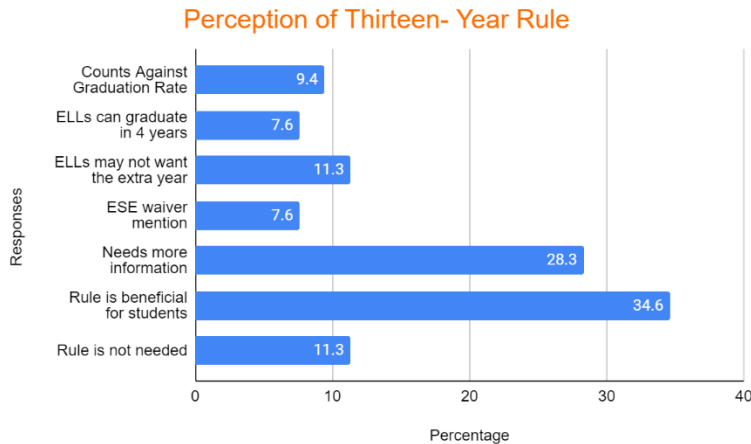
Note: Will you now recommend an additional year of high school after completing this survey?

Educator survey participants were asked an open ended response question indicating their perceptions of the Florida Department of Education Exemptions provided to English Language Learners Section 3, thirteen-year rule. The results yielded seven common themes: (1) Rule counts against the school’s graduation rate, (2) ELLs can graduate in 4 years, (3) ELLs may not want to stay an extra year in High School, (4) Participants knew of Exceptional Student Education (ESE) waivers, (5) Need more information, (6) Rule is beneficial to the student, and (7) Rule is not needed. For each open-ended response, there could have been multiple themes analyzed and tagged. The majority of the participants indicated that this rule is beneficial for the student (34.6%) while many participants needed more information on the Rule (28.3%). Although no comparisons were made in the survey to Exceptional Student Education, 7.6% of participants made the comparisons (See Figure 40).

Figure 40

Educator Perceptions of Thirteen- Year Rule

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Note: What is your perception of the Florida Department of Education Exemptions provided to English Language Learners Section 3, thirteen-year rule?

Summary of Analysis

The parent survey (Appendix C) contained twenty-two questions of varying types, including 5-point Likert scale questions, multiple choice questions, and open-ended questions. It was created on Survey Monkey which was open for 30 days and there was no data collected to identify participants. After reviewing the Facebook Post (Appendix A), participants began learning more about the survey provided by the Informed Consent (Appendix B) in order to complete the remainder of the survey. The responses were organized into three categories: [1] demographics of participants; [2] perceptions of English Language Learner education in Florida; [3] knowledge and perception thirteen-year rule. Survey Monkey provides users with data charts for each question except the open-ended responses. The researcher utilized Survey Monkey feature to add tags to open-ended responses in which charts were created. The researcher was able to display the charts as figures in this section.

The educator survey (Appendix F) contained twenty-one questions of varying types, including 5-point Likert scale questions, multiple choice questions, and open-ended questions. It

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was created on Survey Monkey which was open for 30 days and there was no data collected to identify participants. After reviewing the email invitation (Appendix D), participants began learning more about the survey provided by the Informed Consent (Appendix E) in order to complete the remainder of the survey. The responses were organized into three categories: [1] demographics of participants; [2] perceptions of English Language Learner education in Florida; [3] knowledge and perception thirteen-year rule. Survey Monkey provides users with data charts for each question except the open-ended responses. The researcher utilized Survey Monkey feature to add tags to open-ended responses in which charts were created. The researcher was able to display the charts as figures in this section.

The researcher's intention was to understand the survey participants and their perception of the English Language Learner education currently, as well as their knowledge and perception of the Florida Department of Education Exemption Rule 6A- 6.0909, section 3, thirteen-year rule as a means to encourage graduation.

Chapter V: Conclusions

Introduction

The researcher's goal was to gather insight from parents and educators on their perception of the English Language Learner education currently, as well as their knowledge and perception of the Florida Department of Education Exemption Rule 6A- 6.0909, section 3, thirteen-year rule to encourage graduation. The study titled "*Perceptions of Parents and School Educators on English Language Learner Education in Florida Targeting the Graduation 13-Year Rule*" assessed parents and educators in the state of Florida in order to gather the perceptions of those who play a key role in English Language Learner's educational journey. Data was collected and evaluated after asking the participants to provide their perceptions and feedback on their English Language Learner's education currently, as well as their knowledge and perception of the Florida Department of Education Exemption Rule 6A- 6.0909, section 3, thirteen-year rule. After 30 days, seven parent participants and sixty-two educator participants completed their respective surveys which included 5-point Likert scale questions, multiple choice questions, and open-ended questions. The researcher gathered both quantitative data and qualitative data that was used in this chapter to form conclusions and recommendations. The results of this study outlined in the previous chapter and summarized in this chapter affirmed a need to better inform parents and educators of the Florida Department of Education Exemption Rule 6A- 6.0909, section 3, thirteen-year rule.

Summary of Results

Research Question One: What is the parent perception of Florida High School English Language Learner programs?

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The researcher found a need to gather parent perceptions about their English language learner's current education. Based on the Likert scale findings from the survey, 74% of parents indicated they were satisfied with their child's ESOL education and 71.4% stated they would recommend their child's school or district to another ESOL family. The data revealed from this study indicate 42.9% of participants had previously attended a school meeting or function. As the literature has proven, students who have parental involvement in their educational journey have a higher graduation rate (Pek & Mee, 2020; Schmida, & Chu, 2016; Epstein, 2008). This research study data revealed 82.71 % of parent participants' children were on track for graduation.

The open-ended responses indicated 57% of parents found their perception of their child's education was good and 100% stated they would recommend their child's school. Parents stated their positive interactions with the schools were due to specific staff members helping them and their students. Schmida and Chu's (2016) research on this topic suggests schools can improve student academic achievement by communicating with parents.

The researcher found a need to gather parent perception of the Florida Department of Education Exemption Rule 6A- 6.0909, section 3, thirteen-year rule due to the lagging graduation rate English Language Learners have compared to their native peers. In the initial question, 71.4% of parents indicated they were informed of the thirteen-year rule but then later gathered that 84.7% of participants indicated their school had advised them of this rule. The data reveals one participant remained neutral in the initial question then later stated their school did inform them of the thirteen-year rule. The data also revealed that 85.7% of parents felt their child would benefit from the extra academic school year to graduate high school. One hundred percent

of the parents indicated they would like more information on the thirteen- year rule, but none reached out to the researcher for more information.

Research Question Two: What is the school educators' perception of High School English Language Learner programs in Florida?

In an effort to gauge educator perception on English Language Learners, the researcher asked participants if ELLs can learn and 98.4% of participants indicated they believe they can learn. This question was critical in determining bias and perception of survey respondents. When analyzing survey responses, 95% of participants indicated ELLs need additional support to graduate from high school in four years. The open-ended responses yielded eight common themes; (1) They are capable of learning, (2) The curriculum could be more rigorous, (3) ELLs have full potential of learning, (4) They are currently receiving a good education, (5) There are great supports in place currently, (6) ELLs need more accommodations, (7) ELLs need more support in place to be successful, (8) Their education is teacher dependent. For each open-ended response, there could have been multiple themes analyzed and tagged. Previous research has also proven that ELLs are more academically successful when accommodations are given (Ingerson, 2011; Callahan, 2005; & Cervetti et al., 2015). One participant stated the following:

“As a school with a high ELL population, I believe we do not do enough to support their education. Teachers need ongoing PD and strategies that are proven to work with our students”.

The literature suggests that teachers must receive proper Professional Development to incorporate learning strategies for English Language Learners to be academically successful (Cervetti et al., 2015).

Another participant stated the following when asked their perception of the education English Language Learners are receiving, “I think the education is great, what is lacking is resources to truly help students on a more individualized level”. As Callahan (2005) found, content curriculum should be scaffolded to meet the needs of the learners without jeopardizing the instructional pace.

Eighty four percent of participants knew about the ESOL programs their district offers. Diving deeper into their district’s support of English Language Learners, 51% of participants indicated they were satisfied with the support they are provided while 19% remained neutral on the subject. Additionally, 61.3% of participants indicated they strongly agreed or agreed to reading though their districts ELL support plan while 54.84% indicated they agreed or strongly agreed the plan aimed to inform students’ parents and school educators what is needed to successfully graduate from high school.

Research Question Three: What is the school educators’ perception of the Florida Department of Education Exemptions Provided to English Language Learners Section 3, thirteen-year rule?

The results show that 62.9% of participants did not know about the Florida State Board of Education Rule 6A-6.0909 section 3, thirteen-year rule prior to completing the survey. Likewise, when asked if their school or district had advised participants of this information, 62.9% reported they were not given the information. The last Likert scale question asked participants if they would recommend an extra year of high school after knowing this information, and 48.4% said they would while 19.35% remained neutral.

The open ended response question asking educators their perception of this rule yielded seven common themes from the fifty two participants who responded to the question: (1) Rule

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counts against the school's graduation rate, (2) ELLs can graduate in 4 years, (3) ELLs may not want to stay an extra year in High School, (4) Participants knew of Exceptional Student Education (ESE) waivers, (5) Need more information, (6) Rule is beneficial to the student, and (7) Rule is not needed. For each open-ended response, there could have been multiple themes analyzed and tagged. One participant stated the following:

“The concern with the 13-year rule is that the state still penalizes schools for them not graduating in time. For schools with high populations of ELL students this hurts the school. This is why students are not encouraged to take another year.”

Ten percent of the participants indicated the rule counted against the school's graduation rate. There were 29% of participants who would like more information on the rule. One of the participants stated the following:

“I am not very familiar with it. I didn't know it existed until now. I am going to talk to the ELL person at my school about it. I am excited though. I think it is a great thing!”

It is also important to note that 10% of survey participants indicated that English Language Learners may not want the additional year in high school. One of the participants stated the following:

“Many students do not want to stay an extra year. Some of the ELL students are ready for work to help their families.”

The varied responses of educator participants indicated there is not clear dissemination of information to educators. Some educators are well versed in the Florida Department of Education Exemptions Provided to English Language Learners Section 3, thirteen-year rule while some educators are not. Some educators understand the penalty a school faces when a student takes advantage of the extra academic year while other educators do not.

Discussion of Results

The researcher evaluated parent and educator results from the study and determined conclusions from the participants. The parent participants were all Spanish speaking parents that are involved in the child's education. None of the parents had children graduate from United States high schools yet. Half of the parent participants of this study reported attending a school function or meeting, while the majority of the parents shared their satisfaction with their child's school and district. Previous research conducted by Calvin (2017) indicates that school- family involvement increases students graduation rates. This study adds to the validity of Calvin's (2017) research in that the general perception from parents gathered from the survey was that they are satisfied with their child's education and their child was on track for graduation.

The perceptions of parents from the survey regarding their knowledge of the Florida Department of Education Exemptions Provided to English Language Learners Section 3, thirteen-year rule is that they were aware. The researcher questions the validity of these results as parents may have just indicated that they knew about it without fully being transparent. Another possibility could be that the parent participants were involved parents who sought after information from school educators as evidence of their completion of this survey. The question regarding their knowledge on the Florida Department of Education thirteenth year rule was asked in different ways and the results varied slightly from each question. The majority of the parents (85.7%) indicated their child would benefit from the extra academic year in high school while only 14.3% remained neutral. From the parent's perspective, this indicates the need for this important Florida Department of Education Exemption provided to English Language Learners.

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Of the 62 educator participants, the majority were teachers (51.6 %), followed by counselors (32.2%). It is assumed that all participants were 9-12 educators based on their answer to the disqualifier question. The general perception of the English Language Learner education in their school or district was that more support is needed. Their districts have an ELL plan in place, but the plan lacks the real resources for students to be successful in the classroom. Few participants gave specific examples of support needed, but many of them (54.8%) indicated they felt students needed extra support in the classroom. The researcher questions whether the participants knew what specific kinds of support are effective for English Language Learners, or simply failed to mention specific support needed in their responses. As the research shows, teachers should be given proper professional development on classroom strategies and support proven successful with English Language Learners (Silva & Kucer, 2016; Szecsi, et al., 2017).

Of the twenty school counselors who participated in the survey, half of them (50%) strongly agreed or agreed they knew about the Florida Department of Education Exemptions Provided to English Language Learners Section 3, thirteen-year rule while the other half remained neutral, disagreed or strongly disagreed. The researcher points this out since school counselors are school staff knowledgeable in the specific graduation requirements for students. The researcher expected the data to reveal more school counselors were aware of the extra academic year since they are instrumental in guiding high schoolers to graduation.

Teacher participants may not know all the graduation requirements and/or pathways for students. From this study, the researcher analyzed teacher knowledge on the thirteenth-year rule. Of the thirty-one teacher participants, 32 % stated they strongly agreed or agreed they knew about the Florida Department of Education Exemptions Provided to English Language Learners Section 3, thirteen-year rule while 25.8% remained neutral and 42.2 % disagreed or strongly

disagreed. Further, the researcher explored participants' knowledge of the thirteenth-year rule prior to completing this survey and 62% reported they did not know about it prior to the information from this survey. The data showed that of those educators who indicated they did not know about the thirteenth-year rule, 34% stated they would recommend the extra academic year moving forward to students who may benefit.

The data listed in Figure 40 revealed the Florida Department of Education Exemptions Provided to English Language Learners Rule 6A-6.0909 section 3, thirteen-year rule is beneficial to students from educator's perspective (34%) coded from the open-ended survey question. The data also indicated some educators may not be suggesting the extra academic school year for English Language Learners because it counts against the school's graduation rate (9.4%). In a similar manner, the data revealed a correlation between Exceptional Student Education (ESE) graduation waivers and this exemption provided by the Florida Department of Education (See Figure 40). Seven percent of participants indicated they knew about ESE waivers, but not the thirteenth-year rule. Although Rule 6A-6.0909 section 3 is a far stretch from the ESE testing waivers the educators are referring to, the thought is the same; 95% of educators believe English Language Learners need additional support to graduate high school within 4 years.

Limitations

The researcher's response rate to the parent survey was drastically less than originally intended. The researcher ran into difficulties in the Facebook groups prohibiting the posts from being shared by the Facebook group administrator. The researcher posted the survey in fourteen different Hispanic, Latino, Haitian, Florida Parent Facebook groups. The researcher was approved to post the survey in four Facebook Groups; Latinos Unidos en Jacksonville, Haitians in Miami, Venezolanos en la Florida, and Latinos en Tampa. Ten other parent and cultural

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groups on Facebook denied the post. Although fifteen parents opened the survey and completed the Informed consent and the disqualifying answer, only 7 parents completed the entire survey. As a result of the limited parent participants, the parent perceptions could be analyzed from a larger population of ESOL parents.

The researcher obtained the email addresses of over 39,852 high school educators from the Florida Department of Education. Due to Lynn University's Spam Policy limiting the researcher to send ten emails at a time, the researcher was only able to send approximately 6,000 survey invitations to qualifying educators. The researcher gathered more participants than intended which created more accurate data results. It is important to note that the email invitation was sent during some educators' Spring Break, which may have adversely impacted the survey response rate. Additionally, it should be noted that although 82 educators opened the survey and completed the informed consent, only 62 participants completed the entire survey.

Implications for Practice

Based on the results, the researcher concluded more information is needed to be disseminated to educators on Florida Department of Education Exemptions Provided to English Language Learners Section 3, thirteen-year rule. The feedback provided by this research indicates an inconsistent knowledge base of educators on the additional academic year provided to English Language Learners. This is important as Florida education policies are not being distributed equally for all educators in all counties.

This research gathered data from informed parents who indicated they were aware of the extra academic year available to their child to graduate high school. While the parents are informed of the thirteenth- year rule, some of the educators are not.

Recommendations for Future Research

Future research analyzing parent perceptions of English Language Learners should be gathered from community or school events and not social media. The researcher's small population sample indicates that perhaps parents of English Language Learners are not utilizing social media as means to gather educational information for their children.

Future research analyzing educator perception on the Florida Department of Education Rule 6A-6.0909 section 3, the thirteen-year rule should inform respondents of possible school ramifications of students taking advantage of the extra academic year. In like, the researcher believes a focus group would be beneficial to fully understand the participants open-ended responses. Due to the nature of the one-sided survey, the researcher is unable to ask clarifying questions to the participants' open-ended responses. Some questions that should be considered:

1. What specific support do you believe English Language Learners need to graduate high school in four years?
2. Should English Language Learners be a part of a four-year graduation cohort or a five year graduation cohort given the Florida Department of Education Rule 6A-6.0909 section 3, the thirteen-year rule.
3. Are you aware that when an English Language Learner takes advantage of Florida Department of Education Rule 6A-6.0909 section 3, the thirteen-year rule, the school's graduation rate is affected by that student? Would that change your perspective on promoting it with your students?

Summary

The chapter discussed the study findings from parents and educator's perception of Florida Department of Education Rule 6A-6.0909 section 3, the thirteen-year rule. The data

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showed 74.3% of parents and educators agree that English Language Learners would benefit from the extra year in high school. The researcher recommends an extension of this study to include additional specific questions aimed to gather perceptions of parents and educator's inclusion of English Language Learners in a four-year graduation cohort or a fifth-year graduation cohort. Additionally, the study reveals parent participants have a high regard for the education their child is receiving while educators are more critical and would like to see more support in place to assist English Language Learners in the classroom.

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Appendix A: Facebook Posts with Parent Survey Link

<p>Are you a parent of a Florida English Language Learner high school student?</p>  <p>IF YOU HAVE AT LEAST ONE ENGLISH LANGUAGE LEARNER ENROLLED IN A PUBLIC FLORIDA HIGH SCHOOL AND WOULD LIKE TO KNOW MORE INFORMATION ABOUT AN ADDITIONAL ACADEMIC YEAR FOR YOUR CHILD TO GRADUATE HIGH SCHOOL, CONSIDER TAKING THIS SURVEY.</p>  <ul style="list-style-type: none"> English ELL Parent Survey Here Spanish ELL Parent Survey Here 	<p>Spanish</p> <p>¿Es usted padre de un estudiante de secundaria de Florida categorizado English Language Learners y aprendiendo Inglés?</p>  <p>SI TIENE AL MENOS UN HIJO APRENDIÓ EL IDIOMA INGLÉS INSCRITO EN UNA ESCUELA SECUNDARIA PÚBLICA DE FLORIDA Y DESEA OBTENER MÁS INFORMACIÓN SOBRE UN AÑO ACADÉMICO ADICIONAL PARA QUE SU HIJO SE GRADÚE DE LA ESCUELA SECUNDARIA, CONSIDERE REALIZAR ESTA ENCUESTA.</p>  <p>Encuesta para padres aquí https://www.surveymonkey.com/r/JJLW92V</p>
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<p>Are you a parent of a Florida English Language Learner high school student?</p>  <p>IF YOU HAVE AT LEAST ONE ENGLISH LANGUAGE LEARNER ENROLLED IN A PUBLIC FLORIDA HIGH SCHOOL AND WOULD LIKE TO KNOW MORE INFORMATION ABOUT AN ADDITIONAL ACADEMIC YEAR FOR YOUR CHILD TO GRADUATE HIGH SCHOOL, CONSIDER TAKING THIS SURVEY.</p>  <ul style="list-style-type: none"> English ELL Parent Survey Here Haitian Creole ELL Parent Survey Here 	<p>Haitian Creole</p> <p>Èske w se paran yon elèv k ap aprann Anglè nan yon lekòl segondè nan Florid?</p>  <p>SI W GENYEN OMWEN YON ELÈV K AP APRANN ANGLÈ KI ENSKRI NAN YON LEKÒL SEGONDÈ NAN ÈTA FLORID, EPI OU TA RENMEN KONNEN PLIS ENFÒMASYON SOU YON ANE AKADEMIK ANPLIS POU PITIT OU A DIPLOME NAN LEKÒL SEGONDÈ, ANVIZAJE PATISIPE NAN ANKÈT SA A</p>  <p>Sondaj Paran ELL Isit la https://www.surveymonkey.com/r/GZSXZSB</p>
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Appendix B: Parent Informed Consent

You are invited to participate in a survey for Florida parents of English Language Learners. The researcher is investigating perceptions of Florida English Speakers of Other Languages parents on the Florida Department of Education Rule 6A-6.0909 section 3, the thirteen-year rule. This form is part of the process called “Informed Consent” where you decide to take part in this survey voluntarily.

This study is being conducted by researcher Ailyn Barrios Forte, a doctoral student at Lynn University.

This study aims to determine ESOL parents' perception of the Florida State Board of Education Rule 6A-6.0909 section 3, the thirteen-year rule, as a means to graduate ELL students. This study aims to evaluate the perceptions and knowledge of the Florida State Board of Education Rule 6A-6.0909 section 3 and if ESOL parents find it useful for English Language Learners. If you agree to be a part of this study, you will be asked to complete a survey with your own relation to English Language Learners and your perceptions of the Florida graduation requirements. The survey will include questions about demographics, approximate age group of English Language Learners with your relation to them, and experience with English Language Learner education.

Participating in this survey would not pose a risk to your safety, identity, or status at home or work. There are no questions in the survey relating to immigration status or district location and does not pose a risk in these areas to the participant. The survey does not include identifiable information, and the answers will be kept anonymous. Participating in this survey does not pose a risk to your safety or well-being.

PERCEPTIONS OF ESOL PARENTS AND EDUCATORS: Florida Graduation 13 Year Rule

The benefits of participating in this study include voicing your opinion, and experiences, and obtaining information on Florida graduation requirements aimed to graduate English Language Learners. The study is voluntary and does not compensate you for your time.

Any information you provide will be kept anonymous and the researcher will not use your personal information for any purpose. The survey data will be kept until the publication of this research. After publication, the electronic data collected will be deleted on the computer used to collect the data.

If you have any questions, now or at a later time, please contact the researcher at abarrios2@email.lynn.edu. You may also include the researcher dissertation Chair, Dr. Kelly Burlison at KBurlison@lynn.edu or the Lynn Instructional Review Board Chair at Jlesh@lynn.edu.

Questions may be answered before the completion of the survey.

Statement of Consent

I have read the above information. I understand the study well enough to participate in the survey. I understand that the study is voluntary and anonymous. By answering yes, to the below question, I agree to participate in this study. Please indicate your consent by selecting yes to this survey. If you select no, the researcher thanks you for your time and you will exit the survey.

Appendix C: Parent Survey (English)

Parent Perception Survey

English Language Learners have a lower high school graduation rate than their native peers. There is a Florida State Rule that could assist with English Language Learners graduating high school.

English Language Learners are students who are non-native and meet qualifications for academic support based on their entry-level English proficiency assessment scores

*** 1. Informed Consent**

You are invited to participate in a survey for Florida parents of English Language Learners. The researcher is investigating perceptions of Florida English Speakers of Other Languages parents on the Florida Department of Education Rule 6 A- 6.0909 section 3, the thirteen-year rule. This form is part of the process called “Informed Consent” where you decide to take part in this survey voluntarily.

This study is being conducted by researcher Ailyn Barrios Forte, a doctoral student at Lynn University.

This study aims to determine ESOL parents' perception of the Florida State Board of Education Rule 6 A- 6.0909 section 3, the thirteen-year rule, as a means to graduate ELL students. This study aims to evaluate the perceptions and knowledge of the Florida State Board of Education Rule 6A-6.0909 section 3 and if ESOL parents find it useful for English Language Learners. If you agree to be a part of this study, you will be asked to complete a survey with your own relation to English Language Learners and your perceptions of the Florida graduation requirements. The survey will include questions about demographics, approximate age group of English Language Learners with your relation to them, and experience with English Language Learner education.

Participating in this survey would not pose a risk to your safety, identity, or status at home or work. There are no questions in the survey relating to immigration status or district location and does not pose a risk in these areas to the participant. The survey does not include identifiable information, and the answers will be kept anonymous. Participating in this survey does not pose a risk to your safety or well-being.

The benefits of participating in this study include voicing your opinion, and experiences, and obtaining information on Florida graduation requirements aimed to graduate English Language Learners. The study is voluntary and does not compensate you for your time.

Any information you provide will be kept anonymous and the researcher will not use your personal information for any purpose. The survey data will be kept until the publication of this research. After publication, the electronic data collected will be deleted on the computer used to collect the data.

PERCEPTIONS OF ESOL PARENTS AND EDUCATORS: Florida Graduation 13 Year Rule

If you have any questions, now or at a later time, please contact the researcher at abarrios2@email.lynn.edu. You may also include the researcher dissertation Chair, Dr. Kelly Burlison at KBurlison@lynn.edu or the Lynn Instructional Review Board Chair at Jlesh@lynn.edu.

Questions may be answered before the completion of the survey.

I have read the above information. I understand the study well enough to participate in the survey. I understand the study is voluntary and anonymous. By answering yes, to the below question, I agree to participate in this study. Please indicate your consent by selecting yes to this survey. If you select no, the researcher thanks you for your time and you will exit the survey.

Yes

No

If the parent selects NO, the parent will be taken to the end of the survey.

* 2. I am a parent of a 9th - 12th grade English Language Learner in Florida.

Yes

No

If the parent selects NO, the parent will be taken to the end of the survey.

3. What area of Florida do you reside in?

North

South

Central

4. I am informed about the English Speakers of Other Languages program my district has to offer.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How satisfied are you with the ESOL education your child is receiving?

PERCEPTIONS OF ESOL PARENTS AND EDUCATORS: Florida Graduation 13 Year Rule

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. My English Language Learner is on track to graduate from High School with their current grade level peers.

****On track for graduation is determined by a 2.0 GPA, passing Math and Reading requirements or projected to pass along with the course credits needed. (4 Credits English Language Arts, 4 Credits Mathematics, 3 Science Credits, 3 Social Studies Credits, 1 performing or fine arts, 1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts, 1 Credit Physical Education, 8 Elective Credits, 1 Online Course.)**

Strongly Agree Agree Neutral Disagree Strongly Disagree

7. My English Language Learner has been enrolled in a United States school for:

- 1-2 Years
- 3-4 Years
- 5-7 Years
- More than 7 years

8. I have attended one or more parent/ teacher meeting(s) with my English Language Learner.

Strongly Agree Agree Neutral Disagree Strongly Disagree

9. I have been given materials by the school or the district to review regarding my English Language Learner's education.

Strongly Agree Agree Neutral Disagree Strongly Disagree

10. I have read through and understand the school district's English Language Learner plan in which my child attends.

Strongly Agree Agree Neutral Disagree Strongly Disagree

11. I would recommend my English Language Learner's school or district to another ESOL family.

PERCEPTIONS OF ESOL PARENTS AND EDUCATORS: Florida Graduation 13 Year Rule

Strongly Agree Agree Neutral Disagree Strongly Disagree

12. I know about the Florida State Board of Education Rule 6A-6.0909 section 3, thirteen-year rule.

Strongly Agree Agree Neutral Disagree Strongly Disagree

13. I know that my English Language Learner can receive an extra year in high school to meet graduation requirements if needed.

Strongly Agree Agree Neutral Disagree Strongly Disagree

14. The school or district has advised me of the extra academic year for my child to graduate from high school if needed.

Strongly Agree Agree Neutral Disagree Strongly Disagree

15. My high school English Language Learner would benefit from the extra year in high school to graduate.

Strongly Agree Agree Neutral Disagree Strongly Disagree

16. How many high school English Language Learners do you have in high school or have gone through high school in the United States?

0 student

I currently have 1 enrolled in High School.

I currently have 2 student enrolled in High School.

I have had 1 students graduate from high school and 1 students enrolled in High School.

I have had 2 or more students graduate from high school and at least 1 currently enrolled in High School.

17. What is your County of Origin?

18. What is your home language?

19. I would like more information on the Florida State Board of Education Rule 6A-6.0909 section 3, thirteen-year rule.

Yes

No

20. What is your perception of your child's education in Florida?

21. Would you recommend your school to others? Why or Why not.

22. Explain a positive interaction you have had with your school regarding your child's education.

PERCEPTIONS OF ESOL PARENTS AND EDUCATORS: Florida Graduation 13 Year Rule

23. What is your perception of the Florida Department of Education Exemptions provided to English Language Learners Section 3, thirteen-year rule?

If you would like more information on the Florida State Board of Education Rule 6A-6.0909 section 3, thirteen-year rule, please contact the researcher at abarrios@email.lynn.edu

Appendix D: Email to Florida Educators

Dear Invitee,

My name is Ailyn Barrios Forte and I am a Doctor of Education student at Lynn University. I am requesting your participation in a research study evaluating the perceptions of Florida educators on the Florida Department of Education Rule 6A-6.0909 section 3, the thirteen-year rule. The intent is to gain information from parents and educators on their perceptions of the Florida Department of Education Rule 6A-6.0909 section 3, the thirteen-year rule as a means for English Language Learners to graduate high school.

This study involves a survey with your own perceptions of the ESOL program your district offers to English Language Learners and your perceptions of the Florida Department of Education Rule 6A-6.0909 section 3, the thirteen-year rule. Participation in this survey is completely voluntary and, unfortunately, I cannot compensate you for your time. The survey is anonymous and does not require you to input any identifiable information.

If you would like to participate in this study, please continue with the survey and review the consent information in the first section. Your participation is greatly appreciated and of great importance to the Florida Department of Education Rule 6 A- 6.0909 section 3, the thirteen-year rule in helping English Language Learners graduate high school.

Sincerely,

Ailyn Barrios Forte, Master of Education, Doctoral Student, Lynn University

abarrios2@email.lynn.edu

Kelly Burlison, Doctorate in Education, Lynn University Chair kburlison@lynn.edu

Jennifer Lesh, Doctor in Education, Lynn University Institution Review Board Chair

Jlesh@lynn.edu.

[CLICK HERE FOR LINK TO SURVEY](#)

Appendix E: Educator Informed Consent

You are invited to participate in a survey for Florida educators of English Language Learners. The researcher is investigating perceptions of educators on the Florida Department of Education Rule 6A-6.0909 section 3, the thirteen-year rule. This form is part of the process called “Informed Consent” where you decide to take part in this survey voluntarily.

This study is being conducted by researcher Ailyn Barrios Forte, a doctoral student at Lynn University.

This study aims to determine educators perception of the Florida State Board of Education Rule 6A-6.0909 section 3, the thirteen-year rule, as a means to graduate ELL students. This study aims to evaluate the perceptions and knowledge of the Florida State Board of Education Rule 6A-6.0909 section 3 and if educators find it useful for English Language Learners. If you agree to be a part of this study, you will be asked to complete a survey with your own relation to English Language Learners and your perceptions of the Florida graduation requirements. The survey will include questions about demographics, approximate age group of English Language Learners with your relation to them, and experience with English Language Learner education.

Participating in this survey would not pose a risk to your safety, identity, or status at home or work. There are no questions in the survey relating to immigration status or district location and does not pose a risk in these areas to the participant. The survey does not include identifiable information, and the answers will be kept anonymous. Participating in this survey does not pose a risk to your safety or well-being.

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The benefits of participating in this study include voicing your opinion, and experiences, and obtaining information on Florida graduation requirements aimed to graduate English Language Learners. The study is voluntary and does not compensate you for your time.

Any information you provide will be kept anonymous and the researcher will not use your personal information for any purpose. The survey data will be kept until the publication of this research. After publication, the electronic data collected will be deleted on the computer used to collect the data.

If you have any questions, now or at a later time, please contact the researcher at abarrios2@email.lynn.edu. You may also include the researcher dissertation Chair, Dr. Kelly Burlison at KBurlison@lynn.edu or the Lynn Instructional Review Board Chair at Jlesh@lynn.edu.

Questions may be answered before the completion of the survey.

Appendix F: Florida Educator Survey

Educator Survey

English Language Learners have a lower high school graduation rate than their native peers. There is a Florida State Rule that could assist with English Language Learners graduating.

English Language Learners are students who are non-native and meet qualifications for academic support based on their entry-level English proficiency assessment scores

* 1. You are invited to participate in a survey for Florida educators of English Language Learners. The researcher is investigating perceptions of educators on the Florida Department of Education Rule 6A-6.0909 section 3, the thirteen-year rule. This form is part of the process called “Informed Consent” where you decide to take part in this survey voluntarily.

This study is being conducted by researcher Ailyn Barrios Forte, a doctoral student at Lynn University.

This study aims to determine educator’s perception of the Florida State Board of Education Rule 6A-6.0909 section 3, the thirteen-year rule, as a means to graduate ELL students. This study aims to evaluate the perceptions and knowledge of the Florida State Board of Education Rule 6A-6.0909 section 3 and if educators find it useful for English Language Learners. If you agree to be a part of this study, you will be asked to complete a survey with your own relation to English Language Learners and your perceptions of the Florida graduation requirements. The survey will include questions about demographics, approximate age group of English Language Learners with your relation to them, and experience with English Language Learner education.

Participating in this survey would not pose a risk to your safety, identity, or status at home or work. There are no questions in the survey relating to immigration status or district location and does not pose a risk in these areas to the participant. The survey does not include identifiable information, and the answers will be kept anonymous. Participating in this survey does not pose a risk to your safety or well-being.

The benefits of participating in this study include voicing your opinion, and experiences, and obtaining information on Florida graduation requirements aimed to graduate English Language Learners. The study is voluntary and does not compensate you for your time.

Any information you provide will be kept anonymous and the researcher will not use your personal information for any purpose. The survey data will be kept until the publication of this research. After publication, the electronic data collected will be deleted on the computer used to collect the data.

If you have any questions, now or at a later time, please contact the researcher at abarrios2@email.lynn.edu. You may also include the researcher dissertation Chair, Dr. Kelly

PERCEPTIONS OF ESOL PARENTS AND EDUCATORS: Florida Graduation 13 Year Rule

Burlison at KBurlison@lynn.edu or the Lynn Instructional Review Board Chair at Jlesh@lynn.edu.

Questions may be answered before the completion of the survey.

Statement of Consent

I have read the above information. I understand the study well enough to participate in the survey. I understand the study is voluntary and anonymous. By answering yes, to the below question, I agree to participate in this study. Please indicate your consent by selecting yes to this survey. If you select no, the researcher thanks you for your time and you will exit the survey.

Yes

No

If the educator selects NO, the educator will be taken to the end of the survey.

2. I am an educator in a public 9-12 school in Florida.

Yes

No

If the educator selects NO, the educator will be taken to the end of the survey.

3. In my school, my role is a(n)

teacher

ESOL Coordinator

ESOL teacher

district professional

school counselor

other

administrator

4. I have been an educator for

1-3 years

9-15 years

4-5 years

15+ years

6-8 years

PERCEPTIONS OF ESOL PARENTS AND EDUCATORS: Florida Graduation 13 Year Rule

5. I know about the ESOL program my district has to offer.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. English Language Learners can learn.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How satisfied are you with the support your district provides to English Language Learners?

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. At my school, most of English Language Learners are on track to graduate from High School with their current grade level peers.

****On track for graduation is determined by a 2.0 GPA, passing Math and Reading requirements or projected to pass along with the course credits needed. (4 Credits English Language Arts, 4 Credits Mathematics, 3 Science Credits, 3 Social Studies Credits, 1 performing or fine arts, 1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts, 1 Credit Physical Education, 8 Elective Credits, 1 Online Course.)**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. English Language Learners are academically successful in my school as measured by their grades and GPA.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. My Florida school district has an English Language Learner support plan.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. I have read through my Florida districts English Language Learner support plan.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PERCEPTIONS OF ESOL PARENTS AND EDUCATORS: Florida Graduation 13 Year Rule

12. I believe my Florida school district's English Language Learner plan is successful and thorough aimed to inform students, parents, and school educators about what is needed to successfully graduate from high school.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. I believe English Language Learners need additional support in order to graduate from high school with their 4-year cohort.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. What is your perception of the education your English Language Learners are receiving?

15. I know about the Florida State Board of Education Rule 6A-6.0909 section 3, thirteen-year rule.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. The school or district has advised me of the extra year in high school as an option for my school's English Language Learners to graduate from high school.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. My English Language Learners would benefit from the extra year in high school to graduate.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PERCEPTIONS OF ESOL PARENTS AND EDUCATORS: Florida Graduation 13 Year Rule

18. I encourage my English Language Learners to take advantage of the extra year in high school to complete graduation requirements to graduate high school.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. I knew that English Language Learners can receive an extra year in high school to meet graduation requirements prior to completing this survey.

Yes

No

20. Have you suggested an ELL take an additional year of high school prior to completing this survey.

Yes

No

21. Will you now recommend an additional year of high school after completing this survey?

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. What is your perception of the Florida Department of Education Exemptions provided to English Language Learners Section 3, thirteen-year rule?

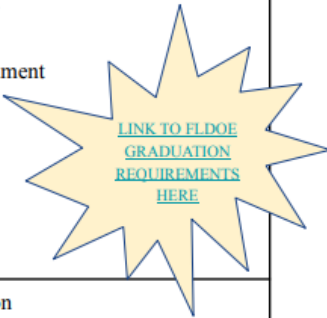
Appendix G: Handout for ESOL Parent Participants

Thirteenth year Information for ELLs to Graduate High School in Florida

Created by Ailyn Barrios Forte- Doctoral Student, Lynn University

FLORIDA DEPARTMENT OF EDUCATION HIGH SCHOOL REQUIREMENTS

24 Credit Standard Diploma	
<p>4 Credits ELA</p> <ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement 	<p>4 Credits Mathematics*</p> <ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) • An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
<p>3 Credits Science</p> <ul style="list-style-type: none"> • One of which must be Biology 1, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1) • An identified computer science** credit may substitute for up to one science credit (except for Biology 1) 	<p>3 Credits Social Studies</p> <ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
<p>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts</p>	<p>1 Credit Physical Education To include the integration of health</p>
<p>8 Elective Credits</p>	<p>1 Online Course</p>
<p>Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.</p>	



[LINK TO FLDOE GRADUATION REQUIREMENTS HERE](#)

According to Florida Department of Education Statute 6A-6.0909 exemptions provided to English Language Learners- Section 3 states, “English Language Learners who have completed the credits required for graduation and who have failed to meet the 10th grade standards as measured by the statewide standardized assessment shall be eligible for compensatory education for “a thirteenth year” as provided in Section 1003.4282, F.S”-

[VIEW FLDOE WEBSITE HERE](#)

➔ The researcher advises Florida ESOL parents to speak with their students school to inquire about this option for their student to graduate high school. ➔

Appendix H: Certified Translation of Parent Facebook Post in Haitian Creole



Certification of Translation Competency & Accuracy

Messaging / Content

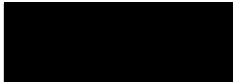
Source Language: **English**

Target Language: **Haitian Creole**

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A copy of the translation is attached to this certification.



Tim Campbell

Authorized Signatory

Order Date: Oct 01, 2022

Sincerely,

Orbit Translation
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Suite 550
Houston, TX 77077
United States

Contact Info:
Visit us @ www.orbittranslation.com
Call us @ 1-800-687-4393

Order # 19837



The authenticity of this translation order can be verified by emailing (support@orbittranslation.com)

<u>English</u>	<u>Haitian Creole</u>
Are you a parent of a Florida English Language Learner high school student?	Èske w se paran yon elèv k ap aprann Anglè nan yon lekòl segondè nan Florid?
If you have at least one English Language Learner enrolled in a public Florida High School and would like to know more information about an additional academic year for your child to graduate high school, consider taking this survey.	Si w genyen omwen yon elèv k ap aprann Anglè ki enskri nan yon lekòl segondè nan Eta Florid, epi ou ta renmen konnen plis enfòmasyon sou yon ane akademik anplis pou pitit ou a diplome nan lekòl segondè, anvizaje patisipe nan ankèt sa a.
ELL Parent Survey Here Select your language in the upper right hand	Sondaj Paran ELL Isit la Chwazi lang ou an nan kwen siperyè adwat la



Appendix J: Certified Translation of Parent Survey in Spanish

ENCUESTA PARA PADRES

Los estudiantes que aprenden inglés tienen una tasa de graduación de la escuela secundaria más baja que sus compañeros nativos. Hay una norma del Estado de Florida que podría ayudar a los estudiantes de inglés a graduarse en la escuela secundaria.

Los alumnos que aprenden inglés son alumnos no nativos que reúnen los requisitos para recibir apoyo académico en función de las puntuaciones obtenidas en la evaluación de su nivel de inglés inicial.

* 1. Consentimiento informado

Se le invita a participar en una encuesta para padres de estudiantes de inglés como segunda lengua de Florida. El investigador está investigando las percepciones de los padres de Estudiantes de Inglés como Segundo Idioma de Florida sobre la Regla 6A-6.0909 sección 3 del Departamento de Educación de Florida, la regla de los trece años. Este formulario es parte del proceso llamado "Consentimiento Informado" en el que usted decide participar voluntariamente en esta encuesta.

Este estudio lo lleva a cabo la investigadora Ailyn Barrios Forte, estudiante de doctorado de la Universidad de Lynn.

Este estudio tiene como objetivo determinar la percepción de los padres de ESOL sobre la Regla 6A-6.0909 sección 3 del Consejo de Educación del Estado de Florida, la regla de los trece años, como medio para graduar a los estudiantes ELL. Este estudio pretende evaluar las percepciones y el conocimiento de la Regla 6A-6.0909 sección 3 del Consejo de Educación del Estado de

PERCEPTIONS OF ESOL PARENTS AND EDUCATORS: Florida Graduation 13 Year Rule

Florida y si los padres de ESOL la consideran útil para los estudiantes que están aprendiendo inglés. Si usted acepta formar parte de este estudio, se le pedirá que complete una encuesta con su propia relación con los Estudiantes del Idioma Inglés y sus percepciones sobre los requisitos de graduación de Florida. La encuesta incluirá preguntas sobre datos demográficos, grupo de edad aproximado de los estudiantes de inglés con su relación con ellos, y experiencia con la educación de los estudiantes de inglés.

Participar en esta encuesta no supone ningún riesgo para su seguridad, identidad o situación en el hogar o el trabajo. En la encuesta no hay preguntas relacionadas con la situación de inmigración o la ubicación del distrito y no supone un riesgo en estos ámbitos para el participante. La encuesta no incluye información identificable y las respuestas se mantendrán en el anonimato. La participación en esta encuesta no supone ningún riesgo para su seguridad o bienestar. Si en algún momento se siente incómodo, puede abandonar la encuesta y sus respuestas no quedarán registradas.

Los beneficios de participar en este estudio incluyen expresar su opinión, y experiencias, y obtener información sobre los requisitos de graduación de Florida destinados a graduar a los Estudiantes del Idioma Inglés. El estudio es voluntario y no le compensa por su tiempo.

Toda la información que proporcione se mantendrá anónima y el investigador no utilizará sus datos personales para ningún fin. Los datos de la encuesta se conservarán hasta la publicación de esta investigación. Tras la publicación, los datos electrónicos recogidos se borrarán en el ordenador utilizado para recogerlos.

Si tiene alguna pregunta, ahora o más adelante, póngase en contacto con el investigador en abarrios2@email.lynn.edu. También puede incluir el investigador disertación Presidente, Dr.

PERCEPTIONS OF ESOL PARENTS AND EDUCATORS: Florida Graduation 13 Year Rule

Kelly Burlison en KBurlison@lynn.edu o el Lynn Instructional Review Board Chair en Jlesh@lynn.edu.

Las preguntas pueden responderse antes de completar la encuesta.

He leído la información anterior. Comprendo el estudio lo suficiente como para participar en la encuesta. Entiendo que el estudio es voluntario y anónimo. Al responder afirmativamente a la pregunta siguiente, acepto participar en este estudio. Por favor, indique su consentimiento seleccionando sí a esta encuesta. Si selecciona no, el investigador le agradece su tiempo y saldrá de la encuesta.

Sí/ No

Si el padre selecciona NO, se le llevará al final de la encuesta.

* 2. Soy padre de un alumno de inglés de 9° a 12° curso en Florida. Sí

No

Si el padre selecciona NO, se le llevará al final de la encuesta.

3. ¿En qué zona de Florida reside?

Norte

Sur

Central

4. Estoy informado sobre el programa para hablantes de inglés de otras lenguas que ofrece mi distrito.

PERCEPTIONS OF ESOL PARENTS AND EDUCATORS: Florida Graduation 13 Year Rule

Muy de acuerdo/ De acuerdo/ Neutral/ En desacuerdo/ Muy en desacuerdo

5. ¿Cuál es su grado de satisfacción con la enseñanza de ESOL que recibe su hijo?

Muy de acuerdo/ De acuerdo/ Neutral/ En desacuerdo/ Muy en desacuerdo

6. Mi estudiante de inglés está en camino de graduarse de la escuela secundaria con sus compañeros de nivel de grado actual.

**En el camino para la graduación se determina por un 2.0 GPA, pasando Matemáticas y Lectura requisitos o proyectado para pasar junto con los créditos del curso necesarios. (4 Créditos de Artes del Lenguaje Inglés, 4 Créditos de Matemáticas, 3 Créditos de Ciencias, 3 Créditos de Estudios Sociales, 1 de artes escénicas o bellas artes, 1 Crédito de Bellas Artes y Artes Escénicas, Oratoria y Debate, o Artes Prácticas, 1 Crédito de Educación Física, 8 Créditos Electivos, 1 Curso en Línea).

Muy de acuerdo/ De acuerdo/ Neutral/ En desacuerdo/ Muy en desacuerdo

7. Mi alumno de inglés ha estado matriculado en una escuela de Estados Unidos durante:

1-2 años/ 3-4 años/ 5-7 años/ Más de 7 años

8. He asistido a una o más reuniones de padres y profesores con mi alumno de inglés.

Muy de acuerdo/ De acuerdo/ Neutral/ En desacuerdo/ Muy en desacuerdo

9. La escuela o el distrito me han dado materiales para que los revise en relación con la educación de mi estudiante de inglés.

Muy de acuerdo/ De acuerdo/ Neutral/ En desacuerdo/ Muy en desacuerdo

PERCEPTIONS OF ESOL PARENTS AND EDUCATORS: Florida Graduation 13 Year Rule

10. He leído y comprendo el plan para estudiantes de inglés del distrito escolar al que asiste mi hijo. Muy de acuerdo/ De acuerdo/ Neutral/ En desacuerdo/ Muy en desacuerdo

11. Recomendaría la escuela o el distrito de mi estudiante de inglés como segunda lengua a otra familia de ESOL.

Muy de acuerdo/ De acuerdo/ Neutral/ En desacuerdo/ Muy en desacuerdo

12. Conozco la regla 6A-6.0909 sección 3, regla de los trece años, del Consejo de Educación del Estado de Florida.

Muy de acuerdo/ De acuerdo/ Neutral/ En desacuerdo/ Muy en desacuerdo

13. Sé que mi estudiante de inglés puede recibir un año adicional en la escuela secundaria para cumplir con los requisitos de graduación si es necesario.

Muy de acuerdo/ De acuerdo/ Neutral/ En desacuerdo/ Muy en desacuerdo

14. La escuela o el distrito me ha informado del año académico adicional para que mi hijo se gradúe de la escuela secundaria si es necesario.

Muy de acuerdo/ De acuerdo/ Neutral/ En desacuerdo/ Muy en desacuerdo

15. Mi alumno de inglés de secundaria se beneficiaría de un año más en el instituto para graduarse. Muy de acuerdo/ De acuerdo/ Neutral/ En desacuerdo/ Muy en desacuerdo

16. ¿Cuántos estudiantes de inglés de secundaria tiene o ha tenido en Estados Unidos?

0 alumnos

Actualmente tengo 1 alumno matriculado en Secundaria

Actualmente tengo 2 alumnos matriculados en Bachillerato

PERCEPTIONS OF ESOL PARENTS AND EDUCATORS: Florida Graduation 13 Year Rule

He tenido 1 estudiante graduado de la escuela secundaria y 1 estudiante matriculado en la escuela secundaria

He tenido 2 o más estudiantes graduados de la escuela secundaria y al menos 1 actualmente matriculado en la escuela secundaria

17. ¿Cuál es su condado de origen?

18. ¿Cuál es su lengua materna?

19. Me gustaría recibir más información sobre la Regla 6A-6.0909 sección 3, regla de los trece años, del Consejo de Educación del Estado de Florida.

Sí/ No

20. ¿Cuál es su percepción de la educación de su hijo en Florida?

21. ¿Recomendarías tu centro a otras personas? ¿Por qué sí o por qué no?

22. Explique una interacción positiva que haya tenido con su centro escolar en relación con la educación de su hijo.

23. ¿Cuál es su percepción de las Exenciones del Departamento de Educación de Florida proporcionadas a los Estudiantes de Inglés Sección 3, norma de trece años?

Si desea más información sobre la norma 6A-6.0909 sección 3, norma de trece años, del Consejo de Educación del Estado de Florida, póngase en contacto con el investigador en

abarrios@email.lynn.edu.



Certification of Translation Competency & Accuracy

Parent Survey

Source Language: English

Target Language: Spanish & Haitian Creole

As an authorized representative of Orbit Translation, a professional translation services agency, I hereby certify that the above-mentioned document has been translated by an experienced, qualified and competent professional translator, fluent in the above mentioned language pair and that, in our best judgment, the translated text truly reflects the content, meaning, and style of the original text and constitutes in every respect a complete and accurate translation of the original document. This document has not been translated for a family member, friend, or business associate.

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Tim Campbell

Authorized Signatory

Order Date: Feb 7, 2023

Sincerely,

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Suite 550, Houston, TX 77077
United States*

Contact Info:

Visit us @ www.orbittranslation.com

Call us @ 1-800-687-4393

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Appendix K: Certified Translation of Parent Survey in Haitian Creole

Sondaj pou paran

Elèv ki ap aprann pale lang Anglè yo gen yon posibilite pou yo rive gradyè ki pi ba pase kamarad ki pale Anglè natif natal yo nan lekòl segondè yo. Gen yon règleman ki genyen nan Eta Florid ki kapab ede elèv ki ap aprann pale lang Anglè yo pou yo ka gradye nan lekòl segondè.

Elèv ki ap aprann lang Anglè yo se elèv ki pat pale anglè depi lè yo fèt epi ki kalifye pou jwenn sipò akademik ki te baze sou nòt evalyasyon de konpetans yo nan Anglè.

*1. Konsantman ki enfòmè

Yo envite w pou w kapab patisipe nan yon sondaj pou paran elèv ki ap aprann Anglè nan Leta Florid. Moun ki ap fè rechèch sa a ap mennen ankèt pou konnen ki pèsèpsyon sila yo ki pale anglè ki gen paran ki pale lòt lang nan Florid, sou Depatman Edikasyon Florida, Règleman 6A-6.0909 seksyon 3, règleman trèz (13) lane a. Fòm sa a fè pati pwosesis ki rele “Konsantman Enfòmè” kote ou deside patisipe nan sondaj sa a volontèman.

Se yon chèchè ki rele Ailyn Barrios Forte, yon etidyan doktora nan Lynn University, ki ap fe etid sila.

Etid sa a vize detèmine pèsèpsyon paran ESOL (sa se elève kap aprann Anglè) yo genyen sou Règ 6A-6.0909 Seksyon 3, Konsèy Edikasyon Eta Florid la, règ trèz ane a, kòm yon mwayen pou gradye elèv ELL (Elèl kap aprann Anglè) yo. Etid sa a vize pou evalye pèsèpsyon ak konesans ki genyen sou Règ 6A-6.0909 Seksyon 3 Konsèy Edikasyon Eta Florid e wè si paran ESOL yo twouve li itil pou Elèv k ap Aprann Angle yo. Si w dakò pou w fè pati etid sa a, y ap

mande w pou w ranpli yon sondaj ki gen rapò ak pwòp relasyon w ak Elèv k ap Aprann Lang Anglè e di ki pèsepsyon w genyen sou egzijans Laflorid bay pou gradyasyon an. Sondaj la pral gen ladan kesyon sou strikti popilasyon an, gwoup laj apwoksimatif elèv k ap aprann Angle a ansanm ak relasyon w genyen ak li, epi eksperyans ou ak edikasyon pou aprann Anglè.

Patisipe nan sondaj sa a pap reprezante yon risk pou sekirite w, idantite w oswa sitiyasyon w lakay oswa nan travay ou. Pa gen okenn kesyon nan sondaj la ki gen rapò ak sitiyasyon imigrasyon oswa kote katye a ye epi li pa reprezante yon risk nan fason sa yo pou patisipan an. Sondaj la pa genyen enfòmasyon ki kapab pèmèt moun idantifye w, epi repons yo pap gen non sou yo. Patisipe nan sondaj sa a pa reprezante yon risk pou sekirite w oswa byennèt ou. Si nan nenpòt moman, ou pa santi w alèz, ou ka soti nan sondaj la epi yo pap anrejistre repons ou yo.

Avantaj ou genyen lè w patisipe nan etid sa a genyen ladan l se : eksprime opinyon w ak eksperyans ou, epi jwenn enfòmasyon sou kondisyon gradyasyon nan Eta Florid ki vize pou gradye Elèv k ap aprann lang anglè. Etid la se volontèman wap fèl epi li yo pap peye ou pou tan ou.

Nenpòt enfòmasyon ou bay pral rete anonim epi chèchè a p ap sèvi ak enfòmasyon pèsònèl ou pou okenn rezon. Yap konsève done yo jwenn nan sondaj yo pou jiskaske piblikasyon rechèch sa a fèt. Apre piblikasyon an, done elektwonik yo te kolekte yo ap efase sou òdinatè yo itilize pou kolekte done yo a.

Si w gen nenpòt kesyon, kounye a oswa nan pita, tanpri kontakte chèchè a nan abarrios2@email.lynn.edu. Ou kapab pale tou avèk Prezidan tèt chèchè a, Doktè Kelly Burlison

PERCEPTIONS OF ESOL PARENTS AND EDUCATORS: Florida Graduation 13 Year Rule

nan KBurlison@lynn.edu oswa Prezidan Komisyon Konsèy Revizyon Enstriksyon an Lynn nan Jlesh@lynn.edu .

Yo ka reponn kesyon ou yo anvan yo fini sondaj la.

Mwen te li enfòmasyon ki ekri anwo yo. Mwen konprann etid la ase byen pou m patisipe nan sondaj la. Mwen konprann ke etid la se yon bagay volontè ak non mwen ap rete sekre. Lè mwen chwazi reponn wi ak kesyon ki anba a, mwen vle di mwen dakò patisipe nan etid sa a. Tanpri endike konsantman w lè w chwazi wi pou sondaj sa a. Si w chwazi non, chèchè a remèsye w pou tan w epi w ap soti nan sondaj la.

Wi / Non

Si paran an chwazi NON, y ap mennen paran an nan fen sondaj la.

* 2. Mwen se paran yon elèv k ap aprann Angle nan ki nan klas 9yèm - 12yèm ane nan Florid.

Wi

Non

Si paran an chwazi NON, y ap mennen paran an nan fen sondaj la

3. Nan ki zòn nan Florid ou abite?

1 Nò

1 Sid

1 Sant

4. Yo te enfòme m sou pwogram ki pale Angle lòt lang distri mwen an gen pou ofri.

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M dakò nèt ak sa / m dakò / m pa gen komantè / m pa dakò / m pa dakò menm ak sa

5. Eske ou ou satisfè ak edikasyon ESOL (Elèv kap aprann Anglè) ke pitit ou a ap resevwa?

M dakò nèt ak sa / m dakò / m pa gen komantè / m pa dakò / m pa dakò menm ak sa

6. Elèv mwen genyen k ap aprann lang anglè a sou wout pou l gradye nan lekòl segondè ak kanmarad klas yo.

**Se yon mwayèn (GPA) 2.0 ki detèmine si ou sou wout pou gradyasyon, pase egzijans

Matematik ak Lekti oswa yo prevwa pou l pase ansanm ak kredi kou ki nesèsè yo. (4 Kredi pou

Lang Anglè, 4 Kredi pou Matematik, 3 Kredi pou Syans, 3 Kredi pou Syans Sosyal, 1 pou

Pèfòmans Atistik oswa bèl Atizana, 1 Kredi bèl lèt ak Pèfòmans Atistik, Lapawòl ak Deba, oswa

Atizana Pratik, 1 Kredi Edikasyon Fizik, 8 Kredi Ochwa, 1 kou pou kou entènèt.)

M dakò nèt ak sa / m dakò / m pa gen komantè / m pa dakò / m pa dakò menm ak sa

7. Elèv mwen genyen k ap aprann lang anglè an te enskri nan yon lekòl Etazini pou:

● 1 a 2 Ane/ 3 a 4 Ane/ 5a 7 Ane/ Plis pase 7 ane

8. Mwen te patisipe nan youn oswa plizyè reyinyon paran ak pwofesè konènan Elèv mwen genyen k ap Aprann Anglè a.

M dakò nèt ak sa / m dakò / m pa gen komantè / m pa dakò / m pa dakò menm ak sa

9. Lekòl la oswa distri a te ba m materyèl pou m revize konsènan edikasyon elèv mwen genyen kap aprann Anglè a.

M dakò nèt ak sa / m dakò / m pa gen komantè / m pa dakò / m pa dakò menm ak sa

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10. Mwen te li epi mwen konprann plan distri eskolè a genyen pou elèv mwen genyen k ap aprann lang angle yo nan zòn kote pitit mwen an pral aprann lan.

M dakò nèt ak sa / m dakò / m pa gen komantè / m pa dakò / m pa dakò menm ak sa

11. Mwen tap rekòmande lekòl Anglè elèv mwen an oswa distri mwen an bay fanmi yon lòt elèv kap aprann Anglè.

M dakò nèt ak sa / m dakò / m pa gen komantè / m pa dakò / m pa dakò menm ak sa

12. Mwen konnen Règ 6A-6.0909 seksyon 3 Konsèy Edikasyon Eta Florid, règ trèz ane.

M dakò nèt ak sa / m dakò / m pa gen komantè / m pa dakò / m pa dakò menm ak sa

13. Mwen konnen ke Elèv mwen an kap aprann Lang Anglè ka bezwen fè yon ane anplis nan lekòl segondè pou satisfè kondisyon gradyasyon yo si sa nesesè.

M dakò nèt ak sa / m dakò / m pa gen komantè / m pa dakò / m pa dakò menm ak sa

14. Lekòl la oswa distri a te konseye m konsènan benefis ke ane akademik siplemantè a gen ladan l pou pitit mwen an ka gradye nan lekòl segondè si li nesesè.

M dakò nèt ak sa / m dakò / m pa gen komantè / m pa dakò / m pa dakò menm ak sa

15. Elèv k ap aprann lang anglè nan lekòl segondè mwen an ta ka benefisye de ane siplemantè nan lekòl segondè a pou l kapab gradye.

M dakò nèt ak sa / m dakò / m pa gen komantè / m pa dakò / m pa dakò menm ak sa

16. Konbyen elèv k ap aprann lang angle nan lekòl segondè ou genyen nan lekòl segondè oswa ki te pase nan lekòl segondè Ozetazini?

● 0 etidyan

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- Kounye a mwen gen yon elèv ki enskri nan lekòl segondè
- Kounye a mwen gen 2 elèv ki enskri nan lekòl segondè
- Mwen gen yon elèv ki gradye nan lekòl segondè ak yon elèv ki enskri nan lekòl segondè
- Mwen gen 2 oswa plis elèv ki gradye nan lekòl segondè ak omwen 1 elèv ki enskri nan lekòl segondè

17. Nan ki peyi ou soti orijinalman?

18. Ki lang yo pale lakay ou?

19. Mwen ta renmen plis gen enfòmasyon sou Règleman 6A-6.0909 seksyon 3 Konsèy Edikasyon Eta Florid la, règ trèz ane.

Wi / Non

20. Ki pèsepsyon ou genyen sou edikasyon pitit ou a nan Florid?

21. Èske w tap rekòmande lekòl ou a bay lòt moun? Poukisa wi oswa poukisa non?

22. Eksplike yon entèraksyon pozitif ou te genyen ak lekòl la konsènan edikasyon pitit ou a.

23. Ki pèsepsyon w genyen sou soulajman Depatman Edikasyon Florid yo bay Elèv k ap Aprann Angle Seksyon 3, règ trèz ane?

Si w ta renmen plis enfòmasyon sou Règleman 6A-6.0909 seksyon 3, règ trèz ane Konsèy Edikasyon Eta Florid la, tanpri kontakte chèchè a nan abarrios@email.lynn.edu.



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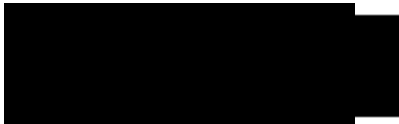
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Appendix L: Lynn IRB Approval



Institutional Review Board
3601 North Military Trail
Boca Raton, FL 33433
T: 561-237-7012
561-237-7000 | lynn.edu
Jennifer J. Lesh, Ph.D., IRB Chair

DATE: 2/09/2023

TO: Ailyn Barrios Forte

FROM: Jennifer Lesh

PROJECT NUMBER: 22.13

PROTOCOL TITLE: *Perceptions of Parents and School Educators On English Language Learner Education in Florida Targeting the 13-Year Rule*

PROJECT TYPE: New Project

REVIEW TYPE: Expedited

ACTION: APPROVED

APPROVAL DATE: 2/09/2023

EXPIRATION DATE: 2/08/2024

Thank you for your submission for this research study. The Lynn University IRB has APPROVED your NEW Project. This approval is in accordance with 45 CFR §46.111 Criteria for IRB approval of research. All research must be conducted in accordance with this approved submission.

It is important that you retain this letter for your records and present upon request to necessary parties.

- This approval is valid for one year. **IRB Form 4: Application to Continue (Renew) a Previously Approved Project** will be required prior to the expiration date if this project continues beyond one year.
- Please note that any revision to previously approved materials or procedures must be approved by the IRB29 before it is initiated. Please submit **IRB Form 5 Application for Procedural Revisions of or Changes in Research Protocol and/or Informed Consent Form 1 of a Previously Approved Project** for this procedure.
- All serious and unexpected adverse events must be reported to the IRB. Please use **IRB Form 6 Report of Unexpected Adverse Event, Serious Injury or Death** for this procedure.
- At the completion of your data collection, please submit **IRB Form 8 IRB Report of Termination of Project**.

If you have any questions or comments about this correspondence, please contact the chair of the Lynn University IRB, Jennifer Lesh (jlesh@lynn.edu).

Dr. Jennifer J. Lesh, Institutional Review Board Chair

Institutional Review Board

Lynn University

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