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Pepperdine University  
Graduate School of Education and Psychology

STUDENT ACHIEVEMENT AND PARENTAL INVOLVEMENT IN A PRIVATE SCHOOL:  
GRADES K-8 LEARNING OUTCOMES

A dissertation submitted in partial satisfaction  
of the requirements for the degree of  
Doctor of Education in Organizational Leadership

by

Darcy Brent Calvillo

January, 2018

June Schmieder-Ramirez, Ph.D. – Dissertation Facilitator

This dissertation, written by

Darcy Brent Calvillo

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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## DEDICATION

First, and foremost, this manuscript is dedicated for our Heavenly Father. Your love is unconditional and you have showered me with blessings beyond my comprehension. It is amazing what you can do with one life. Please continue to be merciful to us unknowing creatures, and let your hand guide mine to perform work for the benefit of our fathers, children, and cohabitants.

For my parents, I dedicate the following: You have been a most excellent pair of loving and unselfish examples; there is no way I would have made it without you. Your love and servant hearts have been both a sword and a shield unto me, and I am forever grateful. My father, for showing me to rise early and go to church and to say I can rest when I am in heaven. To my mother, for always encouraging me and never saying no.

For my love, I thank you for your patience.

To my four children and two grandchildren, Darcy, Desiree, Joseph, Natalie, Destiny, and Isaac, you have sacrificed so much for this work to be done. I believe there is no compensation for what you have gone without. However, I hope that this work will somehow encourage you, as my parents encouraged and loved me.

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I wish to thank all of the volunteer parents and students. I do not know what I would have done without your generosity and enthusiasm...every last one of you.

## ABSTRACT

The purpose of this study was twofold: (a) To determine whether there is a relationship between parental involvement and test scores in a K-8 school; and (b) What parental methods and strategies surveyed show an effect on test scores based on research and parental surveys?

Approximately 300 parents participated in a parental methods survey. Parents were surveyed and provided English and Math performance data. Data from this researcher's survey adapted from the Ohio Department of Education (ODE; APPENDIX B) were analyzed using descriptive statistics, including the top 5 methods or strategies according to the parent survey that have an effect on student assessment. The results were reported as well as any information discovered.

## Chapter 1: Increasing Student Performance

### Background

Thomas (2004) wrote:

Important decisions in life come readily for many people. When we are young, we make certain assumptions about the way our lives will work out. We'll go to college, perhaps, begin our careers, get married, and have children. As young adults, these decisions about building a lifestyle come easily. (p. 21)

As parents, researchers, and educators, we do things based on what we experienced or have been taught. "The essence of leadership is not giving things or even providing visions. It is offering oneself and one's spirit" (Bolman & Deal, 2011, p. 122). "The essence of high performance is spirit" (Bolman & Deal, 2003, p. 298). In Cashman's (2008) *Leadership from the inside out*, he states, three patterns become clear:

1. Authenticity: well-developed self-awareness that openly faces strengths, vulnerabilities, and development challenges.
2. Influence: meaningful communication that connects with people by reminding self and others what is genuinely important.
3. Value Creation: Passion and aspiration to serve multiple constituencies—self, team, organization, world, family, community—to sustain performance and contribution over the long term. (p. 24)

"Leadership is authentic influence that creates value" (Cashman, 2008, p. 24)

Wheatley (1999) wrote:

If one fish swam by we observed the second fish swerving a little, we might think that the first fish was exerting a force on the second. But if we observed all the fish deflecting in a

regular pattern, we might begin to suspect that some other medium was influencing the movements. We could test for this medium. (p. 51)

Routinely, many parents are involved in their children's school during elementary school. A 1993–1994 study indicated 28% of public school teachers reported a lack of parent involvement was a major problem (U.S. Department of Education, 2000) in their schools. This was a 3% increase from the 25% who reported parent involvement as a major problem in a 1990–1991 survey.

## **History**

Orange Crescent School (2015), (OCS) was founded in 1983 by the Islamic Society of Orange County. The Islamic Society of Orange County is the official title of the mosque. The mosque is called Al Rahman. The mosque was founded by Dr. Muzammil Siddiqi, his wife, and family. Muzammil H. Siddiqi was born in India in 1943, received his Islamic education at Darul Uloom Nadwatul Ulama, Lucknow, India. He graduated from the Islamic University of Madinah in Saudi Arabia in 1965 with a higher degree in Arabic and Islamic Studies. He received an M.A. in Theology from Birmingham University in England and a Ph.D. in Comparative Religion from Harvard University in the USA. The concerned and hardworking pioneers of OCS had a vision of providing a balanced academic program with an emphasis on comprehensive Islamic Studies. OCS exists as a nonprofit, private academic institution serving Orange County's diverse Muslim community with solid Islamic education from toddler care to eighth grade. It is one of the largest Islamic Schools in Orange County, representing more than 20 nationalities. Its members are proud it is one of only a few Islamic Schools with the accreditation from Western Association of Schools and Colleges. The importance of this accreditation is vital to the integrity of OCS, as it validates the programs it offers and provides students a viable educational source. The

elementary school is focused on curriculum, based on California and national standards. It focuses on instilling the love of learning during these early years through a rigorous curriculum, creativity and art, and additional support systems. OCS's emphasis is to build reading, writing, math, science and critical-thinking skills. With small class sizes, experienced and qualified teachers, and supportive technologies such as Accelerated Reader, Smart Boards, and a Computer Lab, its teachers enhance students' classroom experience and better target students' individual needs. The middle school is focused on solidifying skills and enhancing personalities to ensure a successful transition to high school and beyond. It is a unique time for student development and OCS staff provides the activities and direction that help students internalize the teachings and guidance of Islam in their everyday lives. The students also participate in and excel in many extracurricular activities and competitions such as debate team, Academic Pentathlon, Orange County & State Science Fairs, and spelling bees. Besides having a preschool, the school has also has a Religious Studies curriculum. Qur'anic and Islamic Studies are major academic subjects and are presented in a sequential manner beginning in preschool through eighth grade. The focus of the Qur'anic Studies Department is to teach each student to read and understand the Qur'an and Hadith as sources of guidance for their lives. In addition, the Qur'anic Studies Department insures that the Qur'an is the principal source of guidance for all other subjects. OCS's Arabic teachers work hard to engage students with project-based learning and differentiate to the level of the child regardless of his or her prior knowledge of the Arabic language. They partner with many state and federal institutions to help provide access to important educational resources to parents, students, and teachers. The school is located within the area of the Garden Grove Unified School District. It is located within the Orange County office of Education area in the State of California.



Students have been enrolled in English and Math programs from kindergarten through eighth grade. Many of these students have gone to OCS since preschool. Some of these students have been in English programs in public schools such as one called High Point at middle school and English Language Development (ELD) programs at elementary while some also were taught using teacher-created lessons from district-approved publications purchased through school board processes. The program High Point was meant to be a three-year scaffolding program. It provided fundamentals in English as well as some items not offered to traditional mainstream students. This researcher has been an English as a Second Language (ESL) teacher in the past, but also has been a mainstream English, Social Studies, and Computer Science teacher. This researcher has also been an elementary teacher with experience providing ELD instruction to students younger than sixth grade. The California Department of Education (2010) defined ELD' as instruction that is “designed to help them (English Learners) learn and acquire English to a level of proficiency (e.g., advanced) that maximizes their capacity to engage successfully in academic studies taught in English” (p. 23). Instructional Services provides training for teachers (K-12) that focuses on the CDE's “Guidelines for ELD Instruction” (p. 27). Topics include structuring student interaction; emphasizing listening and speaking to build reading and writing; explicitly teaching English vocabulary, syntax, grammar, functions, and conventions; integrating meaning and communication; providing corrective feedback on form; implementing communication and language-learning strategies; emphasizing academic language acquisition; and basing instruction on specific language objectives. The training is 12 hours and includes principal coaching. It is customized using most district's adopted ELD curriculum and by grade level (elementary, K-5, or secondary, 6–12).

This researcher has taught at kindergarten through high school grade levels in public, charter, private, and, coincidentally, has also taught at higher education locations. This researcher also spent one year in a severely handicapped, severely disabled school serving students in the upper student age group, ages 14–21.

The researcher has seen students continuing in ELD programs beyond three years in the Los Angeles Unified School District (LAUSD) and that district has already addressed that issue. There were also concerns at LAUSD that African American students, who are designated as Standard English Learners, no longer had a scaffolding program of their own; High Point has also been eliminated at LAUSD since bringing in the new curriculum called California Treasures, which had ELD components integrated. A few years ago, discontinuance at LAUSD of the language arts reading program called *Language!*, also left a void. African American students were left with only the mainstream track. In 2012, LAUSD adopted California Treasures as an English Language Arts (ELA) curriculum program, which had tiered instruction for advanced, at grade-level, and below grade-level instruction. This research site, called Orange Crescent School, utilizes Holt McDougal for its literature resource and Holt Rinehart and Winston for its mathematics resource.

### **Statement of the Problem**

There is general research showing that students who go on to college have more income, (meaning higher income after graduation), than students who do not. The United States Department of Education, working with committees, has recently developed national standards to replace California State standards. Most states have adopted these national standards and are developing new curriculum to match the new national standards. National standards are connected to the testing tools used. Testing in California includes many forms: California

English Language Development Test (CELDT), California High School Exit Examination test (CAHSEE), California Achievement Test or TerraNova 2 test (CAT 6), and California Standardized Testing and reporting (STAR), to name only a few (see definition of terms). The CELDT is given to students in kindergarten through Grade 12, whose home language is not English, and who are required by law to be assessed in English Language Proficiency. In California, the English Language Proficiency assessment is the CELDT (California Department of Education, 2016a). The primary purpose of the CAHSEE was to improve significantly student achievement in public high schools and to ensure that students who graduated from public schools demonstrated grade-level competency in mathematics. The CAHSEE helped identify students who were not developing skills essential for life after high school and encouraged districts to give these students the attention and resources needed to help them achieve these skills during their high school years (California Department of Education, 2016b). Senate Bill 172 suspended administration of the CAHSEE and the law became effective January 1, 2016.

The TerraNova or CAT 6 evaluates:

- Reading;
- Word analysis and vocabulary;
- Language: Usage, mechanics, and spelling;
- Mathematics;
- Science; and
- Social Studies

The TerraNova or CAT 6 is administered:

- K-3 must be administered separately by grade.
- Grades 4–5 may be administered together.

- Grades 6–8 may be administered together.
- Grades 9–12 may be administered together.

The CAT 6 is the newest form of California achievement test available for home school testing.

It is commonly used at private schools in California. It is a nationally recognized, norm-referenced test that meets most states annual testing requirements (Setontesting, 2016). The STAR program includes four types of tests:

- Mathematics;
- English-Language Arts;
- Science; and
- History-Social Studies (Science).

Teachers, parents, and education officials can use the results to identify strengths and weaknesses in order to improve student learning. Students and their parents can compare individual academic abilities against grade-level requirements and the results of other students in that grade (California Department of Education, 2016c).

With the new standards, new exams will also be developed. It is generally believed that California's exams are as rigorous as the new national standards exams will be. This will be determined in the future as data from these future exams may be compared to what exists. Parents and students vary in processes and procedures as they prepare for test taking and vary as to worrying about school performance data results. Nonetheless, colleges admit students by various criteria. One of those criteria is by grade point average. Grades are generally influenced by exams teachers are mandated to administer. There are occasions when a student could get a high grade but have low test scores as well as low grades and high test scores. Many school districts are working on assessing teacher performance based on student grades and or test

performance (Steele, Hamilton, & Stecher, 2010). This report is focusing on parental influence and the connection (if any) on student test performance.

### **Statement of the Purpose**

The purpose of this study is to determine whether family-parental involvement affects cognitive achievement in the academic disciplines of English, mathematics, and reading among kindergarten through eighth grade students enrolled in a private school and to show how parental methods that have a significant effect on student achievement.

### **Research Questions**

1. Is there a relationship between parental involvement and test scores in a K-8 private school?
2. Utilizing the results of the (ODE) parent-adapted survey, what are the top five methods or strategies that have an effect on student achievement?

### **Conceptual Hypothesis**

Hypothesis: Parents show consistent methods or strategies that are effective in a private school on student achievement.

Alternate Hypothesis: Parents show no consistent methods or strategies that are effective in a private school on student achievement.

### **Population, Sample, and Sampling Technique**

The total population for the study includes 300 parents with students in mainstream, teacher-generated lesson programs. This population includes selected parents of Kindergarten through eighth grade English Language Learners. These students predominately are Middle Eastern and American students and were administered the CAT 6 at appropriate grade levels.

Since these data are available on existing databases, the randomly selected sample size includes this population if used. Data are voluntarily given from parents on the survey.

### **Significance of the Study**

The survey questions were adapted and taken from ODE (2010) developed and piloted Parent and Family Involvement Survey. The ODE uses the survey as a tool for schools to gauge their current family engagement practices. The 27-item survey asks families to give their perspective on the extent to which a school is providing the six areas of service and conditions that research shows are effective for engaging families, and can be verified or dispelled. This study takes into account survey-based questions and can be compared to future examinations if further research sites, public, private, or charter, wish to be considered. Data can be derived to reinforce parental techniques and dominant leadership styles and validate performance support for students. This research is important, as it allows review of a private school and may be compared or contrasted to charter and public schools. This same research can be done to review both charter and public schools. The value of doing these later research programs could discover or reinforce parental techniques that are significant to student achievement and their value to modern society. Parents, teachers, and administrators may find better communications media for parental involvement as well as research-reinforced lesson or homework assignment do's and don'ts. The idea of comparing private schools with public schools is supported by this research.

### **Limitations of the Study**

Limitations of the study involve several different factors. First, the researcher's main place of employment is in the same industry, which is education. Therefore, there is some degree of subjectivity or bias regarding what the researcher may initially believe the outcome of the research will be. Kumar (2011) described subjectivity as, "related to your educational

background, training and competence in research, and your philosophical perspective” (p. 246).

The researcher was cautious and aware of these views and attitudes toward possible outcomes and sought to gain the true essence of the stakeholders’ beliefs.

Second, other limitations may include the following:

- Parents may not be able to see the big picture in a study in which they are involved.
- Limitations of the survey approach include but are not limited to a stigma in divulging family characteristics as secret competitive advantages. In the days of Vanderbilt and Rockefeller, it was thought to win financially, one had to have a monopoly over resources people needed in general. Some parents are competitive vice collaborative. Trompenaars and Williams are quoted in Moodian (2009), “Good leaders are people who continually help their subordinates to solve the variety of problems that they face. They are like parents, not teachers” (p. 162).
- Parents may intentionally withhold information for any number of unknown reasons. Fear of stereotyping, of nonconformity...etc.
- Family sizes may vary in numbers of parents (1 or 2): single, widowed, remarried, or households with guardians.
- Numbers of students for parents will vary. Single-parent family with one two or three, children.
- The survey needs to have a 10% response of 30 out of 300 in order to be considered a representative sample.
- Although the results are available for any school that had 30 or more parents respond, keep in mind that it is difficult to generalize to all parents from small numbers of parents.

- Comparisons may be provided showing this study school's responses compared to all elementary (or middle-high schools) responses so far. These comparisons currently come from a limited number of parents and schools and cannot be considered a valid cross-section of all Ohio-California parents and/or guardians.

### **Assumptions of the Study**

A few key assumptions the researcher is considering are:

- The parents will be completely honest in their feedback when responding to the survey questions given.
- The parents will not discuss with other parents their responses that would influence other parents to respond likewise to those parents who have students with generally good performance history.
- The parents' answers reflect all their children having had the same experiences or routines. If the parent had more than one child, that they answered for the child of this researched school and not about another child that they raised.
- Each parent is performing the survey only once.
- Parents of Middle School-aged students are sometimes not as encouraged to participate as much as in K-5 elementary years. Sometimes middle schools limit activities, such as field trips and costs. Sometimes students don't want parents involved as much as before because of pride or stigmas with classmates.

### **Definition of Terms**

It is important to be familiar with the terms shown below, which will appear throughout this paper.



*CAHSEE:* California High School Exit Examination.

*CAT 6:* The TerraNova 2, also known as the CAT 6, is a form of the California Achievement Test available for home school or private school testing.

*CELDT:* California English Language Development testing for nonmainstreamed English assessment.

*Cloze Method:* The cloze procedure is a reading comprehension activity in which words are omitted from a passage and students are required to fill in the blanks. This procedure is incredibly useful in reading instruction because it can be easily done by any teacher and provides valuable reading comprehension information.

*CST:* California standardized testing.

*Differentiated:* This term suggests that students have differing learning strengths and a teacher should prepare instruction in multiple senses: by sight, sound, movement...etc.

*English Learners:* An English learner is a term used to describe nonmainstream learners.

*ELA:* English Language Arts is a ubiquitous term for mainstream English learners.

*ELD:* English Language Development is a term to support non-mainstreamed English learners.

*Long-Term English learner (LTEL)* A LTEL is a formal educational classification given to students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency, and who are struggling academically due to their limited English skills.

*Magnet School:* Magnet schools are public schools with specialized courses or curricula. Also, Magnet refers to how the schools draw students from across the normal boundaries defined by authorities (usually a school board) as school zones that feed into certain schools.

*National School Lunch Program (NSLP)*: Federally assisted meal program for public and nonprofit private schools.

*STAR*. California Standardized Testing and Reporting program.

## **Summary**

This section of the study introduced the topic to be examined. It provided background information as well as the problem and purpose. This research looks at fresh survey data for parents and from the ODE archives. CAT 6, periodic assessment data, and accelerated reader test data in Language Arts and Math are archived data not being accessed for this research. The chapter codified the problem to be studied, the purpose of the study, and the research questions used to assist the researcher in understanding the effectiveness of parental methods or strategies as they apply to programs taught using teacher-generated lesson programs. In addition, population, sample, and sampling technique were reviewed. Data collection is addressed in later chapters as is the data collection plan and analytical techniques. This quantitative study has a qualitative element. The researcher has looked at several recent reports on parental methods and strategies and incorporated these performing units' findings. Currently, many ideas of teacher evaluation are being proposed and are being put into practice. This researcher looked for patterns to help indicate whether these test scores have set patterns regarding parental involvement and whether their predictability is consistent.

Dweck (2006) discussed students' mind-sets. "We measured students' mind-sets as they made the transition to junior high school. Did they believe their intelligence was a fixed trait or something they could develop" (p. 57) Dweck wrote:

They were followed for the next 2 years. The findings included that work gets much harder, the grading policies toughen up, and the teaching becomes less personalized.

Grades suffer but not everyone's grades suffer equally. Only the students with fixed mind-sets decline. The students with the growth showed an increase in grades over those 2 years. (p. 57)

## Chapter 2: Review of Literature

### Overview

This literature review relating to academic achievement for elementary or middle school students in California examines a number of areas. These areas include: (a) student-parent relationships for academic achievement, (b) teacher-student relationships for academic achievement, and (c) related leadership theories. A brief history of traditional ELA programs in the LAUSD and Inglewood Unified School District, elementary programs in use or Open Court, and English Language Learner programs-ESL, like *High Point*.

### Section 1

**Student-parent relationships for academic achievement.** Many parents have a variety of dreams for their children's academic success. There are many dynamics that drive parent involvement and also the student's grade level. There are school dynamics. There are employment dynamics. There are moral dynamics. In 1996 and 1999, studies showed at least 90% of students had parents who participated in some type of school-parent event. However, parents in both years were less likely to participate in an activity requiring a lot of time, such as volunteering, studying, or serving on a committee (U.S. Department of Education, 2000, p. 97).

In the researcher's household, there are a variety of guiding principles. The researcher is Christian but his spouse is Buddhist. Ikeda (2016) wrote in his book, *Happy Parents, Happy Kids: Parenting Advice for the Twenty-First Century*, "Neither politics nor the economy determines the happiness of humanity or the future of society—education does. Education is the foundation of all. Education is a supreme, sacred enterprise and parenting a cornerstone" (p. 5).

Steele (1992) found school achievement and retention-rate gaps between African American and Caucasian students have been consistent throughout history. As minorities continue to drop out of school, they will continue to make less, depend on the federal government for assistance, and have less positive outcomes overall. Hispanics and African Americans were more likely to drop out than Caucasians; the Hispanic dropout rate in 2003 was 23.5% and the African American rate was 10.9%, while the dropout rate for Caucasians was 6.3% for the same year (National Center for Education Statistics, 2006, p. 1).

Some new parents may sometimes look into quick solutions to educate a child, such as those expounded in supermarket magazines. McVeigh (2003) writes about the mistakes parents make with their children. They don't teach them to keep their word, to avoid being rude or pushy, to eschew a negative attitude, or to dress and groom properly. At school, they should study and do their homework, they should not be smart alecks, and they need to obey the rules. Parents also neglect to monitor the peers with whom their children associate. Goff (2012) wrote about a life lesson he learned hitchhiking in a chapter titled "Catching a Ride," in his book, *Love Does*:

You become like people you hang around, and to a great degree, you end up going where ever they're headed. When there is someone else behind the steering wheel, it needs to be someone you'd trust with your life, because you've given a great deal of control over your life to them. (p. 118)

Frank (2014) in Scholastic parent and child magazine printed an article titled "Raise a Kid Who Loves to Read." It states the information is collected from current authors of children's books. It indicates that parents should be, "Engaging with books helps them soar in school; it strengthens vocabulary and spelling, as well as math, science, and reasoning skills. It boosts

empathy, motivation, and curiosity, as well” (p. 59). You get the point, “Reading is critical” (p. 59). Reading together is one of the best ways for parents and guardians to bond with their babies. This researcher has observed this in bringing up his four children as well. As parents read to them as small children, they become more confident and enjoy learning and reading. The magazine goes on to say to start early, to turn reading into a game, to feel the beat while using syllabication to teach words, to explain basics of the books, and to teach through touch or to engage other senses through teaching differentiated instructional strategies. Shaver and Walls (1998) conducted parent training with 74 Title I second to eighth grade students. Their study showed that regardless of the child’s gender or socioeconomic status, parent involvement increased the scores of both mathematics and reading. Chapman and King (2003) have different reading lists based on public, school, or home access. Public reading opportunities might include signs, advertisements, billboards, newspapers, the Internet, banners, menus, and schedules. In school, there are other types of reading that teachers should directly instruct. They include charts, graphs, captions, diagrams, directions, instructions, rules, and manuals. At home, opportunities exist such as labels, brochures, postal mail, e-mail, text messaging, comic strips, calendars, recipes, notes, etc. They go on to cite various motivational needs for reading that parents can observe or they can create opportunities for their child.

Glasser’s (as cited in Chapman & King, 2003) “needs are: (a) to survive and reproduce, (b) to belong and be loved, (c) to have freedom, (d) to have power, and (e) to have fun” (p. 15).

Tomlinson’s (2001) [as cited in Chapman & King] “needs are: (a) affirmation, (b) contribution, (c) purpose, (d) power, and (e) satisfaction” (p. 15).

In middle school, parent involvement is still somewhat justifiable. It continues, perhaps during freshman year in high school, but might become somewhat silly after that (Manos, 2009).

Parents who supervise students daily during college years are commonly known as helicopter parents. Many parents want to help the student achieve success, but they often fail to realize that their involvement might turn into dysfunctional dependence. The demographic for this type of research is in a more profoundly lower socioeconomic area (Bronson & Merryman, 2009). In *NurtureShock*, authors Bronson and Merryman discuss the inverse power of praise, which suggests that if a student is told he or she is special (like no other child on earth), it has a negative effect on his or her motivation to learn. The authors also talk about the importance of synaptic concretization as helping students to learn more, sooner, before biological effects diminish a student's retention. According to Bronson and Merryman, students need to use synapses before a certain age in order to promote better memory retention. They also discuss how parents *enable* students more than ever. Enable defined means to allow or permit. That segues into trust. To add further to the issue of trust, Goff (2012) supported Bronson and Merryman in his Christian-based life story, *Love Does*, "One of the best filters to measure trust is when someone offers input when there is nothing for him or her to gain. He suggests parents sharpen intuition about why someone offers input" (p. 100).

Mohanty and Raut (2009) examined home ownership as an influence on academic achievement. The U.S. Department of Education (2004) in *Wealth Accumulation and Homeownership: Evidence for Low-Income Households* also use Panel Study of Income Dynamics data to find that children of home owners have higher productivity levels and achieve higher levels of education, and thus also earn higher levels of income. However, this study does not control for selectivity bias of the parent's motivation to own a home. Haurin's (2002) more recent study uses National Longitudinal Survey of Youth data to examine the impact of home ownership on child outcomes after controlling for selectivity bias. The study found that the home

ownership indicator had positive coefficients for math and reading test scores with a *t*-statistic of 1.7. The authors concluded that home ownership affects the quality of the home environment such that a child's cognitive outcomes are up to 9% higher in math achievement and 7% higher in reading achievement for children residing in owned homes. A limitation of that study was that the neighborhood variables were too broad since they are characteristics of the entire county rather than the neighborhood in which the child resides. The home ownership variable in the study might, thus, be capturing the positive effects of the neighborhood. Moreover, a *t*-statistic of 1.7 indicates that home ownership effect is barely significant (Mohanty & Raut, 2009). Mohanty and Raut (2009) continued that home ownership has positive effects on child outcomes.

Some studies have tried to separate family background characteristics and neighborhood effects by comparing the academic achievement between siblings who have changed geographic location (Aaronson, 1998; Plotnick & Hoffman, 1999). Plotnick and Hoffman (1999) found that neighborhood characteristics such as the percentage of female-headed households, families receiving public assistance, and low-income families in the neighborhood are insignificant once the study controls for family characteristics. On the other hand, Aaronson (1998) found that the neighborhoods' impact might affect dropout rates even when controlling for family-specific characteristics that might be associated with the choice of neighborhood. In a more recent study, Duncan (2001) used data from the National Longitudinal Study of Adolescent Health and found that the largest correlations among height, verbal achievement, and delinquency are among siblings rather than peers, classmates, or neighbors.

McNair and Johnson's (2009) research suggested adolescent school attitudes and subsequent academic success are associated with the characteristics of several immediate developmental contexts (e.g., the home and school environments). Despite the support for these



associations, the specific associations among characteristics of the home and school environment and adolescent academic attitudes and performance remain unclear. In order to examine specific contextual associations, the authors' study examined the associations among: (a) School, parent, and home academic characteristics, and adolescent attitude toward school importance; and (b) adolescent attitudes toward school importance and academic performance. Path analysis using data from the Maryland Adolescent Development in Context study indicated adolescent perceptions of school quality and time parents spend with the adolescent were positively associated with adolescent school importance, and adolescent school importance was positively associated with the following year's school performance. Model modification indicated home resources and adolescent perceptions of school quality were also positively associated with academic performance (R. M. Johnson, 2009).

Single-child parents (in general have no other children that they gain experience from) may have few experiences on how to discipline children. School teachers who see many children daily understand the need for consequences. Becker (1971) summarizes the rules of consequences:

1. Follow responses you wish to strengthen with reinforcing events.
2. Follow responses you wish to weaken with punishing events.
3. Withholding all forms of reinforcement for a specified time period is a useful form of punishment.
4. Responses can be weakened by no longer reinforcing them. (p. 15)

Becker cautions to avoid generally the use of punishment. Problems can be created when punishment is used in the wrong way. Try to focus on the use of rewards to influence children. This researcher suggests that this is similar to the story in Disney's "Monsters, Inc." In the

movie, a scream is negative energy obtained from children being terrified. Later in the film, laughter is depicted as being a more powerful form of energy (Docter, Silverman, & Unkrich, 2001).

Carter (2011) suggested 10 simple steps that result in more joyful kids and happier parents. Step 1: Put on your oxygen mask on first. We can't help others if we are not strong and healthy ourselves. Step 2: Build a village. All parties in a household are responsible for the family's success. Step 3: Expect effort and enjoyment, not perfection. Step 4: Choose gratitude, forgiveness, and optimism. Step 5: Raise their emotional intelligence. Teach them to control stress and build resilience in the face of adversity. Step 6: Form happiness habits. As simple as having a happy alarm clock to start the family's day instead of a negative screamer hurrying everyone to get up. Step 7: Teach self-discipline. An example would be the child picking up his or her own clothes and doing his or her own homework immediately upon arriving home from school. Step 8: Enjoy the present moment. This includes respecting the Earth and meditating or praying. Step 9: Setup or rig the environment for happiness. Recent commercials show parents turning off electronics or limiting time students are on computers and TV and show children going outside and having fun. Having students in sports and activities help keep them from becoming bored and resorting to nonhappiness activities. Step 10: Eat dinner together. This is a great place or time to review steps 1 through 9 and allows the family to talk and share ideas and experiences.

Patterson (1977) discussed how parents and children learn. As new paradigms occur, both parents and students learn from formal and social environments. "Most of what what we see other people doing represents something they have learned. Talking, dressing, playing, and

working at tasks are all things that are learned. It is also true that whining, fighting, or temper tantrums are learned” (p. 3). He added:

There is more to life than just positive reinforcers. There are things that happen in the life of adults and children that are painful. For example, electric shock, being pinched or bumped hard, being burned, being near a very loud noise, being yelled at or spanked. For most children, being scolded would be a painful event. (p. 31)

There are two general ideas involved in retraining your child. The first part of your program is to weaken the undesirable behaviors; the second part, going on at the same time, is to strengthen a desirable behavior that will compete with the undesirable one. For example, if your child fights too much, you would try to weaken fighting and to strengthen a competing behavior, such as “playing nicely, Patterson goes on to state, or cooperating with other children” (p. 59).

Faber and Mazlish (2012), in their book *How to Talk So Kids Will Listen & Listen So Kids Will Talk*, summarize in the chapter titled “Putting it all together”:

Parents have pointed out that the process of freeing children from playing out roles is a complicated one. It involves not only a whole change of attitude towards a child but also requires a working knowledge of many skills. One father told them that they must include feelings, autonomy, praise, alternatives to punishment—the works. (p. 232)

The authors have revised their book since 1980 and received one of many letters from parents.

One parent reflected on giving teenagers choices:

I gave my teenager a choice and it backfired. I told him he could either get a haircut and come to Thanksgiving dinner or he could have Thanksgiving dinner in his room and that was up to him. He said, “Fine, I’ll have it in my room.” I said, “What?! You would do

that to me! And your family?" He just turned his back on me and walked away. Maybe choices don't work with teenagers. (p. 265)

In their book, Faber and Mazlish (2012) address:

1. Coping with with your childs negative feelings—frustration, disapointment, anger, etc.
2. Express your anger without being hurtful.
3. Engage your child's willing cooperation.
4. Set firm limits and still maintain goodwill.
5. Use alternatives to punishment.
6. Resolve family conflicts peacefully.

Carnegie (1981) wrote generally about people influencing other people and did not write about parenting. However, parents could use his ideas to help them in winning and influencing their children. He wrote that there are six ways to make people like you. He wrote them as principles. He stated we should first become genuinely interested in other people. Second, he said to smile. Third, he said to remember a person's name is that persons sweetest and most important sound in any language. Fourth, he said to be a good listener and to encourage others to talk about themselves. Fifth, he said to talk in terms of the other persons interests. Sixth, and maybe most important, was to make the person feel important and to do it sincerely

Carnegie (1981) also had 12 principles of getting people to your way of thinking:

1. The only way to get the best of an argument is to avoid it.
2. Show respect for the other person's opinions. Never say, "you're wrong."
3. If you are wrong, admit it quickly and emphatically.
4. Begin in a friendly way.

5. Get the other person to say, “yes yes” immediately.
6. Let the other person do a great deal of the talking.
7. Let the person feel that the idea is his or hers.
8. Try honestly to see things from the other person’s point of view.
9. Be sympathetic with the other person’s ideas and desires.
10. Appeal to the nobler motives.
11. Dramatize your ideas.
12. Throw down a challenge. (p. 200)

There are many parenting methods published and recorded. Cline and Fay (2006) wrote about having effective parenting without the power struggles. They discuss raising responsible children with love and logic. They quote the familiar Old Testament proverb: “Train a child in the way he should go, and when he is old he will not turn from it” (Proverbs 22:6; New International Version).

Cline and Fay (2006) discussed two negative types of parents: helicopter and drill sergeants. They wrote:

Helicopter parents hover over the children and swoop in at any sign of trouble. These are parents who want codependent children. Parents who enable their children because they want to be friends. Drill sergeants are the parents who bark orders. They are the parents who like to say: I told you so. This is a form of parenting in which a child needs too much direction from parents to function. (p. 11)

Teachers know that they can’t give out a test and expect a perfect performance because they haven’t given any instruction or form of reference for the student to be successful. The student or

child needs parental guidance so he or she will know how to function in the world independently or to know when to ask for help in a area before they make mistakes. Cline and Fay wrote:

Some examples might be crisis situations such as drugs, running away from home, debilitating injuries, suicide, or death in the family. These topics are like homework.

Homework is done to practice for the testing. Parents have varying beliefs about exposing their children to video games, movies, and music choices. (p. 131)

Parents also have control of how much money to which the child has access. Responsible parents would not hand an unlimited credit card to a child. Another example is report cards and grades. Some parents feel that the report card is their problem. Cline and Fay state that for parents to be effective in dealing with report cards, they must keep the monkey on the kids' back. Townley and Schmieder-Ramirez & Mallette (2007) discussed in their book, *School Law; A California Perspective*, situations requiring supervision of students. "As a rule of thumb, school districts are responsible for student supervision when a student is travelling to and from school, attending school, or at any school-sponsored activity" (p. 110). Teachers are also responsible for providing timely report cards or other progressive disciplinary actions that can befall them. California Vehicle Code Section 27315 (California Department of Motor Vehicles, 2012) regarding responsibility for seat belts states:

The statute also has several sections that determine who is responsible for ensuring compliance with the law. If everyone in the car is 16 years of age or older, the driver is responsible for securing himself and all passengers. If there are children under the age of 16 in the car and their parents are not present, the driver is responsible for making sure the children are properly secured, as well. However, when parents of minors under age 16

are in the vehicle with their kids, they are responsible for securing their children no matter who is actually driving the car.” (Section 27315, Article 3)

These two references denote situations in which a child does not have total control. The responsibility lies with the adults monitoring activities. Children have to be taught that grades are a reflection of work they do. Parents must be cognizant of the time and resources allowed for the students to do well in school, but not all parents are aware of what Hinman (2008) said about Aristotle on human flourishing:

Every virtue causes its possessors to be in good state [or disposition] and to perform their functions well; the virtue of eyes. e.g., makes the eyes and their functioning excellent, because it makes us see well; and similarly, the virtue of a horse makes the horse excellent, and thereby good at galloping, at carrying its rider and at standing steady at the face of the enemy. If this is true in every case, then the virtue of a human being will likewise be the state [or habit or disposition] that makes a human being good and makes him perform his function well. (p. 263)

It is also true that a parent who gets surprised by a grade really does not know what the child is doing regularly. There should never be a surprise on a report card. Lebell (1994) interpreted Epictetus' *The Art of Living: The Classical Manual on Virtue, Happiness, and Effectiveness*, “Evil does not naturally dwell in the world, in events, or in people. Evil is a byproduct of forgetfulness, laziness, or distraction: it arises when we lose sight of our true aim in life” (p. 36).

Dobson (2004) tried to help what he called the next generation of parents. Households have many two earner mothers and fathers and other combinations that keep the parents out of the home or just tremendously busy most of the time. In his book, *The New Strong-Willed Child, Birth Through Adolencense*, Dobson offered these six steps on coping:

1. Begin teaching respect for authority while the children are very young.
2. Define the boundaries before they are enforced.
3. Distinguish between willful defiance and childish irresponsibility.
4. Reassure and teach after the confrontation is over.
5. Avoid impossible demands.
6. Let love be your guide! (p. 51)

In Dobson's (2004) book, there are Biblical references as well. In Cline and Fay, and Dobson's books, there are many parallels. Dobson wrote about practical advice and encouragement for those shaping the next generation of men. Dobson (2001) wrote in *Bringing up Boys*, "We are aware of the varying family structures: Two parent, one parent, uncles, aunts, grandparents, foster homes...etc." (pp. 131–146) Dobson wrote about how schools having more female teachers are biased toward female students' success. He also wrote that according to the National Center for Children in Poverty, boys without fathers are twice as likely to drop out of school, twice as likely to go to jail, and nearly four times as likely to need treatment for emotional and behavioral problems as boys with fathers. Boys are in trouble primarily because their parents, and especially their dads, are distracted, overworked, harassed, exhausted, disinterested, chemically dependent, divorced, or simply unable to cope. Chief among concerns is the absence of masculine role modeling and mentoring that dads should be providing. Yet another example is how sometimes the vacuum left by the absent male is imposed on boys. He advises not to require a boy to take the responsibilities of the man merely because the man is absent. These boys are still children and need to be taught to grow and learn as well as girls.

Policy makers and educators also agree that a family's involvement in its child's education is closely linked to his or her academic success (U.S. Department of Education,



1994). Schools often try to make a concerted effort to involve parents. A U.S. Department of Education (1998) study found many interesting details and statistics pertaining to parent involvement in education. Its research indicated that between 82% and 89% of all public elementary schools provided parents with information designed to promote learning at home. During the 1995–1996 school year, 84% to 97% of schools held activities intended to encourage parent involvement. In contrast, only 25% to 33% of schools included parents to a moderate extent in decision making, even though 79% of the schools reported having parents who served on some sort of advisory council. During the 1995–1996 school year, 90% of all elementary schools provided parents with a chance to volunteer in and out of the classroom. The schools were also asked to report on obstacles parents might have that would prevent them from being actively involved in the schools. The report showed 87% of the schools reported a lack of time was the number-one reason for a lack of parent involvement. Coincidentally, schools also reported a lack of time was also a problem the schools experienced.

Effective parental involvement in education requires a partnership among parents, teachers, students, and administrators (U.S. Department of Education, 2004). In 2003, the U.S. Department of Education released an updated parent involvement study that reported notable results. When asked about volunteerism, 38% of parents with children in assigned public schools indicated they had volunteered in their child's school. This compares to volunteerism rates of 70% and 63% respectively for parents of children in church-based or nonchurch-based private schools. Involvement rates were also connected to the parents' education level. With regard to attendance at school meetings, 93% of parents who had attended college, graduate schools, or professional schools indicated they had attended school meetings, while only 70%

of parents who had completed less than high school indicated attendance at school meetings. Of high school graduates surveyed, 84% indicated they had attended a school meeting.

The 2003 report (U.S. Department of Education, 2004) went on to discuss the types of parent involvement. In kindergarten through Grade 12, 95% of parents responded they had helped with homework, and 85% of the parents reported an adult in the household was responsible for reviewing homework when it was complete. As with attendance at school meetings, parents' education levels and homework practices also had similar relationships. While 90% of all respondents indicated they had a place set aside in their homes for homework to be completed, there was a noteworthy gap among parents with less than a high school diploma (80%) and parents with high school diplomas (90%), college degrees (89%), and graduate school degrees (92%).

Hong, Yoo, You, and Wu's (2010) research focused on how parents' characteristics or behaviors contribute to students' academic achievement. Their findings determined and concluded that according to the social network theory, parents are the most "significant others" (Stanton-Salazar, 1997, p. 2) that the children encounter in their lives. Parents deeply influence their children's values and behaviors. Using a longitudinal analysis on nationally representative data, Stanton-Salazar's study revealed that parents' math values led to the increase of their high school children's math achievement, even after control for students' previous achievement. This result might suggest that, generally, how important parents perceive a subject to be, influences their high school children's learning in that subject. This report originated in Korea and indicates important implications for parents on providing effective support for their children in this age group and that parental math values are a useful tool for improving student math achievement.

Ice and Hoover-Dempsey (2010) found two parental conclusions in their research. First, they suggested that the model constructs of parental self-efficacy and specific invitations from the child are useful in predicting home-based parental involvement among active public- and home-school parents. This finding supports research suggesting that their model can be applied to understanding a wide variety of parents and settings for children's education. Results also suggest the usefulness of including social support and social networks as motivators of parental involvement. Because the social support and social network scales were designed specifically for the authors' study, it was suggested that it would also be useful in future research to examine further the psychometric properties of the scales. Second, results from the study also had implications for increasing the incidence and effectiveness of parental involvement among both public- and home-school families. The results also suggest that public schools can further increase the incidence and effectiveness of parental involvement of already active parents by implementing interventions that target parental self-efficacy and specific child invitations. Likewise, home-school support groups could strive to support self-efficacy beliefs and specific child invitations in efforts to strengthen home-based parent-child learning activities. Both groups in that study should ensure that parents have diverse and large social networks, offering varied types of social support (e.g., parent information, support, and training opportunities in order to enhance parental involvement in the home). Some key similarities found in the study involve religious support as well as social bindings-support.

LaRocque, Kleiman, and Darling (2011) defined family involvement generally as the parents' or caregivers' investment in the education of their children. There are varied ways that caregivers can demonstrate their adherence to this investment. In practice, family involvement might be demonstrated via participation in a hierarchy of activities such as:

- volunteering at school;
- helping children with their homework;
- attending school functions;
- visiting the child's classroom;
- sharing expertise or experience with the class through guest speaking; and
- taking on leadership roles in the school and participating in the decision-making process. (p. 116)

LaRocque's et al. (2011) research found many parenting conclusions. The authors believed there is a clear need to move from the idea that parents are the same, with the same needs, and that children should be treated the same. This might result from assuming fairness and sameness are synonyms. Such an approach misses the complexity of needs and roles that students and parents who are from diverse backgrounds play in the education process. It also makes it very easy to miss the barriers to participation that might exist for these families. There is no one best way for parental involvement. School systems should strive to reflect the plurality of the United States to accommodate ethnically and racially diverse families and children. Parents base their participation on a variety of factors such as comfort level, knowledge, self-confidence, motivation, and language skills. Teachers should strive to make involvement familiar and more meaningful for parents. This will encourage parent participation. Encouraging parental involvement has to be viewed as a process rather than a one-time event to enable parents to grow in their ability to help their children get the best education possible. Teachers and schools need to get to know the community in order to improve understanding and attitudes among them and parents. They need to understand the needs and opportunities of the families they serve. The structure within which schools operate might need to change as opposed to doing more of the

same. Trying to change within the same structure might not lead to the desired results of greater parental involvement. For instance, it is clear that there is need for greater communication, but this is a great responsibility for the already busy teacher. Some necessary adjustment might include working with one's team to brainstorm ways to share administrative duties and explicitly making communication a priority. Teachers can request in-service training that reflects this focus so that sessions on communicating with all types of families can be included.

**Teacher-student relationships for academic achievement.** Teachers are taught new teaching methods and have a plethora of technology and research-based tools from universities. Many teachers are second- or third-career trainees. Students might not be aware or even be concerned with their instructors' credentials. Students assume that teachers are fully qualified to be in this place of importance and facilitation. David Deleeuw, a teacher with Oakland Technical High School, said, No (as cited in California Teachers Association, 2013, p. 9) relating to teacher evaluation based on testing alone. He suggested in an interview with the California Teachers Association that in his 25-year history:

It is unfair to those who teach students with low test scores, and it encourages a narrowing of the curriculum toward what can be tested. Students tend to have lower test scores if they are English Learners, come from families with poverty, are homeless or transient, or attend schools with many other low-performing/low-scoring students. (p. 9)

Lindy McCulloch in the same publication disagreed. She and a group of teachers in a small, inner-city school voted to pilot a new way of evaluating teachers that includes an element of student performance on standardized tests. This model does not tie student achievement to student achievement levels, but rather to student growth. She said, "This distinction is important, as effective teaching leads to growth" (as cited in California Teachers Association, 2013, p. 9).

Teachers' background educations vary as do their experience in the technologies available and resources to which they have access. In Computer Science, it has evolved that in all classrooms there will be some instruction on how to use modern technology. Chambers (2009) created a book and included DVDs on building a personal computer. Technology is changing so rapidly and nanotechnology is shrinking the sizes of devices we use. Teaching these processes will be changing since these individual parts we once would go to a local electronics store to change or augment are being reduced from several electronic devices to one small device. An example would be a desktop personal computer with wired Internet connection all the way to a smart watch phone that also can support apps. Chambers's book, as with many others being offered at a very low cost and sometimes for no cost, has been reproduced in electronic form available from iTunes or other online book providers. White's (2013) book, *How Computers Work*, comes with a free digital eBook copy that is created in a more dialogic format so students or teachers can present or view brief videos, share interactive step-by-step illustrations that can force thinking, and provide safe examples of what a student can practice correctly or incorrectly to give multidimensional or multidifferentiation instruction. Even the technology costs are coming down. Some districts are rapidly converting from books and paper to supplying students with Nooks, Google, or Apple eBooks.

Chapman and King (2003) stated that the effective classroom culture provides the reader with basic needs, acceptance, a meaningful place in the learning culture, membership in a group, experiences that make a difference, opportunities to make contributions to the class, a nurturing environment, a risk-free environment, freedom of expression, exploration and discovery, opportunities to make decisions, choices, active learning, understanding of purpose, directions and goals, empowerment, challenges to stimulate the mind, activities of interest, and humor and

fun. Yale University Psychology professor Gordon, in a film by Agency for Instructional Technology (1991b) titled *Assessing Diverse Populations*, said students are at risk of bias and equity. He went on to state the importance of prior knowledge in assessments and how students' status as well as ethnic origin prohibit fair assessment. He and others suggested other forms of assessment, such as project-based assessment. Some classes such as history use culminating tasks and interactive journals for project summary assessment. In the same video, Mollie Sutton, instructional leader for the Halton Board, talked about a possibility in one classroom. The range might include a mixture of mainstream, gifted, or learning-disabled students. She went on to state that these might use the different forms of resource teams to support planning and individualized teaching. She reaffirmed Gordon's diverse needs for assessment, as some students might learn better from music, movement, art, or be better at talking to each other than taking a written assessment. The film stated that parents who don't go to meetings lower children's self-esteem and the students can question working hard in school. The researcher placed this comment here instead of the Student-Parent section because many parents are new parents. Teachers, being professionals in education, should engage parents in the students learning. Parents often both work and are learning about their children's education on an ever-changing daily basis. Teachers must keep parents informed on curriculum, events, calendars, and milestones for success. Many schools afford advanced technology to track attendance and daily assignment status. However, parents still need training or experience in using these systems for student success.

Adler and Rougle (2005) asked educators to build literacy through classroom discussion by using dialogic verses monologic instruction. Bakhtin (as cited in Wertsch, 1991) used the term dialogic to characterize the interactive and responsive interplay of diverse characters'

voices in Dostoyevsky's novels. Dialogic involves multidirectional talk: questions used to explore issues or ideas. Monologic uses unidirectional talk and ask questions to check information. This changes the teacher's role from knowledge holder and transmitter to supporter of student thinking and facilitator of learning. Andreasen (2005) suggested reading together, interactively. She also stated that everyone will need to be able to read efficiently and with a high degree of comprehension for the foreseeable future. Being a skillful reader is a powerful asset for anyone.

McNair and Johnson's research (as cited in R. M. Johnson, 2009) also suggested that adolescent perceptions of the academic environment are associated with their daily experiences at school, and adolescent school experiences are related to their academic functioning and motivation (Eccles & Roeser, 2003). Positive school experiences with teachers (e.g., teachers promoting a sense of autonomy) and peers (e.g., having a network of school-engaged friends) promote adolescent views of school importance and school performance (Marsh, 1992; Mullis, 2003). Specifically, adolescents' perception of positive school characteristics (e.g., supporting school environment and positive teacher perceptions) are associated with increased academic motivation and achievement while negative school characteristics (e.g., differential treatment and negative teacher perceptions) are associated with decreased academic motivation and achievement (Roeser, Eccles, & Sameroff, 1998). Hollingsworth and Ybarra (2009) wrote about the power of well-crafted, well-taught lessons in their book *Explicit Direct Instruction*. They called for teachers to be more direct in instruction and to avoid going off task. Teachers often can be drawn off common core instruction by teaching inferentially instead of directly. This method includes regular engagement techniques and checking for understanding. It focuses on learning and language objectives. Lemov's (2010) *Teach Like a Champion* suggested that teachers need



to take care in asking students to be right and not accept vague answers and allow students to think they are right when they are not giving complete answers. He also calls on teachers to stretch the student responses. This helps with retention and helps students to get to higher-order thinking or cognition.

Adolescent perceptions of belongingness to their school are strong predictors of academic success (Osterman, 2000). Roeser et al. (1998) also stated that the school environment is related to adolescent academic success because of its importance as a developmental context.

The significant positive pathway between school environment and achievement views in this study seek to support this relationship. As evidenced in the survey model, perceived positive school environment (e.g., staff and teacher support, positive peer relationships, academic expectations, etc.) should prove to be positively related to adolescent attitudes toward school. Adolescents are likely to internalize the values of a context they perceive as being supportive. Roeser et al. (1998), describing findings from the same data used in the current study, stated, “Organizational, instructional, and interpersonal processes in school that promote adolescents’ developmental needs associated with competence, autonomy, and quality relationships should enhance their motivation, [and] achievement” (p. 345). As a result, schools that communicate a positive and supportive message to students should see corresponding levels of student academic interest.

Covey (2012), the son of Stephen Covey, wrote a book for teens that many teachers use to help students organize just as his father helped so many business people to organize themselves:

1. Be proactive. Take responsibility for your life.
2. Begin with the end in mind. Define your mission and goals in life.

3. Put first things first. Prioritize, and do the most important things first.
4. Think win-win. Have an everyone-can-win attitude.
5. Seek first to understand, then to be understood. Listen to people sincerely.
6. Synergize. Work together to achieve more.
7. Sharpen the saw. Renew yourself regularly. (p. 5)

Covey (1990) wrote about how people are centered differently. People are centered in the focus of what they want to achieve: be it spouse, family, work, possession, pleasure, friend, enemy, church, or self-centered. Covey also wrote that the center is focused on gaining wisdom, security, guidance, or power or combinations. Most teachers know when some students do not perform well; they might be focused too much on friends. Some parents might be putting too much pressure on students to focus on family, as in the example of a death or a family illness. It is for this reason that administrators encourage teachers and parents to get to know students and to report home any observations that go beyond normal student behavior.

Environments outside of the immediate family context also serve as a source of influence, although parents play an important role in the formation of their child's positive views toward academics. The adolescents' school environment serves as an important socialization context and is associated with students' positive orientation toward and motivation for academic success. Adolescent perceptions of the academic environment are associated with their daily experiences at school, and adolescent school experiences are related to students' academic functioning motivation and influences outside the family (Roeser & Eccles, 1998); Roeser et al. (1998) stated positive school experiences with teachers (e.g., teachers promoting a sense of autonomy) and peers (e.g., having a network of school-engaged friends) promote adolescent views of school importance and school performance (Marsh, 1992; Mullis, 2003). Specifically, adolescents'

perception of positive school characteristics (e.g., supporting school environment and positive teacher perceptions) are associated with increased academic motivation and achievement while negative school characteristics (e.g., differential treatment and negative teacher perceptions) are associated with decreased academic motivation and achievement (Roeser et al., 1998). In another study (Rumberger & Palardy, 2005) titled, “The Hazards of Changing Schools for California Latino Adolescents,” researchers found, “Students who made even one non-promotional school change between grades 8 and 12 were less likely to graduate from high school than students who remained at the same school” (p. xiv). Astone and McLanahan (1994) and Rumberger and Palardy (2005) reported similar findings. They found that students who changed schools were much less likely to graduate from high school, even after controlling for background variables. Tracy and Henry (2009) stated the controversy over school choice and student performance has been at the forefront of the education debate for several decades. Proponents argue public schools are inefficient as the main education providers. Opponents argue variations in students’ characteristics are of instrumental importance in determining student performance. Many previous studies failed to control for the test groups’ demographic composition (Kaestle, Damon-Moore, Stedman, & Tinsley, 1991).

In a film by Agency for Instructional Technology (1991a), Curwin and Mendler were interviewed in a film called *Classroom Discipline*. They also coauthored a series of books on discipline with dignity (Curwin & Mendler, 2007). They stated that a democratic society should protect individual’s rights as well as the rights of the group. They compared schools to prisons and how we keep people in school or prison when they have done wrong. When someone stays at work, we pay them more. They went on to state that using detention as a form of discipline creates animosity in students, which pushes them to detest schools. They compare the use of

punishment and consequences. They talk about how we don't allow fighting in schools, but once gave paddling to students for bad behavior. This sent the wrong message. It sent the message that the bigger can oppress the smaller, so paddling was abolished. In classroom discipline regarding lesson planning, the authors stated that some students don't value or make a connection to material. They suggest a slower, more in-depth approach that includes treating students with dignity. Adults must help students control their choices. Peers influence children: drive fast, do drugs, rebel, so helping students with their feelings is included. They need to be taught that responses are their responsibility. For example, if someone hits us, we cannot control that, but what we do in response is totally within our control (Agency for Instructional Technology, 1991a).

Sitler (2009) wrote that teacher research shows a need to generate material that serves specific classroom needs. In today's classrooms, teachers are expected to base lessons on data that fill, in more detail, specific student needs. Data-driven instruction helps to focus the teacher on deficient areas so time can be best utilized, and this links teaching to learning. She has connected parents and students in joint journal-writing experiences. Teacher research offers the local, contextualized insights that are more likely than top-down mandates and assessments to lead teachers toward positive changes in their classrooms. Even though it received only a bronze award recently in the *Journal of Quality and Participation*, Hampton City Schools designed a data-driven solution model for improving student achievement through aligned and focused instruction. The Student Achievement Focus Team created uniquely designed instructional packets that helped eight schools reach full accreditation status after 15 months. This was the first time all 32 district schools were fully accredited (as cited in American Society for Quality, 2009).

A private school is defined as a school managed directly or indirectly by a nongovernment organization (church, trade union, business etc.) or other private institution (Organization for Economic Co-operation and Development, 2009). In contrast, a public school is to be managed directly or indirectly by a public education authority, or government board appointed by government or elected by public franchise.

Tyler (1969) talked about breaking students needs into six phases:

(a) Health; (b) immediate social relationships, including life in the family and with friends and acquaintances; (c) social-civic relationships, including the civic life of the school and the community; (d) the consumer aspects of life; (e) occupational life; and (f) recreational life.

Tyler also has three categories for students learning: (a) Learning experiences to develop skill in thinking, (b) learning experiences helpful in acquiring information, and (c) learning experiences helpful in developing social attitudes. (p. 68)

Dweck (2006) discussed in her book, *Mindset*, the low-effort syndrome. A teacher must be careful to be alert to when the child is in this state. Some of the brightest students simply stop working. Students who acquire the fixed mind-set tell us that their main goal in school—aside from looking smart—is to exert as little effort as possible. They heartily agree with statements such as this: “In school my main goal is to do things as easily as possible so I don’t have to work very hard” (p. 58). This low-effort syndrome is often seen as a way that adolescents assert their independence from adults, but it is also a way that students with fixed mind-sets protect themselves. They view the adults as saying, “Now we will measure you and see what you’ve got” (p. 58). And they are answering, “No you won’t” (p. 58). Teachers may be taking more interest in student achievement with changes that connect student achievement to their

performance evaluations. It might be prudent for teachers to watch out for students with fixed mind-sets so they can guide students out of fixed mind-sets toward growth. Educators should try to educate parents on this as well. Some parents might be already cognizant of this phenomenon, but many parents who do not have time or access to parenting information might need this information directly (Wheatley, 1999) This could be why discovering order in a chaotic world is seen in affluent schools that do well and have a high level of parent involvement, while low performing schools appear to be chaotic and perform poorly. Wheatley wrote:

We can never see a [magnetic] field, but we can easily see its influence by looking at behavior: To learn what's in the field, look at what people are doing. They have picked up the messages, when only contradictions float through the ethers, this invisible incongruity becomes visible as troubling behaviors. (p. 55)

Wheatley (1999) wrote:

When we pretend it does not matter whether there is harmony, when we believe we don't have to walk our talk, we lose far more personal integrity. We lose the partnership of a field-rich space that can help bring order to our lives. (p. 57)

In Green's (2010) book, *Making Your Education Work for You*, he suggests 10 steps to getting A's. He suggest that students should:

1. Plan a course of study. At any grade level, you have to work at a new and original plan. This is very similar to having a vision or an end in mind. Choose your instructors if you can and if you cannot, work with them. Teachers do not get a choice often of which children they get, although some teachers will choose students they know will perform well and have no discipline issues. However, students and their

- parents often may choose the teachers, schools, classrooms, and private, public, or charter schools.
2. Never miss a class. However, always make up work if it cannot be helped. There are many studies that show that there is a correlation to attendance. Tardies or absences create many bad impressions. Teachers often know when a student has been ill or is generally respectful in class. Policies on late work vary tremendously, teacher to teacher. Most test questions come from information presented in class. Teachers are feeling pressure to have future evaluations based on student performance. In some universities, professors are rated by students' attendance or engagement rates. This might seem unfair and have no relation, but university's need something to judge professors' performance. In elementary school, often parent complaints are seen as a way of providing the principal with metrics on how aligned a teacher is with curriculum and student contentment.
  3. Always sit in the front row (or get as close to the front row as possible). The instructor has a clear line to the student. The student will not be as distracted by the behavior of others and be more preped to answer questions.
  4. Always complete your assignments before class so you will get full credit, be prepared for the next class, and be prepared to answer and ask questions. Some research suggests that homework does not have a great impact on overall learning. At 54 years old, this researcher has seen no let up of homework. If we don't pay our electric bill (if we don't have a solar system...), we come home to a dark home. Practice is one form of cognitive reenforcement and homework is still given to most levels of students, from Kindergarten through all forms of college.

5. Take extensive notes in class. For years, the researchers fourth classroom rule was to be prepared. Most students are aware that for certain classes, they need certain devices or supplies. Students can go to some office supply stores, and they have elaborate lists of student supplies by grade. Most prudent teachers will send home a specific list of supplies needed. With budget constraints and differing teacher strengths, each grade might need many different supplies. Students at younger ages are being taught about taking Cornell Notes and using abbreviations. Just as with the previous steps, note taking reinforces what is being taught and many teachers allow notes to be used at exam or quiz times. Prudent teachers use many forms of diverse note-taking opportunities to reinforce learning since many students learn in different ways. Teachers also build background to learning especially in a case in which a student does not have the exposure to certain concepts or ideas.
6. Review or rewrite your lecture notes before the next class. This helps the student to be more organized and prepares them for tests. It also might stimulate concerns or unclear ideas and allows for the student to ask questions for clarification.
7. Begin reviewing your lecture notes and reading materials one week before a test. Review your lecture notes three times. Create questions from your notes. A form of reading taught is SQ3R: Survey, questions, read, recite, review. When reading a title of a book or chapter, the student is told to create his or her own question from the titles. This will help the student engage in reading with a purpose. Conduct your review in an organized manner. Never study up at the last minute. Rest and good nutrition also play a part in getting the best grade on tests. So studying at the last minute is not recommended.



8. Be test wise and confident when taking a test. You must believe in your ability to excel. You need to keep an open mind. You must learn to know your instructor's modus operandi. Know how tests will be graded before they are given, and apply what you know.
9. Finally, show your instructor what you have learned on the final exam. Know what material will be covered on each final exam. Always study well ahead of the exam dates. Look for themes and main ideas that run through the courses. Review previous quizzes or exams and show you teachers what you have learned.

In Linksman's (1995) book, *Solving Your Child's Reading Problems*, she discussed many causes and solutions for reading challenges. This researcher was lucky to have wonderful K-2 grade teachers who read to me. Reading is learned differently by many and appreciated in many ways as well. Some students psychologically enjoy reading or writing and some are more propelled by logic or science. Many schools team up math and science and English and history since one compliments the other. She went on to state that students differ in their learning methods: visual, auditory, tactile, or kinesthetic. She breaks down teaching domains by using verbs that match the domain: See, show, watch, etc. for visual learners; listen, hear, tell me, etc. for auditory; feel, touch, make for tactile; and move, jump, run, play, etc. for kinesthetic. She discussed the direct instruction of context clues. Context clues are given in reading. Since dictionaries include so many definitions, a student has difficulty knowing how the words are used. So context clues help to overcome a major obstacle in student assessments: Reading comprehension. Although most states have adopted Common Core National Standards, the past California tests have shown comprehension to be a major problem area for students. This was this researcher's experience in LAUSD, Inglewood Unified School District, charter, and private

sectors. Linksman went on to diagnose a number of problems and provided remedies for these issues.

## **Section 2**

**Relevant leadership theories.** Van Vechten (2010) stated although California has a hyper-diverse population, many eligible citizens never vote and 20% of registered voters spurn the two major parties and decline to state a party affiliation on registry forms. Students were generally taught according to State of California standards, now National Standards. Students are introduced to ELA from kindergarten through 12th grade. Students are tested each year on ELA via periodic (LAUSD) or benchmark (Inglewood Unified School District) and California Standardized Tests. They are tested in each of the six major areas (strands tested): word analysis, reading comprehension, literary response and analysis, writing strategies, writing conventions (spelling, grammar, and punctuation), and writing applications. For the first five strands, the students are asked a number of questions for each strand and reports tell the number and percentage of questions the student answered correctly. The score for the sixth strand, writing applications, shows how well the student writes an essay. The essay is scored on a 4-point scale, with 1 as the lowest score and 4 as the highest. Students also can receive a non-scorable score if they do not write enough to score, write off topic, write illegibly, or write in a language other than English. The score on the essay is weighted to account for 20% of a student's ELA scale score; however, students must write an essay in order to receive an ELA score. The essay is read by at least two professionally trained scorers.

Many elementary schools had adopted and discontinued the use of a program called Open Court. Recently, California Treasures has been adopted, replacing Open Court. There is both praise and criticism of the program among educators. The Open Court Reading Program was a

core language arts series used in a large number of elementary school classrooms. It was one of two reading programs adopted for use in California schools when textbooks were chosen in 2002. Proponents of Open Court Reading believe that its focus on phonics and reading comprehension strategy used, both taught with explicit instruction, benefits children. Some opponents disliked the explicit nature of instruction, saying that it left little room for child exploration or teacher creativity-flexibility. There is data that indicate Open Court was a successful program (Metzger, 2009). Principal Amber Young (as cited in Metzger) knew she had hit a milestone when almost every kindergartner at Knowledge Is Power Program Raíces Academy could read before winter break. Knowledge Is Power Program Raíces Academy is a kindergarten program located in East Los Angeles. Young attributes Scholastic Read About-McGraw-Hill's Open Court Reading as playing a pivotal role in this achievement. "The school year isn't even half-way over and almost all of our students are decoding" (p. 1). "Ninety percent of the Kindergartners are scoring 80% or higher on standards-based assessments" (p. 1-2). According to Young, many teachers found past success in the program. Open Court Reading was structured and tied to California standards. She also said, "Plus, the teachers love that they can pick and choose their favorite activities. When they are excited about the lessons they're teaching, the students benefit" (p. 2). Young said the reading achievement is remarkable for the area. Among the student population, 97% are Hispanic-Latino, 3% are African American, and 90% qualify for free or reduced-price lunch. Currently, 20% of students in East Los Angeles complete the courses necessary to attend college, and Young hopes to change that percentage.

Recently, Davis (2013) indicated that numerous reports state that textbooks are quickly becoming obsolete, and the use of short readings similar to a student creating a music library is being taught to newer teachers. Edmodo.com and Schoology.com are Web sites similar to

Facebook.com and allow teachers to do professional development, assign lessons to students, and coordinate and share resources with teachers near and far.

Chapman and King (2003), in their book *Differentiated Instructional Strategies for Reading in the Content Areas*, stated teachers must plan assignments so that students are actively engaged in learning. Each learner needs to experience challenges, choices, and success as he or she strives to reach his or her learning goals. Andreasen (2005) in her book *The Creative Brain*, through research found that personality traits that define the creative individual include openness to experience, adventurous, rebelliousness, individualism, sensitivity, playfulness, persistence, curiosity, and simplicity. Rath (2007), in his book *StrengthFinder 2.0*, stated that not knowing one's strengths can give one feelings of not going to school-work, result in more negative than positive interactions with one's peers, cause one to treat others poorly, compel one to tell friends what a miserable school one is assigned, cause one to achieve less on a daily basis, and result in fewer positive and creative moments. Looking at student data helps teachers reinforce student accomplishments and helps students understand where they need to focus efforts.

There are a number of key theorists in the area of language acquisition. Krashen's (1987) suggested theory of second language acquisition consists of five main hypotheses:

- the Acquisition-Learning hypothesis;
- the Monitor hypothesis;
- the Natural Order hypothesis;
- the Input hypothesis; and
- the Affective Filter hypothesis.

The Acquisition-Learning distinction is the most fundamental of all the hypotheses in Krashen's (1987) theory. According to Krashen, there are two independent systems of second-

language performance: “the acquired system” (p. 65) and “the learned system” (p. 65). The acquired system or acquisition is the product of a subconscious process similar to the process children go through when they acquire their first language. It requires meaningful interaction in the target language (natural communication) in which speakers are concentrated not on the form of their utterances, but on the action of communicating.

The “learned system” (Krashen, 1987, p. 65) is the product of formal instruction and it constitutes a conscious process that results in conscious knowledge about the language: for example knowledge of grammatical rules. According to Krashen, learning is less important than acquisition.

The Monitor hypothesis explains the relationship between acquisition and learning and defines the influence of acquisition on learning. The monitoring function is the practical result of the learned grammar. According to Krashen (1987), the acquisition system is the utterance initiator, while the learning system performs the role of the “monitor” (p. 67) or the “editor” (p. 68). The monitor acts in a planning, editing, and correcting function when three specific conditions are met: that is, the second-language learner has sufficient time at his or her disposal; he or she focuses on form or thinks about correctness; and he or she knows the rule.

It appears that the role of conscious learning is somewhat limited in second-language performance. According to Krashen (1987), the role of the monitor is, or should be, minor, being used only to correct deviations from normal speech and to give speech a more exact appearance.

Krashen (1987) also suggested that there is individual variation among language learners with regard to monitor use. He distinguishes those learners who use the monitor all the time (over users), those learners who have not learned or who prefer not to use their conscious knowledge (under users), and those learners who use the monitor appropriately (optimal users).

An evaluation of the person's psychological profile can help determine to what group they belong. Usually, extroverts are under users, while introverts and perfectionists are overusers. Lack of self-confidence is frequently related to the overuse of the monitor.

The Natural Order hypothesis is based on research findings (Dulay & Burt; Fathman; Makino, as cited in Krashen, 1987), which suggested that the acquisition of grammatical structures follows a natural order that is predictable. For a given language, some grammatical structures tend to be acquired early, while others are acquired late. This order seemed to be independent of the learners' age, first-language background, conditions of exposure, and although the agreement between individual acquirers was not always 100% in the studies, there were statistically significant similarities that reinforced the existence of a Natural Order of language acquisition. However, Krashen pointed out that the implication of the natural order hypothesis is not that a language program syllabus should be based on the order found in the studies. In fact, he rejected grammatical sequencing when the goal is language acquisition.

The Input hypothesis is Krashen's (1987) explanation of how the learner acquires a second language. In other words, this hypothesis tells how second-language acquisition takes place. So, the Input hypothesis is only concerned with "acquisition" (p. 65) not "learning" (p. 65). According to this hypothesis, the learner improves and progresses along the natural order when he or she receives second-language "input" (p. 21) that is one step beyond his or her current stage of linguistic competence. For example, if a learner is at a stage  $i$ , then acquisition takes place when he or she is exposed to "Comprehensible Input" (p. 21) that belongs to level " $i + 1$ " (p. 21). Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that natural communicative input is the main idea to designing a syllabus, ensuring in this way that each learner will receive some  $i + 1$  input that is appropriate

for his or her current stage of linguistic competence. If  $i$  is the language learner's current level of competence in the foreign language, then  $i + 1$  is the next immediate step along the development continuum.

Finally, the fifth hypothesis, the Affective Filter hypothesis, embodies Krashen's (1987) view that a number of affective variables play a facilitative, but no causal, role in second-language acquisition. These variables include motivation, self-confidence, and anxiety. Krashen claimed that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second-language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to raise the affective filter and form a mental block that prevents comprehensible input from being used for acquisition. In other words, when the filter is up, it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

Teachers in some middle schools use an ELA guide to direct their lesson planning. This planning can vary greatly from teacher to teacher and from school to school and from mini-districts inside the main LAUSD district. Students identified through normal enrollment forms such as ESL might be placed into an ESL program. The parents might submit a form to opt out if they feel the program is not suited for their child.

LTEs have participated in numerous recent studies. In California, there have been two leading researchers. Both Olsen (2010), researcher, author, and director of the Sobrato Early Academic Literacy program, and Dutro and Kinsella (2010) of San Francisco State University's Center for Teacher Efficacy have written on the issue of LTEs. An LTE is a student who has been enrolled in U.S. schools for more than six years, is no longer progressing toward English proficiency, and is struggling academically. He or she does not have the English skills needed for

academic success, and has accumulated major academic gaps in his or her elementary school and/or middle school years.

The following are some of Olsen's (2010) findings:

1. The majority (59%) of secondary school English learners are LTELs. English learners who enroll in kindergarten have a 50% chance of becoming an LTEL.
2. Only one in three districts have a formal definition and process for identifying and monitoring services for LTELs. Their definitions vary.
3. Factors that contribute to English learners becoming LTELs include periods of time in which English learners received no language development support, elementary school curricula that weren't designed for English learners, enrollment in weak program models and poorly implemented English learner programs, limited access to the full curriculum, a history of inconsistent placements, placement into interventions designed for native English speakers, and treatment such as struggling readers rather than addressing ELD needs, social and linguistic isolation, and transnational moves.
4. By the time LTELs arrive in secondary schools, they have significant gaps in academic background. They have weak academic language and significant deficits in reading and writing skills. The majority of LTELs are stuck at intermediate levels of English proficiency or below. Many have developed habits of no engagement, passivity, and invisibility in school. Most LTELs want to go to college, but are unaware that their academic program is not preparing them for that goal.
5. Few districts have formal approaches for serving LTELs. The typical program for LTELs in secondary school is inappropriate placement in mainstream classes, inadequately prepared teachers, over assignment and inadequate service in



intervention and support classes, no participation in electives, and limited access to the full curriculum.

Dutro and Kinsella's (2010) research includes findings from several researchers. They said that LTELs should also be placed in a specialized ELD course designed for U.S.-educated bilinguals, not a traditional ESL program for relative newcomers. This specially designed course must address acute and distinct linguistic needs with an emphasis on academic speaking and writing to propel them beyond an LTEL's intermediate level and enable them to thrive in secondary course work (Olsen, 2010; Short & Fitzsimmons, 2007). Dutro and Kinsella's (2010) also said current research (August, & Shanahan, 2006; California Department of Education, 2010d; Dutro, & Kinsella, 2010; Goldenberg, 2008) and best practices for LTELs recommend clustered placement into grade-level content classes mixed with English proficient students. LTELs need to interact academically with skilled English speakers and have access to rigorous curricula at their grade level.

Dutro and Kinsella's (2010) findings suggest the following:

1. Engage students cognitively and linguistically in every lesson phase through structured, accountable responses and consistent, interactive instructional routines.
2. Explicitly teach high-leverage, portable language, including vocabulary, sentence structure, and grammar that students can apply in academic and social contexts.
3. Offer daily contexts for students to interact productively with peers, applying advanced social and academic language, critical thinking skills, and pragmatics.
4. Equip students with the language, knowledge, and skills to tackle the informational reading and writing demands of state and Common Core standards and assessments.

5. Make regular connections between course-work target language and literacy skills and the demands of college and the professional workplace.
6. Improve scholarly demeanor, study skills, and habits through modeling, accountability, encouragement, and high expectations.
7. Provide constructive, respectful, and timely feedback on language use, literacy skills, and scholarly comportment.

Teachers come from a number of ethnic and educational backgrounds. Teachers get instruction from various educational houses and bring their habits and learning from their ethnic backgrounds. Pfeffer (2010), who has books and films on diagnosing points of views on decisions and on sources of power, has researched some of the distribution of (power) concerns between parents and teachers. Points of view on decisions help us see influences and how we make decisions. All teachers have to have a basic level of certification, but they all come from various sources or universities that teach in their own styles, systems, and methods. Some teachers have been taught to work in isolation, with infrequent summative assessments and individual teachers responding to students' learning abnormalities. Schools may have any number of untapped social strengths. At Bethune Middle School, its social studies department was the top in the district (LAUSD) and the science department has a group of seasoned, well-educated teachers, including Pepperdine Alumni. The science department holds the greatest number of personnel with doctorate degrees. LAUSD and Inglewood Unified School District have good science teams that have shown the greatest improvement. This considers what allies exist, what formal and informal communications exist, what resources are scarce and controlled by whom, what are their differences in points of view, and the importance of the issue. Teaching is not like working in a factory that duplicates a few products. Learning naturally has product

differences because of individual student achievement. When concurrent ill-performance items appear, it is prudent to check for interdependence. Wheatley (2005) wrote about chaos occurring in two separate places separated by space. This is interesting that both locations have a science strength and distribution of power.

### **Definition of Leadership**

Drucker (1954) stated, “Management is doing things right; leadership is doing the right things” (p. 17). Great leaders possess dazzling social intelligence, a zest for change, and above all, vision that allows them to set their sights on the things that truly merit attention. Goleman, Boyatzis, and McKee (2002) stated that there are four resonate and two dissonant styles of leadership. The visionary leader looks at long-term goals and values employees, and that people resonate with a company’s values, goals, and mission and that the company becomes their preferred employer. The coaching style offers the mentor-apprentice style. People get groomed for advancement or the boss listens more than any other style to the employees’ needs, strengths, weaknesses...etc. Affiliative-style leaders represent competence in action. Such leaders are most concerned with promoting harmony and fostering friendly interactions, nurturing personal relationships that expand the connective tissue with the people they lead. The final resonant style is the democratic leader. A democratic approach works best when the leader is uncertain about what direction to take and needs ideas from able employees.

The two dissonant styles are so named because they parallel the unpleasant sound dissonant tones create. They should be used with caution, as they lead to disharmony, but are sometime needed in appropriate situations (Goleman et al., 2002). The first is the pacesetter. A pacesetter gets to work early, has very high standards, and wants others to perform as he or she does. As the name implies, it can be practical to use this style when the leader needs to lead by

example, like the famous movie *Twelve O'Clock High* starring Gregory Peck (Zanuck & King, 1949). In this World War II epic, a squadron blames poor performance on bad luck. Hard-liner General Frank Savage takes over and leads by doing everything, flying, changing, and pacesetting to the point that the General has a breakdown. The last style is commanding (Goleman et al., 2002). Commanding is more authoritative than any other. This one relates to the Caesar's of Rome or Philip of Macedonia, when he wanted to unite unilaterally the Greek city-states. Luckily Greece had an enemy, and Philip's son Alexander the Great put the assets of war to work against Persia. However, Philip's commanding nature won him execution by his contemporaries. The authors also discussed the five steps for learning leadership skills (Goleman et al., 2002). Boyatzis called them discoveries. The first was my ideal self—who do I want to be? The second is my real self—who am I? What are my strengths and gaps? The third is my learning agenda—how can I build on my strengths and reduce my gaps? The fourth discovery is experimenting with and practicing new behaviors, thoughts, and feelings to the point of mastery. The fifth is developing supportive and trusting relationships that make change possible. These steps share four domains of leadership competencies. The first domain, self-awareness, includes emotional self-awareness, accurate self-assessment, and self-confidence. The second domain is self-management. This includes self-control, transparency, adaptability, achievement, initiative, and optimism. The third domain is social awareness. This includes empathy, organizational awareness, and service. The fourth domain is relationship management. Relationship management includes inspiration, influence, developing others, change catalyst, conflict management, and finally teamwork and collaboration.

**Servant leadership.** Servant leadership is one facet of ethical leadership that has gained prominence during the past three decades. The term servant leadership seems like an oxymoron.

Jesus Christ taught and practiced servant leadership more than 2,000 years ago. It is leadership that involves a deep commitment to serve others. A servant leader, according to Peete (2005), can be identified by the following traits: (a) Listens intently and receptively, (b) Exercises empathy, (c) Nurtures healing and wholeness, (d) Applies ethics and values unwaveringly, (e) Builds team cooperation through persuasion, (f) Dreams big dreams, (g) Exercises foresight, (h) Understands service and stewardship as utmost priorities, (i) Nurtures the growth of followers, and (j) Builds community within the organization.

Servant leadership had a main proponent who based his theory on the premise that the servant leader leads people through service to be what they are capable of becoming. Servant leaders portray a resolute conviction and strong character by taking on not only the role of a servant, but also the nature of a servant. This theorist was Robert Greenleaf. According to Greenleaf (1970, 1977), a servant leader focuses on the exigencies of followers and aids them in gaining greater knowledge, freedom, self-governance, and servitude. A servant leader empathizes and listens. From Greenleaf's point of view, leadership must be focused on meeting the needs of others rather than on either the needs of the leader or those of the organization. Matthews (1988) described that for one to get ahead, one should not think about getting mad or even. He quoted former President Ronald Reagan as saying, "I always throw my golf club in the direction I am going" (p. 105). Not too far from the common American metaphor: If life hands you lemons, make lemonade.

**Team leadership.** Team leadership theory examines the leadership of groups made up of interdependent members who share common goals and who work together to accomplish these goals (Northouse, 2004). Servant leadership uses service as the means of getting followers to accomplish goals (Greenleaf, 1970, 1977; Peete, 2005). Transformational leadership theory

focuses on the charismatic qualities of leadership and it examines the processes that change and transform individuals in an organization. It involves visionary leadership (Burns, 1978; Northouse, 2004). Moodian (2009) suggested that leaders will be successful if they attain intercultural competence. Moodian wrote:

A good leader must be able to interact effectively with individuals of different cultures. He focuses on two principles: leadership and cross-cultural competence. First the leader should understand the role of cultural diversity and intercultural issues in the modern workplace. Second, the leader should develop his or her ability to use cultural diversity as a tool to build a successful organization. (p. 3)

Robbins and Judge (2008) described four types of teams. The first is focused on solving a universal problem. An example of this might be a school focused on attendance. The second is a team that is self-managed. This could be a school where performance is above federal and state standards or a team that does not require direct supervision. Third is a cross-functional team. An example of this might be district coaches who are centralized and roam from school to school. Last, is a virtual team. This is a team that uses technology effectively and relies on the technology's stability to accomplish goals.

Another element of the team is collaboration and peer-to-peer sharing for continued success. The concept involves the process of a more novice teacher learning from a successful teacher and professional development that is generally provided by local or district administration, as well as off-site conferences and meetings. Knowles, Holton, and Swanson (2005) described the andragogical theory of adult learning. Adults learn based on the assumptions:

1. Needing to know. Teachers need to know why they are learning something.
2. The learner's self-concept. Teachers need to feel they are taking responsibility for their own decisions.
3. The role of experience. Teachers bring concepts and knowledge already learned.
4. Readiness to learn. Teachers will learn as they need to cope with real-life situations.
5. Orientation to learning. Adults or teachers orient learning by task learning or problem solving.
6. Motivation. Teachers are motivated to learn by better jobs, promotions, higher wages, and the like. One new factor not yet established is the idea of teacher evaluation based (in part) on student progress. (pp. 64–69)

Teachers must not fall prey to the delusion of learning from experience. Senge (2006) discussed the effects of knowing from experience what students need to learn. Many teachers, during their educations, did not have to do or know what students must know at appropriate grades and ages. For example, new Common Core standards are replacing state standards in 48 of 50 states. These new standards did not exist when teachers went to school and so they must learn about new teaching standards and examinations, not to mention integrating technology into those standards. Students should not be subjected to trial-and-error teaching that provides unfocused, indirect instruction. Caesar and Caesar (2006) related at least two concepts from their book, *The High Achiever's Guide to Happiness*, to the idea of direct instruction. "First, to achieve happiness, one seeks to find meaningful work. He or she does this by working toward goals and visions: personal, district, or student and parent conceived" (p. 64). Second, he or she works toward happiness by reviewing, renewing, and recommitting. The authors refer to them as the three r's. "Setting aside time to rearrange priorities and endless possibilities of purpose,

vision, work, play, relationships, health and spirituality” (p. 122). Under the area of challenge with purpose, Kouzes and Posner (2007) stated, “True leaders tap into people’s hearts and minds, not merely their hands and wallets” (p. 174). Katzenbach and Smith (as cited in Bolman & Deal, 2003) described six distinguishing characteristics of high-performing teams. High performance teams:

1. Shape purpose in response to demand or an opportunity placed in their path, usually by higher management.
2. Translate common purpose into specific, measurable performance goals.
3. Are of manageable size.
4. Develop the right mix of expertise.
5. Develop a common commitment in working relationships.
6. Hold themselves collectively accountable. (p. 108)

**Ethical leadership.** Ethical leadership is a thread that should run through any leadership style (Northouse, 2004). Sawyer’s (1994) translation of Sun-Tzu’s *Art of War* said, “Warfare is the greatest affair of state, the basis of life and death, the Way (Tao) to survival or extinction. It must be thoroughly pondered and analyzed” (p. 167). Feinman (2006) had three profound questions that represent what many might see as ethical change, and those relate to contractual agreements. Can anyone make and enforce a contract? Once you make a contract, can you ever get out of it? Will a court order someone to comply with a contract? Many times in education, law is prevalent and, in some cases, binding. Educators do this to avoid conflict and to do their best for student safety, academic achievement, and to assist parents with behavior support.

Robbins and Judge (2008) described three units of organizational behavior:



The first is that of the individual. The individual includes contributions such as emotion, learning, training, perception, job satisfaction, attitude, employee selection, as well as others. The second consists of analysis. Groups contribute behavioral change, processes, group or committee decision making, as well as comparative values, attitudes, and cross-cultural analysis. The final unit includes the organizational system. This includes organizational technology, change, culture, power distribution, and environment, as well as the formal organizational theory. (p. 5)

Robbins and Judge (2008) included David McClelland's theory of needs, as well as others, since ethics is more focused on human resources than products and results. This is a contemporary theory of motivation. It includes three needs: the need for achievement, the need for power, and the need for affiliation. Not all people are exactly the same. When evaluating motivational issues, human beings are not always easy to analyze. Consider the negative utopia of George Orwell's (1949) *1984* or the recent popular motion picture, *The Hunger Games*. What would seem a logical analysis of people and what motivates them can be altered and norms about basic topics such as love, war, and death could be inverse.

**Transformational leadership.** According to Northouse (2004), transformational leadership "is concerned with emotions, values, ethics, standards, and long-term goals, and includes assessing followers' motives, satisfying their needs, and treating them as full human beings" (p. 169). A transformational leader is a change agent and such leaders and followers collaborate for common goals. Northouse described charismatic leaders as,

...strong role models for the beliefs and values they want their followers to adopt. [They] appear competent to followers...they articulate ideological goals that have moral overtones...they communicate high expectations for followers and exhibit confidence in

follower's ability to meet these expectations. (pp. 171–172)

Burns (1978) was the chief proponent of the transformational theory of leadership. Burns distinguished two types of leadership: transactional and transformational. Burns believed that effective leaders were able to draw upon the motives of followers in order to achieve the goals of the leaders and followers. Furthermore, Robbins (2001) defined transactional leaders as those who “guide and motivate their followers in the direction of established goals by clarifying roles and task requirements” (p. 329). On the other hand, Robbins stated that a transformational leader is one who “inspires followers to transcend their own self-interest for the good of the organization” (p. 166). Dr. Martin Luther King, Jr. was an example of a transformational leader (Northouse, 2004). Kouzes and Posner (2007), in their Leadership Practices Inventory, identified five dimensions of leadership: (a) challenging the process, which includes the degree to which the leader is willing to take risks; (b) inspiring a shared vision; (c) enabling others to act, which is the measure of participatory and cooperative decision making the leader allows; (d) modeling the way, which is the congruence between actions and espoused values; and (e) encouraging the heart, which is an assessment of the way the leader recognizes individual and team accomplishments and gives positive feedback. Faced with the need for massive change, most managers respond predictably. As with a political campaign, a persuasion campaign (or change), is largely one of differentiation from the past, and leaders must convince people that the organization is on its “deathbed” (Garvin & Roberto, 2005, p. 1). Sun-Tzu (as cited in Sawyer, 1994) said, to motivate people, you must put them on death ground. Sun-Tzu said, “If there is no escape from death, the officers and soldiers will fully exhaust their strength” (p. 115). I have told people for years, that to overcome large and complicated problems or goals, you have to eat an

elephant a bite at a time or put separate issues in smaller boxes. Preserving is best; destroying is second best. Then the victorious leader will (Kouzes & Posner, 2007):

- Know when to fight and not to fight;
- Know how to employ small-large numbers;
- When upper-lower ranks have same desires;
- Fully prepared, awaits the unprepared;
- General is capable (not interfered by ruler); and
- Leaders know they have to break down big problems into smaller, doable actions, and the most effective change processes are incremental, not one giant leap.

Kotter (2008), in his book *A sense of Urgency* shared why transformation efforts fail when leading through change. Many issues surround the leadership at schools and resistance to change is common. He stated that, “the number one error is not establishing a great enough sense of urgency. This first step is essential because getting a transformational program started requires the aggressive cooperation of many individuals” (p. 3). Second, he stated, “that in the absence of a powerful enough guiding coalition, the failure is more probably a result of the minimum mass needed to carry a transformation forward” (p. 7). Next there needs to be a vision. Even though an organization has a mission statement, it does not mean that it is in line with the organization’s real goals and vision. This vision needs to be shared and allow members to act on the vision. When we don’t like doing things, we put off lofty tasks. Planning for and creating short-term wins help engage participants, create improvements, and set plans for visible performance improvements. The final two steps include consolidating improvements and producing more change, and institutionalizing new approaches. This means leadership development, succession, and articulating the connection between the new behaviors and organizational success.

In educational forums, as opposed to an organization that produces a material product, a combination of Lewin's (as cited in Burnes, 2004) three-step model and Schmieder-Ramirez and Mallette's (2007) social, political, economic, legal, intercultural, and technical (SPELIT) power matrix has been used successfully. Lewin's model asks that a complex field of forces support quasistationary equilibrium. Before change may occur, the current state must be unfrozen or destabilized. The next step moves the organization in the desired direction. Moving requires that the organization have the information already analyzed, as the SPELIT power matrix supports. The SPELIT model looks at the social, political, economic, legal, intercultural, and technological dimensions of the existing structure. "A strengths, weaknesses, opportunities, and threats analysis, provided past support for some organizations. SPELIT gives a more laser-beam approach to organizational advancement and transformational change" (p. 4). Finally, the organization can be refrozen and the desired direction for the organization will be mobilized (Lewin, as cited in Burnes, 2004). Debate continues on which approach is best for student achievement. Assessing how much student growth occurs over time and the relationship teachers really have on student performance is under review internationally and with the U.S. adoption of Common Core standards.

Early in Barack Obama's presidency (as cited in *The Washington Post*, 2009), he knew that he had to act or many Americans would lose their jobs in one of America's worst economic eras. He looked outside Congress and decided to fashion a compromise. Obama wrote:

We have inherited an economic crisis as deep and as dire as any since the Great Depression. Millions of jobs that Americans relied on just a year ago are gone; millions more of the nest egg families worked so hard to build have vanished." (p. 1)

After preparing an external analysis, he presented a bill to Congress and a \$789.5 billion in spending and tax cuts were enacted. He recognized the existing structure and obstacles. He formulated that sense of urgency and led the two chambers into transformational change.

### **Summary**

This literature review, related to academic achievement for elementary or middle school students in California, examined a number of areas. These areas included:

1. Student-parent relationships for academic achievement. These theorists included data from the U.S. Department of Education, Bronson and Merryman, Dobson, Glasser, and many others. Included were ideas of how parents make many mistakes in enabling failure and taking the responsibility for the actions of their children. Society views the educational system in America as one that is in dire straits. Incorporated are many theorists from business such as Carnegie and Covey, as these are some of the theorists who are popular and used outside of education.
2. Teacher-student relationships for academic achievement. In this area, some of the theorists included Tyler and Bakhtin. Bakhtin described the dialogic method of instruction and how it was superior to that of monologic instruction. It also reviewed the inclusion of theories involving long-term English learners and how Krashen, Olson, Kinsella, and others have contributed.
3. Relevant leadership theories. It addressed the areas of leadership, including servant leadership, team leadership, ethical leadership, and finally transformational. Servant leadership included theories from Greenleaf and Peete. Team leadership included theories by Northouse, Robbins and Judge, Moodian, and others. Some of the points from team leadership included the three units of an organization: individuals, groups,

and the whole organization. Moodian shared how culture has value on how an organization grows. Ethical leadership was predominately about theorists Robbins and Judge and Hinman. It also included Northouse, Sawyer, and how educators use this to support parents. Finally, a great deal of transformational leadership was described. Theorists included Northouse, Lewin, and Schmieder-Ramirez and Mallette. Highlighted in transformational leadership were Lewin's three-step model as well as the SPELIT power matrix.

Traditional ELA programs in the LAUSD and Inglewood Unified School District have changed. Elementary programs in use included Open Court, California Treasures, ELD, and English Language Learner programs-ESL, HighPoint. Instructional methods are evolving and technology is a major component of change. The State of California is aligned with 48 states in adopting Common Core standards. Hispanic and African American populations' issues are ongoing.

### Chapter 3: Methodology and Procedures

The purpose of this study is to investigate parental habits as a dimension of influence on student achievement in order to advance understanding of effective leadership strategies and the development of parental involvement. Based on the literature review, the researcher has several assumptions regarding the expansion of a parental influence framework. Specifically, the researcher believes that the following social dynamics are integral to the student performance phenomenon. The researcher also asserts that parental influence has its influence at younger years and is less influential as students mature.

#### Overview of Research

The purpose of this study is to determine whether family involvement effects cognitive achievement in the academic disciplines of English, mathematics, and reading among Kindergarten through eighth grade students enrolled in a private school. It also seeks to show parental methods that have a significant effect on student achievement.

#### Research Questions

The primary objective is guided by the following research questions:

1. Is there a correlation between parental involvement and test scores in a K-8 school?
2. Utilizing the results of the parent (ODE) adapted survey, what are the top five methods or strategies that has an effect on student achievement?

Table 1

#### *Research Collection*

Research Question	Data Collection	Other
1. Is there a relationship between parental involvement and test scores in a K-8 private school?	Parent Survey Using descriptive statistics.	Further studies may use ancillary data. (Note: See separate section: Ancillary Data).

*(table continues)*

Research Question	Data Collection	Other
2. Utilizing the results of the parent (ODE) adapted survey, what are the top five methods or strategies that has an effect on student achievement?	Parent Survey showing the top five research effective methods or strategies, descriptive statistics from 20 years of research theories.	Further studies may use ancillary data and comparative analysis.

The methods presented in this chapter were developed to address these research questions and involved one main analyses: descriptive statistics to identify the characteristics of students within the sample and the various grade subgroups.

Hypothesis: Parents show consistent methods or strategies that are effective in a private school on student achievement.

Alternate Hypothesis: Parents show no consistent methods or strategies that are effective in a private school on student achievement.

### **Plans for Institutional Review Board**

**Human subject's consideration.** This study meets the requirements for exemption under Section 45 CFR 46.101(b)(2) of the U.S. Department of Health and Human Services (2009) that govern the protection of human subjects. The only risk anticipated would be the 30-minutes to complete the survey for the study and possible boredom.

An application for the claim of exemption will be filed with the Institutional Review Board at Pepperdine University. The Pepperdine Institute Review Board has approved the application (APPENDIX A) that was submitted by the researcher. Upon their review, the researcher met all of the criteria under Section 45 CFR 46.101(b) (2) of the U.S. Department of Health and Human Services that govern the protection of human subjects (2009).

Data will be stored in a protected storage drive and destroyed after three years. Feedback is anonymous and only the researcher will have access to the data.



## **Background of Student Population**

OCS has a diverse population of mostly Middle Eastern students from 20 countries. All of the OCS students speak a second or third language or are in training to do so. OCS has very few students on NSLP.

## **Population**

The population for the study includes the results from 300 parents surveyed on their children-students both in the ELD and in mainstream programs. This population includes selected parents of kindergarten through eighth grade English language learners. The sample includes this population of parents and the data were collected on Survey Monkey.

## **Sample**

For this research, student data were collected from one source: Parent provided survey. Parents will be given the opportunity to participate in the survey on all OCS k-eighth-grade school students ( $N = 300$ ) from the 2015–2016 school year. The Kindergarten through eighth grade cohort was selected for three reasons: (a) elementary school students are the primary focus of this study, (b) longitudinal data can be collected from parents on students available for 2015–2016 Kindergarten through eighth graders, and (c) the Kindergarten through eighth grade student population is large enough to provide statistically significant subgroups.

To prepare the study's database, student assessment information was not reviewed. Student achievement data were provided by parents via survey with parent-guardian consent. Duplicate files were deleted. Once data files were cleaned, descriptive procedures were utilized to analyze all data. Frequency distributions were conducted on student demographic and performance data. In addition, a missing value analysis procedure was conducted to identify any systematic patterns in the missing values. No systematic patterns were identified initially with

the variables included in the regressions presented within this study. There was fewer than 8% missing data calculated on any variable in the overall sample. However, in any subsequent and precautionary examination of missing data disaggregated by achievement subgroup, an unacceptable level (more than 30%) of missing data might be detected.

**Data collection plan.** The researcher had each parent-guardian provide approval to use data collected via survey. Parent survey (APPENDIX C) data were collected using Survey Monkey. Survey Monkey helps provide robust analytics to make data-driven decisions, get responses in real time, slice and dice data to reveal insights, and easily share presentation-ready charts and reports.

**Analytical techniques.**

*Quantitative.* Quantitative data were collected by consent of parents or guardians through Survey Monkey. “Quantitative data gets you numbers, qualitative data brings them to life. The difference between qualitative vs. quantitative research and how to use them” (Survey Monkey, 2017).

*Qualitative.* Inclusive of the parent survey are comment sections that allow for parents’ comments on ideas or issues relating to each survey section. The survey sections included general, motivational, and mathematics sections (Cookson & Pomeranc, 2000). This research used a modification of the Ohio Department of Education, “Parent and Family Involvement Survey” (ODE, 2010). There are many model districts and a conditions analysis might be performed to report on conditions that prove to be optimal. The researcher looked at many sources of parental tools. Other resources contemplated have roots in the book, *A Parent’s Guide to Standardized Tests* by Peter W. Cookson and Joshua Halberstam. The researcher looked at the dynamics of the private school. He used his knowledge of public school and more than 20 years’

experience in dealing with parents and being a parent of four children: one adult, one college graduate, one high school student and one elementary student. He looked at narrative data from the publisher and existing reports and publications involving parental methods and strategies in order to compare a standards-meeting model to these local sites. The researcher located informed and willing narrators-parents; individuals with proven performance, understanding that individual memories might be selective; and finally applied external and internal criticism. To make the surveys fair, the researcher used a demographic that was neutral in the Los Angeles-Orange County areas. Los Angeles has many areas of poverty. Orange County is said to have many areas of wealth. The Cerritos' Library had a number of references that focused on parent involvement. Since this area is in between the two areas of research and not too far from the survey-achievement site, the researcher looked at tools available to parents in that general area. The researcher has obtained School permission (APPENDIX D), Study permission (APPENDIX E) and Investigator Permission (APPENDIX F). The researcher constructed a notification to all parents and school staff in the correct and instructed methods for acquiring data in accordance with the National Institutes of Health Office of Extramural Affairs. The creation of the three survey parts besides narrative comments for each section are general, motivational, and mathematics. The general section is focused primarily on the English achievements. All sections had 10 or more questions. The research looked at the parental question choices and looked at literature that related to the private school in review. The researcher also took into account experience from the public and charter sectors. An example of research question selection is finding two model sites and reporting on the five most prolific points that aid in their success (McMillan & Schumacher, 2010).

The motivational section was created to support the questions available and use the researched-based questions and the researchers' experience as a parent in achievement results. There are arguments for positive and negative motivation. The researcher is more positive reinforcement focused but knows many parents who use negative motivation. One example would be the student who is scared not to perform well just because the parent will find out from a report card. Report cards do not necessarily show how a student will do on tests, but generally good students have some foundation of knowledge they can apply to achievements.

The mathematics section focused on math and aligned to relate to the math achievements. Private schools do not have the same rules as charter or public schools. The source of funding at this site is primarily parental. This being the case, public schools are generally focused on taking state tests. A lot of focus in public schools is the state and federal testing mandates. Each private school has a reason to exist. Some parents may adopt a home schooling preference too. Each household does what it can financially for the child's welfare or religious beliefs. This school allows the students to participate in religious services five or more times a day. This school site is a very large Muslim school with very engaged teachers, parents, and students.

### **Ancillary Data Options for Continued Study**

This Ancillary Data section is of special interest for researchers who may wish to employ this research and use other data and documents available to the researcher. These data are not being used specifically in this study in order to eliminate contact with minors.

There are many model districts and a conditions analysis could be performed to report on conditions that prove to be optimal. Some methods employed for further study could be (a) analysis of variance to compare the means of the various subgroups on the data provided by parents. Please note that although no data are pulled for this research document, it is based on

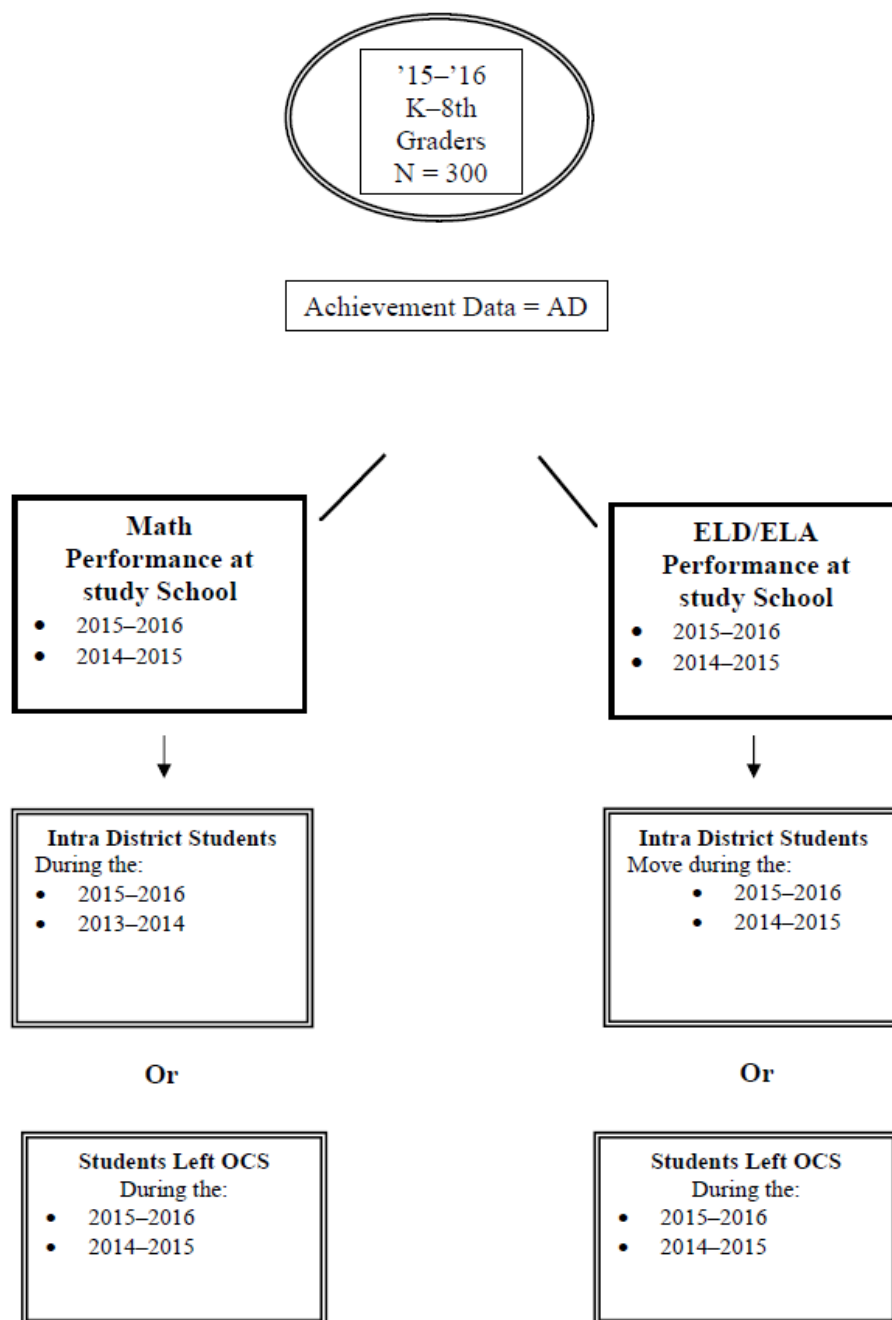
archived data from CAT 6 or STAR in ELA and mathematics and the California ELD test; (b) multiple regression to determine the significant predictors of student achievement in English language arts and mathematics, and (c) discriminant function analysis of present student performance. The researcher sought out narrative data from the publisher and model districts in order to compare a standards-meeting model to these local sites. The researcher located informed and willing narrators; individuals with proven performance, understanding that individual's memories may be selective. The researcher applied external and internal criticism. This was achieved first through finding two model sites and reporting on their five most prolific points that aid in their success (McMillan & Schumacher, 2010).

In 2010–2011, LAUSD served 662,140 students. Nearly 72.3% of these students were Hispanic, 4% Asian, 10.1% White, and 9.6% other, including African American. Approximately three of four students lived in economic need, as defined by participation in the federal free-reduced lunch program. Economic need is described as fewer than 5% of students' parents completed college or graduate school. Approximately 13% completed some college, while 22% were high school graduates. However, the majority of parents, nearly 60%, had not completed the requirements for high school graduation. More than 31,000 students (approximately 54% of the district's total enrollment) in 2006–2007 were identified as English learners, with 98% speaking Spanish as their primary language (California Department of Education, 2010d). This was based on scores from the CAT 6. Through the Academic Performance Index, the scores drove the allocation of millions of dollars in intervention and award programs, depending on the health of the state's budget. Academic Performance Indices include results primarily from the California Standards Tests plus CAT 6. Results from the CAHSEE, taken by 10th graders in the

2001–2002 school year, are part of high school Academic Performance Indices. English-language arts scores count for 10% and math for 5%.

Data provided from previous CAT 6 scores for eighth graders as well as STAR testing results were used but are known to be archived. STAR Reading is an online assessment program developed by Renaissance Learning for students typically in Grades K-12. The program uses a combination of the cloze method (fill in the missing word), and traditional reading comprehension passages to assess a student's overall reading achievement. The program is designed to provide teacher's with individual student data quickly and accurately. It typically takes a student 10 to 15 minutes to complete a STAR assessment and reports are available immediately upon completion. The researcher did not need to collect data from Orange Crescent School, as data received via survey are able to be placed into an Excel formatted file.

Figure 1 shows the relationships of the parents' data, if the researcher chose to collect data besides what the parents choose to provide, of students used in this research. The students are broken down by year and grade level. It also denotes study sample: Population and achievement data.



*Figure 1.* Study sample: Population and achievement data subgroups.

### Variables

For this study, one Orange Crescent school was selected to participate. For further studies, seven variables could be entered into a stepwise multiple regression: NSLP, data given by parents versus previous performance on California Standardized Testing ELA, and English

language learner status. As compared to achievements of the seven variables, two were found to be significant predictors of California Standardized Testing ELA performance in eighth grade: previous performance on the California Standardized Tests and periodic or benchmark assessments. Three additional variables may later be incorporated but are not used—CELDT levels, middle school status, and parent education.

With the exception of California Standardized Testing-scaled scores in English language arts and mathematics, CELDT information variable data could be extracted from LAUSD's database. The following is a description of each variable examined.

**Scaled scores from CAT 6 in English language arts.** Scaled scores from the CAT 6 in English language arts are based on students' performance on the annual CAT 6 in English language arts. This test is normally administered during the spring to all California students. Students' test results were provided voluntarily by OCS parents. The data from the Orange Crescent Parents Survey database were collected by SurveyMonkey. Scaled scores ranged between 150 (low) and 600 (high) for each grade and subject area; a State score of 350 was proficient (at grade level). Scaled scores are used to equate the CAT 6s from year to year within the same grade level and subject area and determine performance levels.

**Scaled scores from CAT 6 in mathematics.** Scaled scores from the CAT 6 in mathematics are based on student performance on the CAT 6 administered during the spring each year. Student performance data were extracted from the Orange Crescent School Parent Survey. Scaled scores ranged between 150 (low) and 600 (high) for each grade and subject area; 350 was proficient (at grade level) if California test data were used. Scaled scores are used to equate the CAT 6s from year to year within the same grade level and subject area and determine performance levels. It is important to note that the Mathematics CAT 6 is an End-of-Course test



for eighth grade students. Students take either the Mathematics CAT 6 in algebra or general math.

**CELDT results.** English language learners are tested each year during late summer and fall to obtain a language proficiency level. Levels ranged from 1 to 5 (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced). English learners in intermediate schools were tested in listening, speaking, reading, and writing. These data were not extracted from the Orange Crescent Research and Evaluation database.

**Magnet school status.** Students enrolled in an LAUSD magnet school are identified as having magnet school status. A magnet school is an alternate program offered by LAUSD or other districts. Parents choose to enroll their children in a magnet school and agree to abide by policies that stress high expectations for academics, dress code, homework, discipline, and attendance. Parents are responsible for transportation to and from any magnet school. No data or analysis is being drawn or reported on magnet elements of the school, although this school site does not include a magnet school.

**English learner status.** Based on students' home language survey and the results from the CELDT, students were identified as English learners upon entering Orange Crescent. Students were identified as English Only, Initial Fluent English Proficient, English learner, or Redesignated Fluent English Proficient. English learners and their English learner status were reevaluated, updated, and entered into the Orange Crescent database annually during their intermediate school experience (English Only = 1, Initial Fluent English Proficient = 2, English learner = 3, Redesignated Fluent English Proficient = 4).

**Gender.** Parents specified student gender (male or female) upon entry into Orange Crescent school. This variable was collected from the Orange Crescent Research and Evaluation database (male = 0, female = 1).

**Parent education.** Education levels were collected by schools via school entry packets and entered into the Integrated Student Information system by school personnel. This information was gathered for California Basic Educational Data System and the Standardized Testing and Reporting program student answer document. Designations were: (a) Not a High School Graduate, (b) High School Graduate, (c) Some College, (d) College Graduate, and (e) Graduate School. The parent with the highest education level attained was entered into the district database. If one parent declined to state, the reporting parent's education level was utilized. If both parents declined to state, the data were entered into the system as missing data. The coding for parent education level was: 10 = Graduate School-Postgraduate Training, 11 = College Graduate, 12 = Some College (includes AA), 13 = High School Graduate, 14 = Not a High School Graduate.

**NSLP.** Orange Crescent School students were sent a free-reduced lunch application as part of the NSLP. Students qualified for this federally assisted meal program based on economic need. NSLP is often utilized as an indicator of economic need. The following coding was used for NSLP: 1 = Free Lunch, 2 = Reduced Lunch, 3 = Nonparticipating. The following is the statistical methodology utilized to examine various aspects of this study.

### **Data Analytic Procedures**

Descriptive statistics were utilized to determine the percentage of students remaining in, and leaving, the school site. Descriptive statistics were used to create an overall picture of students. The data were aggregated at the school level and disaggregated for the middle school

within Orange Crescent School. In addition, descriptive statistics were utilized to check the variables for any violation of the assumptions underlying the statistical techniques used in this study, including percentage of values missing for each variable and the distribution of scores on continuous variables (skewness and kurtosis). Descriptive statistics were run on the following variables for the 2015–2016 school years. The variables that were not used are: (a) ELA CAT 6 or STAR test, (b) Mathematics CAT 6 or STAR test, (c) Gender, (d) English learner status, (e) Parent education, (f) NSLP, and (g) CELDT. The variables used and ELA and Math performance scores.

As noted in Figure 1, the population was divided into groups by academic year. Cases were included in any of the analyses for which the student had the necessary information.

### **Limitations**

For the first series of three regressions, independent variables were entered stepwise to determine each predictor's influence on the dependent variable's total moves for the entire sample. The second series of six regressions variables were entered stepwise with a hierarchical method. For the second six regressions, the two dependent variables utilized for the regression analyses were scaled scores from parent provided data verses CAT 6 in ELA and mathematics.

For all regression analyses, variables with more than 30% missing data and/or highly skewed dichotomous variables were not included in the regression analyses, as they would lead to unreliable results. Only those variables that explained significant additional variance and those that had betas remaining significant throughout the model were retained. As with the study's other statistical procedures, a missing value analysis procedure was conducted initially to identify any systematic patterns in the missing values. No systematic patterns were identified initially with the variables included in the regressions presented within this study. There were

fewer than 8% of missing data calculated on any variable in the overall sample. However, in a subsequent and precautionary examination of missing data disaggregated by achievement subgroup, an unacceptable level (more than 30%) of missing data was detected. Pair-wise deletion in future studies may be utilized to deal with missing data for the regressions predicting comparing ELD to ELA. Cases could have been selected that contain students who had data for the dependent variable for the regressions predicting student achievement on the CAT 6s or STAR test. Mean substitutions were utilized to deal with missing data on the independent variables. The following is a list of variables utilized for the regression analyses. They are listed in order of interest:

Question (or Dependent) Variable:

- Total enrollment months;

(Other Independent Variables):

- Parent provided data vice previous performance on CAT 6 or STAR in ELA;
- Parent provided data versus previous performance on CAT 6 or STAR in mathematics;
- Parent-provided data versus English learner status;
- Parent-provided data versus CELDT results;
- Parent-provided data versus NSLP;
- Parent education;
- Gender; and
- K-8 school status.

Next, discriminant function analysis may be used to predict membership in one of two groups: ELD or ELA. Based on variables from the study, a formula was created to differentiate

maximally between these two groups. This formula was used to predict the likelihood that a student could be predicted to be an ELD or ELA, based on a set of independent variables. The variables utilized for the discriminant function were selected based on their significance in the study, the literature review, and informal observations. For the discriminant function, the dependent variable was ELD. The independent or predictor variables were:

- Parent-provided data versus Scaled scores from CAT 6 or STAR in ELA;
- Parent-provided data versus Scaled scores from CAT 6 or STAR in mathematics;
- Parent-provided data versus Fundamental school status;
- Gender;
- Parent education;
- NSLP;
- English learner status; and
- Parent-provided data versus CELDT results.

### **Summary**

This section of the study summarizes the methods and research conducted under this study. It provided background information in the methods and procedures as well as the problem and purpose. This research looked at the parent-provided survey. The chapter described the methods used to identify the problem to be studied, the purpose of the study, and the research questions used to assist the researcher in understanding the effectiveness of parental involvement or the quest for correlations. In addition, population, sample, and sampling technique were reviewed. Data collection had a plan and analytical techniques were addressed. This quantitative study had a qualitative element. The researcher provided evidence to support any assertions.

## **Chapter 4: Results**

The purpose of chapter four is to provide a detailed description of the procedures for data analysis and a complete overview of the research results. This chapter first reviews the participant characteristics, analytic process, and research findings for this study. Then, the significant findings are reported. The report includes connections to research and any difference to research found by the researcher. Finally, this chapter concludes with a summary.

### **Purpose of the Study**

The purpose of this study was twofold: (a) To determine whether there was a relationship between parental involvement and test scores in a K-8 school; and (b) What parental methods and strategies surveyed show or did not significantly show an effect on test scores based on research and parental surveys. Approximately 300 parents were given the opportunity to participate in a parental methods survey. Parents were surveyed and provided English and Math performance data if they chose to participate. Data from this researcher's survey adapted from the ODE (APPENDIX B), were analyzed using descriptive statistics, including the top five methods or strategies according to the parent survey that had an effect on student achievement. The results were reported as well as any information discovered. The outcome is described below.

### **Participants**

The study was offered to more than 300 participants (double if accounting for spouses or partners), all recruited from parents of the Private School Orange Crescent School in Garden Grove, California. Of the more than 300 offered participants, 43 chose to participate: 11 were male and 29 were female. Data were not collected to define who spoke English as a second language and who resided in the U.S. on student visas from countries. Age of participants ranged

from 18 to 65, where the mode and mean were not recorded. The frequencies of ethnic backgrounds for the participants are illustrated in Table 2 They are as follows: 36.84% Caucasian, 00% Hispanic, 18.42% Asian, and 13.16% African American. Other ethnicities included Multiracial 10.53% and other 31.58%. Table 3 gives the responses under category other. Four respondents did not provide ethnicity data. It is noted that on some surveys ethnicity “Arab” are thought to be the same as “White.” Of the 43 participants, 100% volunteered to participate.

Table 2

*Ethnicities*

Answer Choice	%	<i>n</i>
African American	13.16	5
Asian-Pacific Islander	18.42	7
Hispanic	0.00	0
Multiracial	10.53	4
Native American	0.00	0
White	36.84	14
Other (please specify on question 46) If N/A skip question 46	31.58	12

Note. *N* = 38.

Table 3

*Other Ethnicities (As Entered by Surveyed)*

	Ethnicity
1	South Asian
2	Indian
3	Arab
4	Arab
5	Middle East
6	Hamite (North African) Semite (Arab)
7	Pakistani
8	Pakistani
9	Middle eastern
10	North Africa

## **Analytical Techniques**

The parent survey was conducted via Survey Monkey from January 4, 2017 through February 20, 2017. Parent survey results were totaled and entered for data analysis. Data were tabulated and analyzed using Survey Monkey tools and SPSS statistical software was not needed.

## **Results**

Of the 43 respondents, 39 respondents gave their children's grade levels. Most responded (within six to eight students) in all grades except for second grade (three responses), seventh grade (three responses), and Fifth grade (four responses). This gives a fairly flat representation of all grade levels from Kindergarten through eighth grades. Of the 43 participants who participated in the study, only four did not give the children's grade level; of 40 surveys answered, only three skipped answering if jointly filling out the survey. Answering yes were 15% and answering no to jointly filing the survey was 84%. The researcher believes that this is important, as the majority of respondents completed the survey by themselves and did not include habits by the other parent or guardian. This would indicate a conservative estimate. It is also interesting to the researcher that 72.5% of the respondents were female (29) and only 27.5% were male (11). This indicates that females in modern times still appear to be more often involved in their children's school activities regardless of their educational level or employment status. Ikeda (2016) stated, "Children can sense their mother's love. On the other hand, sometimes they seem to go out of their way to be scolded, a way of seeking attention. They want their mothers to be more actively engaged in their lives" (p. 38).

Educational levels were very high. Figure 2 shows the educational levels of the respondents. Since most respondents answered with two parent educational levels, this exceeds the recent analysis available about 34% of students having only one parent (Livingston, 2014).



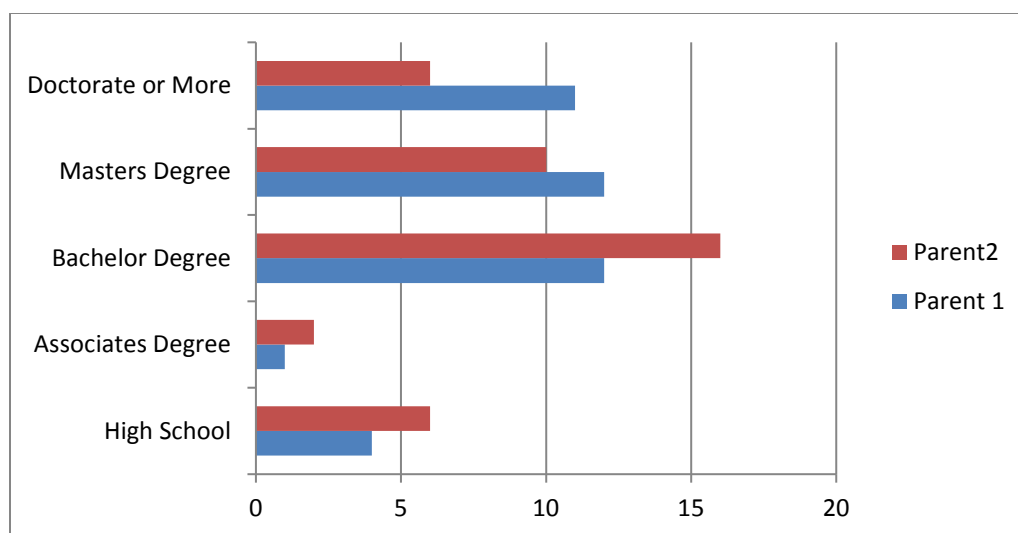


Figure 2. Education levels of parents.

Parents indicated that 64.1% had more than one student and 35.9% had at least one child at this school. This indicates at least 28% of students were represented, not including 15% of parents surveyed who indicated they did this survey with another parent or guardian. One survey-results limitation is student performance data, which parents give voluntarily and exceed 50% in both the math and English disciplines at grade A, are not correlated to state or benchmark performance testing. However, it does indicate a number of research-based concepts parents should support to give student achievement habits to their children, as will be further expounded.

Question 3 is a communication question about receiving information for at-home child improvement. The “agree” and “strongly agree” responses show a combined percentage of 73.81. This indicates this school provides substantial information for students to improve or advance their learning.

Table 4

*Responses to Question 4: I Receive Information on Health and Nutrition*

Answer Options	%	<i>n</i>
Strongly agree	11.9	5

(continued)

Answer Options	%	<i>n</i>
Agree	28.6	12
Neutral	26.2	11
Disagree	21.4	9
Strongly disagree	4.8	2
Don't know-not applicable	7.1	3

*Note.* Answered question: 42. Skipped question: 1.

Table 5

*Responses to Question 5: I Receive Information on Child Development*

Answer Options	%	<i>n</i>
Strongly agree	11.9	5
Agree	42.9	18
Neutral	23.8	10
Disagree	14.3	6
Strongly disagree	2.4	1
Don't know-not applicable	4.8	2

*Note.* Answered question: 42. Skipped question: 1.

Table 6

*Responses to Question 6: My Child's Teacher Asks to Meet With Me Face to Face at Least Once a Year to Talk About How My Child Is Doing*

Answer Options	%	<i>n</i>
Strongly agree	71.4	30
Agree	21.4	9
Neutral	4.8	2
Disagree	0.0	0
Strongly disagree	2.4	1
Don't know-not applicable	0.0	0

*Note.* Answered question: 42. Skipped question: 1.

Table 7

*Responses to Question 7: My Child's School Is Very Good About Staying in Touch With Me (e.g., Letters, Phone Calls or E-Mail)*

Answer Options	%	<i>n</i>
Strongly agree	61.9	26
Agree	26.2	11
Neutral	7.1	3

(continued)

Answer Options	%	<i>n</i>
Disagree	2.4	1
Strongly disagree	2.4	1
Don't know-not applicable	0.0	0

Note. Answered question: 42. Skipped question: 1.

Table 8

*Responses to Question 8: When My Child's School Communicates With Me It Is Easy for Me to Read or Understand*

Answer Options	%	<i>n</i>
Strongly agree	63.4	26
Agree	26.8	11
Neutral	7.3	3
Disagree	2.4	1
Strongly disagree	0.0	0
Don't know-not applicable	0.0	0

Note. Answered question: 41. Skipped question: 2.

Table 9

*Responses to Question 9: If I Have a Question, Concern or Comment About My Child the Teacher, Principal or Guidance Counselor Gets Back to Me Right Away*

Answer Options	%	<i>n</i>
Strongly agree	45.2	19
Agree	40.5	17
Neutral	7.1	3
Disagree	7.1	3
Strongly disagree	0.0	0
Don't know-not applicable	0.0	0

Note. Answered question: 42. Skipped question: 1.

Table 10

*Responses to Question 10: I Am Invited to Meetings So That I Can Learn About What Is Going on in the School (e.g., Issues or Policies)*

Answer Options	%	<i>n</i>
Strongly agree	57.1	24
Agree	35.7	15
Neutral	4.8	2
Disagree	2.4	1

(continued)

Answer Options	%	<i>n</i>
Strongly disagree	0.0	0
Don't know-not applicable	0.0	0

Note. Answered question: 42. Skipped question: 1.

Table 11

*Responses to Question 11: There Are Many Different Ways I Can Be Involved With the School, Either at the School Itself, at Home or in the Community*

Answer Options	%	<i>n</i>
Strongly agree	57.1	24
Agree	31.0	13
Neutral	11.9	5
Disagree	0.0	0
Strongly disagree	0.0	0
Don't know-not applicable	0.0	0

Note. Answered question: 42. Skipped question: 1.

Table 12

*Responses to Question 12: When I Volunteer at the School, I Am Given Training and Resources to Do My Task Well, if Needed*

Answer Options	%	<i>n</i>
Strongly agree	14.6	6
Agree	43.9	18
Neutral	17.1	7
Disagree	14.6	6
Strongly disagree	2.4	1
Don't know-not applicable	7.3	3

Note. Answered question: 41. Skipped question: 2.

Table 13

*Responses to Question 13: I Receive Regular Updates From the Teacher on My Child's Progress*

Answer Options	%	<i>n</i>
Strongly agree	42.9	18
Agree	31.0	13
Neutral	16.7	7
Disagree	9.5	4
Strongly disagree	0.0	0
Don't know-not applicable	0.0	0

Note. Answered question: 42. Skipped question: 1.

Table 14

*Responses to Question 14: I Receive Information on What My Child Should Learn and Be Able to Do in Each Grade in School*

Answer Options	%	<i>n</i>
Strongly agree	26.2	11
Agree	47.6	20
Neutral	16.7	7
Disagree	9.5	4
Strongly disagree	0.0	0
Don't know-not applicable	0.0	0

*Note.* Answered question: 42. Skipped question: 1.

Table 15

*Responses to Question 15: My Child's Teacher(s) Adjust Their Teaching Styles to Meet the Academic Needs of My Child*

Answer Options	%	<i>n</i>
Strongly agree	23.8	10
Agree	38.1	16
Neutral	26.2	11
Disagree	7.1	3
Strongly disagree	4.8	2
Don't know-not applicable	0.0	0

*Note.* Answered question: 42. Skipped question: 1.

Table 16

*Responses to Question 16: I Believe My Child Is Challenged by the School's Academic Curriculum*

Answer Options	%	<i>n</i>
Strongly agree	16.7	7
Agree	28.6	12
Neutral	28.6	12
Disagree	16.7	7
Strongly disagree	9.5	4
Don't know-not applicable	0.0	0

*Note.* Answered question: 42. Skipped question: 1.

Table 17

*Responses to Question 17: My Child's Teacher(s) Hold High Expectations for My Child*

Answer Options	%	<i>n</i>
Strongly agree	31.0	13
Agree	38.1	16
Neutral	14.3	6
Disagree	11.9	5
Strongly disagree	4.8	2
Don't know-not applicable	0.0	0

Note. Answered question: 42. Skipped question: 1.

Table 18

*Responses to Question 18: My Child Receives the Academic Support Needed to Meet His or Her Individual Needs*

Answer Options	%	<i>n</i>
Strongly agree	21.4	9
Agree	45.2	19
Neutral	21.4	9
Disagree	9.5	4
Strongly disagree	2.4	1
Don't know-not applicable	0.0	0

Note. Answered question: 42. Skipped question: 1.

Table 19

*Responses to Question 19: I Am Asked What My Goals Are for My Child's Learning and/or What Classes or Programs My Child Should Take*

Answer Options	%	<i>n</i>
Strongly agree	19.0	8
Agree	23.8	10
Neutral	28.6	12
Disagree	21.4	9
Strongly disagree	2.4	1
Don't know-not applicable	4.8	2

Note. Answered question: 42. Skipped question: 1.

Table 20

*Responses to Question 20: I Am Asked About My Child's Talents and Strengths*

Answer Options	%	<i>n</i>
Strongly agree	7.1	3

Agree	35.7	15
Neutral	33.3	14
Disagree	16.7	7
Strongly disagree	4.8	2
Don't know-not applicable	2.4	1

Note. Answered question: 42. Skipped question: 1.

Table 21

*Responses to Question 21: I Can Be Involved in School Improvement Planning and Decision-Making at My Child's School*

Answer Options	%	<i>n</i>
Strongly agree	28.6	12
Agree	31.0	13
Neutral	23.8	10
Disagree	9.5	4
Strongly disagree	2.4	1
Don't know-not applicable	4.8	2

Note. Answered question: 42. Skipped question: 1.

Table 22

*Responses to Question 22: I Am Invited to Help Plan Family Involvement Activities*

Answer Options	%	<i>n</i>
Strongly agree	28.6	12
Agree	40.5	17
Neutral	14.3	6
Disagree	4.8	2
Strongly disagree	2.4	1
Don't know-not applicable	9.5	4

Note. Answered question: 42. Skipped question: 1.

Table 23

*Responses to Question 23: I Am Given Information About Community Services That Help With Families' Needs (Adult Education, Job, Health, Mental Health, Utilities, etc.)*

Answer Options	%	<i>n</i>
Strongly agree	14.3	6
Agree	38.1	16
Neutral	23.8	10
Disagree	14.3	6
Strongly disagree	4.8	2

Don't know-not applicable	4.8	2
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Note. Answered question: 42. Skipped question: 1.

Table 24

*Responses to Question 24: I Am Given Information About Services to Support My Child's Learning and Behavior Needs and Enhance His or Her Talents (Tutoring, Mentoring, Camps, Career Exploration)*

Answer Options	%	<i>n</i>
Strongly agree	21.4	9
Agree	38.1	16
Neutral	21.4	9
Disagree	14.3	6
Strongly disagree	0.0	0
Don't know-not applicable	4.8	2

Note. Answered question: 42. Skipped question: 1.

Table 25

*Responses to Question 25: The School Helps My Child Feel Comfortable as He or She Moves From One Grade to the Next*

Answer Options	%	<i>n</i>
Strongly agree	35.7	15
Agree	40.5	17
Neutral	11.9	5
Disagree	4.8	2
Strongly disagree	2.4	1
Don't know-not applicable	4.8	2

Note. Answered question: 42. Skipped question: 1.

Table 26

*Responses to Question 26: My Involvement in My Child's Education Is Valued at My School*

Answer Options	%	<i>n</i>
Strongly agree	47.6	20
Agree	33.3	14
Neutral	7.1	3
Disagree	9.5	4
Strongly disagree	0.0	0
Don't know-not applicable	2.4	1

Note. Answered question: 42. Skipped question: 1.

Table 27



*Responses to Question 27: My Child's School Is a Friendly Environment for Students, Parents, and Families*

Answer Options	%	<i>n</i>
Strongly agree	64.3	27
Agree	31.0	13
Neutral	0.0	0
Disagree	2.4	1
Strongly disagree	2.4	1
Don't know-not applicable	0.0	0

Note. Answered question: 42. Skipped question: 1.

Table 28

*Responses to Question 28: My Child's School Is a Safe Place to Learn*

Answer Options	%	<i>n</i>
Strongly agree	59.5	25
Agree	31.0	13
Neutral	4.8	2
Disagree	0.0	0
Strongly disagree	4.8	2
Don't know-not applicable	0.0	0

Note. Answered question: 42. Skipped question: 1.

Table 29

*Responses to Question 29: My Child's School Respects All Cultures and Diversity*

Answer Options	%	<i>n</i>
Strongly agree	76.2	32
Agree	23.8	10
Neutral	0.0	0
Disagree	0.0	0
Strongly disagree	0.0	0
Don't know-not applicable	0.0	0

Note. Answered question: 42. Skipped question: 1.

Table 30

*Responses to Question 30: What Is Your Level of School Involvement*

Answer Options	%	<i>n</i>
Very high	19.0	8

High	28.6	12
Medium	38.1	16
Low	11.9	5
Very low	0.0	0
Don't know-not applicable	2.4	1

Note. Answered question: 42. Skipped question: 1.

Table 31

*Responses to Question 31: What Is the Level of Parent Involvement*

Answer Options	%	<i>n</i>
Very high	26.2	11
High	42.9	18
Medium	19.0	8
Low	2.4	1
Very low	4.8	2
Don't know-not applicable	4.8	2

Note. Answered question: 42. Skipped question: 1.

Table 32

*Responses to Question 32: What Was Your Child's Last Grade in English*

Answer Options	%	<i>n</i>
A	50.0	21
B	23.8	10
C	9.5	4
D	2.4	1
F	2.4	1
Don't know-not applicable	11.9	5

Note. Answered question: 42. Skipped question: 1.

Table 33

*Responses to Question 33: Was Your Child's Last Grade in English Surprising*

Answer Options	%	<i>n</i>
Always	2.5	1
Often	5.0	2
Sometimes	22.5	9
Rarely	30.0	12
Never	40.0	16

Note. Answered question: 40. Skipped question: 3.

Table 34

*Responses to Question 34: What Was Your Child's Last Grade in Math*

Answer Options	%	<i>n</i>
A	57.5	23
B	20.0	8
C	5.0	2
D	2.5	1
F	5.0	2
Don't Know-Not Applicable	10.0	4

*Note.* Answered question: 40. Skipped question: 3.

Table 35

*Responses to Question 35: Was the Last Math Grade Surprising?*

Answer Options	%	<i>n</i>
Always	7.9	3

(continued)

Answer Options	%	<i>n</i>
Often	5.3	2
Sometimes	10.5	4
Rarely	39.5	15
Never	36.8	14

*Note.* Answered question: 38. Skipped question: 5.

Table 36

*Responses to Question 36: Do You Monitor the Time Your Child Spends Reading*

Answer Options	%	<i>n</i>
Always	47.4	18
Often	26.3	10
Sometimes	13.2	5
Rarely	5.3	2
Never	7.9	3

*Note.* Answered question: 38. Skipped question: 5.

Table 37

*Responses to Question 37: Do You Proofread Work Your Child Writes*

Answer Options	%	<i>n</i>
Always	18.9	7

Often	27.0	10
Sometimes	21.6	8
Rarely	21.6	8
Never	10.8	4

Note. Answered question: 37. Skipped question: 6.

Table 38

*Responses to Question 38: Do You Practice Math Problems at Home (Cooking, Measuring, etc.) or in a Shopping Setting That Helps Your Child Practice Math Calculations (Looking at Sizes-Quantities of Items and Figuring the Best Value to Purchase, etc.)*

Answer Options	%	<i>n</i>
Always	21.1	8
Often	23.7	9
Sometimes	28.9	11
Rarely	21.1	8
Never	5.3	2

Note. Answered question: 38. Skipped question: 5.

Table 39

*Responses to Question 39: Did You Fill Out This Survey Together With Another Parent-Guardian*

Answer Options	%	<i>n</i>
Yes	15.0	6
No	85.0	34

Note. Answered question: 40. Skipped question: 3.

Table 40

*Responses to Question 40: Do You Have More Than One Child at This School*

Answer Options	%	<i>n</i>
Yes	64.1	25
No	35.9	14

Note. Answered question: 40. Skipped question: 3.

Table 41

*Responses to Question 41: Level of Parent-Guardian Education (Parent 1)*

Answer Options	%	<i>n</i>
High school	10.0	4
Associate's degree	2.5	1

Bachelor's degree	30.0	12
Master's degree	30.0	12
Doctorate or more	27.5	11

*Note.* Answered question: 40. Skipped question: 3.

Table 42

*Responses to Question 41: Level of Parent-Guardian Education (Parent 2)*

Answer Options	%	<i>n</i>
High school	15.0	6
Associate's degree	5.0	2
Bachelor's degree	40.0	16
Master's degree	25.0	10
Doctorate or more	15.0	6

*Note.* Answered question: 40. Skipped question: 3.

Table 43

*Responses to Question 42: Please Provide Any Comments or Suggestions Below on What the School Could Do to Better Support Your Involvement in Your Child's Learning and School*

No.	Responses
1	Too long
2	More training for us
3	Better differentiated learning for high achievers

*Note.* Answered question: 3. Skipped question: 40.

Table 44

*Responses to Question 44: Your Child's Grade Level*

Answer Options	%	<i>n</i>
Kindergarten	17.9	7
1st	20.5	8
2nd	7.7	3
3rd	15.4	6
4th	15.4	6
5th	10.3	4
6th	15.4	6
7th	7.7	3
8th	15.4	6

*Note.* Answered question: 39. Skipped question: 4.

Table 45

*Responses to Question 45: Your Race-Ethnicity*

Answer Options	%	<i>n</i>
African American	13.2	5
Asian-Pacific Islander	18.4	7
Hispanic	0.0	0
Multiracial	10.5	4
Native American	0.0	0
White	36.8	14
Other (please specify on Question 46) If N/A skip Question 46	31.6	12

*Note.* Answered question: 38. Skipped question: 5.

Table 46

*Responses to Question 46: Your Race-Ethnicity Other (Please Specify) If Not Applicable Skip This Question*

No.	Response
1	South Asian
2	Indian
3	Arab
4	Arab
5	Middle East
6	Hamite (North African) Semite (Arab)
7	Pakistani
8	Pakistani
9	Middle Eastern
10	North Africa

*Note.* Answered question: 10. Skipped question: 33.

Table 47

*Responses to Question 47: Your Gender*

Answer Options	%	<i>n</i>
Male	27.5	11
Female	72.5	29

*Note.* Answered question: 40. Skipped questions: 3.

Question 48 was misunderstood by 100% as all answered, parent, mom or dad; 10 responses.

## Summary

The survey proved to be very informative. If combined, the first two responses of most

survey questions correlate to the grade voluntarily given, since the population of responses was large enough—about 7.5% of the survey population and most were correlating to the grades of A's and B's. The researcher believes this study site to be great as a lead to other studies. The survey proved to be an effective list of questions for other researchers to emulate at other school sites and types. Some survey questions that did not correlate were good to show that some questions do not significantly affect student performance. Example questions are 37, proofreading is not as significant, nor is talents and strengths. This does not say that had those areas been more correlative that the questions are actually significant, as there was some room for better grades than those given overall (One example study site might be a public Blue Ribbon School). Parents did offer some areas of improvement or dissatisfaction since the responses were scattered. Parents want higher expectations for their children. They also want more training for volunteering. Clearly monitoring reading and the educational level of the parents had a significant impact on the results of student performance. Although there are correlations, there are some areas of possible improvement as stated in this summary.

Some interesting potential trends were identified in this study. Trends included reading and not grading or editing papers had no effect. In particular, most of the participants were mothers or female. This shows that this population surveyed provided moms and female guardians the primary support-communication role or reporting task in school communications. A discussion of these findings is provided in the following chapter.

## Chapter 5: Discussion

I did my best at the time with what I had, but when I had more I did better.

-Maya Angelou

This is the researchers' general assertion about this study. Data can be significant but still have room for improvement. There was statistically significant data in this study. There was also statistically insignificant data in this study. The present researcher believes that there is meaning to be found in the results. The purpose of this chapter is to discuss the results this study, any meaning in those results, and potential real-world implications.

### **Purpose of the Study**

The purpose of this study was to determine whether family-parental involvement affects cognitive achievement in the academic disciplines of English, mathematics, and reading among kindergarten through eighth grade students enrolled in a private school and to show parental methods that have a significant effect on student achievement. Both math and English data were voluntarily given by consent. This data provided via the Survey Monkey responses showed a correlation and noncorrelation to the ODE survey questions.

### **Research Questions**

**Research question 1.** Is there a relationship between parental involvement and test scores in a K-8 private school? The relationship between parental involvement and test scores does have a correlation in regard to some questions from the survey. Question 31 stated that parents have a high level of participation. This correlates to the high English and Math scores. Question 32 also correlates to question 36. Parents monitoring reading correlates to the high English scores. But also no correlation on question 37 about proofreading written assignments or question 38 about giving math practices. Questions 37 & 38 did not show parents performed



those tasks as high as the performance of the students demonstrated. Parents did not perform those tasks routinely. This does not mean using that parental technique more would positively affect the child's grades, as there was some room for improvement.

**Research question 2.** Utilizing the results of the parent (ODE) adapted survey, what are the top five methods or strategies that had an effect on student achievement? There were many, but the top five were:

1. Question 6; Teachers meeting face to face with parents. This is more of a 50% school action and 50% parental action. Yes, parents participated in this, but it is also communication given from teachers.
2. Question 7; Staying in touch. This is more a school site communication action verses a parent calling the school proactively.
3. Question 9; getting back right away. Once more, this is a school site communication response.
4. Question 10; parents invited to meetings. This is a 50% school action and 50% parental action question as the school has to communicate an action for the parents, but the parents need to come to the meetings.
5. Question 11; ways for parents to be involved.

Other notable questions were student safety (Unless parents are part of a school-site committee), parent education levels were mostly collegiate levels, and parents monitoring reading.

### **Conceptual Hypothesis Result**

Hypothesis: Parents show consistent methods or strategies that are effective in a private school on student achievement. Parents' participation in meetings was essential. Parents monitoring and allowing for reading shows a correlation to student achievement.

Alternate Hypothesis: Parents show no consistent methods or strategies that are effective in a private school on student achievement. The grades were mostly A's and B's, but many parental activities were not performed and the students performed satisfactorily. There were many school-site communications, activities, and school-site safety issues that did correlate to achievement. Since the survey is an existing tool, this researcher believes that better student achievement may have been possible if parents were aware of the other tasks they could be performing.

### **Population, Sample, and Sampling Technique**

The total population for the study included 300 parents with students in mainstream, teacher-generated lesson programs. This population includes selected parents of Kindergarten through eighth grade English Language Learners. These students predominately are Middle Eastern and American students. The surveyed parents numbered 43. There were parents that participated from K through eight. The numbers were spread out on all grades but were not exactly the same numbers per grade.

### **Significance of the Study**

The survey questions were adapted and taken from ODE (2010) developed and piloted Parent and Family Involvement Survey. The ODE uses the survey as a tool for schools to gauge their current family engagement practices. The 27-item survey asks families to give their perspective on the extent to which a school is providing the six areas of service and conditions that research shows are effective for engaging families, and can be verified or dispelled. This study takes into account current test methods and can be compared to future examinations under development. Data can be derived to reinforce parental techniques and dominant leadership styles and validate performance support for students. This research is important as it allows

review of a private school and several unique cultures. This same research can be done to review charter, other private, and public schools. The value of doing these research programs is that they could discover or reinforce parental techniques and their value to modern society. Parents, teachers, and administrators may find better communication media and strategies for parental involvement as well as research-reinforced lesson or homework assignment do's and don'ts. The idea of comparing private to public schools is supported by this research.

### **Review of the Limitations of the Study**

Limitations of the study involved several different factors. First, the researcher's main place of employment is in the same industry, which is education. Therefore, there was some degree of subjectivity regarding what the researcher initially believed the outcome of the research would be. Kumar (2011) described subjectivity as "related to your educational background, training and competence in research, and your philosophical perspective" (p. 246). This reference supports the results. The researcher was cautious and aware of these views and attitudes toward possible outcomes and sought to gain the true essence of the stakeholders' beliefs. The researcher notes that there was an air of love and nurturing toward the students to a high degree. In Bronson and Merryman (2009), inverse power of praise was not dominant. These students showed a high degree of respect for teachers, administrators, and parents. There was an air of harmony.

Second, other limitations included the following:

- Parents may not be able to see the big picture in a study in which they were involved.

A fair number of participants provided information, 14.3% of the parental population.

- Limitations of the survey approach include but are not limited to a stigma in divulging family characteristics as secret competitive advantages. A fair number of surveys were tabulated, but no competitive responses showed to be prevalent.
- Parents may intentionally withhold information for any number of unknown reasons. Fear of stereotyping, of nonconformity, etc. There were not many questions skipped to show this was an issue.
- Family sizes may vary in numbers of parents (one or two; single, widowed, remarried) or households with guardians. Females dominated the responses, but fathers-male guardians also participated.
- Numbers of students for parents will vary. One-parent family with one, two, or three children. This was documented and was noted.
- The survey needed to have a 10% response in order to be considered a representative sample. Although the response was 14.33%, the researcher feels that the results were linear and more responses would have similar results. This limitation was not overestimated.
- Although the results are available for any school that had 30 or more parents respond, keep in mind that it is difficult to generalize to all parents from small numbers of parents. This limitation remains possible.
- Comparisons may be provided showing this study school's responses compared to all elementary (or middle/high schools) responses so far. These comparisons currently come from a limited number of parents and schools and cannot be considered a valid cross-section of all Ohio-California parents and/or guardians. This limitation remains possible.

- Parents provided grade results. The lack of using national- or state-standard testing results may have a less accurate view of the parental habits when comparing them to the students' performance. Future studies may incorporate data that are not controlled by voluntary request.

### **Assumptions of the Study**

A few key assumptions the researcher considered were:

- The parents will be completely honest in their feedback when responding to the survey questions given. Because of the nature of the religious beliefs of the parents, it is the researcher's belief that the parents have a high degree of honesty and desire to provide honest responses and feedback.
- The parents will not discuss with other parents their responses that would influence other parents to respond likewise for those parents who have students with generally good performance history. Because of the time frame and method of requesting the survey, parents did not have motivation or time to collaborate on the survey responses.
- The parents' answers reflected all their children having had the same experiences or routines.
- Each parent performed the survey only once.
- Parents of middle school-aged students are sometimes not as encouraged to participate as much as in K-5 elementary years.

### **Problems With the Design and Sample**

To begin, and perhaps most important to the study, the survey was not focused on parental actions alone. Luckily, because of the researcher's years of experience in the same field

as the study, it became apparent that multiple areas contributed to student achievement. Although it was not intended to be a list of what a high achieving school would do, the survey provided insight into that. That many of the survey questions contribute to student success.

An additional problem that was encountered was initial lack of response from parents. The researcher had to contact administration to motivate parental participation. Finally, a satisfactory amount of surveys was collected. Although response was slow initially, the researcher is humbly grateful for the participation of the parents and the tenacity of the administration to allow the survey to take place.

An unforeseen confounding variable in the study was the inclusion of more males in the study. However, here it remains an unknown variable with regard to how it may have impacted the overall outcome.

The present researcher tried to control for as many possible variables in advance, especially for variables that could impact the survey results and students' grades from parents voluntarily.

### **Tying It Together**

This section reviews the Social Drivers (Overall comparison to the literature), Implications for Organizations, Religious Implications and Implications for Future Research.

#### **Social drivers.**

*Overall comparison to the literature.* Student-parent relationships for academic achievement were the area of literature review most connected to the survey results. The following literature references were relevant.

Many parents influence their children's academic success. There are school dynamics. There are employment dynamics. There are moral dynamics. In 1996 and 1999, the studies that

showed at least 90% of students had parents who participated in some type of school-parent event. However, parents in both years were less likely to participate in an activity requiring a lot of time, such as volunteering, studying, or serving on a committee (U.S. Department of Education, 2000, p. 97).

Ikeda (2016) wrote in his book, *Happy Parents, Happy Kids: Parenting Advice for the Twenty-First Century*, “Neither politics nor the economy determines the happiness of humanity or the future of society—education does. Education is the foundation of all. Education is a supreme, sacred enterprise, and parenting a cornerstone”. (p. 5). Parenting influence does motivate student achievement, but there are many things a school site can do beyond the influence of parents.

New parents sometimes look into quick solutions espoused in supermarket magazines to educate a child. McVeigh (2003) wrote about the mistakes parents make with their children. They don't teach them to keep their word, to avoid being rude or pushy, to eschew a negative attitude, or to dress and groom properly. At school, they should study and do their homework, they should not be smart alecks, and they need to obey the rules. Parents also neglect to monitor the peers with whom their children associate. Parents at this school site have a satisfactory level of student achievement, but more achievement may be obtained if parents are aware of other practices learned from the ODE survey.

Goff (2012) wrote about a life lesson he learned hitchhiking in a chapter titled “Catching a Ride,” in his book, *Love Does*:

You become like people you hang around, and to a great degree, you end up going where ever they're headed. When there is someone else behind the steering wheel, it needs to be

someone you'd trust with your life, because you've given a great deal of control over your life to them. (p. 118)

Comportment and safety were two elements observable and reported on the survey as contributing factors to student success. This is a very valid element of research confirmed in this report. Parents are strict but loving and caring as well as maintaining an air of collaboration and harmony with teachers and school staff.

Frank (2014) wrote an article titled "Raise a Kid Who Loves to Read." It states the information is collected from current authors of children's books. It indicates that parents should be, "engaging with books helps them soar in school; it strengthens vocabulary and spelling, as well as math, science, and reasoning skills. It boosts empathy, motivation, and curiosity, as well" (p. 59). You get the point, "Reading is critical" (p. 59). Reading together is one of the best ways for parents and guardians to bond with their babies. This research was a major element to the parental activities present as well as this reference. Other reading research was Chapman and King (2003). They have different reading lists based on public, school, or home access (Chapman & King, 2003). They went on to cite various motivational needs for reading that parents can observe or that can create opportunities for their child (Chapman & King, 2003).

Shaver and Walls (1998) conducted parent training with 74 Title I second to eighth grade students. Their study showed that regardless of the child's gender or socioeconomic status, parent involvement increased the scores of both mathematics and reading. The survey results noted that parents wanted more training to perform support for the school site and students.

Tomlinson's (as cited in Chapman & King, 2003) "needs are: (a) affirmation, (b) contribution, (c) purpose, (d) power, and (e) satisfaction" (p. 15). This research was relevant to both parents' and students' desires for academic achievement. In middle school, parent



involvement is still somewhat justifiable. It continues, perhaps during freshman year in high school, but might become somewhat silly after that (Manos, 2009). This research did not reinforce this element.

Parents who supervise students daily during college years are commonly known as helicopter parents. Many parents want to help the student achieve success, but they often fail to realize that their involvement might turn into dysfunctional dependence. The demographic for this type of research is in a more profoundly lower socioeconomic area. Since this research did not look at college students, it was relative to parents being aware of student achievement as they noted not being overly surprised at grades or report card performance of their children.

In *NurtureShock*, authors Bronson and Merryman (2009) discussed the inverse power of praise, which suggests that if a student is told he or she is special, it has a negative effect on his or her motivation to learn. The authors also talk about the importance of synaptic concretization as helping students to learn more, sooner, before biological effects diminish a student's retention. Bronson and Merryman also discussed how parents *enable* students more than ever. Enable means to allow or permit. That segues into trust. Since the communication from school to parents was high and timely, there was not a great deal of discipline issues to resolve. Students were self-governing and this reference confirms that parents used kindness along with firmness.

To add further to the issue of trust, Goff (2012), supporting Bronson and Merryman, wrote in his Christian-based life story, *Love Does*, "One of the best filters to measure trust is when someone offers input when there is nothing for him or her to gain. He suggests parents sharpen intuition about why someone offers input" (p. 100). Parents showed a good deal of trust, as they did not proofread extensively. The researcher does not exclude that proofreading as a form of parental practice might have afforded even better performance on student grades. The

researcher, being a parent and educator in writing, knows that all work by children cannot be reviewed but when it is, it offers more support for the student. An example may be that students use resources at schools such as computers. This research did not include the percentage of households with computers. Because of socioeconomic levels of this school site, it may be assumed that the proofreading role is performed by the students via word processing technology available at home and at school. Proofreading writing takes a certain amount of time.

Mohanty and Raut (2009) examined home ownership as an influence on academic achievement. The U.S. Department of Education (2004), in *Wealth Accumulation and Homeownership: Evidence for Low-Income Households*, also used Panel Study of Income Dynamics data to find that children of home owners have higher productivity levels and achieve higher levels of education, and thus also earn higher levels of income. However, this study does not control for selectivity bias of the parent's motivation to own a home. Haurin's (2002) more recent study used National Longitudinal Survey of Youth data to examine the impact of home ownership on child outcomes after controlling for selectivity bias. The study found that the home ownership indicator had positive coefficients for math and reading test scores with a *t*-statistic of 1.7. Mohanty and Raut (2009) concluded that home ownership affects the quality of the home environment such that a child's cognitive outcomes are up to 9% higher in math achievement and 7% higher in reading achievement for children residing in owned homes. Home ownership was not a surveyed item but because of socioeconomic status of parents as well as medium to high education levels, home ownership may be assumed. Mohanty and Raut (2009) went on to say that home ownership has positive effects on child outcomes. This research is also validated if one asserts home ownership.

McNair and Johnson's (2009) research suggested adolescent school attitudes and subsequent academic success are associated with the characteristics of several immediate developmental contexts (e.g., the home and school environments). Despite the support for these associations, the specific associations among characteristics of the home and school environment and adolescent academic attitudes and performance remain unclear. In order to examine specific contextual associations, the authors' study examined the associations among: (a) School, parent, and home academic characteristics, and adolescent attitude toward school importance; and (b) adolescent attitudes toward school importance and academic performance. Because of the nature of comportment and general harmony at the school site, this element supports the findings.

Path analysis using data from the Maryland Adolescent Development in Context study indicated adolescent perceptions of school quality and time parents spend with the adolescent were positively associated with adolescent school importance, and adolescent school importance was positively associated with the following year's school performance. Model modification indicated home resources and adolescent perceptions of school quality were also positively associated with academic performance (R. M. Johnson, 2009). Parents reported monitoring, participation in events, and good communications with the school as contributing to student achievement.

Single-child parents (in general have no other children that they gained experience from) may have few experiences on how to discipline children. School teachers who see many children daily understand the need for consequences. This element of research was found to be inconclusive.

Becker (1971) summarized the rules of consequences:

1. Follow responses you wish to strengthen with reinforcing events.

2. Follow responses you wish to weaken with punishing events.
3. Withholding all forms of reinforcement for a specified time period is a useful form of punishment.
4. Responses can be weakened by no longer reinforcing them. (p. 15)

Becker cautioned to avoid generally the use of punishment. Problems can be created when punishment is used in the wrong way. Try to focus on the use of rewards to influence children. This researcher suggests that this is similar to the story in Disney's "Monsters, Inc." In the movie, a scream creates negative energy obtained from children being terrified. Later in the film, laughter is depicted as being more powerful (Docter, Silverman & Unkich, 2001). Harmony and comportsment supported the success of student achievement at this research site.

Carter (2011) suggested 10 simple steps that result in more joyful kids and happier parents. Step 1: Put on your oxygen mask on first. We can't help others if we are not strong and healthy ourselves. Step 2: Build a village. All parties in a household are responsible for the family's success. Step 3: Expect effort and enjoyment, not perfection. Step 4: Choose gratitude, forgiveness, and optimism. Step 5: Raise their emotional intelligence. Teach them to control stress and build resilience in the face of adversity. Step 6: Form happiness habits. As simple as having a happy alarm clock to start the family's day instead of a negative screamer hurrying everyone to get up. Step 7: Teach self-discipline. An example would be the child picking up his or her own clothes and doing his or her own homework immediately upon arriving home from school. Step 8: Enjoy the present moment. This includes respecting the Earth and meditating or praying. Step 9: Rig the environment for happiness. Recent commercials show parents turning off electronics or limiting time students are on computers and TV and show children going outside and having fun. Having students in sports and activities help keep them from becoming

bored and resorting to nonhappiness activities. Step 10: Eat dinner together. This is a great place or time to review steps 1 through 9 and allows the family to talk and share. The engagement of parents, excellent communications by teachers and school personnel, and the comportment of the students support this element of research literature.

Patterson (1977) discussed how parents and children learn. As new paradigms occur, both parents and students learn from formal and social environments. “Most of what what we see other people doing represents something they have learned. Talking dressing, playing, and working at tasks are all things that are learned. It is also true that whining, fighting, or temper tantrums are learned” (p. 3). He added:

There is more to life than just positive reinforcers. There are things that happen in the life of adults and children that are painful. For example, electric shock, being pinched or bumped hard, being burned, being near a very loud noise, being yelled at or spanked. For most children, being scolded would be a painful event. (p. 31)

Comportment, harmony, and self-governance support this area of reference literature.

There are two general ideas involved in retraining children. The first part of the program is to weaken the undesirable behaviors; the second part, going on at the same time, is to strengthen a desirable behavior that will compete with the undesirable one. For example, if a child fights too much, the parent would try to weaken fighting and to strengthen a competing behavior, such as “playing nicely or cooperating with other children” (p. 59). This research element was confirmed as part of the research results but may be asserted by way of parent involvement and teacher-student collaboration and school to parent communications, which are important elements to success in student achievement.

Faber and Mazlish (2012), in their book *How to Talk So Kids Will Listen & Listen so Kids Will Talk*, summarized in the chapter titled “Putting it all together”:

Parents have pointed out that the process of freeing children from playing out roles is a complicated one. It involves not only a whole change of attitude towards a child but also requires a working knowledge of many skills. One father told us, to change a role you’ve really got to be able to put it all together—feelings, autonomy, praise, alternatives to punishment—the works. (p. 232)

The nurturing nature of this school site suggests that harmony helps students achieve.

**Implications for organizations.** Part of the purpose in studying suggestions for both are outlined below.

***Developing healthy organizations.*** LAUSD used a program called High Point from publisher Hampton-Brown for ESL students. The High Point program authors asserted it was made to motivate struggling readers and English learners, closed gaps in language and literacy, and it equipped teachers for effective instruction. High Point was a research-based program designed outside of the California standards. It did have high interest, multicultural selections, themes, real-world appeal, and engaging activities. It provided direct instruction in reading strategies. It used extensive vocabulary development and skills practice. It had integrated a variety of expository texts, grammar instruction, and fully supported writing projects. Its programs had multilevel teaching strategies to address diverse needs and assessment tools to diagnose, plan instruction, and measure progress. LAUSD created online assessments for this program. Newer programs such as California Treasures have tiered instruction built into them.

Conformity in the workplace has been positively correlated with higher levels of workplace satisfaction (Boleman & Deal, 2003).

*Leadership strategies.* Van Vechten (2010) stated although California has a hyper-diverse population, many eligible citizens never vote and 20% of registered voters spurn the two major parties and decline to state a party affiliation on registry forms. This study did not address the party affiliation of parents. This research does connect leadership theorists with student-parent education and student achievement. The following theorists play a part in this research.

Davis (2013) indicated that numerous reports state that textbooks are quickly becoming obsolete, and the use of short readings similar to a student creating a music library is being taught to newer teachers. This supports students reading and the parents supporting time to students is essential to their achievement success. Edmodo.com and Schoology.com are Web sites similar to Facebook.com and allow teachers to do professional development, assign lessons to students, and coordinate and share resources with teachers near and far. During the era of the researcher, Edmodo was used. Later, Google Classroom was adopted for 2016–2017 school year.

The following are common school-site, researched-based literature. Chapman and King (2003), in their book *Differentiated Instructional Strategies for Reading in the Content Areas*, stated teachers must plan assignments so that students are actively engaged in learning. Each learner needs to experience challenges, choices, and success as he or she strives to reach his or her learning goals. Andreasen (2005) in her book *The Creative Brain*, through research found that personality traits that define the creative individual include openness to experience, adventurous, rebelliousness, individualism, sensitivity, playfulness, persistence, curiosity, and simplicity. Rath (2007), in his book *StrengthFinder 2.0*, stated that not knowing one's strengths can give one feelings of not going to school or work, result in more negative than positive interactions with one's peers, cause one to treat others poorly, compel one to tell friends what a miserable school one is assigned, cause one to achieve less on a daily basis, and result in fewer

positive and creative moments. Looking at student data helps teachers reinforce student accomplishments and helps students understand where they need to focus efforts.

There are a number of key theorists in the area of language acquisition. Krashen's (1987) suggested theory of second-language acquisition consists of five main hypotheses:

- the Acquisition-Learning hypothesis;
- the Monitor hypothesis;
- the Natural Order hypothesis;
- the Input hypothesis; and
- the Affective Filter hypothesis.

The Acquisition-Learning distinction is the most fundamental of all the hypotheses in Krashen's (1987) theory. According to Krashen, there are two independent systems of second-language performance: "the acquired system" (p. 65) and "the learned system" (p. 65). The acquired system or acquisition is the product of a subconscious process similar to the process children go through when they acquire their first language. It requires meaningful interaction in the target language (natural communication) in which speakers are concentrated not on the form of their utterances, but on the action of communicating.

The "learned system" (Krashen, 1987, p. 65) is the product of formal instruction and it constitutes a conscious process that results in conscious knowledge about the language; for example knowledge of grammatical rules. According to Krashen, learning is less important than acquisition.

The Monitor hypothesis explains the relationship between acquisition and learning and defines the influence of acquisition on learning. The monitoring function is the practical result of the learned grammar. According to Krashen (1987), the acquisition system is the utterance



initiator, while the learning system performs the role of the “monitor” (p. 67) or the “editor” (p. 68). The monitor acts in a planning, editing, and correcting function when three specific conditions are met: that is, the second-language learner has sufficient time at his or her disposal; he or she focuses on form or thinks about correctness; and he or she knows the rule.

It appears that the role of conscious learning is somewhat limited in second-language performance. According to Krashen (1987), the role of the monitor is, or should be, minor, being used only to correct deviations from normal speech and to give speech a more exact appearance.

Krashen (1987) also suggested that there is individual variation among language learners with regard to monitor use. He distinguished those learners who use the monitor all the time (over users), those learners who have not learned or who prefer not to use their conscious knowledge (under users), and those learners who use the monitor appropriately (optimal users). An evaluation of the person’s psychological profile can help determine to what group they belong. Usually, extroverts are under users, while introverts and perfectionists are over users. Lack of self-confidence is frequently related to the overuse of the monitor.

The Natural Order hypothesis is based on research findings (Dulay & Burt; Fathman; Makino, as cited in Krashen, 1987), which suggested that the acquisition of grammatical structures follows a natural order that is predictable. For a given language, some grammatical structures tend to be acquired early, while others are acquired late. This order seemed to be independent of the learners’ age, first-language background, conditions of exposure, and although the agreement between individual acquirers was not always 100% in the studies, there were statistically significant similarities that reinforced the existence of a Natural Order of language acquisition. However, Krashen pointed out that the implication of the natural order

hypothesis is not that a language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition.

The Input hypothesis is Krashen's (1987) explanation of how the learner acquires a second language. In other words, this hypothesis tells how second-language acquisition takes place. So, the Input hypothesis is only concerned with "acquisition" (p. 65) not "learning" (p. 65). According to this hypothesis, the learner improves and progresses along the natural order when he or she receives second-language "input" (p. 21) that is one step beyond his or her current stage of linguistic competence. For example, if a learner is at a stage  $i$ , then acquisition takes place when he or she is exposed to "Comprehensible Input" (p. 21) that belongs to level " $i + 1$ " (p. 21). Since not all of learners can be at the same linguistic-competence level at the same time, Krashen suggests natural communicative input is the main idea to designing a syllabus, ensuring in this way that each learner will receive some  $i + 1$  input that is appropriate for his or her current linguistic-competence stage. If  $i$  is the language learner's current level of competence in the foreign language, then  $i + 1$  is the next immediate step along the development continuum.

Finally, the fifth hypothesis, the Affective Filter hypothesis, embodies Krashen's (1987) view that a number of affective variables play a facilitative, but no causal, role in second-language acquisition. These variables include motivation, self-confidence, and anxiety. Krashen claimed that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second-language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to raise the affective filter and form a mental block that prevents comprehensible input from being used for acquisition. In other words, when the filter is up, it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

Teachers come from a number of ethnic and educational backgrounds. Teachers get instruction from various educational houses and bring their habits and learning from their ethnic backgrounds. Pfeffer (2010), who has books and films on diagnosing points of views on decisions and on sources of power, researched some of the distribution of (power) concerns between parents and teachers. Points of view on decisions help us see influences and how we make decisions. Schools may have any number of untapped social strengths. This considers what allies exist, what formal and informal communications exist, what resources are scarce and controlled by whom, what are their differences in points of view, and the importance of the issue. Teaching is not like working in a factory that duplicates a few products. Learning naturally has product differences because of individual student achievement. When concurrent ill-performance items appear, it is prudent to check for interdependence. Wheatley (2005) wrote about chaos occurring in two separate places separated by space. This literature suggests that we will find connections if we research charter, other public, and private schools.

**Religious implications.** Students at this school site participate in religious services five times a day. They have a direct book study of the Koran. Christians use a Bible, Jewish people use the Torah. California is populated mostly by Catholic and Christian denominations. Further studies in California would be composed of students who follow mostly a culture guided by religious writings or books.

**Implications for future research.** The researcher feels that this school site was very gracious to allow this research to take place. That a private school allowed the research to happen showed how confident and open this site was and looked forward to this research participation. This study provided a unique culture and study site looking at a private school campus. The researcher foresees that this site will prove to be very similar to charter and public

schools as well as other private schools with very little difference besides some unique factors (Wheatley, 1999). Wheatley stated, “In human history of human thought, a new way of understanding often appears simultaneously in widely separated places and in different disciplines” (p. 157). The performance of the students was high and the parent level of education was high as well. The researcher believes that public schools, with the exception of California Blue Ribbon type schools, will show similar results. This research and survey may be adapted to evaluate college parents-students as well.

### **Summary**

The purpose of this study was twofold: (a) To determine whether there is a relationship between parental involvement and test scores in a K-8 school; and (b) What parental methods and strategies surveyed show an effect on test scores based on research and parental surveys? Approximately 300 parents were invited to participate in the research, of which 43 completed a parental methods survey. Parents were surveyed and provided English and Math performance data. Data from this researcher’s survey adapted from the ODE; APPENDIX A) were analyzed using descriptive statistics, including the top five methods or strategies according to the parent survey that had an effect on student achievement. The results have been reported as well as any information discovered.

It was discovered that many factors affect student achievement beyond parental support. Some parental methods (i.e., monitoring reading and communications with the school) had an effect on student achievement. Some parental methods did not have as great an effect. Further studies may discover that parents who do things such as proofread homework or practice more math skills at home provide greater student achievement. Other factors such as teacher- and

school-generated communications and the school site having an effective safety program also contributed to student achievement.

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## APPENDIX A

## Pepperdine University IRB Approval



Pepperdine University  
24255 Pacific Coast Highway  
Malibu, CA 90263  
TEL: 310-506-4000

**NOTICE OF APPROVAL FOR HUMAN RESEARCH**

Date: October 12, 2016

Protocol Investigator Name: Darcy Calvillo

Protocol #: 16-09-371

Project Title: STUDENT ACHIEVEMENT & PARENTAL INVOLVEMENT IN A PRIVATE SCHOOL GRADES K-8 LEARNING OUTCOMES

School: Graduate School of Education and Psychology

Dear Darcy Calvillo:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at [community.pepperdine.edu/irb](http://community.pepperdine.edu/irb).

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chair

## APPENDIX B

### Ohio Department of Education (ODE) Parent and Family Involvement Survey

# Conducting the Parent and Family Involvement Survey for your school(s): Instructions and Guidelines

## The Survey Instrument

The Ohio Department of Education (ODE) has developed and piloted a Parent and Family Involvement Survey as a tool for schools to gauge their current family engagement practices. The 27-item survey asks families to give their perspective on the extent to which a school is providing the six areas of service and conditions that

research shows are effective for engaging families:

1. Empowering families with information to support their children's learning at home;
2. Creating channels of communication between home and school;
3. Offering an array of opportunities for families to participate in school planning, leadership and volunteering;
4. Connecting families to in-school and community support mechanisms and resources;
5. Setting high expectations for students, providing high-quality instruction and meeting students' individual learning needs;
6. Providing a welcoming school climate.

Parents rate each of the 27 items using a five-response Likert scale ranging from *Strongly Disagree* to

*Strongly Agree*, with the additional option of *Don't Know*. The items can then be analyzed separately, as well

in clusters – or factors – that relate to the six areas of services and supports for family engagement. The survey

also contains several questions that relate to the ODE Needs Assessment tool referenced in the Decision

Framework (Level IIIC, areas 1 and 2) and provides a proxy for determining the Decision Framework indicator

ratings (i.e., high, moderate and low). In addition, families who complete the survey have the option to provide

written comments or suggestions on what their school could do to better support their children's learning and

learning environment.

Schools can use the survey data to identify areas of success and areas that need improvement.

Survey results

also can be used to determine priority areas and to guide planning of strategies and actions steps to

strengthen family engagement. The survey takes less than 10 minutes to complete.

Framework for Building Partnerships among Schools, Families and Communities

## Options for Schools to use the Parent Engagement Survey:

ODE provides two options for using the survey. The first option, a pilot limited to 50 school buildings, is offered at

no cost to the schools. ODE conducts all of the analyses and reports for those schools. Under



Option 2, schools

download the survey instrument and guidelines and assume the costs of conducting and analyzing the surveys.

### ***ODE Pilot***

**Option 1 is available to the first 50 schools that contact ODE and agree to the following conditions:**

- \_ The school agrees that all surveys will be completed electronically using ODE's Vovici survey research tool. This means that the survey participants (parents and guardians) will do one of the following: fill out the survey online from the Vovici tool; use other online survey instruments; or the school will collect paper surveys and manually code the responses into the Vovici survey template.
- \_ The school agrees to collect a minimum of 30 surveys.
- \_ The school agrees to follow the guidelines proposed in the "Sampling" section of this document.
- \_ The school understands that ODE will give preference if the proposed schools are middle or high schools.

### **Instructions for completing the online survey:**

1. ODE will provide your school with a link to the survey. This link should be made available to those who will participate in the survey.
2. The link will take the participant to the *Vovici* survey template.
3. The participant will choose their school from a drop-down list.
4. Participants will be taken to the survey and will complete it anonymously.
5. Participants receive confirmation when they finish the survey.
6. The results will be transmitted to ODE for analysis and report preparation.
7. ODE will provide printable electronic reports to each of the 50 participating schools.

Framework for Building Partnerships among Schools, Families and Communities

### ***School-Administered***

**Option 2 applies to any school interested in using the ODE survey.** A copy of the survey is available on the ODE School, Family and Community Partnership Framework Web page. The school may print, copy, or modify the survey to suit its needs or priorities. It also may input the questions on the school's existing survey tool or purchase a tool such as SurveyMonkey. The school will be responsible for all aspects of the survey including dissemination, collection, analysis and summarization. It is recommended that all schools consider the information and follow the guidelines proposed below.

### **Sampling:**

To have confidence that the survey results will not be narrow or biased, schools should choose a survey sample that comes close to representing the school population. The following guidelines will assist in this process.

- \_ Every sample should yield a minimum of 30 actual respondents. This number should increase with the size of the total population. The following chart provides general guidance for determining an appropriate

sample size, as well as an approximate number of surveys to distribute to obtain the desired sample number.

**Number Sample Minimum number of students population size surveys to distribute**

75	30	60
150	50	100
250	65	130
350	75	150
500+	90	180

- \_ The survey sample should include a minimum of one-third of the grades in the building.
- \_ The grades included in the sample should be spread out, meaning that two adjacent grade levels should not be used unless the survey is distributed equally to all grades.

### ***Survey Considerations:***

When interpreting the responses of your school's parents, keep the following cautions and limitations in mind:

- \_ Unless you are fortunate enough to have nearly all parents respond to the survey, the survey cannot be considered a representative sample of all parents in your school.
- \_ Although the results are available for any school that had 30 or more parents respond, keep in mind that it is difficult to generalize to all parents from small numbers of parents.
- \_ Comparisons will be provided showing your school's responses compared to all elementary (or middle/high schools) responses so far. These comparisons currently come from a limited number of parents and schools and cannot be considered a valid cross-section of all Ohio parents.

Framework for Building Partnerships among Schools, Families and Communities

### ***Data Analysis:***

The following guidelines provide assistance in analyzing the data obtained from the survey.

- \_ A spreadsheet program, such as Excel, will make data analysis as smooth as possible. A spreadsheet also will provide structure to the collected data.
- \_ The scoring structure ranges from 1 to 5 for each question in the survey, with *Strongly Disagree* (SD) being 1 and *Strongly Agree* (SA) being 5. The higher the average score on that scale, the more parents have agreed with the positive statements in the survey.
- \_ A good rule for interpreting your results is that if your school has at least 30 parents responding and your school's average score on any item differs by .25 or more from the average for comparison schools, the results signal a significant difference between your school's ratings and the comparison group. This tells you that you will need to pay closer attention to these questions or factors.
- \_ For schools conducting their own analyses, ODE will provide the crosswalks between the 27 individual items and the six factors considered to be effective in engaging families.

### ***Examples:***

This [link](#) will take you to an example of a typical report provided to the schools participating in the first pilot of

the survey instrument. The tables and graphic displays shown here are the types of analyses that schools participating in Option 1 will receive from ODE. The example also serves as guidance for those schools choosing to conduct their own analyses under Option 2. ODE will provide comparison averages from all participating schools (by item, scale and school level) on its Web site.

Framework for Building Partnerships Among Schools, Families and Communities

## 2009 Family Involvement Survey

As a parent or caregiver, your involvement in your child's learning and school is valuable and important. This

survey asks for your opinions about what your child's school does to get you involved in your child's education.

Your individual responses, which may help schools improve connections with parents and families, will remain

confidential. Results will only be reported as part of a group.

For each statement below, please check one answer that most closely matches your opinion on your child's

school this current year. If you do not know or think you do not have enough information to answer please

select "I don't know."

**Strongly Agree Neutral Disagree Strongly Don't Know/  
Agree Disagree Not Applicable**

1. I receive information on what I can do at

home to help my child improve or advance his/her learning.

2. I receive information on health and nutrition.

3. I receive information on child development.

4. My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.

5. My child's school is very good about staying in touch with me (e.g., letters, phone calls or e-mails).

6. When my child's school communicates with me it is easy for me to read or understand.

7. If I have a question, concern or comment about my child the teacher, principal or guidance counselor gets back to me right away.

8. I am invited to meetings so that I can learn about what is going on in the school (e.g., issues or policies).

9. There are many different ways I can be involved with the school, either at the school itself, at home or in the community.

10. When I volunteer at the school, I am given training and resources to do my task well, if needed.

11. I receive regular updates from the teacher

on my child's progress.

12. I receive information on what my child should learn and be able to do in each

grade in school.

**Framework for Building Partnerships among Schools, Families and Communities**

**Strongly Agree Neutral Disagree Strongly Don't Know/**

**Agree Disagree Not Applicable**

13. My child's teacher(s) adjust their teaching

styles to meet the academic needs of my child.

14. I believe my child is challenged by the school

academic curriculum.

15. My child's teacher(s) hold high expectations

for my child.

16. My child receives the academic support

needed to meet his/her individual needs.

17. I am asked what my goals are for my child's

learning and/or what classes or programs

my child should take.

18. I am asked about my child's talents and strengths.

19. I can be involved in school improvement planning

and decision-making at my child's school.

20. I am invited to help plan family involvement

activities.

21. I am given information about community services

that help with families' needs (adult education,

job, health, mental health, utilities, etc.).

22. I am given information about services to support

my child's learning and behavior needs and

enhance his or her talents (tutoring, mentoring, camps, career exploration).

23. The school helps my child feel comfortable as

he/she moves from one grade to the next.

24. My involvement in my child's education is

valued at my school.

25. My child's school is a friendly environment for

students, parents and families.

26. My child's school is a safe place to learn.

27. My child's school respects all cultures and

diversity.

**Framework for Building Partnerships among Schools, Families and Communities**

I would use the following supports if they were offered:

Childcare Yes No

Transportation Yes No

Translator Yes No

Networking with other families Yes No

Adult education classes Yes No

Parenting classes Yes No

Please provide any comments or suggestions below on what the school could do to better support your

involvement in your child's learning and school:

Your child's grade level :  Pre-K  Kindergarten  1st  2nd  3rd  4th  5th  
 6th  7th  8th  9th  10th  11th  12th

Your race/ethnicity:  African-American  Asian /Pacific Islander  Hispanic  Multiracial  
 Native American  White  Other (please specify):

Your gender:  Male  Female

Your relationship to child in this school (if other than parent or step-parent): Please specify  
**Framework for Building Partnerships among Schools, Families and Communities**

My school offers the following supports:

Childcare  Yes  No

Transportation  Yes  No

Translator  Yes  No

Networking with other families  Yes  No

Adult education classes  Yes  No

Parenting classes  Yes  No

## APPENDIX C

## Study Survey

**OCS Parent Survey**

Welcome to the OCS Parent Survey

**Thank you for participating in this survey. Your feedback is important.**

\* 1.

PEPPERDINE UNIVERSITY  
Orange Crescent School  
PARENT/LEGAL GUARDIAN CONSENT TO PARTICIPATE IN RESEARCH

STUDENT ACHIEVEMENT & PARENTAL INVOLVEMENT IN A PRIVATE SCHOOL GRADES K-8  
LEARNING OUTCOMES

Parents and Guardians are invited to participate in a research study conducted by Darcy B. Calvillo a doctoral student at Pepperdine University studying organizational leadership under the school of Education and Psychology. Darcy holds a MBA and MAED through the University of Phoenix and started teaching at OCS in August 2014. He has been an Elementary, Middle and High School teacher for over ten years. In addition, I served as the Vice Chairman/member of Student Site Councils for over twenty years at his previous school sites. Dr. June Schneider-Ramirez is the researchers Faculty advisor at Pepperdine University. Because you are a parent/guardian participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. If you decide to allow your son/daughter to participate, you will be asked to sign this form. You will also be given a copy of this form for your records.

**PURPOSE OF THE STUDY**  
The purpose of the study is to perform a qualitative/quantitative study to examine the working methods of parents in motivating and obtaining positive student achievement.

**STUDY PROCEDURES**  
If you agree to voluntarily participate in this study, you will be asked to participate in an electronic survey via Survey Monkey asking methods used or not in practice by you with your children. These answers will be compared to student achievement data you will provide in this survey. No photographs, video recording or new exams are being done by any students.

**POTENTIAL RISKS AND DISCOMFORTS**  
The potential and foreseeable risks associated with participation in this study include: There are no foreseeable risks, discomforts, inconveniences including physiological or psychological anticipated.

**POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY**  
While there are no direct benefits to the study participants, there are several anticipated benefits to society which include:

The investigator anticipates that this research will show patterns for parents that are connected to student achievement. The study may also find no connection. This study may be replicated to see if this school site is comparable to public schools, Charter Schools or other private schools.

#### CONFIDENTIALITY

I will keep your son/daughter's records for this study confidential as far as permitted by law. However, if I am required to do so by law, I may be required to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if you tell me about instances of child abuse and elder abuse. Pepperdine's University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

The data will be stored on a password protected computer in the principal investigators place of residence. The data will be stored for a minimum of three years. Any identifiable information obtained in connection with this study will remain confidential. Your responses will be coded with a pseudonym and transcript data will be maintained separately.

I choose to participate  /  /   :

\* 2. Consent Continued:

**SUSPECTED NEGLECT OR ABUSE OF CHILDREN**

No information collected will be shared without your permission unless there is something that could be dangerous to you or someone else. If you tell us that someone is or has been hurting you, it may be necessary to tell people who are responsible for protecting children so they can make sure you are safe.

**PARTICIPATION AND WITHDRAWAL**

Your son's/daughter's participation is voluntary. His/her refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. He/she and/or you may withdraw consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

**ALTERNATIVES TO FULL PARTICIPATION**

The alternative to participation in the study is not participating or completing only the items which you feel comfortable.

**EMERGENCY CARE AND COMPENSATION FOR INJURY**

If you are injured as a direct result of research procedures you will receive medical treatment; however, you or your insurance will be responsible for the cost. Pepperdine University does not provide any monetary compensation for injury.

**INVESTIGATOR'S CONTACT INFORMATION**

I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Dr. June Schmieder-Ramirez at June.Schmieder@pepperdine.edu if I have any other questions or concerns about this research.

**RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION**

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500 Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.

I choose to Participate in this survey.



**OCS Parent Survey**

3. I receive information on what I can do at home to help my child improve or advance his/her learning?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

4. I receive information on health and nutrition?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

5. I receive information on child development.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

6. My child's teacher asks to meet with me face to face at least once a year to talk about how my child is doing.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

7. My child's school is very good about staying in touch with me (e.g., letters, phone calls or e-mails).

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

8. When my child's school communicates with me it is easy for me to read or understand.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

9. If I have a question, concern or comment about my child the teacher, principal or guidance counselor gets back to me right away.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

10. I am invited to meetings so that I can learn about what is going on in the school (e.g., issues or policies).

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

11. There are many different ways I can be involved with the school, either at the school itself, at home or in the community.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

16. believe my child is challenged by the schools academic curriculum.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

17. My child's teacher(s) hold high expectations for my child.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

18. My child receives the academic support needed to meet his/her individual needs.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

19. I am asked what my goals are for my child's learning and/or what classes or programs my child should take.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

20. I am asked about my child's talents and strengths.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

21. I can be involved in school improvement planning and decision-making at my child's school.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

22. I am invited to help plan family involvement activities.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

23. I am given information about community services that help with families' needs (adult education, job, health, mental health, utilities, etc.).

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

24. I am given information about services to support my child's learning and behavior needs and enhance his or her talents (tutoring, mentoring, camps, career exploration).

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

25. The school helps my child feel comfortable as he/she moves from one grade to the next.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

26. My involvement in my child's education is valued at my school.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

27. My child's school is a friendly environment for students, parents and families.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

28. My child's school is a safe place to learn.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

29. My child's school respects all cultures and diversity.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

30. What is your level of school involvement.

- Very High
- High
- Medium
- Low
- Very Low
- Don't Know/Not Applicable

31. What is the level of Parent Involvement.

- Very High
- High
- Medium
- Low
- Very Low
- Don't Know/Not Applicable

32. What was your Childs last grade in English.

- A
- B
- C
- D
- F
- Don't Know/Not Applicable

33. Was your childs last grade in English surprising.

- Always
- Often
- Sometimes
- Rarely
- Never



**OCS Parent Survey**

34. What was your child's last grade in Math.

- A
- B
- C
- D
- F
- Don't Know/Not Applicable

35. Was the last math grade surprising.

- Always
- Often
- Sometimes
- Rarely
- Never

36. Do you monitor the time your child spends reading.

- Always
- Often
- Sometimes
- Rarely
- Never

37. Do you proofread work your child writes.

- Always
- Often
- Sometimes
- Rarely
- Never

38. Do you practice math problems at home (cooking, measuring..etc..) or in a shopping setting that helps your child practice math calculations, (looking at sizes/quantities of items and figuring the best value to purchase...etc).

- Always
- Often
- Sometimes
- Rarely
- Never

39. Did you fill out this survey together with another parent/guardian.

- Yes
- No

40. Do you have more than one child at this school.

- Yes
- No

41. Level of parent/Guardian Education (Parent #1)

- High School
- Associates Degree
- Bachelor Degree
- Masters Degree
- Doctorate or more

42. Level of Parent/Guardian Education (Parent #2)

- High School
- Associates Degree
- Bachelor Degree
- Masters Degree
- Doctorate or more

43. Please provide any comments or suggestions below on what th school could do to better support your involvement in your child's learning and school:

44. Your hild's grade level?

Kindergarten

1st

2nd

3rd

4th

5th

6th

7th

8th

45. Your race/ethnicity?

African-American

Asian /Pacific Islander

Hispanic

Multiracial

Native American

White

Other (please specify on question 46) If N/A skip question 46

46. Your race/ethnicity other (Please specify) If Not Aplicable skip this question.

47. Your gender

Male

Female

## APPENDIX D

## School Permission



# Orange Crescent School

One Al-Rahman Plaza, Garden Grove, CA 92844  
 Tel: (714) 531-1451 • Fax: (714) 531-1464  
 www.orangecrescent.com • info@orangecrescent.com

30 Years of Excellence

March 8, 2016

Title of Study: School Achievement & Parental Involvement in a Private School  
 Grades K-8 Learning Outcomes  
 Principal Investigator: Darcy B. Calvillo

To the Pepperdine University Graduate and Professional School (GPS) IRB,

As a representative of the Orange Crescent School district, I confirm that the school district grants permission for the proposed research to be conducted once IRB approval has been obtained. The research will take place in the Orange Crescent School location.

### Family Educational Rights and Privacy Act (FERPA)<sup>1</sup>

This letter confirms that the school district has policies and procedures in place as required by the PPRA and the proposed study complies with these policies.

If applicable, check one of the following:

- Written consent to disclose student information is required.
- Written consent to disclose student information is not required. The school district has entered into use-restriction and data security promises with the investigator in accordance with PPRA.

### Protection of Pupil Rights Amendment (PPRA)<sup>2</sup>

Check one of the following:

- The research falls under PPRA regulations and the IRB cannot waive written parental permission and the research proposal includes plans to adhere to PPRA regulations.
- The research does not fall under PPRA regulations.

Maisa Youssef  
 Printed Name of School District Official

[Signature]  
 Signature of School District Official

Principal  
 Title of School District Official

3/8/16  
 Date

<sup>1</sup> <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

<sup>2</sup> <http://www2.ed.gov/policy/gen/guid/fpco/ppra/index.html>

Version: 100812

## APPENDIX E

## Study Permission



30 Years of Excellence  
March 8, 2016

# Orange Crescent School

One Al-Rahman Plaza, Garden Grove, CA 92844  
Tel: (714) 531-1451 • Fax: (714) 531-1464  
www.orangecrescent.com • info@orangecrescent.com

IRB Number:	Pending
Title of Study:	Student Achievement & Parental Involvement in a Private School Grades K-8 Learning Outcomes
Principal Investigator:	Darcy B. Calvillo
Sponsor or Funding Agency:	Pepperdine University

To the Pepperdine University IRB,

As the principal of the Orange Crescent School, I am aware of the research procedures for the study. I give permission for the study to take place at Orange Crescent School and for the researcher to have contact with students at this site (as described in the research protocol). My permission is contingent upon Orange Crescent school district permission and IRB approval.

Maisa Youssef  
Printed Name of School Principal

[Signature]  
Signature of School Principal

3/8/16  
Date

## APPENDIX F

## Investigator Permission



30 Years of Excellence

# Orange Crescent School

One Al-Rahman Plaza, Garden Grove, CA 92844  
Tel: (714) 531-1451 • Fax: (714) 531-1464  
www.orangecrescent.com • info@orangecrescent.com

March 8, 2016

Pepperdine University  
Graduate and Professional Schools Institutional Review Board (GPS IRB)  
6100 Center Drive – 5<sup>th</sup> Floor  
Los Angeles, CA 90045

RE: Darcy Brent Calvillo: STUDENT ACHIEVEMENT & PARENTAL  
INVOLVEMENT IN A PRIVATE SCHOOL GRADES K-8 LEARNING OUTCOMES

To GPSIRB:

This letter is to convey that I/we have reviewed the proposed research study being conducted by Darcy B. Calvillo intended to Research via survey parents and compare to student outcomes at Orange Crescent School/1Al Rahman Plaza, Garden Grove, CA and find STUDENT ACHIEVEMENT & PARENTAL INVOLVEMENT IN A PRIVATE SCHOOL GRADES K-8 LEARNING OUTCOMES acceptable. I/we give permission for the above investigators to conduct research at this site. If you have any questions regarding site permission, please contact: Sr. Maisa Youssef at [REDACTED].

Sincerely,

Sr. Maisa Youssef  
Orange Crescent School  
School Principal