

2015

The Correlation Between Parental Involvement and Student Academic Achievement

Damien Ramon Antoine

Louisiana State University and Agricultural and Mechanical College

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THE CORRELATION BETWEEN PARENTAL INVOLVEMENT AND STUDENT
ACADEMIC ACHIEVEMENT

A Thesis

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Master of Natural Sciences

in

The Interdepartmental Program in Natural Sciences

by
Damien Ramon Antoine
B.S., Southern University and A&M College, 2000
August 2015

ACKNOWLEDGEMENTS

I would like to express my deepest appreciation to my committee chair, Dr. William Doerrler, for his interest in my research and his willingness to give the necessary guidance to accomplish my goals. To my committee members, Dr. Christopher Gregg and Dr. William Wischusen, I would like to express my sincerest thanks. The feedback and the assistance that I received with my data were valuable to me during this process.

To my family and friends, I would like to thank you for all of your support and encouragement along the way. When I grew tired of the process you all made sure that I pushed to see it through to the end.

To my administrators, I would like to thank you for being so supportive and obliging me when ever I needed additional data or assistance, and for making the students available to me to complete this research project.

This work was supported by NSF Grant 098847

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ABSTRACT

This study investigates whether or not there is a correlation between parental involvement and student academic achievement. A sample of 103 students at Madison Preparatory Academy and CSAL Middle School (CSAL, Inc) were tested for correlations between the degree with which their parents are engaged in their academic lives and the success that they achieve as a result. Small correlations were found to exist between some of the variables tested.

The test group consisted of a group of high school students from Madison Preparatory Academy (MPA) and their siblings who attended CSAL Middle which is the feeder school for MPA. The control group consisted of the remaining middle school students, whose parents volunteered for the study. It was assumed that because the demographic make-up of the two schools was similar that, untreated, their results would be similar as well. The high school parents received a handbook, which gave them tips for improving academic achievement, whereas the parents of the middle school did not receive the handbook. The analysis of the data showed a correlation in several categories for both groups. A correlation existed between student's views of the assistance that they received from their parents and their level of confidence in their parents' abilities to assist them. There was also a correlation between the parents' self-efficacy and the amount of assistance they offered. I conclude that, parents who are more involved in the academic lives of their children have students who have a higher probability of being successful academically, as a result of that additional assistance.

INTRODUCTION

Each and every human being enters this world as a unique individual. Unique in every way, we are born with our own individual characteristics, from our physical appearance, our emotional state of mind, our moral character, and our intellectual abilities. Intellectually, we all have varying levels of intelligence, capacities to learn, and abilities to apply the knowledge and skills that we have acquired. Thus, the question looms, is it those unique qualities that determine how proficient we are and become academically? Doesn't every individual have the ability to be academically proficient to some degree? If so, then why is it that many individuals fail to perform at the highest levels of their academic potential?

We live in an age of unparalleled discovery and innovation, as a result of advances in technology. However, as a country, we are no longer the standard by which academia is measured globally. Once a global leader in education, we have plummeted to the middle of the pack, according to the data which were acquired in 2012 and reported in 2014 by the Organisation for Economic Co-operation and Development ("Results from PISA 2012," 2012). According to their statistical analysis, the performances of 15 year old students in the United States ranks 24th in Reading, 36th in Math, and 28th in Science out of 65 countries measured. It was noted that, although we have made gains, so has many other countries around the world, and our progress trails that of many other industrialized nations ("US Rankings," 2010). Several of those countries are making higher gains, annually, than the United States does. As recently as twenty years ago the US was a leader educational, when the OECD compared 15 year olds, and when they compared 25 to 34 year olds (Lagorio, 2005). 25 to 34 year olds were measured by the percentage that have attained at least a high school diploma, as well as the percentage of those individuals who hold a college degree. 25 to 34 year old US citizens fair somewhat better

(ranked ninth among industrialized nations) than their 15 year old counterparts. Do these statistics indicate that older generations of Americans were smarter, in comparison to the rest of the world, than American children today despite all of the technological advances available to students today? Has the rest of the world advanced exponentially faster than the US educationally during the last decade? Does the rest of the world place a higher value on intellectual attainment, than we do? How did this phenomenon occur? How can it be remedied? I can recall, during the first summer of graduate school sitting in a room of my peers (high school educators) and being asked by three of our professors, “What is it that you all are doing or failing to do in preparing students for college?” The question was not asked in a derogatory or accusative manner, but yet an inquisitive one. They went on to explain the rationale behind the questioning. They noticed that a vast majority of college freshmen, who entered the college science classroom, did so with significant deficiencies academically, from their existing knowledge, to their work and study habits, as well as individual motivation. Although all students did not contribute to this trend, many do. As a result, a large number of those struggling students chose to abandon their aspirations of pursuing a career in a scientific field. And as I listened to my peers explain how the educational system works and the mentality of many of their students, I realized that the educational decline was widespread across ethnic, geographic, gender, and socioeconomic lines. This realization has driven me to delve into the causative factors behind this phenomenon.

As a group, we discussed a variety of factors, which may have led to the deficiencies that those college freshmen exhibited. The factors included: educational policies at federal, state, local and school levels, and disconnect between the different levels; deficiencies which originated in early educational settings and increased from year to year; a lack of motivation or

direction amongst the students; student's inability to see the true value of being academically proficient; and the tendency to "pass the buck", by students, parents, teachers, schools, and school systems, when it comes to accountability and responsibility. All of these factors play some role in the decline of academia in the US.

Often, there is not a true alignment between the policies and methodologies between all levels in the educational system. The federal Department of Education makes mandates to state DOEs, which in turn send directives down to local school districts, who in turn make mandates for schools and teachers. Often, what ends up happening is that school boards change their policies regularly, which creates confusion and chaos in the classroom. In addition, many times there is a disconnect between what is being taught from one year to the next within core subject areas. So, if a student does not truly internalize the information, it will likely be forgotten by the time they see the content again in a higher level course. So, how do we insure that content is internalized, and that the student can make the connection from one course to the next? Whose responsibility is it to insure those things?

My peers and I echoed the same sentiments that can be heard from educators all across the country, that students exhibit a lack of motivation academically. It is not uncommon for students to express the fact that they: don't want to learn subject matter, don't see the purpose for learning certain subject matter, and don't understand how the subject matter relates to them and their lives. Many students do not see the relevance of content because they are unsure of where they are heading in life. Or, they do not know how or what is required to get to their desired destination in life. Many students can tell you what they aspire to be, but cannot tell you what will be required of them to accomplish those goals. Direction and motivation are paramount when it comes to the acquisition of knowledge at all levels. The source of that motivation can be

intrinsic or extrinsic. So, how do we insure that students are properly motivated? Whose responsibility is it to insure that they are motivated? How do we point students in the proper direction to achieve their goals? Who is responsible for giving them the continuous guidance needed to keep them on track?

When attempting to answer the questions of “how” and “who”, we often run into the biggest hurdle. The “pass the buck” syndrome. The federal and state DOEs said that it is the job of the district and school to manage these issues. More often than not, school leaders in turn place the burden on teachers. Teachers in turn ask that parents and students accept some of the responsibility. And, parents and students often turn and place the responsibility back on the schools and ultimately the teachers. So, who is responsible? Who should we hold accountable? To answer that question, I reflect back on a conversation that I had with an administrator early in my teaching career. While working at a school that was considered a failing school in “corrective action”, my principal proposed the following question to me: “If the school has been in some sort of corrective action for five years, during which time they have changed principals several times, they have removed and hired several different teaching staffs, and they have changed educational philosophies and approaches several times, but the students’ performances remain consistent, then where does the fault lie? What is the only component of the school that did not change over that period of time?” After I stood there with a bewildered look on my face for a few minutes, he exclaimed, “the client, students and parents,” because it was a neighborhood school and most of the students were from the same families that had sent several students through the school over those five years. As I reflected on his statements, I could grasp the logic behind the concept that, if the same parents are raising multiple kids in the same manner, then there would logically be similarities between the kids and their performances.

Although I know that is not always the case, but the logic applies the majority of the time. After all, according to many researchers and educational leaders, parents are considered to be the first and most influential teachers in a child's life (Smith, 2011).

So it is my goal to investigate and analyze the correlation between a parent's level of involvement in their child's academic endeavors, and the achievement levels of those kids as a result of the level of involvement.

Literature Review

Over the years the desire to identify causative factors for the decline in academic performance has intensified. Many experts in the field of education have attempted to determine which factors have had the biggest influence on this phenomenon, and the possible corrective measures which can be utilized to "right the ship" (Hill, 2009). There are numerous studies which weigh the pros and cons of different types of motivation, sources of motivation, the correlation between gender and achievement levels and the correlation between parental involvement and achievement levels. Even those studies and articles which focused on motivation and gender equity could not ignore the role that the parent plays in promoting a positive academic philosophy. "A child's education starts at birth, experts agree, and the most crucial years of learning actually come in the first six years of a child's life. This means it is parents who hold the key to a child's future academic success" (Smith, 2011).

Motivation and Parental Roles

Motivation, or the lack of motivation is a learned behavior. Motivation is dependent on the student's perception of their own competence (Huetinck, L. and Munshin, 2010). If a student is confident in his/ her abilities, then they are more likely to be motivated to engage in that task.

In addition they discuss that intrinsic motivation tends to be more effective than a reward system (extrinsic motivation).

Experts have examined the role that parents play in developing intrinsic and extrinsic motivational tendencies in their children (Deci, E. and Ryan, R., 2009). Regardless of the title that they assign those theories, they all revolve around the idea that motivation can be internalized or it can be supplied from an outside source. An article on the “Self-Determination theory of Motivation (SDT)”, discusses how, “Teachers and parents frequently find themselves frustrated with their students or children, wondering how to motivate them to try harder on their school-work” (Deci, E. and Ryan, R., 2009). Under the SDT model students can be influenced by two distinct categories of motivation, autonomous motivation and controlled motivation, each of which has subcategories based on intrinsic or extrinsic philosophies. “Autonomous motivation involves engaging in an activity with eagerness and volition, with a sense of choice and willingness”, while “controlled motivation involves doing a task with a sense of pressure, demand, or coercion” (Deci, E. and Ryan, R., 2009). If a child exhibits intrinsic motivation where they are engaging in a task simply because they find it gratifying or interesting, then they are displaying a form of autonomous motivation. A child can also exhibit autonomous motivation if they engage in a task because they deem it “personally important”, which in itself is a deeply internalized form of extrinsic motivation. Controlled motivation can occur when the child completes a task to receive a reward or to avoid some type of punishment. It also occurs when the child feels a sense of approval for completing the task or a sense of guilt or shame for failing to complete the task. When a child exhibits autonomous motivation in school, it results in a greater internalization and better comprehension of the subject matter, and they tend to have a better conceptual view and be more creative (Deci, E. and Ryan, R., 2009). This occurs because

they have a deep interest in what is being learned and place a personal value on learning the concept. In contrast, students who are influenced by controlled motivation, tend to memorize facts and not fully internalize the concepts. It is suggested that parents attempt to lean more on trying to provide autonomous motivations rather than controlled motivation, because the results are more positive and more sustainable (Deci, E. and Ryan, R., 2009). Although rewards can motivate a child to complete a task, it may decrease their interest in the activity itself. As a result if that child is motivated to do well in school solely by a rewards or consequences routine, then that child may tend to discontinue those activities once that stimulus is removed. However, if a parent instills in their child a sense of personal satisfaction for accomplishing goals, and a sense of competence early and often during the educational process, then that child will be more likely to continue to engage in the education task because they find it to be personally satisfying and relevant (Deci, E. and Ryan, R., 2009).

The most successful individuals are the ones who never stop learning and growing throughout their lifetime. Parents, who exhibit a love and motivation for learning new things and exploring the world around them tend to nurture kids who place an intrinsic value on learning. It does not require an expenditure of money to demonstrate positive learning behavior. A parent can take their children to local place and explore the environment, local landmarks and historic places within the town that they live. Children are innately curious early in life, they are inquisitive and often ask questions about the different things that they see around them. To decrease the probability that at some point your child may grow out of that curious stage, parents can demonstrate that even at their age they are still curious and fascinated by learning new things (Beverage, 2013). Be willing to learn enthusiastically with curiosity and let your child enjoy the

experience with you, and you will promote a positive attitude towards learning for your child, and as a bonus, it doesn't cost anything.

The Role of Parental Involvement in Student Achievement

Once the parent establishes an effective motivational approach to elicit academic achievement, it is important that they become active participants in the learning process, to ensure that their student has the tools and support necessary to be an effective and efficient learner for the long term. “A child’s education starts at birth, experts agree, and the most crucial years of learning actually come in the first six years of a child’s life. This means it is parents who hold the key to a child’s future academic success” (Smith, 2011). Parental involvement has become such a hot topic in recent research that several members of Congress have tried, on multiple occasions, to pass a bill aimed at creating programs which will increase parental involvement. The Family Engagement Act of 2011 (H.R.1821/S.941) (Appendix A), was originally introduced in the 2011 legislative session, reintroduced in the 2013 session and is slated to be re-introduced in March, 2015 as H.R.1194 The Family Engagement Act of 2015 by Rep. Glenn Thompson (R-PA-5). The bill is aimed at establishing federal protocols, which would increase parental involvement, while allowing local and state government a certain degree of flexibility in their funding of those programs. According to Smith’s article the bill’s aim is to:

- Encourage school districts to partner with nonprofits that provide services for children.
- Support schools in becoming community hubs for families.

- Give parents the tools to help their children by restructuring Parental Information resource Centers (PIRCs) so they provide high quality services and reach more families.

- Require schools to train teachers and principals in the area of family engagement in education.

- Support family engagement for neglected and delinquent youth—particularly for the transition of youth from corrective facilities.

- Establish an office for family engagement within the Department of Education.

Parents can become an effective academic influence in their child’s life by: reading together daily, making sure that conversations between parent and child are “vocabulary rich”, and using

the resources, which may be available to them, within their communities (Smith, 2011). Although it has yet to receive the needed support legislatively, the Family Engagement Act has inspired the Department of Education to start to develop several programs and provisions, which would support parental involvement. The U.S. DOE has developed a dual capacity framework aimed at increasing parental involvement. So much attention has been given to explore the effects of parental involvement on student achievement, as well as developing programs to increase involvement, indicates the importance of parental involvement in the educational process.

Parental involvement has a strong, positive effect on student achievement. When you examine how much parental involvement influences higher levels of achievement, it has been suggested that in order for schools alone to produce the same learning gains without parental involvement, schools would need to spend approximately \$1000 more per student to achieve the same learning gains (Westmoreland, Rosenberg, Lopez, & Weiss, 2009). In essence, parental involvement is the most influential factor which can promote higher achievement levels. Interestingly, when schools increased the amount of resources available for the students, parents seemed to decrease their levels of involvement (“University of New Hampshire,” 2008), which seemed to lessen the intended effects of the increased resources.

Logic would suggest that socioeconomics would have an enormous effect on student achievement. However, professors De Fraja, Oliveira and Zanchi, suggested that the main effect that socioeconomics has on academics is the amount of effort that the parents exert (“University of Leicester,” 2010). They stated that “The main channel through which parental socioeconomic background affects achievement is via effort” (“University of Leicester,” 2010). “Parents from a more advantaged environment exert more effort, and this influences positively

the educational attainment of their children” (“University of Leicester,” 2010). Children tend to work harder when their parents put more effort into their education. The socioeconomic background of the child does not seem to have a direct impact on the child’s efforts and academic achievement. Students from privileged backgrounds are no more likely to try harder than students from disadvantaged backgrounds (“University of Leicester,” 2010). However, there is a tendency for there to be a decrease in parental involvement per child in a home when the number of children in the home increased (“University of Leicester,” 2010). A logical conclusion can be made that the larger the family, the more resources would be needed to support the family, resulting in parents spending more time outside of the home trying to acquire those resources. Also, if the time has to be divided among the children in the home, then an increase in children would result in a decrease in time and effort allotted to each individual child. Therefore, it is not the lack of money that results in poorer academic performances, but how that lack of money would require the parents to be more efficient with their time to provide the proper academic support. It can be concluded that it would be much easier to influence parental effort than it would be to attempt to change a family’s social or economic status. So, if our goal is to improve academic achievement, we need to educate parents on the important role that they play in academic achievement and provide resources that they can utilize to be more involved in the educational process.

An article on the importance of parental involvement quoted Dr. Toby Parcel as saying, “parental involvement is a more significant factor in a child’s academic performance than the qualities of the school itself”(“North Carolina State University,” 2012). In other words parents have the power to offset any deficiencies that a school may have by increasing their involvement in the educational process. Dr. Parcel states that “parents need to be aware of how important

they are, and invest their time in their children – checking homework, attending school events and letting kids know school is important” (“North Carolina State University,” 2012). He exclaims “That is where the payoff is” (“North Carolina State University,” 2012). If parents do not instill a sense of importance on the learning process and the value of academic achievement, then often students will not perform to their potential, because they find no intrinsic or even extrinsic value in successfully completing academic tasks. “Family social capital” and “school social capital” have a direct effect on student achievement. Family social capital is defined as “the bonds between parents and children, such as trust, open lines of communication and active engagement in a child’s academic life” (“North Carolina State University,” 2012). School social capital is described as, “a school’s ability to serve as a positive environment for learning, including measures such as student involvement in extracurricular activities, teacher morale and the ability of teachers to address the needs of individual students” (“North Carolina State University,” 2012). The research showed that students with high family social capital and low school capital were more successful academically, than those who had high school social capital and low family social capital (“North Carolina State University,” 2012). Both types of capital are essential, however family capital is often a stronger indicator of academic success (“North Carolina State University,” 2012).

When you look at the educational factors that influence children, parental involvement is one of the most important ones. “Such interactions extend beyond the engagement with schools, to the home life and the expectations and values for education that are communicated directly and indirectly to children” (Hill, 2009). Research has discovered a trend, where parents tend to be more involved academically with younger children (elementary school) in comparison to older children (middle & high school) (Hill, 2009). In addition, students, who have parents who

were college educated and have higher income levels, tend to benefit from more parental involvement than their counterparts.

Gender Bias and Parental Involvement

Parents often tend have different expectations from one child to another. There may be a cascade of reasons why parents do not hold each child within the home to the same standard, but research has identified one factor which plays a large role in those expectations, gender (Rudasill & Callahan, 2014). Although it is unintentional, and there is no intended bias, society has its own established gender roles and expectations that we subconsciously accept and promote. From the toddler stage throughout a child's development, many parents train their children based on some traditional roles. Often we see parents of small children teaching the boys hands on activities, while teaching girls how to read and how to develop social graces (intellectually stimulating activities) (Rudasill & Callahan, 2014). As a result, these early activities ultimately tend to influence future academic achievement (Rudasill & Callahan, 2014).

Parents play a significant role in nurturing their children's interests, values, and goals. The family unit serves as the foundation from which a child's view of gender roles is sculpted. So it is imperative that parents take extra precaution to avoid promoting gender stereotypes. We often see that boys perform differently than girls in different subjects (Rudasill & Callahan, 2014). Ordinary, subconscious parental behaviors have led to these differences. For instance, it may be common practice for a father to help children with science and math homework while the mother helps with English and social studies, which may promote a gender bias within the children (Rudasill & Callahan, 2014). It is imperative that parents allow their children to develop in non-gender stereotypical ways, academically. That will allow students to perform at higher rates across the board and will promote goal setting, which is not limited. Parents must

realize that their values, views and actions influence their children's self-image, and must take the necessary steps to avoid projecting limitations and their children just because of their gender.

MATERIALS AND METHODS

This study was conducted during the 2014/15 school year at Community Schools for Apprenticeship Learning (CSAL, Inc), which includes Madison Preparatory Academy (high school), and CSAL Middle School. Both schools are charter schools in North Baton Rouge. CSAL Middle School has a student population of 220 students (108 African American females, 2 White females and 110 African American males). Madison Preparatory Academy has a student population of 275 students (140 African American females, 134 African American males and 1 white male). The data were taken during the school year. The students, who participated in this study, are representative of the school's demographics.

I set out to find out if there was any correlation between the level of parental involvement and the student's academic success. In particular, I was interested in parental involvement with academics at home. Therefore I intentionally did not attempt to gauge how much they are involved with extracurricular activities or how often they are engaged at the school. I decided to gauge their level of involvement through the use of surveys for both parents and students. My first indication of parental involvement was the willingness of the parents to volunteer, for the study, by filling out a Parental Involvement Entrance Survey which I compiled to assess their attitudes, values and habitual behaviors, as they pertain to academics (Appendix B). The questions that I developed for the survey were based on important factors, which contribute to parental involvement or the lack thereof, based on the research that I conducted. The questions were divided into four categories: parents perception of the ease in which they are able to communicate with the school, whose responsibility it is that their child receives a quality education and is successful academically, past parental involvement, and parent's self-efficacy (how confident are they with their own abilities to assist their children).

The high school parents were issued the parental surveys in mid September 2014. This group was used as my test population for the study. The test population consisted of 37 students, 18 females and 19 males. Once the surveys were completed and returned, those data were compiled and categorized. Answers on the survey were given scores from 1 – 5. The parents who agreed to participate in the study were sent a Parental Involvement Handbook, which detailed research proven protocols and strategies for improving student success (Appendix C). The tips and recommendations within the packet included ideas for improving homework completion, time management, study tips, tips for reviewing and correcting graded work, as well as resources for assistance with homework and studying. Parents were also given contact information, if they had any questions or needed any further assistance. The parents were allowed to institute those tips and strategies in whatever manner they chose to, and to whatever degree they chose.

I established a control group by allowing the middle school parents to volunteer to fill out the exact same survey. The only difference between the two groups was that I did not give the middle school parents a treatment plan (the academic assistance pamphlet). However, there were a few middle school students who were removed from the control group and placed in the test population because they had siblings in high school who were part of the test population, thus their parents had already received the treatment plan. The control group consists of 66 students, 37 females and 29 males.

Parents in the test group were given suggestions, but they were allowed to choose whether or not to implement the suggestions and to what level they wanted to implement them, because I wanted to see if parents would increase their involvement level, and to see if there would be any academic improvements as a result. At the end of the school year (May), I issued

each student in the study a student survey, which assessed the same concepts that the parents were assessed on. A copy of the Student Survey can be found in Appendix D. The student surveys were divided into four categories as well. Those categories assessed: their perceptions of their parents attitude about their education, who they thought was responsible for their academic success, the frequency with which their parents assisted them academically, and their level of confidence in their parent's abilities to assist them effectively, academically. Students were allowed to fill these simple surveys out before exams on the last week of school. Once these surveys were collected they were assigned the same point values as the corresponding parental surveys.

The data collected were used along with the student's semester and final report cards to determine if there was any correlation between parental involvement and academic success. I measured their average performance as well as their raw gains from first semester to second semester. Raw gains are a measure of how much a students GPA increased from the first semester to the second semester. Raw gains were calculated by subtracting the first semester GPA from the second semester GPA for each student. Some students changed some courses at the end of first semester, and core subjects may have been perceived more valuable than electives, so I also looked at mean GPAs for math/science courses and English/ social studies courses. I also looked at those core subject groupings to assess whether or not there maybe a difference in performances in those groups based on gender, as the research has stated. Because according to the research parental involvement in early childhood plays an important role in developing a child's gender identity, resulting in the child placing different values on different tasks and subjects. I looked for correlations between:

1. The student's academic performance and the parent's views on who is responsible (accountable) for the student's success (parent, school, or student)

2. The student's academic performance and the parent's own perception (self-reported) of their level of involvement.
3. The students academic performance (all subjects and core subjects) and the parent's self-efficacy (how confident are they with their own intellectual abilities to assist).
4. The student's academic performance and their own views on responsibility (parent, school, or student).
5. The student's academic performance and their own perception of the level to which their parents are involved in their education.
6. The student's academic performance (all subjects and core subjects) and their perceptions of their parent's ability to assist them.
7. The students increase or decrease in academic performance from 1st semester to 2nd semester and their report of any changes in parental involvement.

RESULTS AND DISCUSSION

Answers on the survey were assigned point values from 1 to 5. The results yielded by those surveys can be found in Appendix E (Tables 13-16). The demographics and socioeconomic backgrounds of the families for the control and experimental groups were similar, despite the age groups and the grade levels of the students being different (middle school and high school). So I first analyzed the data to ensure that there was not a significant statistical difference between the control group and the experimental group at the beginning of the study, the results from the parent surveys were compared for statistical differences. I ran T test on the survey responses from the two groups and calculated p values for each category of responses. In order for there to be a significant statistical difference the p values must be less than 0.05. Analysis of the parent surveys indicated that there was no significant difference between the parents in the two groups (Figure 1, Table 1). At the end of the study, I wanted to verify that there was not a significant statistical difference between the students in the control and experimental groups, to make sure that the results of the study were valid. I analyzed the results of the student surveys (Figure 2, Table 2), and their GPAs (Figure 3, Table 3). The analysis indicated that no significant difference existed between the students responses between the two groups. However, when I analyzed their GPAs, I did discover that there was a significant difference between the mean GPAs in science and math between the two groups (p value of 0.0329). This difference may be due to the maturity levels of the two groups. High school students are more mature and have more of a sense of direction than their middle school counterparts. High school students are being prepared for college and their future careers, so there is more emphasis being placed on core subjects. Another possible factor that may contribute to high school students having higher GPAs in science and math may be the emphasis

that we place on STEM subjects at the high school. The following tables and graphs represent the results of those comparisons:

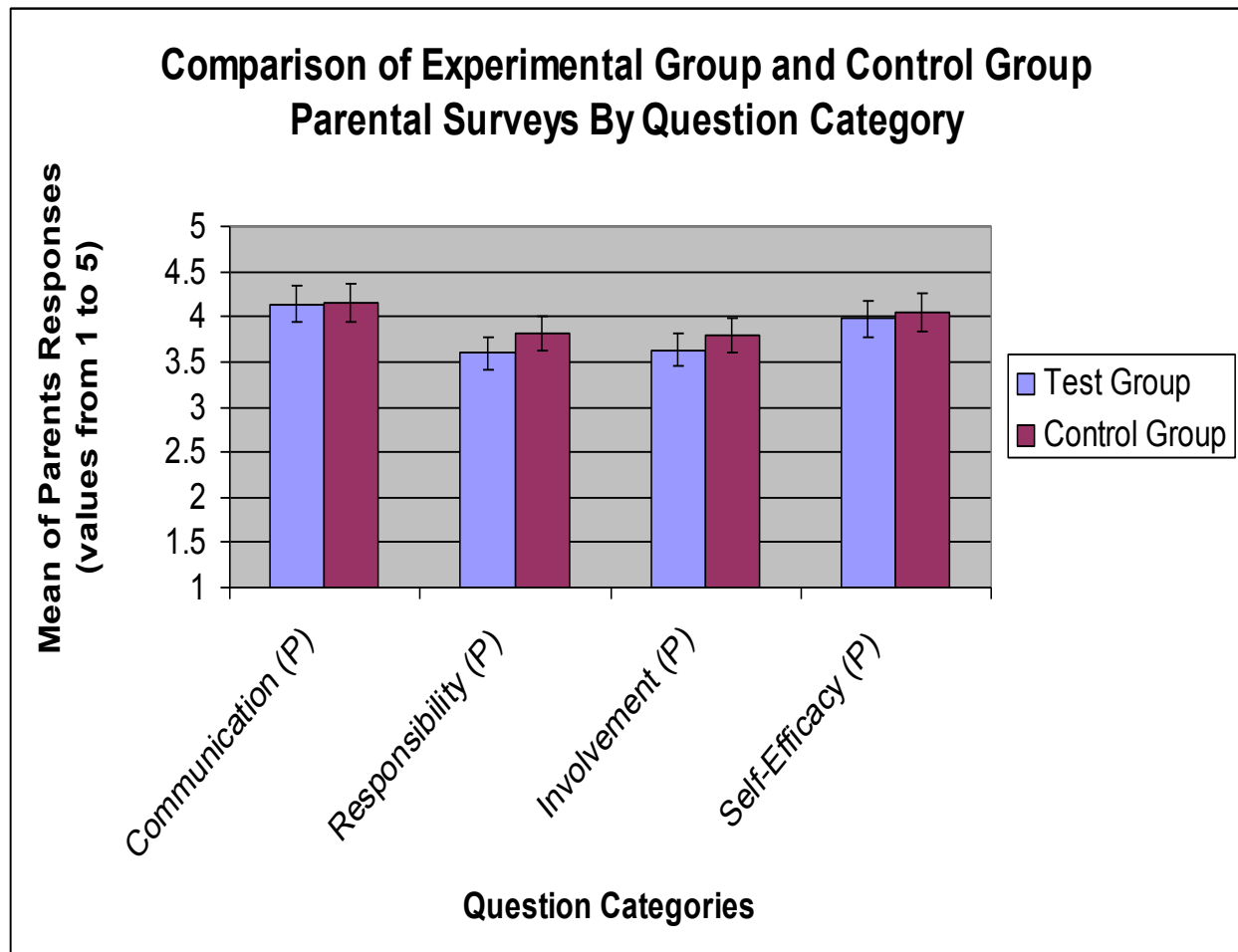


Figure 1: A comparison of the parental survey results for the experimental group and control group by question category.

Table 1: Statistical comparison of experimental and control group data, using T test and p values to determine significant differences

Category	t value	p value	Significance
Communication (P)	0.1486	0.8822	Not Significant
Responsibility (P)	1.434	0.1547	Not Significant
Involvement (P)	0.7686	0.4439	Not Significant
Self-Efficacy (P)	0.3398	0.7347	Not Significant

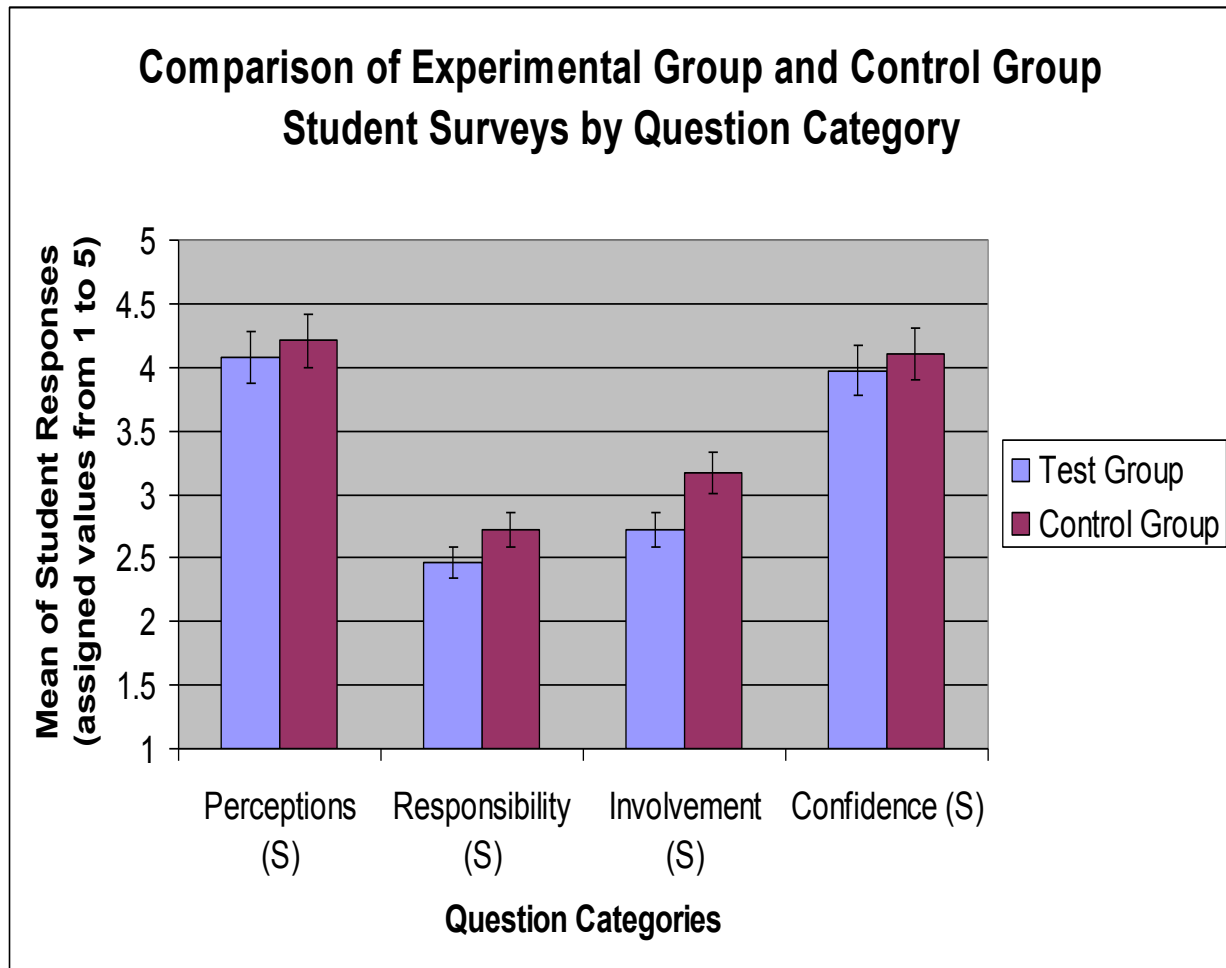


Figure 2: A comparison of the student survey results for the experimental group and control group by question category.

Table 2: Statistical comparison of experimental and control group data, using T test and p values to determine significant differences

Category	t value	p value	Significance
Perceptions (S)	1.235	0.2196	Not Significant
Responsibility (S)	1.520	0.1316	Not Significant
Involvement (S)	1.810	0.0733	Not Significant
Confidence (S)	0.7880	0.4326	Not Significant

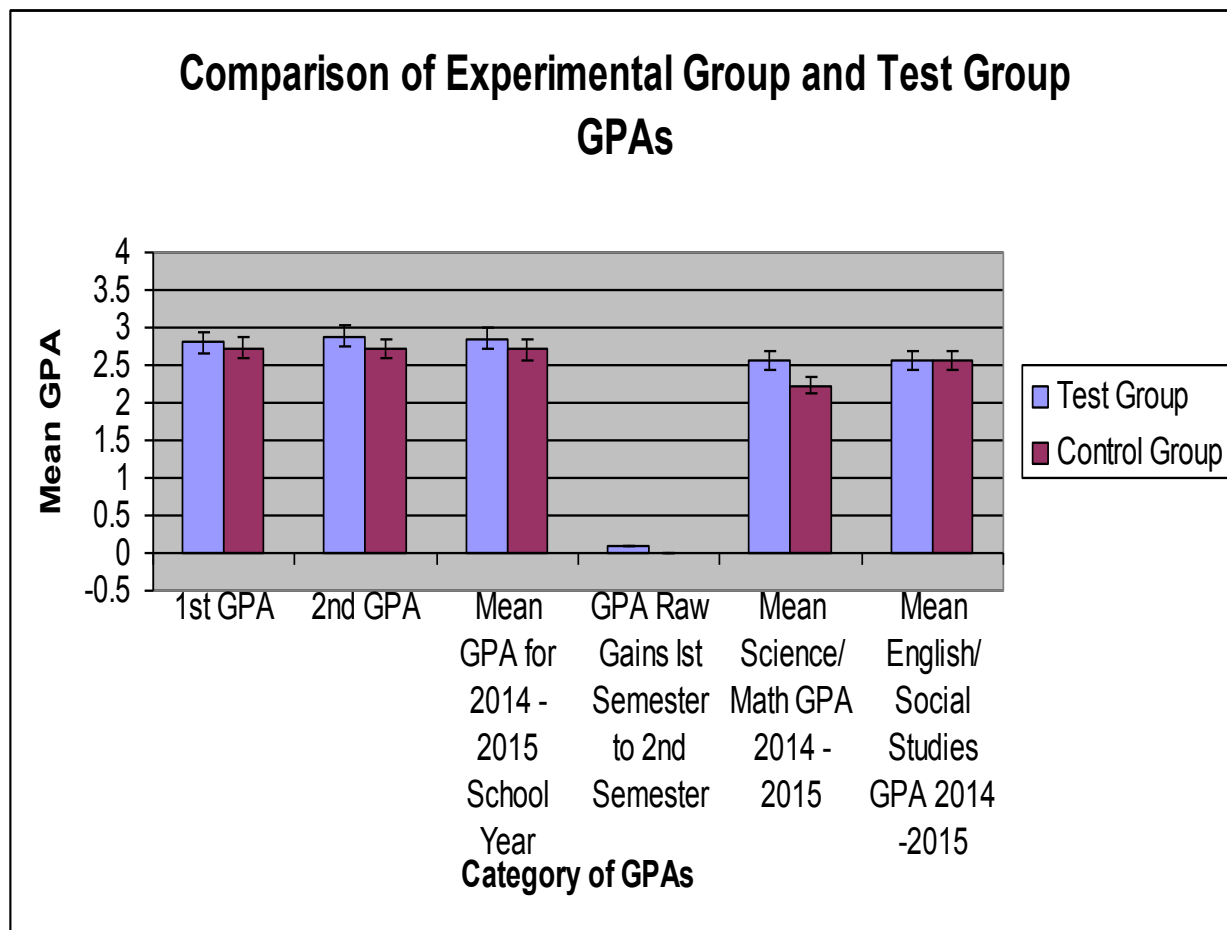


Figure 3: Comparison of experimental group and control group students' GPAs (1st semester GPA, 2nd semester GPA, mean GPA, GPA raw gains, mean science & math GPA, and English & social studies GPA)

Table 3: Statistical comparison of experimental and control group GPAs by category, using T test and p values to determine significant differences

Category	t value	p value	Significance
1st GPA	0.6913	0.4910	Not Significant
2nd GPA	1.326	0.1878	Not Significant
Mean GPA for 2014 - 2015 School Year	1.242	0.2171	Not Significant
GPA Raw Gains 1st Semester to 2nd Semester	0.9364	0.3513	Not Significant
Mean Science/ Math GPA 2014 - 2015	2.163	0.0329	Significant
Mean English/ Social Studies GPA 2014 -2015	0.009431	0.9925	Not Significant

Once it was determined that comparisons made between the control group and experimental groups would be valid, I went ahead and analyzed the data for correlations between parental involvement and academic achievement. There were a few specific attributes which I wanted to analyze in the study: student academic performance –vs- parent’s views on responsibility; student academic performance –vs- parental involvement (parent-reported); student academic performance –vs- parent’s self-efficacy; student academic performance –vs- student views on responsibility; student academic performance –vs- parental involvement (student-reported); student academic performance –vs- their perceptions of their parent’s ability to assist them; and students increase or decrease in academic performance from 1st semester to 2nd semester and their report of any changes in parental involvement. The degree to which a correlation exists can be determined by the R^2 values and more specifically the slope of the line. R^2 values of approximately 0.20 or 20% indicate that there is some correlation. But the degree of slope in the line is a better indication of a correlation between the two attributes being analyzed. Larger slopes (positive or negative), indicate stronger correlations between the x and y axis. Upon analysis of the data, I noticed that the most significant correlation existed between the level of parental involvement (parent-reported) and the parent’s level of confidence in their abilities to assist their child academically (Figures 4-5). A correlation existed between the two variables in both the experimental group and control group. Interestingly, the slope of the trend line in the experimental group was negative, while the slope for the control group was positive. It is possible that due to their maturity levels, regardless of the parents’ level of confidence, the students are more independent and may not rely on parental assistance with academic activities. And those high school students who are more reliant on parental assistance may be those students who are less driven and are willing to receive assistance regardless of their parents’

level of confidence. Conversely, middle school students may be more dependent on parental assistance, so those who have confident parents may receive more assistance. Parents who have higher levels of confidence would be more likely to offer their assistance. Also, when comparing the control and experimental groups, there was no significant difference between the two groups (Table 4). Those correlations are represented graphically below:

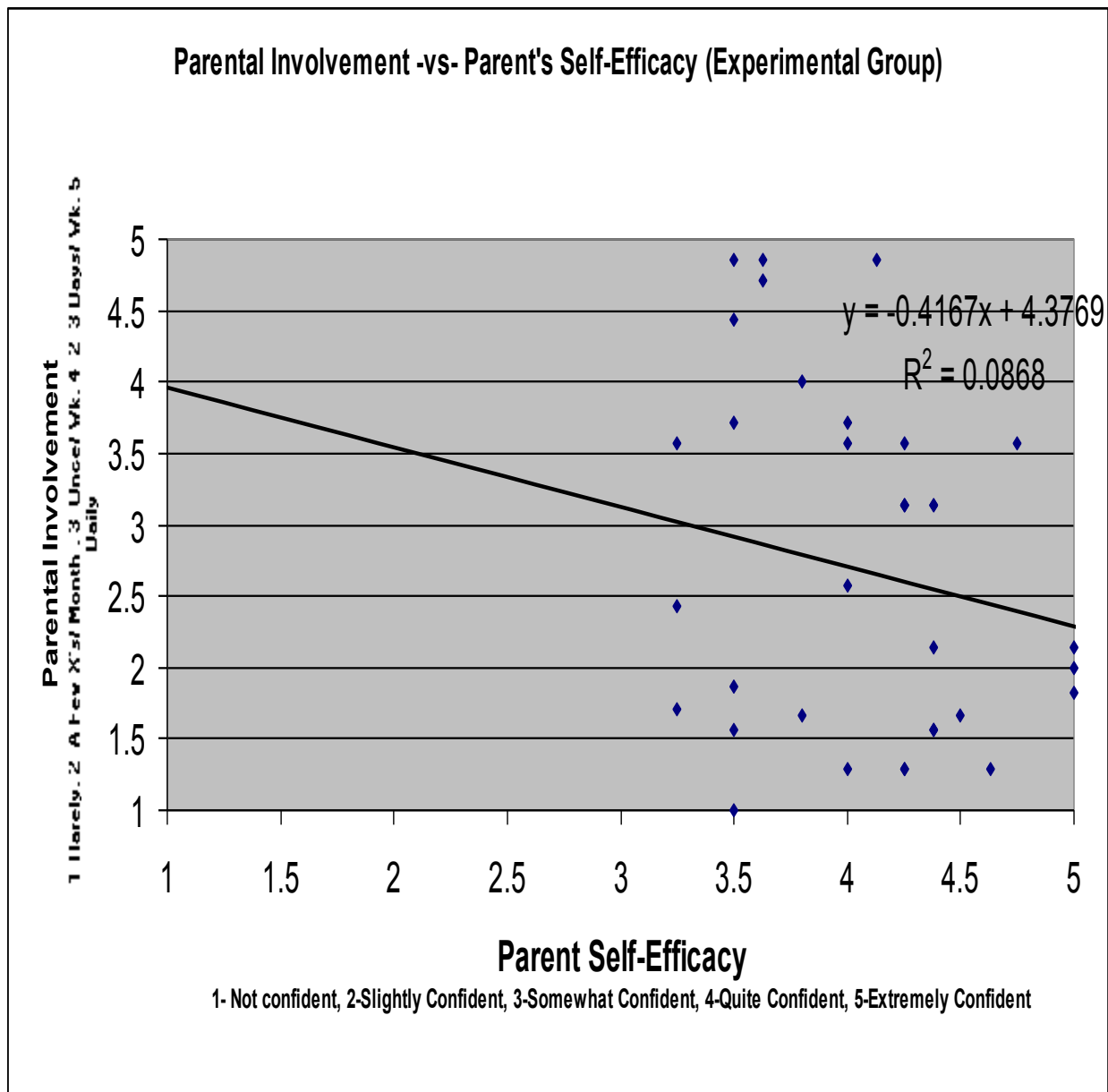


Figure 4: Scatter plot and trend line for the relationship between parental involvement and parent self-efficacy for the experimental group

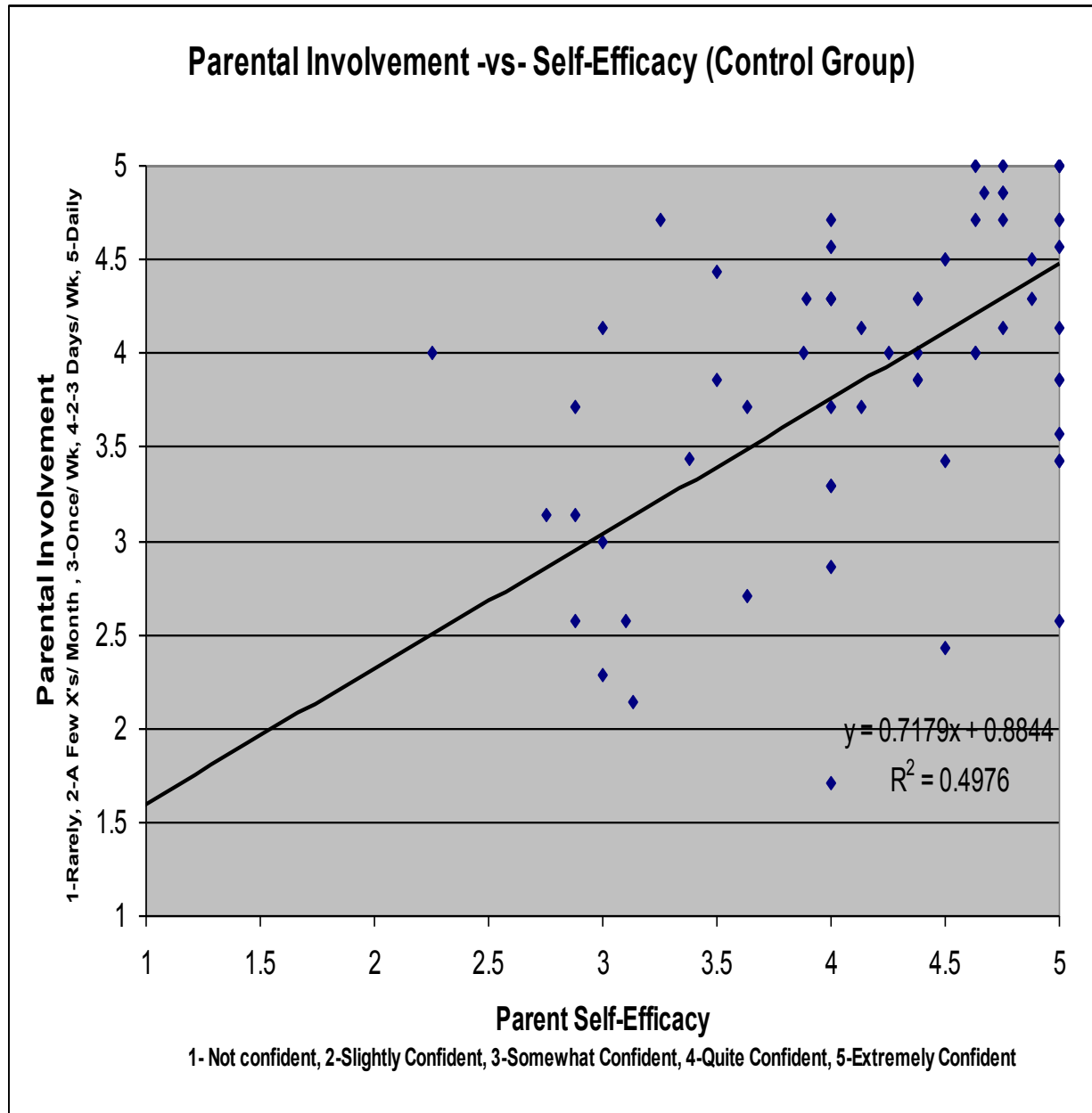


Figure 5: Scatter plot and trend line for the relationship between parental involvement and parent self-efficacy for the control group

Table 4: Statistical comparison of experimental and control group correlations between parental involvement and parent self-efficacy, using T test and p values to determine significant differences

t value	p value	Significance
0.94022	0.3494	Not Significant

Next, I focused on the correlation between the students' views of who is responsible for their academic success (parents, school, or themselves), and their mean GPAs at the end of the school year (Figures 6-7). I suspected that students who accepted responsibility for their academic success would perform better than their counterparts. Although there was a slight slope of the trend line in both groups, the R^2 values were very small and the points were scattered randomly about on the graph, so I concluded that no correlation existed between those two variables.

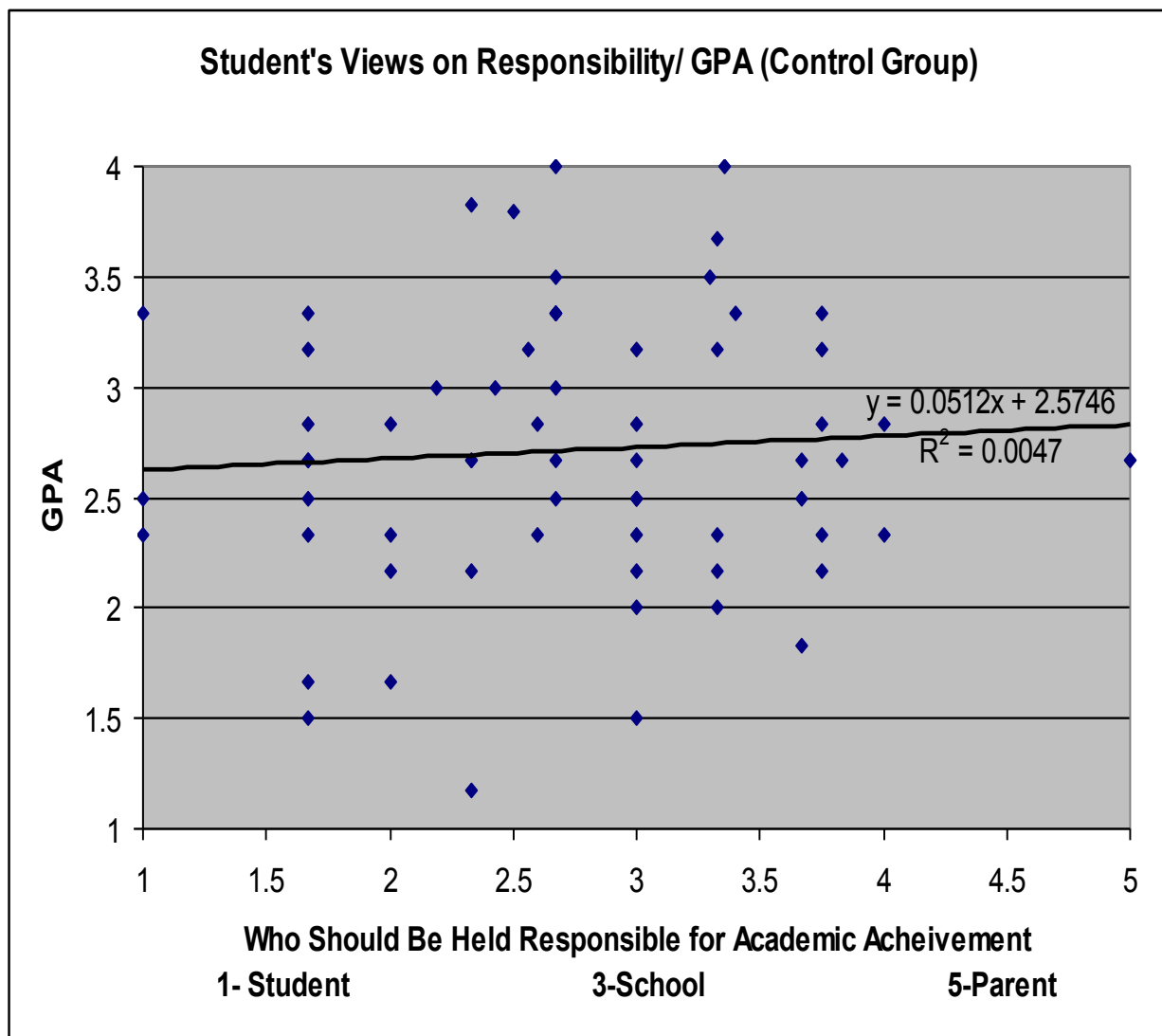


Figure 6: Scatter plot and trend line for the relationship between students' views who is responsible for their academic success and students' GPAs for the control group

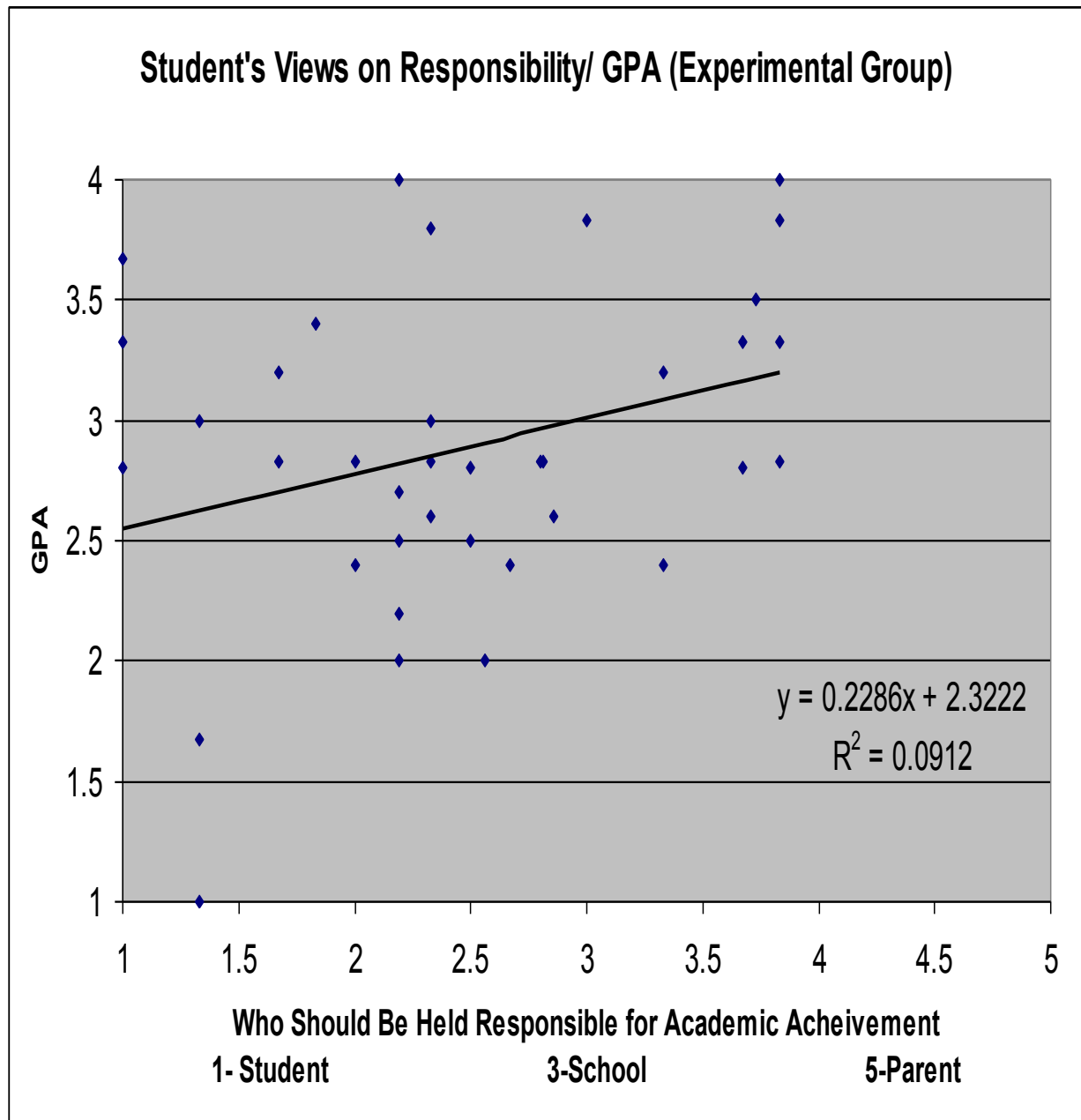


Figure 7: Scatter plot and trend line for the relationship between students' views who is responsible for their academic success and students' GPAs for the control group

Also, there was no significant difference between the experimental and control groups (Table 5).

Table 5: Statistical comparison of experimental and control group relationships between students' views on accountability and GPAs, using T test and p values to determine significant differences

t value	p value	Significance
0.05116	0.9592	Not Significant

The correlation between the students' level of confidence in their parents' abilities to assist them, and their overall academic performances at the end of the school year, was also analyzed for the two groups (Figures 8-9). My results indicated that there was little to no correlation between the two variables, based on the small trend line slopes and the small R^2 values. There was no significant difference between the results for the experimental and control groups (Table 6).

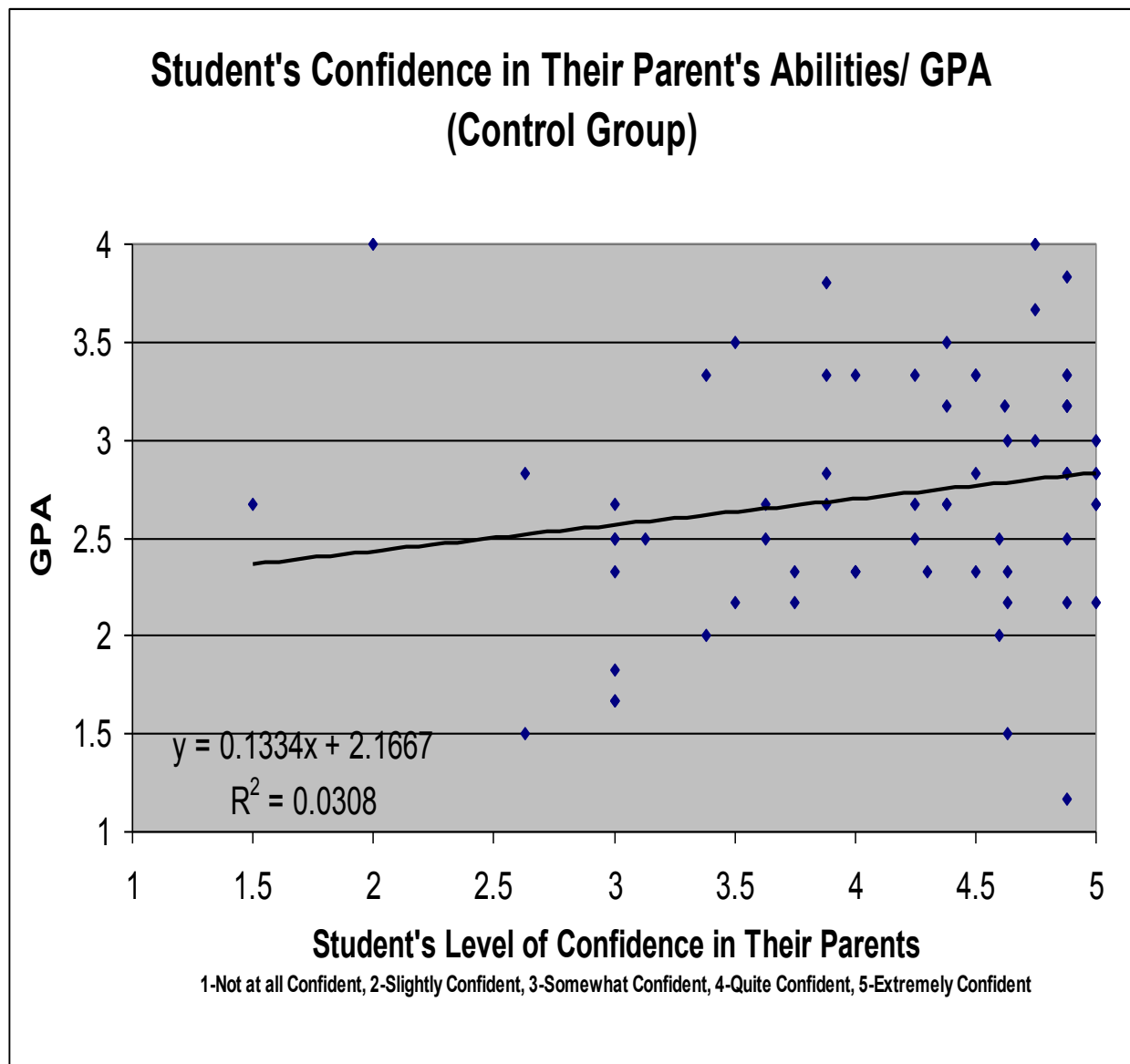


Figure 8: Scatter plot and trend line for the relationship between students' level of confidence in their parents' abilities to assist them academically and their GPAs for the control group

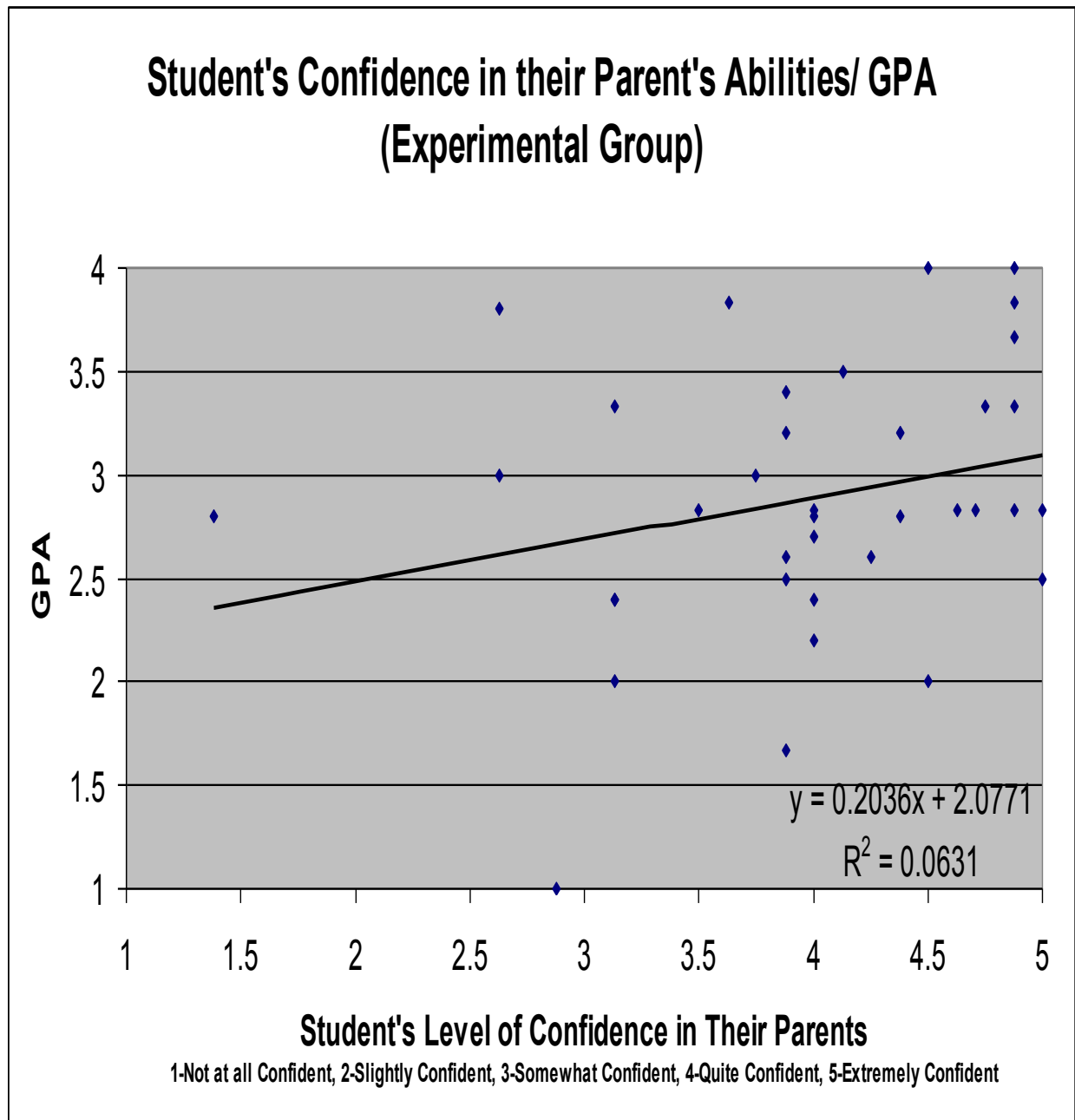


Figure 9: Scatter plot and trend line for the relationship between students' level of confidence in their parents' abilities to assist them academically and their GPAs for the experimental group

Table 6: Statistical comparison of experimental and control group relationships between students' level of confidence in their parents' abilities to assist them academically and their GPAs, using T test and p values to determine significant differences

t value	p value	Significance
0.02338	0.9814	Not Significant

My original hypothesis was that students who received more parental assistance would traditionally perform better academically. However, when I analyzed the correlation between those two variables, the data indicated that no correlation existed between the two (Figure 10-11). Neither the slope nor R^2 values indicated correlations. In fact, the slope of the trend line for the experimental group was virtually horizontal. I found the lack of a correlation to be extremely interesting. Because logic would suggest otherwise, I tried to figure out what factors may have affected my results. Two possibilities for those anomalies are, inaccurate reporting of parental involvement, and the possibility that the parents who were more involved were those who have students who were performing poorly.

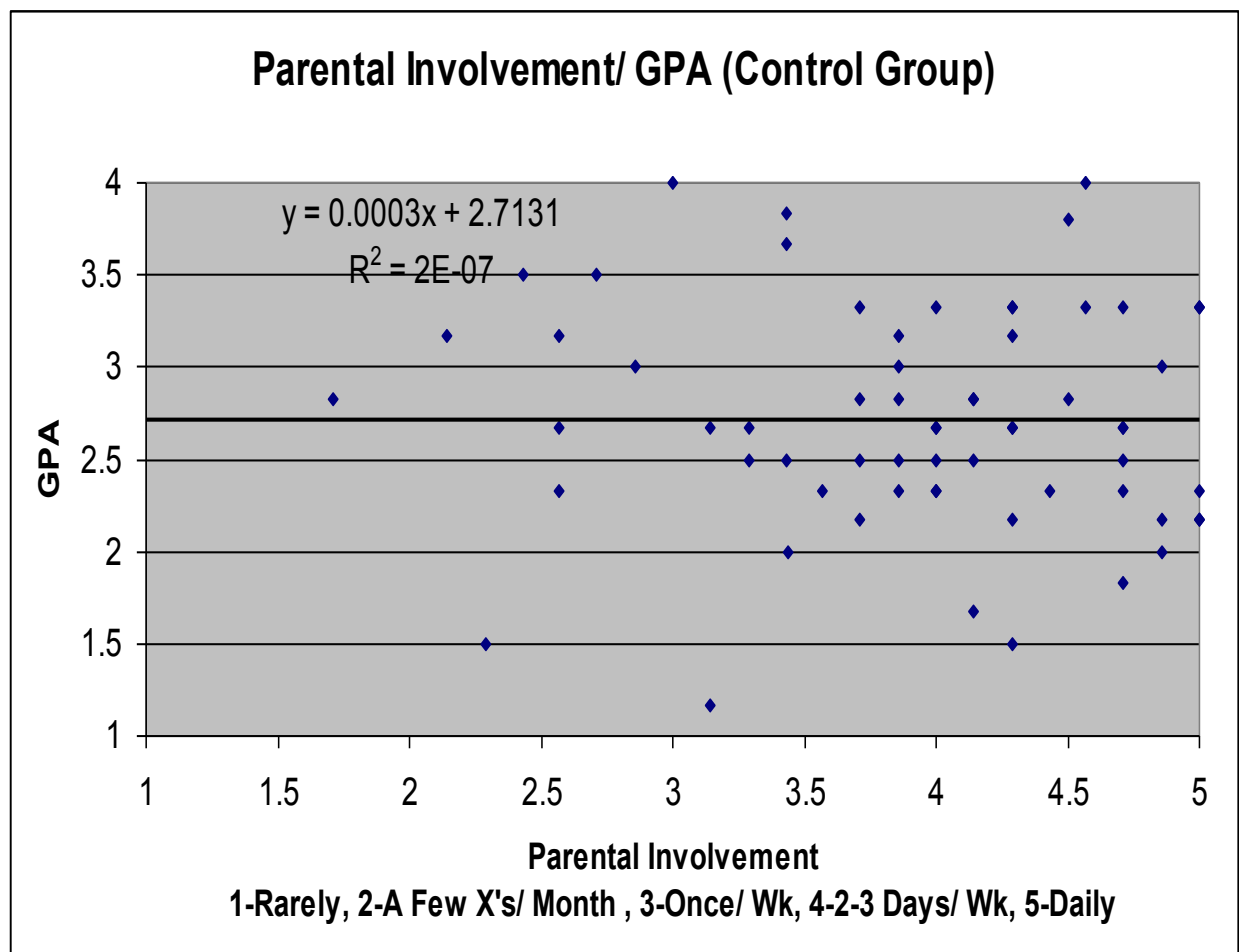


Figure 10: Scatter plot and trend line for the relationship between parental involvement and student GPAs for the control group

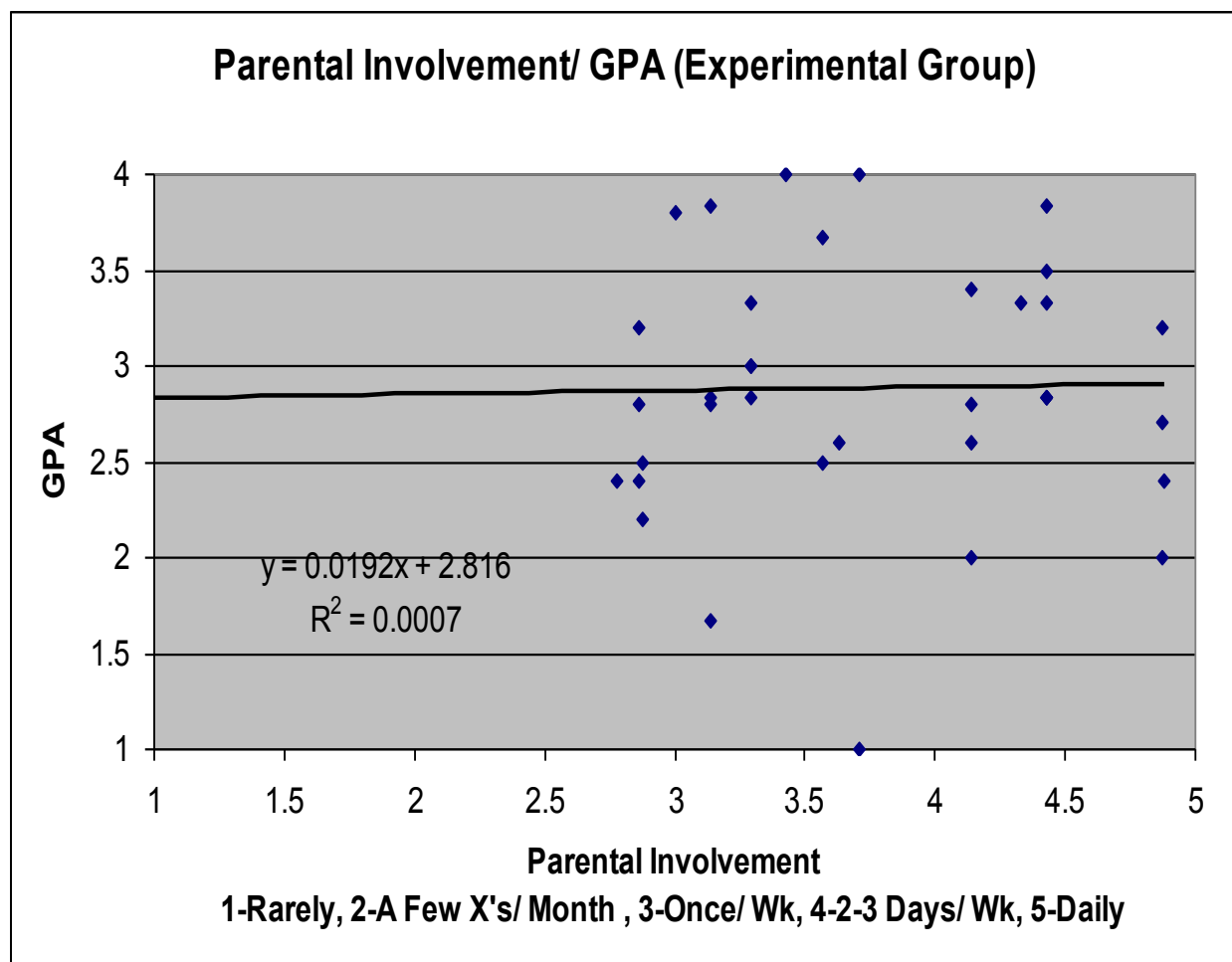


Figure 11: Scatter plot and trend line for the relationship between parental involvement and student GPAs for the experimental group

Table 7: Statistical comparison of experimental and control group relationships between parental involvement and students' GPAs, using T test and p values to determine significant differences

t value	p value	Significance
0.00483	0.9961	Not Significant

Since there was a correlation between the parents' confidence levels and their levels of involvement, I wanted to determine if there was also a correlation between their confidence in core subjects and the students corresponding GPAs in those core subjects (Figures 12-15). Again, I found no correlation between the parents' self-efficacy and the students' performances

in the core subjects. I did not find a significant slope or R^2 value on any of the graphs. There also was no significant difference between the experimental and control groups. (Tables 8-9).

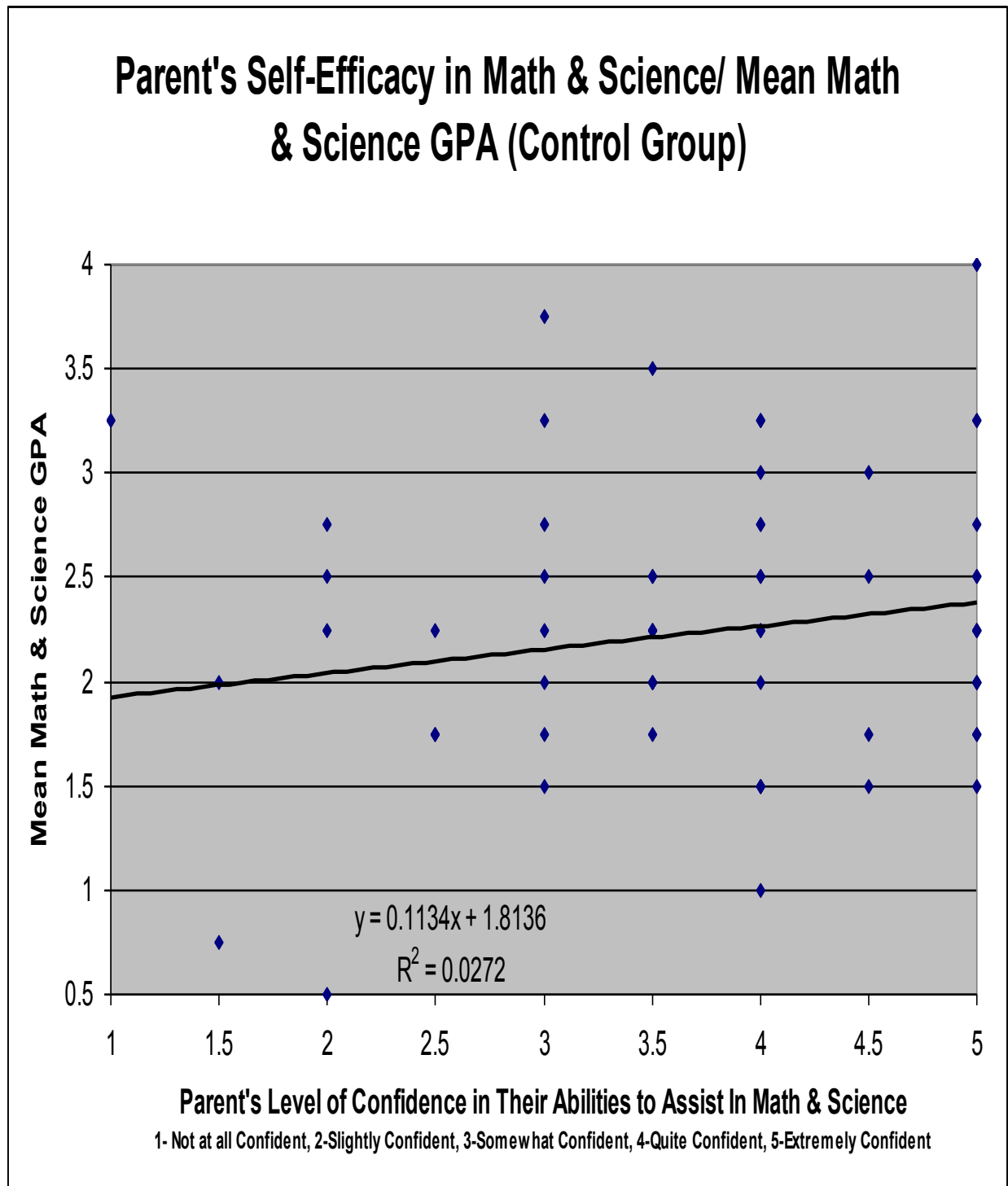


Figure 12: Scatter plot and trend line for the relationship between parents' self-efficacy in math & science and mean GPAs in math and science for the control group

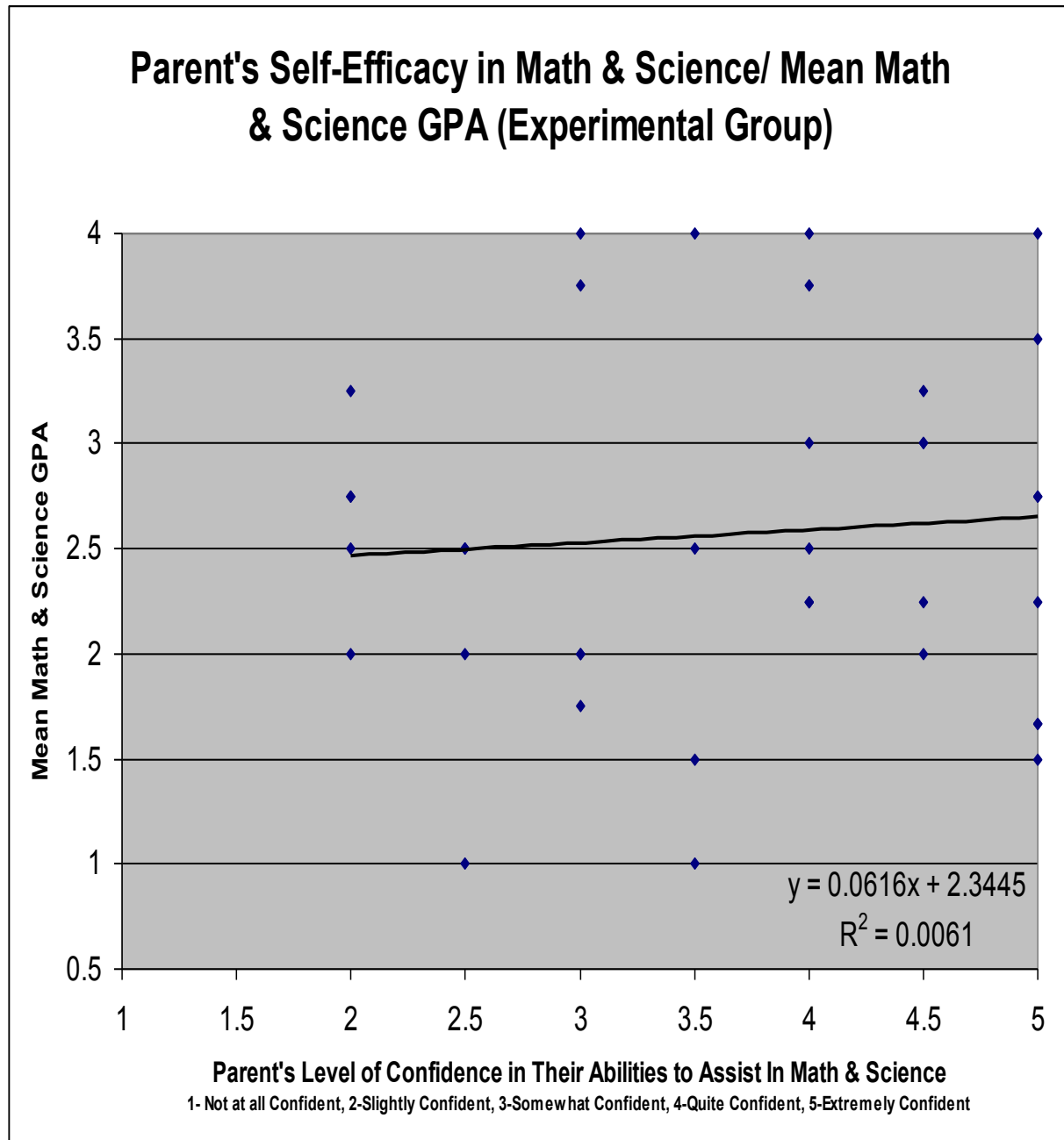


Figure 13: Scatter plot and trend line for the relationship between parents' self-efficacy in math & science and mean GPAs in math and science for the experimental group

Table 8: Statistical comparison of experimental and control group relationships between parents' self-efficacy in math & science and mean GPAs in math and science, using T test and p values to determine significant differences

t value	p value	Significance
0.01747	0.9861	Not Significant

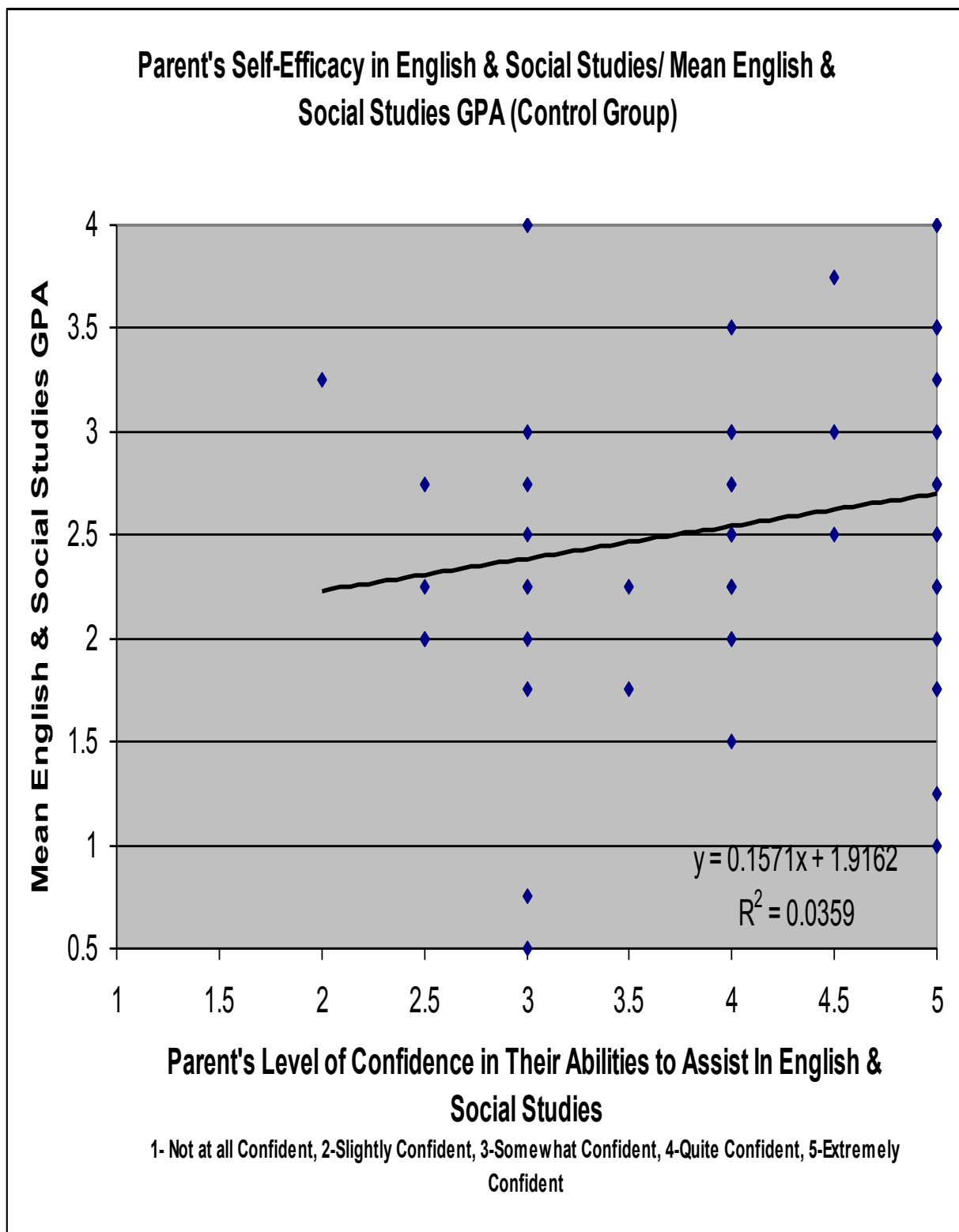


Figure 14: Scatter plot and trend line for the relationship between parents' self-efficacy in English & Social Studies and mean GPAs in English & Social Studies for the control group

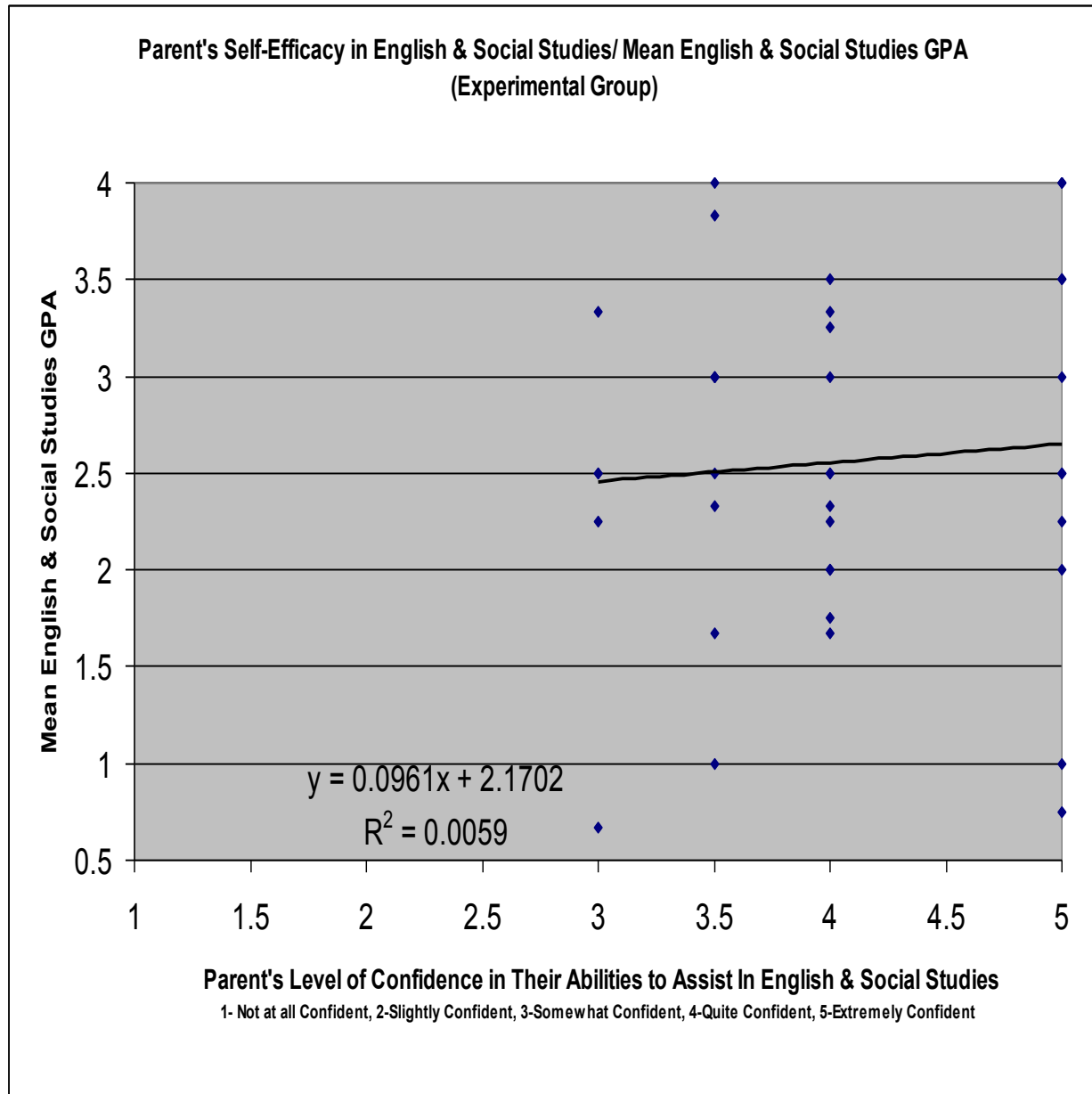


Figure 15: Scatter plot and trend line for the relationship between parents' self-efficacy in English & Social Studies and mean GPAs in English & Social Studies for the experimental group

Table 9: Statistical comparison of experimental and control group relationships between parents' self-efficacy in English & Social Studies and mean GPAs in English & Social Studies, using T test and p values to determine significant differences

t value	p value	Significance
0.02107	0.9832	Not Significant

Students had an opportunity to report whether or not their parents were more involved with their academic activities during the semester in comparison to their previous levels of involvement. Based on their answers to that question, I wanted to analyze the correlation between the change in involvement and the students' GPA raw gains. Logic would again suggest that as parental involvement increased, so would student performance. Once again I was surprised by the results of the analysis. According to the analysis, there was no correlation between change in involvement and change in GPAs. Neither slope nor R2 values indicated a correlation between the variables (Figures 16-17).

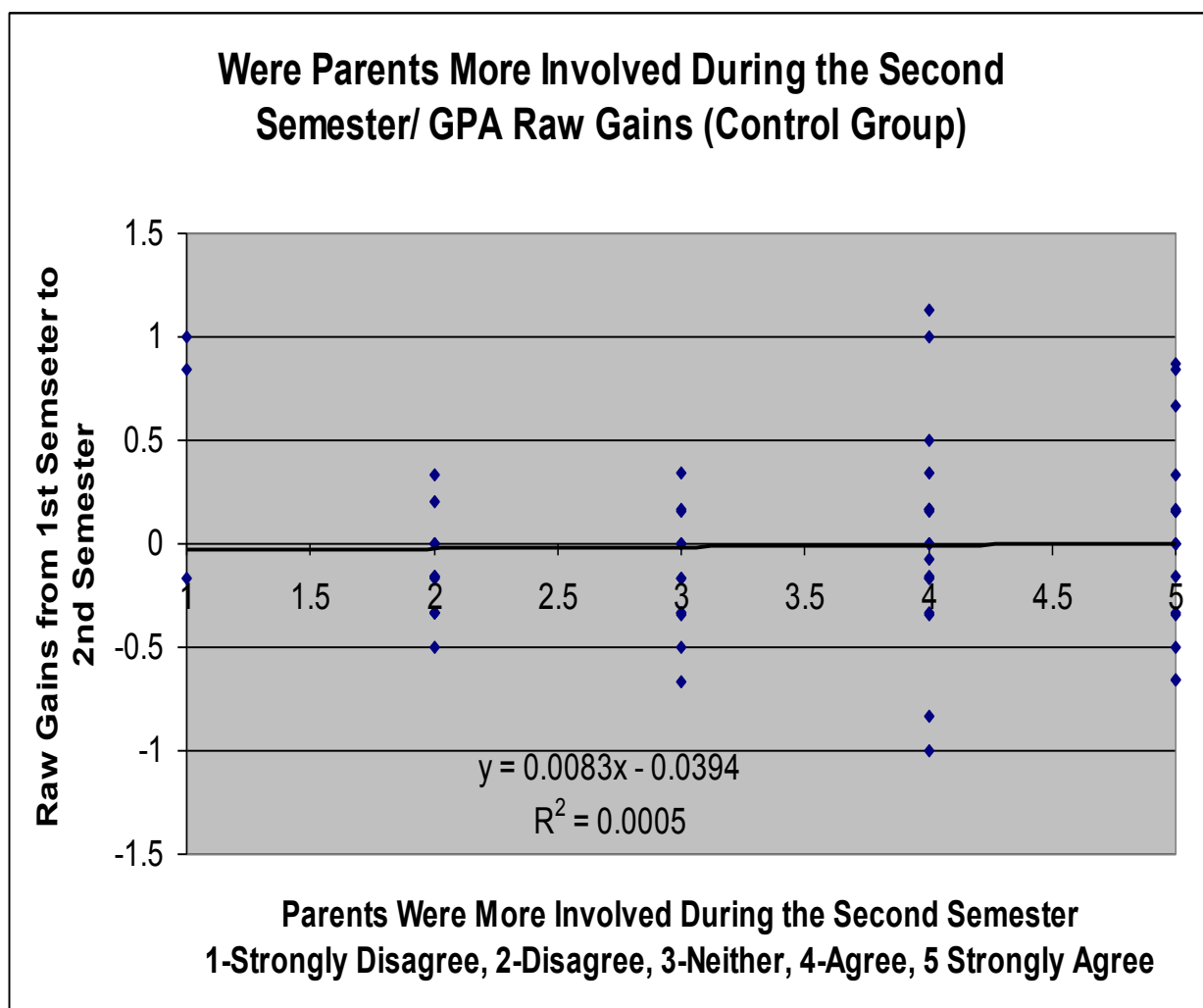


Figure 16: Scatter plot and trend line for the relationship between the change in parental involvement and the students' GPA raw gains for the control group

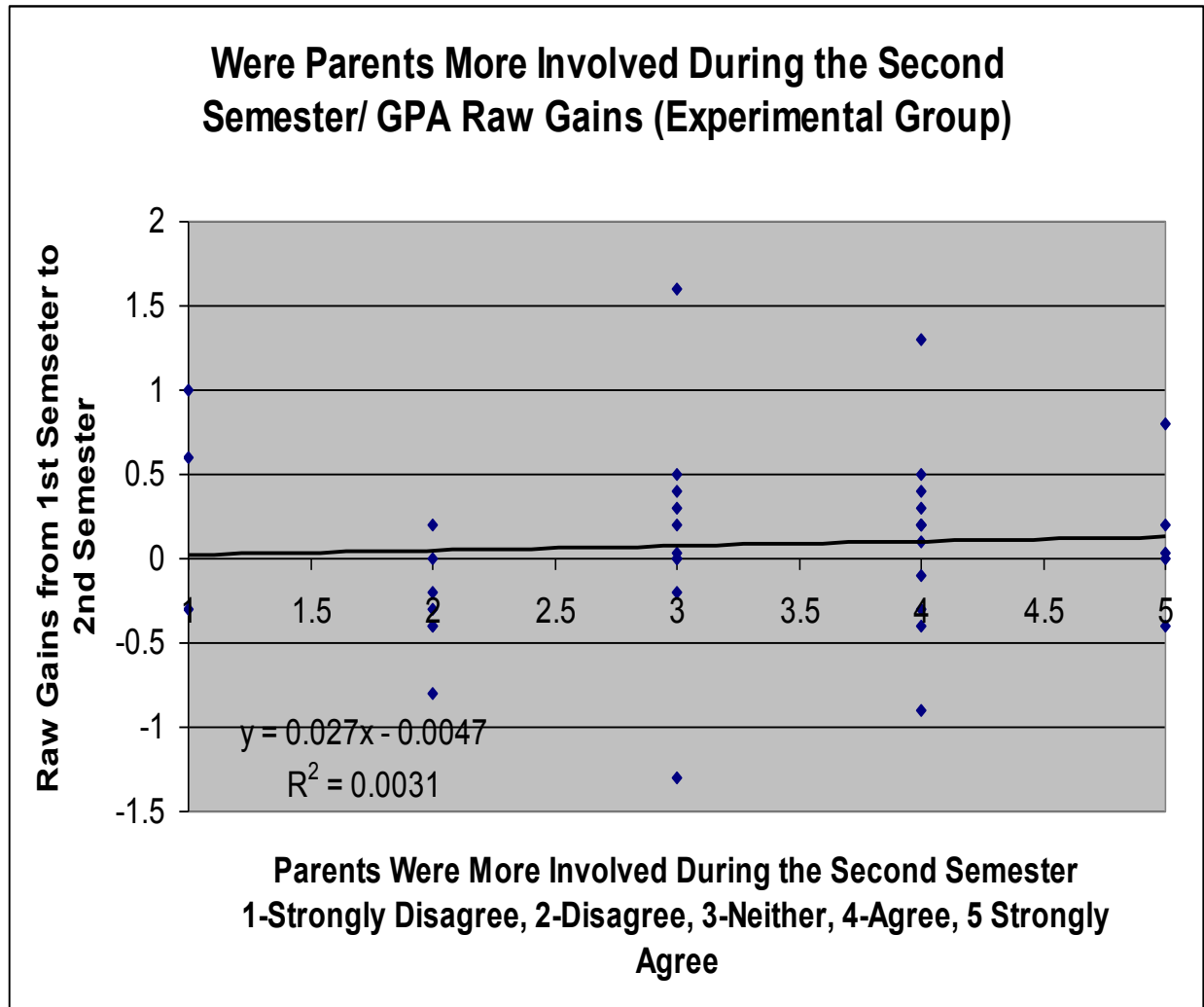


Figure 17: Scatter plot and trend line for the relationship between the change in parental involvement and the students' GPA raw gains for the experimental group

There was no significant difference between the experimental and control groups (Table 10).

Table 10: Statistical comparison of experimental and control group relationships between change in parental involvement and students' GPA raw gains, using T test and p values to determine significant differences

t value	p value	Significance
0.47127	0.6384	Not Significant

As I stated earlier, I was intrigued by the lack of correlations that existed with my data.

In an effort to determine what may have caused some of those anomalies, I decided to compare

the students views of how much the parents were assisting them to the parents' views of their involvement. As I suspected, both groups of students indicated that, the parents were not as involved as the parents had reported (Figure 18). There were significant differences between the students' perceptions of involvement and the parents' perceptions of involvements in both groups (Table 11). The experimental group had a p value of 0.0005, while the control group had a p value of 0.0021. Both p values indicate a strong significant difference. Both groups of parents reported higher levels of involvement, so it could be concluded that they probably over-reported their level of involvement.

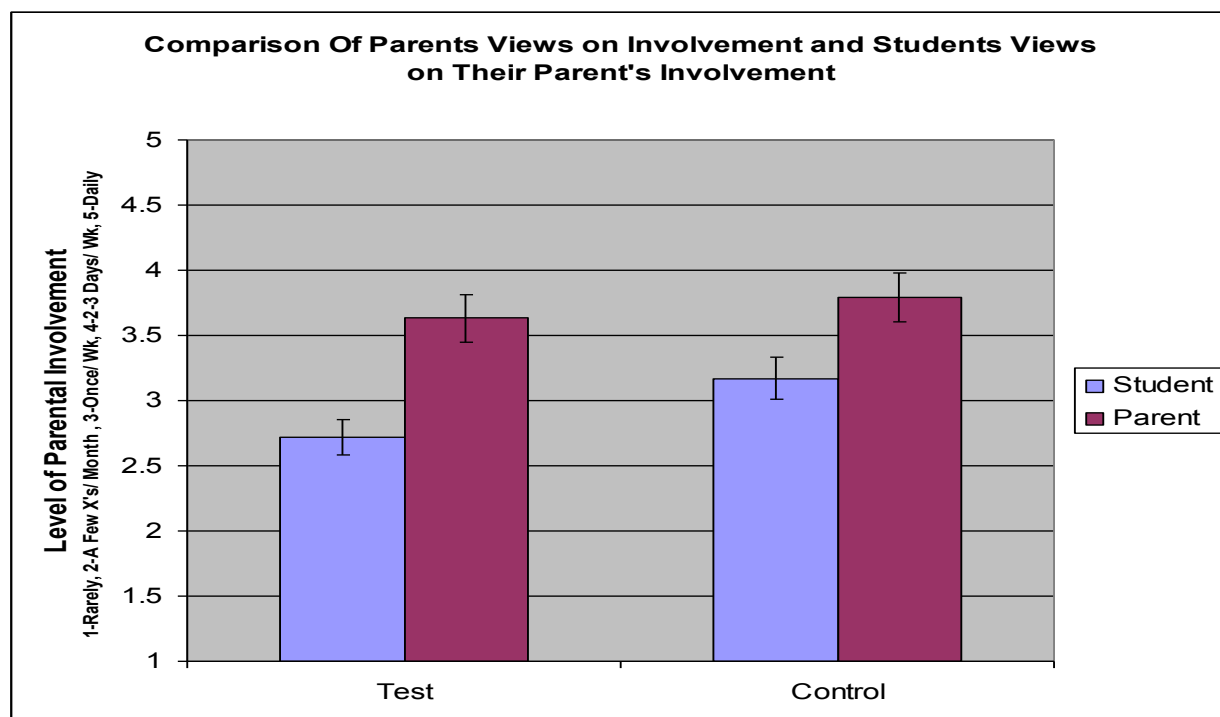


Figure 18: A comparison students' views on the level of parental involvement received and the parents' self-reported level of parental involvement for the experimental and control groups

Table 11: Statistical comparison of experimental and control group comparisons of the students' views on the level of parental involvement received and the parents' self-reported level of parental involvement, using T test and p values to determine significant differences

Category	t value	p value	Significance
Test Group	3.663	.0005	Significant
Control Group	3.132	.0021	Significant

The final aspect that I noticed a significant difference between the two groups was the frequency with which the two groups of students received help correcting their graded work (Table 12). Again the middle school students reported receiving assistance correcting their work more frequently than the high school students, even those students who were in the same household (Figure 19). As students get older they tend to be more mature and exhibit more independence academically, as a result they ultimately require less assistance from their parents.

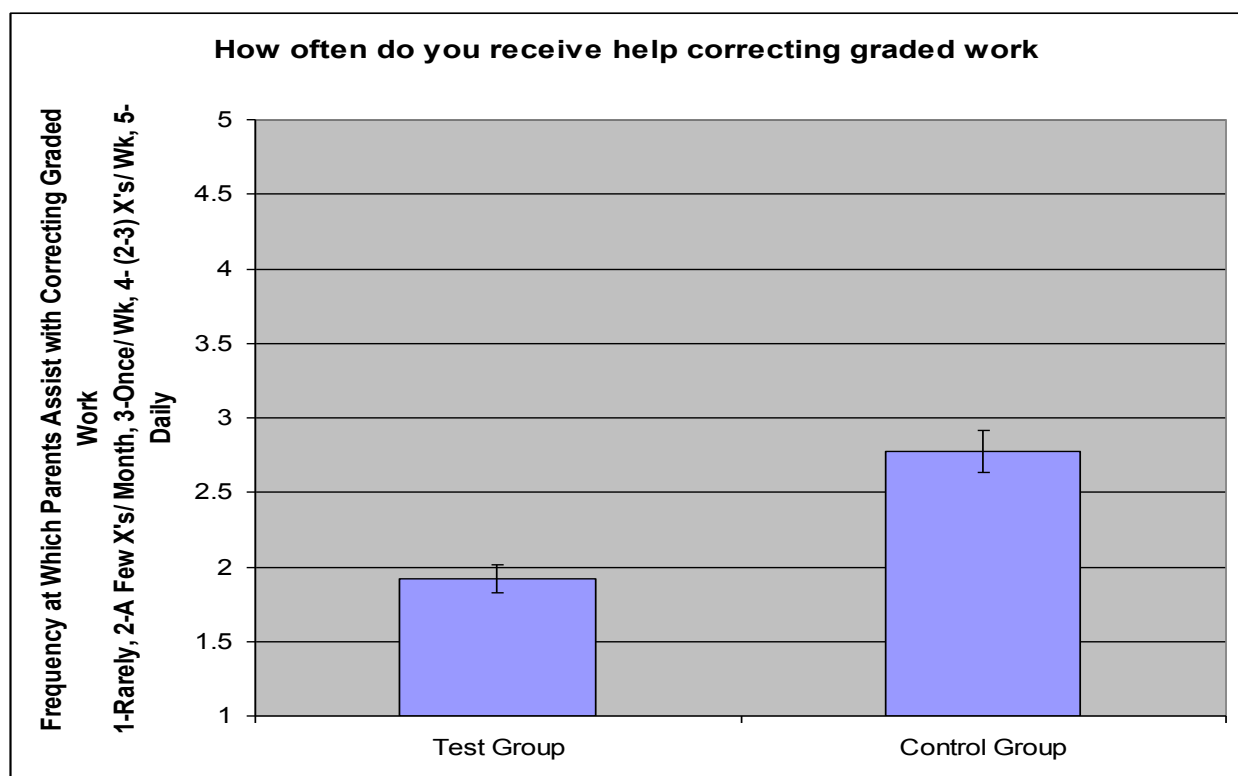


Figure 19: A comparison of how often parents assist students correcting graded assignments for the experimental and control groups

Table 12: Statistical comparison of experimental and control group frequencies at which parents assist students correcting their graded work, using T test and p values to determine significant differences

Category	t value	p value	Significance
How often do you receive help correcting graded work	3.028	0.0031	Significant

CONCLUSION

My research indicated that there was a definite correlation between parents confidence in their abilities to assist their children and the levels at which they were involved with their children academically. That data confirms one of my thoughts which are that if parents can feel comfortable with the content that their children have to complete, then they are more likely to engage their child in the completion of those tasks. Adults often have the same frame of mind as children, when we find a task that is enjoyable or simple to complete, we have a tendency to embrace those activities and even seek out additional opportunities to engage in that act. That mentality would explain why it appears that parental involvement decreases as the child gets older. In early grades the tasks are easier, and parents do not have much difficulty when attempting to provide assist with those activities. However, when the child gets to high school, I can often hear parents exclaim that they don't have any idea how to complete assignments in certain subjects. Your ordinary adult may not be able to solve a calculus or physics problem. Nor may they be able to decipher and dissect Shakespeare. Because they might find those tasks daunting they probably will avoid those situations. I expected there to be a correlation between the amount of parental involvement received and the students' academic performances. Unfortunately through my research I was unable to find that correlation. Regardless of age and grade level there was no correlation between how often parents provided assistance and how well the students performed. There was a trend for parents to be less involved as students got older. This trend could be attributed to several factors from maturity levels, student independence, difficulty with subject matter, to time management. I concluded that this may be the case after I analyzed the data for one of the families in the study. There were a total of five siblings in the study (2 in high school, 3 in middle school). Both high school students had higher GPAs but

reported less assistance. In fact, the oldest sibling, who was a senior, had a 3.9 GPA and reported receiving no assistance, but the student was a highly motivated learner. This indicated to me that there is a tendency for more mature students to be more goal oriented with or without parental involvement.

Lack of confidence is one of many obstacles that prevent parents from being academically engaged. I propose that schools and education entities may want to offer opportunities for parents to be introduced to and review any subject matter which may be covered in class so that they are comfortable with the subject and will be willing to engage their child. Establishing parent education programs can be an avenue by which we can improve students' academic performances. We can educate the parent so that they can educate the child. It would even be advantageous educate the educated parent as well. Just because you know how to complete a task does not mean that you know how to complete it in the same manner that the teacher does it. Which often cause difficulty for the child because instead of trying to process one method, they are now attempting to process multiple and sometimes conflicting methods, for completing the same tasks. In addition, it is equally important that the child is confident that the parent can provide proper assistance. Once a student gets the impression that someone is not proficient enough to help them, they may attempt to avoid receiving help from that individual again. As teachers we can alleviate that problem sometimes. Often if a child brings an assignment in and it has errors, we tend to ask "who helped you do this." And we don't hesitate to exclaim that it's wrong. Maybe we need to slow down and think about the ramifications of our statements before we utter them sometimes. We have the power to imprint on our students, just as their parents, families and friends do. Unfortunately, more often than not, the imprints that we leave are generally tilted towards the negative rather than the positive.

There are a multitude of benefits that can be shared and enjoyed by the student, parent, and the school when parents become involved. Research has identified several benefits which are experienced by all parties when parents increase their academic roles in their children's lives (Olsen & Fuller, 2010). They suggest that it is easy to accomplish those goals. Parents can begin by: "creating a home environment that encourages learning, express high (but not unrealistic) expectations for their children's achievement and future careers, and become involved in their children's education at school and in the community." (Olsen & Fuller, 2010). In the article Olsen references an excerpt from their book "Home-School Relations: Working Successfully with Parents and Families (2008, pgs. 129-130). She states that the benefits that are experienced as a result include:

- Children tend to achieve more, regardless of ethnic or racial background, socioeconomic status, or parents' education level.
- Children generally achieve better grades, test scores, and attendance. Children consistently complete their homework.
- Children have better self-esteem, are more self-disciplined, and show higher aspirations and motivation toward school.
- Children's positive attitude about school often results in improved behavior in school and less suspension for disciplinary reasons.
- Fewer children are being placed in special education and remedial classes.
- Children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the gap between the culture at home and the culture in school.
- Junior high and high school students whose parents remain involved usually make better transitions and are less likely to drop out of school.
- Parents increase their interaction and discussion with their children and are more responsive and sensitive to their children's social, emotional, and intellectual developmental needs.
- Parents are more confident in their parenting and decision-making skills. As parents gain more knowledge of child development, there is more use of affection and positive reinforcement and less punishment on their children.
- Parents have a better understanding of the teacher's job and school curriculum. When parents are aware of what their children are learning, they are more likely to help when they are requested by teachers to become more involved in their children's learning activities at home.

- Parents' perceptions of the school are improved and there are stronger ties and commitment to the school.
- Parents are more aware of, and become more active regarding, policies that affect their children's education when parents are requested by school to be part of the decision-making team
- When schools have a high percentage of involved parents in and out of schools, teachers and principals are more likely to experience higher morale.
- Teachers and principals often earn greater respect for their profession from the parents.
- Consistent parent involvement leads to improved communication and relations between parents, teachers, and administrators.
- Teachers and principals acquire a better understanding of families' cultures and diversity, and they form deeper respect for parents' abilities and time.
- Teachers and principals report an increase in job satisfaction.
- Schools that actively involve parents and the community tend to establish better reputations in the community.
- Schools also experience better community support.
- School programs that encourage and involve parents usually do better and have higher quality programs than programs that do not involve parents.

In retrospect, there are some aspects of my research that I would change or improve on if I were to conduct this experiment again. The main thing that I would change is the sole use of surveys. Any survey leaves room some inaccuracies. Most individuals tend to report what they think is favorable when answering surveys. Also, some surveys maybe answered just for the sake of completion and not necessarily honesty. I offered student rewards to entice students and parents to complete the surveys. And, as I stated in earlier, offering rewards as motivation for completing a task is only a temporary fix. Children and adults tend to only respond positively to rewards for a limited amount of time (Deci, E., Ryan, R., 2009); therefore the rewards which were offered may have resulted in parents and students just answering the surveys for the sake of answering it. Rather than answering it for accuracy. I would like to believe that all responses were accurate to the best of their ability. But those inconsistencies may be my underlying problem. Rather than utilizing surveys as my tool for analysis, I would use them in conjunction with some type of tracking system where I could track parental involvement at regular intervals.

I would also use multiple school environments to get a variety of types of family dynamics to get results that could be applied to all students regardless of family background.

Ultimately our goals should be to uplift all students, and help them to be successful in some fashion. The power of confidence and accomplishment is an amazing and magical thing. You would be amazed at how just a little confidence and the smallest degree of success can change a child's outlook and direction in life. As a coach, I always make it a point, usually in the middle of the track season, to schedule a meet where I know the talent level will not be very high. I do this because it is important that going into the championship part of the season, that my athletes who don't have as much talent experience some success, which they can be proud of and build on. I have seen time and time again where those athletes, who spent half of the season, fighting to avoid last place, gain a little confidence, and actually contribute positively towards the team goals by the end of the season. Like the saying goes, "life is like a game," so why don't we as educators get in the game and make sure that we help develop our students into winners. You'll often have that one parent who thinks that they know best and can do your job better but that is where we treat them as if we were a coach and find a way to placate them. We have to start soliciting the help of our parents if we want to be successful. After all, the child is only in a classroom 7 ½ hrs a day, 5 days a week, and 36 weeks a year. In high school they only spend 45 to minutes per day with each teacher, so it is nearly impossible for us to subliminally transmit all of the knowledge that we need to get to them in that time frame. So we need the parents to fulfill their first job, which is to be a teacher to their children. But we must make sure that they are equipped to handle the task.

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APPENDIX A
THE FAMILY ENGAGEMENT ACT OF 2011 (H.R. 1821)



THE FAMILY ENGAGEMENT IN EDUCATION ACT OF 2011 (H.R.1821/S.941)

Research demonstrates that family engagement in a child's education increases student achievement, improves attendance, and reduces dropout rates. The Family Engagement in Education Act will promote meaningful family engagement policies and programs at the national, state, and local levels to ensure that all students are on track to be career and college-ready.

Specifically, the Family Engagement in Education Act will:

- ✓ **Empower parents by increasing local education agency resources dedicated to family engagement from 1 percent to 2 percent of Title I funding.**
- ✓ **Improve the quality of family engagement practices at the school level by requiring local education agencies to develop and implement standards-based policies and practices for family-school partnerships.**
- ✓ **Build local and state capacity for effective family engagement in education by providing flexibility to states to set aside and dedicate 1 percent of their Title I allocation to support:**
 - **Local Family Engagement Centers** to provide innovative programming and services, such as leadership training and family literacy, to local families and to remove barriers to family engagement. Community-based organizations that have experience working with families in the local community and that have partnerships with Title I schools or school districts would be eligible for grants to operate Local Family Engagement Centers.
 - **State Capacity for Family Engagement Activities** to improve states' ability to support and monitor local education agencies' family engagement in education policies and practices, including the establishment of State Family Engagement Coordinating Councils comprised of diverse stakeholders, including parents, to assist in coordination and integration of systemic family engagement initiatives.
- ✓ **Restructure Parental Information Resource Centers (PIRCS) to provide high-quality services and reach more families by:**
 - Aligning PIRC responsibilities with the quality framework developed by the U.S. Department of Education, Harvard Family Research Project, and Southwest Educational Development Laboratory;
 - Re-defining the PIRCS' role to providing capacity-building, training, and technical assistance to SEAs and LEAs, in order to scale up innovative practices and reach more families, particular those in high-need communities;
 - Establishing a minimum grant award of \$500,000 to ensure baseline family engagement in education capacity in each State;
 - Requiring grantees to use not less than 65 percent of funds to serve communities with high concentrations of low-income families and disadvantaged children and youth, including



English language learners, minorities, parents of students with disabilities, parents of homeless students, foster parents and students, and parents of migrant students;

- Requiring grantees to use not less than 30 percent of funds to establish or expand technical assistance for evidence-based early childhood parent education programs; and
- Renaming PIRCs “Statewide Family Engagement Centers” (SFECS) to better reflect their new role.

✓ **Improve Professional Development in Family Engagement in Education** by allowing States to use their teacher and principal training and recruiting funds for professional development in the area of family engagement in education and by requiring that state and local Title I plans include information on how they will improve teachers’ and principals’ knowledge and skills in this area.

✓ **Extend Family Engagement in Education to Neglected and Delinquent Youth** by requiring strategies for family engagement, particularly for the transition of youth from corrective facilities.

✓ **Build National-Level Capacity for Family Engagement** by:

- Establishing a National Indian Family Engagement Coordinating Council to ensure tribal communities and schools have a forum to develop innovative strategies to engage American Indian families;
- Requiring the Secretary to convene researchers and expert practitioners to develop recommended metrics to assess the impact of family engagement policies and practices on student achievement in order to provide additional guidance to districts and schools;
- Requiring the Government Accountability Office to conduct a study on the use of funds for family engagement, the barriers to implementing family engagement provisions, and the innovative and effective policies and practices supported by Section 1118 of Title; and
- Establishing an office for family engagement within the Department of Education to coordinate family engagement in education programming.

✓ **Improves existing law and authorizes no new spending:**

- Leverages Title I dollars to SEAs and LEAs
- Amends and replaces existing authorization language related to family engagement in the Elementary and Secondary Education Act to better align with research-based family engagement practices

For additional information on the Family Engagement in Education Act, contact:

Jacque Minow
Senior Education Policy Analyst
National PTA
jminow@pta.org
(703)518-1200 ext 3351

APPENDIX B

PARENTAL INVOLVEMENT ENTRANCE SURVEY



PARENTAL INVOLVEMENT SURVEY

In this survey, we are interested in learning more about your thoughts, feelings, and attitudes towards your child's academic performance, your child's school, and your role in the academic process. When answering these questions, please consider your previous and current experiences. This survey is to help us understand different aspects of the parent/student and parent/teacher/school relationship. Your answers will be used in aggregate, and we will not be evaluating individual responses. As such, please be as honest as possible - there are no right or wrong answers.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Communication with School/ Administrators/ Teachers					
I receive information on what I can do at home to help my child improve or advance his/her learning.					
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.					
My child's school is very good about staying in touch with me (e.g., letters, phone calls or e-mails).					
I can talk openly with my child's teachers.					
I can talk openly with my child's principal.					
I feel that teachers need to be aware of home problems that may affect my child.					
When my child's school communicates with me it is easy for me to read or					

understand.					
If I have a question, concern or comment about my child the teacher, principal or guidance counselor gets back to me right away.					
I am invited to meetings so that I can learn about what is going on in the school (e.g., issues or policies).					
I receive regular updates from the teacher on my child's progress.					
I receive information on what my child should learn and be able to do in each grade in school.					
I believe my child is challenged by the school's academic curriculum.					
My child's teacher(s) hold high expectations for my child.					
My child receives the academic support needed to meet his/her individual needs.					
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (tutoring, mentoring, camps, and career exploration).					
My involvement in my child's education is valued at my school.					
Statement	Parents	School	Student		
Academic Roles & Responsibilities					
Who is primarily responsible for					

making sure that a child reviews and corrects school-related work?					
Who is primarily responsible for making sure that a child engages in fun activities that are unrelated to schoolwork?					
Who is primarily responsible for identifying what a child is most interested in learning?					
Who is primarily responsible for ensuring good communication between home and school?					
Who is primarily responsible for making sure that a child is supported to do his or her best in school?					
Who is primarily responsible for making sure that a child understands what is being taught in school?					
Who is primarily responsible for making sure that a child has enough time set aside to do all of his or her school-related work?					
Statement	Daily	2-3 days per week	Once a week	A few times a month	Rarely
Past Parental Involvement					
How often do you and your child talk about future goals?					
How often do you and your child talk about problems that he or she may be having at school with peers, faculty, or course work?					
How often do you and your child talk about what content is being taught in the classroom?					
How often do you and your					

child talk about the importance of learning to do things independently?					
How often do you assist your child with assignments and studying at home?					
How often do you help your child correct assignments and assessments that have already been graded?					
How often do you help your child engage in educational activities outside of the class?					
Statement	Extremely Confident	Quite Confident	Somewhat Confident	Slightly Confident	Not at all Confident
Parent Self-Efficacy					
How confident are you that you can motivate your child to try hard in school?					
How confident are you in your ability to support your child's learning at home?					
How confident are you in your ability to make sure your child's school meets your child's learning needs?					
How confident are you in your ability to understand the content being taught in your child's classes?					
How confident are you in your abilities to explain the content (being taught in the classes) to your					

child? How confident are you with your ability to assist your child with Math content					
How confident are you with your ability to assist your child with English content					
How confident are you with your ability to assist your child with Social Studies content					
How confident are you with your ability to assist your child with Science content					

Additional Questions:

From what source do you get most of your information about school? (circle one)

- | | | |
|---------------------------------|----------------------------------|-----------------------------|
| <input type="radio"/> Children | <input type="radio"/> Website | <input type="radio"/> Other |
| <input type="radio"/> Friends | <input type="radio"/> Email | _____ |
| <input type="radio"/> Teachers | <input type="radio"/> Newsletter | _____ |
| <input type="radio"/> Principal | | _____ |

Would you be interested in attending a class or session on how parents can help their children learn more at home?

- ☐ Yes ☐ No

If you checked “yes” to the previous question, please indicate below the types of workshops you would like to participate in to help you help your children learn. (check all that apply)

- | | |
|---|--|
| <input type="radio"/> Helping with homework | <input type="radio"/> Improving your child’s self image |
| <input type="radio"/> Improving math skills | <input type="radio"/> Building your own parenting skills |
| <input type="radio"/> Using technology | |
| <input type="radio"/> Improving reading skills | |
| <input type="radio"/> Testing programs and what they mean | |

When would you like to have these meetings scheduled?

- | | | |
|---|-------------------------------|---------------------------------|
| <input type="radio"/> On a week night | | |
| <input type="radio"/> In the morning before school starts | | |
| <input type="radio"/> On a Saturday | <input type="radio"/> Morning | <input type="radio"/> Afternoon |
| | | <input type="radio"/> Evening |

- On a Sunday
 - Morning
 - Afternoon
 - Evening

How effective are the following towards improving communications between your family and the school?

Grade level orientation sessions

- Good
- Fair
- Poor

Parent-teacher conferences

- Good
- Fair
- Poor

PTO meetings

- Good
- Fair
- Poor

Newsletters

- Good
- Fair
- Poor

APPENDIX C PARENTAL INVOLVEMENT HANDBOOK

Academic Assistance Guide for Parents

“There must be a profound recognition that parents are the first teachers and that education begins before formal schooling and is deeply rooted in the values, traditions, and norms of family and culture.”

Parents play a vital role in the academic success of their children. As the old saying goes, “It takes a village to raise a child.” This frame of mind applies to education as well. Parents can not rely on teachers to be the sole educators for their children. Ultimately, parents are the first and most influential teachers that a child will ever have. Reinforce the value of education to your children!

There are a variety of research-proven techniques which can be used to help your child to be more successful academically.

1. Set a regular place and time for homework and remove distractions: It is important to establish routines, be firm and consistent,
 - a. Make sure your child has a quiet, well-lit place to do homework.
Avoid having your child do homework with the television on or in places with other distractions, such as people coming and going.
 - b. Make sure the materials your child needs, such as paper, pencils and a dictionary, are available.
Ask your child if special materials will be needed for some projects and get them in advance.
 - c. Be close, but don't hover over them. Be available when they need assistance.
 - d. Consider your child's developmental level when you are setting homework times. Older kids can focus longer than younger ones. Allow them to take small breaks.
 - e. Help your child with time management.
Establish a set time each day for doing homework. Don't let your child leave homework until just before bedtime. Think about using a weekend morning or afternoon for working on big projects, especially if the project involves getting together with classmates. Don't over schedule your child.
 - f. Teach your child how to identify the difference between the “hard” homework questions and the “easy” ones. Have them set aside the easier questions for later and tackle the hard ones first
 - g. Help your child take charge of their learning. It is important that you let them know that they are responsible for their successes and failures.
2. Be positive about homework, and be your child's learning role model:
 - a. Tell your child how important school is. The attitude you express about homework will be the attitude your child acquires.
 - b. Connect what your child is learning to everyday life and the real world. You can use current events talk about history or science. You can use common chores like

cooking and cleaning to discuss math and science. Hold conversations with your child to develop their vocabulary.

- c. If you don't understand your child's math assignments, engage in frequent communication with his or her teacher.
 - d. Try to be aware of how your child is being taught math, and don't teach strategies and shortcuts that conflict with the approach the teacher is using. Check in with the teacher and ask what you can do to help. Ask the teacher about online resources that you can use with your child at home.
 - e. When your child does homework, you do homework.
Show your child that the skills they are learning are related to things you do as an adult. If your child is reading, you read too. If your child is doing math, balance your checkbook.
 - f. Set aside time to read with your child.
 - i. When your child reads aloud to you and makes a mistake, point out the words she has missed and help her to read the word correctly. After your child has stopped to correct a word he has read, have him go back and reread the entire sentence from the beginning to make sure he understands what the sentence is saying.
 - ii. Ask your child to tell you in her own words what happened in a story.
 - iii. To check your child's understanding of what he is reading, occasionally pause and ask your child questions about the characters and events in the story.
 - iv. Ask your child why she thinks a character acted in a certain way and ask your child to support her answer with information from the story.
 - v. Before getting to the end of a story, ask your child what he thinks will happen next and why.
 - g. Practice what your child learns at school. Try to take the time to review without drilling concepts, so that your child may want to be involved.
 - h. Learn something new yourself. Show your child that you are still learning. If you approach learning enthusiastically then you may influence your child to do the same.
3. When your child asks for help, provide guidance, not answers.
Giving answers means your child will not learn the material. Too much help teaches your child that when the going gets rough, someone will do the work for him or her.
- a. Help your child figure out what is hard homework and what is easy homework. Have your child do the hard work first. This will mean he will be most alert when facing the biggest challenges. Easy material will seem to go fast when fatigue begins to set in.

- b. Watch your child for signs of failure and frustration.
Let your child take a short break if she is having trouble keeping her mind on an assignment.
 - c. Find out how your child learns best. And implement the techniques that they like to use while studying.
 - d. Reward progress in homework.
If your child has been successful in homework completion and is working hard, celebrate that success to reinforce the positive effort.
4. When the teacher asks that you play a role in homework, do it.
Cooperate with the teacher. It shows your child that the school and home are a team.
Follow the directions given by the teacher.
- a. If homework is meant to be done by your child alone, stay away.
Too much parent involvement can prevent homework from having some positive effects. Homework is a great way for kids to develop independent, lifelong learning skills.
 - b. Stay informed.
Talk with your child's teacher. Make sure you know the purpose of homework and what your child's class rules are.

Websites for tutoring and homework assistance:

- Khan Academy: All Grades & Subjects: All (<https://www.khanacademy.org/>)
- Study Geek: All Grades & Subjects: All grades, math (<http://www.studygeek.org/>)
- Fact Monster: Grades & Subjects: K-8, all subjects
(<http://www.factmonster.com/homework/>)
- BJ Pinchbeck's Homework Helper: Grades & Subjects: All (<http://bjpinchbeck.com/>)
- Parent Toolkit: Grades & Subjects: All grades, math and English
(<http://www.parenttoolkit.com/>)
- Common Core Works: Grades & Subjects: All grades, math and English
(<http://www.cgcs.org/domain/104>)
- Hippo Campus: Grades & Subjects: All grades and subjects, especially math and science for middle school & up (<http://www.hippocampus.org/HippoCampus/>)
- Scholastic Parent & Child: Grades & Subjects: All grades, especially K-8, and all subjects (<http://www.scholastic.com/parents/>)
- Wonderopolis: Grades & Subjects: K-8, especially science and social studies
(<http://wonderopolis.org/>)
- Ask Dr. Math: Grades & Subjects: All grades, math (<http://mathforum.org/dr.math/>)

APPENDIX D STUDENT SURVEY



STUDENT SURVEY

When answering these questions, please consider your previous and current experiences. This survey is to help us understand different aspects of the parent/student and parent/teacher/school relationship. We will not be evaluating your individual responses. Please be as honest as possible - there are no right or wrong answers.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My parent asks for regular updates on my progress from my teachers.					
My teacher(s) hold high expectations for me.					
I receive academic help to meet my needs.					
My parents feel that it is important to be involved in my education					
My parents were more involved with my education this semester than they were in previous years					
Statement	Parents	School	You		
Whose job is it to make sure that you review and correct your school-related work					
Whose job is it to make sure that a you engage in fun activities that are unrelated to schoolwork					
Who is primarily responsible for ensuring good communication between home and school					
Whose is primarily responsible for					

making sure that you are supported to do your best in school					
Who is primarily responsible for making sure that you understand what is being taught in school?					
Who is primarily responsible for making sure that you have enough time set aside to do all of your school-related work?					
Statement	Daily	2-3 days per week	Once a week	A few times a month	Rarely
How often do you and your parents talk about future goals?					
How often do you and your parents talk about problems that you may be having at school with peers, teachers, or school work?					
How often do you and your parents talk about what content is being taught in the classroom?					
How often do you and your parents talk about the importance of learning to do things on your own?					
How often do your parents assist you with assignments and studying at home?					
How often do your parents help you correct assignments and assessments that have already been graded?					
How often do your parents help you engage in educational activities outside of the class?					

Statement	Extremely Confident	Quite Confident	Somewhat Confident	Slightly Confident	Not at all Confident
How confident are you that your parents can motivate you to try hard in school?					
Are you confident that your parents have the ability to help you learn at home?					
Are you confident that your parents have the ability to understand what you are being taught in your classes?					
How confident are you in your parent's abilities to explain the content (being taught in the classes) to you?					
How confident are you that your parents have the ability to assist you with Math					
How confident are you that your parents have the ability to assist you English					
How confident are you that your parents have the ability to assist you with Social Studies					
How confident are you that your parents have the ability to assist you with Science					

Name: _____

Parent's Name: _____

Email address: _____

APPENDIX E TABLES

Table 13: Parental Involvement Surveys results by category for each student in the test group

Grade	Gender	# of family members in study (student + siblings)	Communication	Responsibility	Involvement	Self-Efficacy
6	F	3	4.83	4.5	4.87	4.38
6	M	5	4.75	3.67	4.43	4.25
6	M	5	4.75	3.67	4.43	4.25
7	F	3	3.67	3.5	3.29	3.5
7	F	5	4.75	3.67	4.43	4.25
7	M	2	3.75	5	3.14	3.8
7	M	3	3.67	4	2.86	4
7	M	2	3.33	4.43	2.88	5
9	F	1	2.92	3.4	3.63	4.75
9	F	3	4.83	4.5	4.87	4.38
9	F	1	3.58	4.4	3.29	3.63
9	F	1	4	3	4.33	4.25
9	F	5	4.75	3.67	4.43	4.25
9	F	3	3.67	4	2.86	4
9	F	1	5	3.33	4.14	3.5
9	M	1	4.33	3.4	0	0
9	M	2	4.33	2.81	4.14	4.38
9	M	2	5	3	2.86	4.63
9	M	3	3.67	3.5	3.29	3.5
10	F	1	4.17	4	3	4
10	F	2	4.33	2.81	4.14	4.38
10	F	2	5	2.2	2.78	3.25
10	F	2	3.33	3.5	3.14	3.5
10	M	1	4.33	4	3.71	3.25
10	M	1	4.75	4.14	4.43	4.13
10	M	3	3.67	3.5	3.29	3.5
11	F	2	3.33	3.5	3.14	3.5
11	F	1	4.75	3.17	3.43	4
11	M	2	3.33	4.43	2.88	5
11	M	1	3.75	1.8	4.88	5
12	F	2	3.75	5	3.14	3.8
12	F	1	4.58	4.2	4.14	4.5
12	M	3	4.83	4.5	4.87	4.38

(Table 13 continued)

Grade	Gender	# of family members in study (student + siblings)	Communication	Responsibility	Involvement	Self-Efficacy
12	M	1	3.42	3	3.71	3.25
12	M	1	3.42	3	3.57	3.63
12	M	5	4.75	3.67	4.43	4.25
12	M	1	4.08	1.4	3.57	5.25

Table 14: Parental Involvement Surveys results by category for each 6th grade student in the control group

Grade	Gender	# of family members in study (student + siblings)	Communication	Responsibility	Involvement	Self-Efficacy
6	F	1	4.08	4.2	4.14	4.75
6	F	1	4.33	3.8	4	4.38
6	F	1	4.75	3.8	2.57	5
6	F	1	3.91	3	3.44	3.38
6	F	1	4.75	3.2	3.57	5
6	F	1	4.5	3.4	4.86	4.75
6	F	1	3.83	3.8	3.29	4
6	F	1	3.75	4.2	3.43	4.5
6	F	1	5	3.8	4.71	4.75
6	F	1	4.33	3	4.29	3.89
6	F	1	2.92	3	4.71	4
6	F	1	3.25	3.44	2.57	3.1
6	F	1	4.5	3.75	4.71	5
6	F	1	3.42	3.75	3.71	4
6	M	1	3.75	4.2	1.71	4
6	M	1	5	3.8	4.71	4.63
6	M	1	4	3.4	3.14	2.88
6	M	1	3	3.18	2.57	2.88
6	M	1	3.5	3.15	3.71	4.13
6	M	1	4.33	4.2	3.86	4.38
6	M	1	4.33	4.2	3.86	4.38
6	M	1	4.92	4.2	4.29	4

Table 15: Parental Involvement Surveys results by category for each 7th grade student in the control group

Grade	Gender	# of family members in study (student + siblings)	Communication	Responsibility	Involvement	Self-Efficacy
7	F	1	3.5	2.6	4.86	4.75
7	F	1	3.92	3.15	4.57	4
7	F	1	5	5	5	5
7	F	1	4	4.33	3	3
7	F	1	3.71	3.86	4.5	4.88
7	F	1	4	3	2.71	3.63
7	F	1	4.5	4.2	4.57	5
7	F	1	4	3.2	3.86	3.5
7	F	1	3.83	3.18	4	3.88
7	M	1	4	5	5	5
7	M	1	4.25	3.67	3.86	5
7	M	1	3.91	3.4	4.29	4.38
7	M	1	4.92	3.75	3.86	5
7	M	1	4.67	4.2	3.43	5
7	M	1	4.67	4.2	3.43	5
7	M	1	5	3.12	5	4.75
7	M	1	5	5	5	5
7	M	1	3.42	3.67	4	4.63
7	M	1	4.25	5	5	4.63
7	M	1	4.25	4.2	4.14	4.13
7	M	1	3.92	4.6	0	0
7	M	1	4.25	4.6	3.71	3.63
7	M	1	3.42	3.57	4.43	3.5

Table 16: Parental Involvement Surveys results by category for each 8th grade student in the control group

Grade	Gender	# of family members in study (student + siblings)	Communication	Responsibility	Involvement	Self-Efficacy
8	F	1	4.25	3.22	4.29	4.38
8	F	1	4	3	4.71	3.25
8	F	1	5	5	4.29	4.88
8	F	1	4.17	3.67	2.43	4.5
8	F	1	4.58	5	4	4.25
8	F	1	4.92	3.22	4	2.25
8	F	1	4.67	3.8	2.14	3.13
8	F	1	3.83	2.6	3.71	2.88
8	F	1	4.5	4.43	4.86	4.67
8	F	1	3.5	3.75	4.14	3
8	F	1	3.67	4.33	4.5	4.5
8	F	1	3.42	3.67	4	4.63
8	F	1	4.83	3.75	4.71	5
8	F	1	4.92	4.2	4.29	4
8	M	1	4.58	2.6	4.14	5
8	M	1	2.67	3.44	3.14	2.75
8	M	1	3.83	3.8	3.29	4
8	M	1	4.33	4.6	2.86	4
8	M	1	3.92	4.6	0	0
8	M	1	4.92	4.2	4.29	4
8	M	1	3.33	3.4	2.29	3

APPENDIX F ELECTRONIC CONSENT

Parental Permission

PROJECT TITLE: The Correlation Between Parental Involvement and Student Academic Achievement

PERFORMANCE SITE: Madison Preparatory Academy
1555 Madison Ave
Baton Rouge, La. 70802

INVESTIGATIONS: The following investigators are available for questions about this study,

Monday – Friday 9:00 am – 3:00 p.m.
Mr. Damien Antoine 225-202-6570
Dr. William Doerrler 225-578-7904

PURPOSE OF THIS STUDY: The purpose of this study is to determine whether there is a correlation between the amount of parental involvement and student's academic achievement.

INCLUSION CRITERIA: Parents and students at Madison Preparatory Academy/ CSAL, Inc.

DESCRIPTION OF STUDY: Over the course of the 2014-2015 school year, the investigator will introduce parents to basic research which indicates that there is a positive correlation between student's academic success and the amount of parental involvement at home. The investigator will allow students to complete an entrance survey during orientation before school starts. Those students, whose parents agree to participate in the study will also be given an entrance survey, to gauge the amount of previous parental involvement. Each month, students and parents will be given follow-up surveys, to gauge if there is any change in parental involvement. During this time the investigator will be comparing student grades, to determine if their academic achievement has increased. At the end of the school year, all participants will be given an exit survey and the student grades will be graphed to determine if there have been any changes.

BENEFITS: It is anticipated that all students who receive additional support at home will have an increase in academic achievement throughout the academic year. By indicating to parents different techniques which can be utilized to support student learning, the investigator expects that students will become more academically competent and confident. An increase in academic morale will lead to an improvement in academic performance. This will be accomplished by improving the self-efficacy of the parents involved in the study.

RISKS: There are no risks associated with participation within this study.

RIGHT TO REFUSE: While participation in this study is highly suggested and recommended, it is not mandatory that parents and students participate in the study. At any time, the subject may withdraw from the study. Non-participation in this study will leave no impact on the student's final grades or assessments throughout the duration of the school year.

PRIVACY: The records of participants in this study include, but are not limited to test scores, progress, mid –term and final grade reports, and attendance, which may be reviewed by investigators. Also, results of the study may be published, but no names or other identifying information will be disclosed in publication. All subjects’ identities will be kept confidential unless otherwise advised by law.

FINANCIAL INFORMATION: There is no cost for participation in this study, nor is there any compensation to the parent or student subjects for participation.

SIGNATURES: This study has been discussed with me and all of my questions have been answered. I may direct any additional questions regarding study specifics to the primary and/or co-investigator. If I have any questions about subjects’ rights or other concerns I can contact Dr. Dennis Landin, Chairman of the Institutional Review Board at 225-578-8692, irb@lsu.edu I lsu.edu/irb. I agree to participate and I will allow my child to participate in the study described above and acknowledge the investigator’s obligation to provide me with a signed copy of this consent form.

Parent Signature _____ Date _____

IF APPLICABLE: The parent/guardian has indicated to me that he/she is non-English speaking/reading, or unable to read. I certify that I have read and/or translated this consent form to the parent/guardian and explained that by completing the signature above, he/she has given permission for the child to participate in the study.

Signature Reader _____ Date _____

APPENDIX G
LSU IRB APPROVAL FORM

ACTION ON EXEMPTION APPROVAL REQUEST



Institutional Review Board
Dr. Dennis Landin, Chair
130 David Boyd Hall
Baton Rouge, LA 70803
P: 225.578.8692
F: 225.578.5983
irb@lsu.edu | lsu.edu/irb

TO: William Doerrier
Biological Sciences

FROM: Dennis Landin
Chair, Institutional Review Board

DATE: July 15, 2014

RE: IRB# E8863

TITLE: The Correlation Between Parental Involvement and Student Academic Achievement

New Protocol/Modification/Continuation: New Protocol

Review Date: 7/15/2014

Approved ☒ Disapproved ☐

Approval Date: 7/15/2014 Approval Expiration Date: 7/14/2017

Exemption Category/Paragraph: 1

Signed Consent Waived?: Yes

Re-review frequency: (three years unless otherwise stated)

LSU Proposal Number (if applicable): _____

Protocol Matches Scope of Work in Grant proposal: (if applicable) _____

By: Dennis Landin, Chairman 

PRINCIPAL INVESTIGATOR: PLEASE READ THE FOLLOWING –
Continuing approval is **CONDITIONAL** on:

1. Adherence to the approved protocol, familiarity with, and adherence to the ethical standards of the Belmont Report, and LSU's Assurance of Compliance with DHHS regulations for the protection of human subjects*
2. Prior approval of a change in protocol, including revision of the consent documents or an increase in the number of subjects over that approved.
3. Obtaining renewed approval (or submittal of a termination report), prior to the approval expiration date, upon request by the IRB office (irrespective of when the project actually begins); notification of project termination.
4. Retention of documentation of informed consent and study records for at least 3 years after the study ends.
5. Continuing attention to the physical and psychological well-being and informed consent of the individual participants, including notification of new information that might affect consent.
6. A prompt report to the IRB of any adverse event affecting a participant potentially arising from the study.
7. Notification of the IRB of a serious compliance failure.
8. SPECIAL NOTE:

**All investigators and support staff have access to copies of the Belmont Report, LSU's Assurance with DHHS, DHHS (45 CFR 46) and FDA regulations governing use of human subjects, and other relevant documents in print in this office or on our World Wide Web site at <http://www.lsu.edu/irb>*

VITA

Damien Ramon Antoine was born to Juanita and Clarence Antoine Jr., in August 1975 in Greenville, Mississippi. He attended elementary, middle and high school in East Baton Rouge Parish, And Graduated from Scotlandville Magnet High School in 1993. The following fall he entered Southern University and A&M College in Baton Rouge, where he earned a Bachelor of Science degree in Microbiology in May 2000. He entered Louisiana State University Graduate School in May 2013 and is a candidate for the Master of Natural Science degree. He is currently teaching Physics, Biology II, AP Biology II and Emergency Responder at Madison Preparatory Academy in Baton Rouge, Louisiana.