Fall 12-20-2018

The Relationship between Parental Involvement and Reading Achievement

Erin M. Schnell
Minnesota State University Moorhead, schneller@mnstate.edu

The Relationship between Parental Involvement and Reading Achievement

A Project Presented to
The Graduate Faculty of
Minnesota State University Moorhead

By

Erin Schnell

In Partial Fulfillment of the
Requirements for the Degree of
Master of Science in
Curriculum and Instruction

December 2018

Moorhead, MN

Acknowledgments

I want to acknowledge all the little minds I get to work with every day. I am so grateful for all of my students. It is a privilege to be their reading teacher. My students inspire me with their growing knowledge and curious minds. Without them, this work would not have been possible. I am also thankful for my friends and colleagues and appreciate their guidance, support, and expertise.

A special thank you to my family for giving me inspiration during this journey. Nobody has been more important to me than my family, who always stands by my side. More specifically my loving and supportive husband, Eric, and my sweet, spunky daughters, Azalya and Brynlee, as they give me purpose and motivation in life. I also want to credit my mom for modeling what determination and perseverance looks like. Thank you for being my role model.

Table of Contents

Abstract

This five week investigation determined a relationship exists between parental involvement and reading achievement. Students were separated into two groups, Group A and Group B. Group A contained students who received below the average amount of parental involvement points obtained and Group B contained students who received above the average amount of parental involvement points obtained. Students in Group B made a 1.14 text level gain above students in Group A. Group B also made a 6.34 sight word gain over Group A as well as a 5.57 oral reading fluency gain over students in Group A. The study included first and second grade Reading Recovery™ and Title I reading students. Students' families differed in marital status, socioeconomic status, and ethnicities. Baseline data and gains in text level, oral reading fluency, and sight word knowledge were measured using: Fountas and Pinnell's Benchmark Asssessment™, aimsweb™Plus Oral Reading Fluency, and Slossan™ Oral Reading Test. Parental involvement was measured using daily book log signatures, completion of cut-up sentences, parent communication with reading teacher via phone and/or email, SeeSaw™ views, attendance of Title I family night, attendance of student/teacher conferences, and observation of a reading lesson.

Chapter I - Introduction

General Problem/Issue

There was a general issue among a population of the most-at risk students I worked with in my Reading Recovery™ and Title I reading class. My students who needed the most support accelerating in their reading abilities were not receiving adequate parental involvement. Durisic & Bunijevac (2017) claimed students who are successful have strong academic support from their involved parents. In my profession as a Reading Recovery™ and Title I reading specialist, I have observed a pattern of acceleration of academic progress made by my students who have parental involvement. Components of parental involvement in my reading class included: Parents listened to their child read a take home book every night, monitored their child as he/she completed cut-up sentences, logged on to their child's SeeSaw™ account, observed a Reading Recovery™ or Title I lesson, attended the annual Title I family night, and attended parent-teacher conferences. Given my experiences, it appeared a relationship existed among parental involvement and student reading achievement.

During this study, I was in my fifth year teaching Reading Recovery™ and Title I reading at a targeted, Title I elementary public school in a larger, upper Midwest City. Prior to this position, I taught Title I reading for one year at a smaller, parochial elementary school in the same city. Some students who attended this parochial school had a subsidized tuition. The difference in parental involvement between students at the public school and students at the parochial school was remarkable. Students enrolled in my Title I reading class at the parochial school made steady gains in their reading levels. Nearly all of my students had their book logs signed every day which showed that they read to their parent(s) the previous night. In addition to monthly parental involvement newsletters which were sent home, parents at the parochial school

would contact me with interest in how they could further support their child at home. All of my students at the parochial school received some degree of parental involvement. The parental involvement included: Individual meetings regarding student progress, parent signatures on a book log after their child completed his/her nightly readings, attended the annual Title I family night, and attended parent/teacher conferences. In addition to assisting their child throughout the school year, at the request of the parents, I had tutored some of my students during the summer months to help sustain reading levels.

Unfortunately, at the public school, some of my students did not have the same level of parental involvement as those who attended the parochial school. This was obvious within my first few months of teaching. As the school year progressed, I discovered a common trend of students who did not receive parental support. Using the same Title I reading curriculum, the students who lacked parental support in the public school did not have similar acceleration in their reading achievements as students who received parental support in the parochial school. Something I found fascinating was that students at the public school who were receiving Reading Recovery™ without parental support did not make similar gains as students enrolled in a less intensive, Title I reading intervention at the parochial school. This had me wondering: Was this because students may not have had prior exposure to early literacy skills such as a preschool program? Did socio-economic status affect the acceleration of children's reading progress? Did lack of acceleration correlate with lack of parental involvement? All of these questions were important for me to consider as I continued to teach the most at-risk, struggling readers.

Subjects

Seventeen students participated in this study. Four students were in Reading Recovery™ and thirteen students were in Title I reading groups. One Reading Recovery™ student was female and three were male. Seven of the thirteen Title I students were in second grade and six of the thirteen were in first grade. All seven second grade students were males. Four of the six first grade students were males and two of the six were females. 35.3% $\left(\frac{6}{17}\right)$ of the subjects were from married families, 35.3% $\left(\frac{6}{17}\right)$ from divorced families, 17.6% $\left(\frac{3}{17}\right)$ from single families, and 11.8% $\left(\frac{2}{17}\right)$ from engaged families. 65% $\left(\frac{11}{17}\right)$ of students were Caucasian, 29% $\left(\frac{5}{17}\right)$ were Hispanic, and 6% $\left(\frac{1}{11}\right)$ were Indian. One child received services from Reading Corps, two children received Title I math and Tier 3 services in speech, two children received Tier 3 services in math, one child received Tier 3 services in reading and behavior, one child received Tier 2 behavior and Title I math services, one child received Tier 3 behavior and Title I math services, and five students received Title I math. All students' primary instruction was delivered within the general education classroom.

Selection

The four lowest performing 1st grade students that were not on a reading Individualized Education Plan (IEP) were selected for Reading Recovery™. The lowest performing first grade students that did not qualify for Reading Recovery™ were selected for Title I reading. The lowest performing 2nd grade students that were not on a reading IEP were also selected for Title I reading. Because of the focus on parental involvement in struggling readers, these students were selected to participate in the study.

Setting

This study took place in a targeted Title I elementary public school in a large, upper Midwest City. The school housed 153 kindergarten, first, and second graders. Of the student body, approximately 1.2% of students were Asian, 7.9% were African American, 10.3% were Hispanic, 1.8% were Native American, 1.2% were unknown, and 77.6% were Caucasian. The free and reduced lunch ratio was approximately 41.6%.

Informed Consent

Permission was obtained from the Institutional Review Board (IRB) at Minnesota State University Moorhead to conduct this study. The school district's IRB procedure was followed to obtain permission to conduct research. This involved receiving permission from the building principal where the research was conducted.

Protection of human subjects participating was assured. Participants and their parents were informed of the purpose of the research through a letter of consent and any procedures required by the participants and their parents, including disclosure of risks or benefits were stated (See Appendix A). Confidentiality was protected by the use of pseudonyms without identifying information. The choice to participate or withdraw at any time was outlined in writing and explained to students verbatim (See Appendix B).

Chapter II - Literature Review

Review

Parental involvement is an important factor relating to early educational success. Research shows parental involvement in education is important as it affects students' academic achievement (Baron & Smith, 2010; Erdener & Knoeppel, 2018; Fisher, 2016; Li & Fisher, 2017). Students need parental involvement at home and school to help support their educational achievement. This literature review will explore how socioeconomics, school-parent relationships, and early childhood approaches to promoting parent involvement at home play a role in the level of parental involvement students receive.

Definition of Terms

For purposes of this study, the following terms are defined:

Aimsweb™Plus: An assessment used to monitor students' oral reading fluency.

At-risk students: Students considered to be at risk of falling behind their peers and grade level expectations.

Cut-up sentences: Unscrambling words and/or word parts of a sentence, cut from a paper strip, and rearranging into the complete sentence which was composed that day in class.

Fountas & Pinnell Benchmark Assessment™: An assessment used to determine students' instructional reading levels.

Lowest performing students: Students reading at levels that are lower than expected.

Parent: “In addition to a natural parent, a legal guardian or other person standing in *loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare)” (US Department of Education, 2004, p. 3).

Parental involvement: “The participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- that other activities are carried out, such as those described in section 1118 of the ESEA” (US Department of Education, 2004, p. 3).

Reading rate: The rate at which a student reads an amount of words per minute measured by aimsweb™Plus Oral Reading Fluency.

Reading Recovery™: A tier three, supplemental and short-term, one-to-one reading intervention, assisting low achieving first grade students in developing strategies for reading and writing as well as reaching average reading and writing levels of classroom performance.

SeeSaw™: A student driven online portfolio documenting classroom activities and progress.

Sight word recognition: The amount of sight words students accurately recognize using the Slossan™ Oral Reading Test.

Slossan™ Oral Reading Test: An assessment designed to test a student’s oral word recognition using sight words from a list representing words from preprimary to the high school level.

Text level gains: The amount of growth students have achieved among text levels from the beginning of the study to the end measured by Fountas and Pinnell Benchmark Assessment™.

Title I reading: "A program which provides financial assistance to local educational agencies and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards" (U.S. Department of Education, 2015).

Theme one.

There are different factors which play a role in the level of educational support parents provide their children. There is a remarkable difference in the school-parent relationship across diverse income levels (Matthews, McPherson-Berg, Quinton, Rotunda, & Morote, 2017). Families with low socioeconomic status (SES) participate less in their child's education when compared to families of a middle and higher SES. It is thought that this may be due to barriers faced by parents including low income, lack of resources, inflexible work schedules, ethnic/racial differences, and transportation issues. These obstacles affect the educational parent involvement in low-income households in significant ways. Families may not have access to resources supporting optimal home environments which provide intellectual and cognitive stimulation including activities to help support activation of the child's attention span, curiosity, memory, and development of the brain leading to elevated risks for lower achievement of students (Bunijevac & Durisic, 2017; Duncan & Rapp, 2011; Matthews et al., 2017). It is important to note that not only do low-income families have limited access to community cognitive developmental resources but families, not necessarily low income, from small town/rural neighborhoods also have a disadvantage of benefitting from community resources as well (Froiland, 2011).

Parents with a lower SES are more likely to live in less advantaged neighborhoods. Community institutions such as childcare centers, churches, libraries, and community centers are important resources for building social networks. However, these community institutions vary substantially across different school neighborhoods. Often, neighborhoods with a large amount of schools with free and reduced lunch have fewer institutions, not allowing for adequate opportunities for residents to interact with one another in formal settings. The lack of formal settings for residents to interact amongst one another increases the difficulty of building social networks to help advance child education (Li & Fischer, 2017).

Research has disproved the common misconception that parents of lower socioeconomic status do not want to be involved with their child's school when in actuality parents of lower income want to be involved just as much as families from average and higher incomes in decision making and school activities. Impoverished parents have a desire to become more involved with their child's school but factors, as discussed above, hinder them from feeling comfortable participating (Matthews et al., 2017). Teachers need to have knowledge of the misconception that parents of lower SES *do not wish to be involved*. It is important for teachers to establish effective school-parent relationships in lower income families. This can be accomplished through communication via phone, email, classroom blogs, parent teacher conferences, and positive notes sent home.

Theme two.

Parent involvement has received much attention at the national level. In fact, it was one of the six targeted areas in the No Child Left Behind (NCLB) Act of 2001. NCLB included requirements for parental involvement which covered all states, school districts, and schools which receive Title I grants. Title I grants provide funding for low income and disadvantaged

children in public, and some parochial, schools (Uludag, 2008). Title I schools are required to create parental involvement activities and report on how parents and teachers work together to help support at-risk students (Duncan & Rapp, 2011).

Communication is important for establishing school-parent relationships as it develops cooperation and understanding between school personnel and parents. Parent and school collaboration is just as important as reading at home is to a child's literacy achievement. Positive benefits are derived from having a partnership between parents and schools (James, 2012) and this can be established by something as simple as providing parents with information regarding the significance of shared reading (Barone, 2011; Erdener & Knoeppel, 2018).

Principals play an important role in creating and implementing a successful school-parent involvement program in the educational setting and must consider ways to promote parent activity in the school community. It is necessary for administration to coordinate, manage, support, fund, or recognize parental involvement for teachers to successfully involve parents. Administration and teachers need to recognize the value of parental involvement and set goals for implementing programs that encourage such involvement in schools (Richardson, 2009).

Theme three.

Oftentimes policy makers, educators, and citizens proclaim parents who struggle with literacy will have low achieving children who have literacy difficulties and that low achieving children who struggle with literacy will have parents with literacy difficulties, thereby creating a cycle of underachievement. Some policy makers, educators, and citizens also claim that students who are at risk for literacy underachievement can be identified on the basis of parental literacy difficulties which is put forward as a cause of the child's illiteracy (Hannon, 1999). Hannon

(1999) suggests targeting parents' and children's literacy at the same time in the same program, to break the cycle of underachievement.

In 2009, President Barack Obama stated, "Responsibility for our children's education must begin at home" (Holloway & Park, 2013). The Head Start program strives to provide preschoolers with high-quality educational learning opportunities through fostering family involvement as literature research identifies early literacy skills as strong predictors of later reading abilities (Froiland, Powell, Diamond, & Son, 2013). According to Swick (2009), family literacy programs were designed to help prevent illiteracy and school failure during the preschool years and have the potential to increase child readiness for school success. Think of how wonderful it would be if the majority of cities and neighboring towns of low SES had access to early literacy programs.

According to Doyle and Zhang (2011), in an effort to improve the educational outcomes of children, intervention programs have become increasingly popular. Family literacy programs can result in positive effects on children's literacy development. However, the recruitment and retention of families continue to be rising issues with these programs. Discoveries from a study conducted by Doyle and Zhang (2011) identifed parents' motivations for participating in family literacy programs, parents' expectations of what the literacy program entails, and parents' reasons for remaining in the program. Results from the study recommend that parents' pre-program beliefs and expectations must be taken into account for recruitment of families as well as a choice in the program type to help meet family needs and to keep them engaged. Educators and administrators need to take parent recommendations and expectations into account when trying to establish adequate parent-school involvement.

Theme four.

Policy makers, teachers, and administrators recognize the impact of parental involvement as one of the central parts of new educational initiatives and reforms (Wilder, 2014). A study conducted by Wilder (2014) examined the impact of parental involvement and found the following: "The relationship between parental involvement and academic achievement was positive, regardless of a definition of parental involvement or measure of achievement. Furthermore, the findings revealed that this relationship was strongest if parental involvement was defined as parental expectations for academic achievement of their children" (p. 377). When parents have expectations for their children to complete school work and offer support when necessary, I would expect more responsible, motivated students. Motivation to complete school work through parental involvement would then, in turn, lead to student academic achievement.

Parents should have high expectations for their children but possibly may not understand what that entails. Teachers can help support parents' understanding of what academic expectations for their children look like through brief meetings at the beginning of the school year, newsletters, and parent-teacher conferences. Also, if classroom teachers were to share research results regarding the correlation of parental educational involvement and student academic achievement with parents at the beginning of and throughout the school year, perhaps we would see an increase of parental involvement in student education.

What constitutes parental involvement in a child's education? As proposed by Hoover-Dempsey and Sandler (1995), parental involvement, motivational beliefs, school climate, and life variables affect a parent's decision to become involved in his/her child's education. A study conducted (Bramesfeld et al., 2013) in a childcare center located in a suburb in the Midwestern United States showed that motivational beliefs are the most significant predictor for parental

involvement. Bramesfeld et at. (2013) allege that motivational beliefs consist of the belief that one should become involved in their child's education because of their possession of the necessary knowledge and skills needed to assist with schoolwork. Educators can help foster parents' motivational beliefs about the importance of involvement in their child's education in an effort to help bridge the gap between parent-educational involvement.

According to Matthews et al. (2017, p. 15) "The Elementary and Secondary Education Act (2001) identified parent involvement as a priority in the United States educational system because it was beneficial to students, especially low income students." Hoover-Dempsey et al. (2005) provided a table suggesting strategies to enhance parents' capacities for effective involvement. Some of the strategies include: Provide parents specific information about what they can do to be involved, provide parents information on how their involvement influences their child's learning, provide parents information on their child's curriculum and learning goals, and offer positive feedback to parents on the effects of their involvement. Educators can refer to the strategies stated above to support families most at risk for literacy underachievement. Providing parents specific information and feedback about how they can stay involved could have quite an impact on their child's education.

Hypothesis

In this study, it is hypothesized that low-performing readers who have parental involvement have greater reading achievement gains than low-performing readers who do not have parental involvement.

Chapter III - Methodology

Research Questions

As a reading interventionist in the elementary setting, I observed a difference in reading achievements of students who received parental educational support at home and those who had not. I was curious to see if these observations could be confirmed through research. My curiosity motivated me to formulate the following research questions:

1. What is the relationship between parental involvement and text level gains for low-performing readers?
2. What is the relationship between parental involvement and sight word recognition for low-performing readers?
3. What is the relationship between parental involvement and oral reading fluency for low-performing readers?

Research Plan

Methods.

Reading Recovery™ and Title I reading are two interventions I instructed. Reading Recovery™ is a tier three, supplemental and short-term, one-to-one intervention, assisting low achieving first grade students in developing strategies for reading and writing as well as reaching average reading and writing levels of classroom performance. The maximum number of weeks a student is served in Reading Recovery™ is twenty and the maximum number of students served is four. Students receive Reading Recovery™ one-on-one, thirty minutes a day, five days a week. A typical Reading Recovery™ lesson includes: Child rereads two familiar books, teacher conducts a running record on the book read the previous day, word work, writing, cut-up sentence, and introduction of a new book followed by the child reading it. Reading Recovery™

is a very intense intervention tailored on following the individual child's reading and writing needs. It is not a curriculum based intervention.

Title I is a federal program designed to provide additional help with reading and math. Title I reading is a tier two, supplemental reading intervention consisting of small groups. I served groups which ranged from two to four students per group, depending on reading levels and grouping possibilities. The Title I reading class I taught consisted of small group instruction utilizing the Fountas and Pinnell Leveled Literacy for Individuals™ (LLI) curriculum. A typical Fountas and Pinnell LLI lesson included: Rereads of familiar books while teacher conducts a running record on a student, word work, writing, and introduction of a new book followed by students reading it. I included a cut-up sentence one to five times a week, depending on needs, because I had witnessed the powerful effects this activity had with my Reading Recovery™ students.

At the beginning of the year, parents were invited to attend our school's annual Title I family night. At this event, families of children in the Title I reading or math program were invited to attend an informational meeting which informed them of their participation in the Title I program, explained Title I requirements, and notified families of their rights. The Title I handbook contained information about the federal program and guidelines were handed out at that time. Families who did not attend were sent home with a handbook the following day. During the Title I family night, administration provided information about the importance of parental involvement. In addition to literature in the Title I handbook, verbal information was disclosed about the importance of parental involvement on the educational success of their child throughout the school year. Also, families took part of a tutorial on how to use SeeSaw™. While parents were receiving information about parental involvement and SeeSaw™, children took part

in games, art, and a magic show which was held in the gymnasium. Pizza, a magic book, and coloring pages were provided during this event.

The Title I program requires all Title I schools to include parents in decision making and changes to the program. In spring of 2018, surveys were sent out to families of students who currently received Title I services as well as families of students who no longer received services due to their child having been discontinued that school year (See Appendix C). Prior to this study, last year's 2017-2018 Title I Parent Survey was reviewed. In the survey, parents requested email correspondence concerning parent night and other pertinent information concerning Title I. Also, there were requests for weekly or bi-monthly feedback on student progress. At this time, our Title I team considered using SeeSaw™ as a new form of communication. 28 out of 94 surveys were returned, which is 30%. Due to the less than ideal amount of surveys returned, our Title I team considered sending out surveys via email in addition to paper copies in the future.

Data necessary for the purpose of this study included: benchmark reading levels, sight word recognition scores, oral reading fluency scores, quantity of lessons received, quantity of parent communication through emails and phone calls, quantity of signatures on each student's daily record book-log, quantity of completed cut-up sentences, quantity of log-ins on students' SeeSaw™ accounts, attendance of Title I family night, attendance of parent-teacher conferences, and formal observations of a Reading Recovery™ or Title I reading lesson.

The Fountas & Pinnell Benchmark Assessment System™ (BAS) was used as the measuring instrument for first and second grade Title I students. The assessment was used in determining individual student reading levels for the purpose of driving instruction and documenting reading progress. This assessment measures decoding, vocabulary, fluency, and comprehension for students in kindergarten through eighth grade. A formative evaluation was

conducted of the BAS to confirm that (1) the leveling of the texts is reliable and (2) the reading scores are valid and accurately identify each student's reading level. The test-retest results should exhibit a reliability coefficient of at least .85 for an assessment to be deemed stable, dependable, and consistent. All of the books included in the BAS including System 1 (Levels A-N) and System 2 (Levels L-Z), indicated a coefficient of .97 (Heinemann, n.d.). This confirms that the BAS is reliable for measuring the reading progress for Title I reading students who do receive parental support and those who do not.

A field study of reliability and validity of the BAS was conducted which included a wide range of classroom readers in different locations across the United States. A strong relationship between the reading accuracy rates on System 1 fiction and non-fiction texts was discovered. A correlation of .94 for fiction text and a correlation of .93 for non-fiction texts was determined when compared to the reading accuracy rates used for text level assessment in Reading Recovery™. Reading Recovery™ is a scientifically based reading program which was recognized in March of 2007 by the U.S. Department of Education. Therefore, when comparing the BAS to assessments used in Reading Recovery™, the results reinforce the validity of the BAS (Heinemann, n.d.).

Aimsweb™Plus was the screening tool used to determine students' oral reading fluency (ORF). This assessment required students to read two passages aloud, each for one minute. The average number of words read correctly represented the students' scores. Reliability of the mean reading rate from the correlation of reading rates for the two passages was determined using the Spearman-Brown Prophecy formula. The alternate form reliability coefficient for the ORF benchmark score in the fall was .97 for first grade and .94 for second grade. Because our district's winter benchmarking period was after the conclusion of this study, I used

aimsweb™Plus progress monitoring to determine student ORF growth from the fall. Results from an aimsweb™Plus standardization study included the statistical equivalency of progress monitoring forms to benchmark forms and found that the twenty available progress monitoring forms (#7-#26) for first grade had a mean standard deviation of 34.5. I used progress monitoring forms #12 and #13 to determine my first grade students' ORF growth, as form #13 had the lowest standard deviation of 24.7 and form #12 had the second lowest standard deviation of 27.7. The average number of words read correctly using forms #12 and #13 was used to determine student ORF growth at the conclusion of the study (AimswebPlus: Technical manual, 2015).

The alternate form reliability coefficient for the ORF benchmark score in the fall was .94 for second grade. Results from the aimsweb™Plus standardization study found that the twenty available progress monitoring forms (#7-#26) for second grade had a mean standard deviation of 39.1. I used progress monitoring forms #20 and #22 to determine my second grade students' ORF growth, as both forms #20 and #22 had the lowest standard deviation of 33.6. The average number of words read correctly using forms #20 and #22 was used to determine student ORF growth at the conclusion of the study (AimswebPlus: Technical manual, 2015).

The Slosson™ Oral Reading Test (SORT) was administered to measure students' sight word recognition. Internal consistency and test-retest stability yield coefficients greater than .95. The SORT has been administered alongside other reading recognition and reading comprehension assessments. Passage comprehension from the Woodcock-Johnson Test of Achievement correlate with the SORT .68 and reading comprehension from the Peabody Individual Achievement Test correlate with the SORT .83 ("Slosson Oral Reading Test", 2018).

A Title I notification form was sent home at the beginning of the reading intervention. This informed parents that their child qualified for supplemental reading instruction and that

their child was going to receive Reading Recovery™ or Title I reading services. Along with this form, parents also received instructions regarding the book log which informed them that their child would read a take home book, every night. Parents then were instructed that they needed to sign their name when their child read to them. Book logs were provided in each child's take home book bag (See Appendix D). The quantity of signatures were documented and used to determine the relationship of parental educational involvement and student academic achievement.

Also included in student book bags was an envelope containing a cut-up sentence, a glue stick, and a booklet for students to glue their sentences into (See Appendix E). Directions on how to complete the cut-up sentence were included on the outside of the booklet. A tutorial of a student completing cut-up sentences was also posted on every child's SeeSaw™ account. The quantity of completed cut-up sentences were documented and used to determine the relationship of parental educational involvement and student academic achievement.

Parents were invited to join SeeSaw™ to help support their child's learning (See Appendix F). Invitations were sent home with students. Multiple attempts were made via phone, paper, and email to parents who did not register on their child's SeeSaw™ account. The quantity of log-ins were documented and used to determine the relationship of parental educational involvement and student academic achievement.

Parents were invited to observe Reading Recovery™ and Title I lessons, to help support their child's learning. I invited parents through phone conversations, email, and SeeSaw™. The quantity of observations that took place were documented and used to determine the relationship of parental educational involvement and student academic achievement.

Parents were invited to attend the Title I family night, to help support their child's learning. Multiple invitations were distributed via paper copies and SeeSaw™ which included the request for an RSVP (See Appendix G). Attendance of the annual Title I family night was documented and used to determine the relationship of parental educational involvement and student academic achievement.

Our principal and classroom teachers invited parents to attend parent-teacher conferences. Parents could register online through an online parent-teacher conference scheduling system or through their child's classroom teacher. Attendance was documented and used to determine the relationship of parental educational involvement and student academic achievement.

Schedule.

As shown in Table 1 below, data collected on a daily basis included: lesson number, book log signatures, and completion of cut-up sentence. Data collected on a weekly basis included log-ins on students' SeeSaw™ accounts. Data collected on a tentative basis included: attendance at Title I family night, attendance at parent-teacher conferences, parent contact made via email/and or phone, quantity of lessons observed.

Table 1
Data collection schedule

Daily	Weekly	Tentatively
Lesson number	SeeSaw™ logins	Attendance at Title I family night
Book log signature		Attendance at parent-teacher conferences
Completion of cut-up sentence		Parent contact made
		Quantity of lessons observed

Ethical considerations.

A possible ethical issues concerning this study was skewed results regarding book log signatures. Since parents were aware of this study it is possible they could have signed their child's book log if their child did not read. Parents could have also completed their child's cut-up sentence for the purpose of record keeping.

Chapter IV - Results

Data Collection

The purpose of this study was to determine if parental involvement had an impact on the progress of low-performing readers. My experiences over the last five years led me to believe a correlation was present among the two variables of parental involvement and student acheivement. It appeared that the majority of my reading students who were not accelerating also did not have adequate parental involvement. Data were collected across a five-week span to investigate if a relationship existed between parental involvement and reading achievement.

During the course of the five week investigation, two logs were utilized. One was used as a tool to look across the board to verify all Reading Recovery™ students and Title I groups had weekly opportunities to obtain parental involvement points in the following categories: cut-up sentences, SeeSaw™ views, and parental contact via email or phone (See Appendix H). This log was a useful tool for recording activity and kept track of which students and groups still needed the opportunity to obtain parental involvement points in those specific categories listed above.

A second log was specific to each individual student (See Appendix I). Data recorded included the following items: number of lessons each student received, parental contact via phone or email, SeeSaw™ views, book log signatures, completion of cut-up sentences, attendance of Title I family night, attendance of parent/teacher conferences, and observation of a lesson.

Data on text level and oral reading fluency was retrospectively collected. This means that text level and oral reading fluency assessments were administered prior to the study. Another Title I reading teacher and I administered Fountas and Pinnell Benchmark Assessment™ to

obtain students' instructional text level one to two weeks prior to the beginning of the study. Text level data were one to ten days old on the first day of the study.

Aimsweb™Plus Oral Reading Fluency was administered by the district's aimsweb™ assessment team six to seven days prior to the beginning of the study. The aimsweb™ assessment team consisted of former teachers, trained to administer aimswebPlus™ assessments. Oral reading fluency scores were six and seven days old on the first day of the study. I collected fluency scores from the district's online database. On the first day of the study, I administered the Slossan™ Oral Reading Test to obtain known sight word data.

At the conclusion of the study, I administered Fountas & Pinnell Benchmark Assessment™ to obtain students' text level growth. I alternated between fiction and non-fiction texts until instructional level was determined. I administered aimsweb™Plus to obtain oral reading fluency growth as well as Slossan™ Oral Reading Test to obtain sight word knowledge growth. All three assessments took place in my classroom one to five days after the collection of parental involvement points concluded.

At the beginning of each lesson, I reviewed students' book logs to record if they read to their parent the previous night. If a parent signature was present, I gave students a tally mark in the area of, book log signed, in the appropriate week. Due to the fact that not all students received the same number of lessons, the possible amount of book log signatures varied from student to student. Because of this discrepancy, I created a point system which calculated the percentage of parental involvement points earned in the area of book log signatures, to the number of reading lessons received (See Appendix I). This method of scoring ensured all students had the same opportunity to obtain a standard amount of parental involvement points

regardless of how many lessons they received. Also, as shown in Table 2 below, a total of ten parental involvement points were possible in the area of book log.

Table 2
Possible Amount of Parental Involvement Points

	Areas of Parental Involvement							
	Contact Made	SeeSaw Views	Book Log	Cut-up Sentence	Family Night	Parent/Teacher Conferences	Observed Lesson	Total
Points	1	5	10	6	1	1	1	25

At the beginning of every lesson I recorded if students completed their cut-up sentences the night before. The number of cut-up sentence opportunities varied from group to group. In the Reading Recovery™ program, cut-up sentences are a part of every lesson. It is non-negotiable. However, the LLI curriculum I followed with my Title I groups did not include cut-up sentences. I chose to include this activity into our lessons because of the power it had helping students understand sentence structure and how words work. With that, I had flexibility on deciding when to include it into the lessons. Typically, with my Title I groups reading between levels A and B, I implemented this activity daily. With groups reading between levels C-F, I often included this into our lessons every other day. With groups reading between levels G-J, I implemented cut-up sentences one to two times a week. A total of six parental involvement points were possible in the area of cut-up sentence (Table 2).

I used SeeSaw™ as a medium for email communication regarding progress for each individual child. The rational for this method of communication is not only because SeeSaw™ was linked to parents' person email accounts but I could also record if parents viewed the email. I felt it was appropriate, for the sake of PI points, to know if a parent did receive the message I sent. Out of the seventeen subjects, three parents did not activate their child's SeeSaw™ account during the duration of the study. In an effort to reach out to those parents, I attempted contact via phone and through their personal emails listed in their child's contact information. I left voice

messages for the three parents. In addition to attempted phone calls home, I sent two emails. I introduced myself in the first email, stated that I attempted to call, shared my contact information, and requested they contact me via phone or email. I did not receive a response from any of the three parents. In the second email, I shared their child's progress, invited them to observe a lesson, and encouraged them to contact me regarding their child. I was unable to make contact with any of the three parents via phone or email. At the conclusion of the study three students received zero PI points in the area of phone/email contact made and SeeSaw™ views. A total of one parental involvement point was possible in the area of phone or email contact made (See Table 2).

I also utilized SeeSaw™ as a medium for posting photos and video clips of what we were working on in class. Some items which were posted included: student writing samples, students working on word work activities and games, clips of students reading, tutorials for completing cut-up sentences, tutorials for working on words at home, reading strategies and prompts to use with their children, monthly Title I Reading Connections, and educational Samsung™ and Apple™ apps to download on home devices. Every Sunday night, I received a notification from SeeSaw™ which included the parent names of those who viewed their child's account that week. If parents logged onto their child's account, a point was recorded for the corresponding week. A total of five parental involvement points were possible in the area of SeeSaw™ (See Table 2).

Prior to our Title I family night, multiple attempts were made inviting parents to the event. At least one invitation was sent home with each student requesting parents RSVP (See Appendix G). If the first invitation's RSVP was not returned, a second invitation was sent home the Friday before the event. The invitation was also posted to all students' SeeSaw™ accounts. Phone calls were attempted and emails were sent to parents who had not yet linked to their

child's SeeSaw™ account. Parents which were present signed their names on the attendance sheet. Students whose parents attended this event received one PI point in the area of family night (See Table 2).

Parents were invited to observe Reading Recovery™ and Title I lessons via SeeSaw™, phone calls, and email attempts. Among the seventeen participants, four expressed interest in observing. One of the four scheduled an observation. Unfortunately, that parent was unable to attend the observation which was scheduled. There were not any parents that observed a lesson. A total of one parental involvement point was possible in the area of observed lesson (See Table 2).

Parent-teacher conferences were an important time to discuss student progress. I included myself into all of my students' conferences during their scheduled classroom conference time. I shared progress reports, what their child was doing well, what their child was focusing on, and ways to support their child at home. Students who had a parent attend parent-teacher conferences received one point in the area of attended parent-teacher conferences. A total of one points was possible (See Table 2).

At the conclusion of the five week study, I administered Fountas and Pinnell Benchmark Assesment™, Slossan™ Oral Reading Test, and aimsweb™Plus Oral Reading Fluency assessments and calculated the gains among text level, sight words, and oral reading fluency. The number of parental involvement points for each student was also calculated. I placed student gains and parental involvement points in a table as a foundation for creating my bar graphs comparing assessment gains to parental involvement points (See Table 3).

Table 3
Student Gains and Parental Involvement Points

	Text Level	Sight Word	ORF	
Student	Gains	Gains	Gains	PI Points

S1	1	6	9	12
S2	2	5	6	22
S3	1	0	11	0
S4[a]	-	-	-	-
S5	1	-1	-2	21
S6	1	28	7	2
S7	1	10	11	21
S8	3	5	-6	12
S9	3	13	15	19
S10	1	21	18	23
S11	1	13	14	12
S12	2	1	10	5
S13	0	2	10	12
S14	1	-1	-1	6
S15	-1	0	13	10
S16	3	4	11	16
S17	4	12	29	23
S18	1	1	3	10

Note. ORF = oral reading fluency; PI = parental involvement; [a]Student moved during the study

Results

When I compared PI points to assessment gains as seen in Figure 1, Figure 3, and Figure 5, I noticed the majority of the greater amount of growth was heavier on the right side of the charts, where PI points were greater. I also noticed that smaller amounts of growth fell on the left side of the charts, where PI points were lower. The average PI points obtained in this study were 13.29 which falls near the middle of the graph, cutting off between students S1 and S16. As seen in Figure 1, Figure 3, and Figure 5, I divided the whole group of students into two halves. One half, Group A, represents students which received less than the average amount of PI points. The second half, Group B, represents students which received above the average amount of PI points.

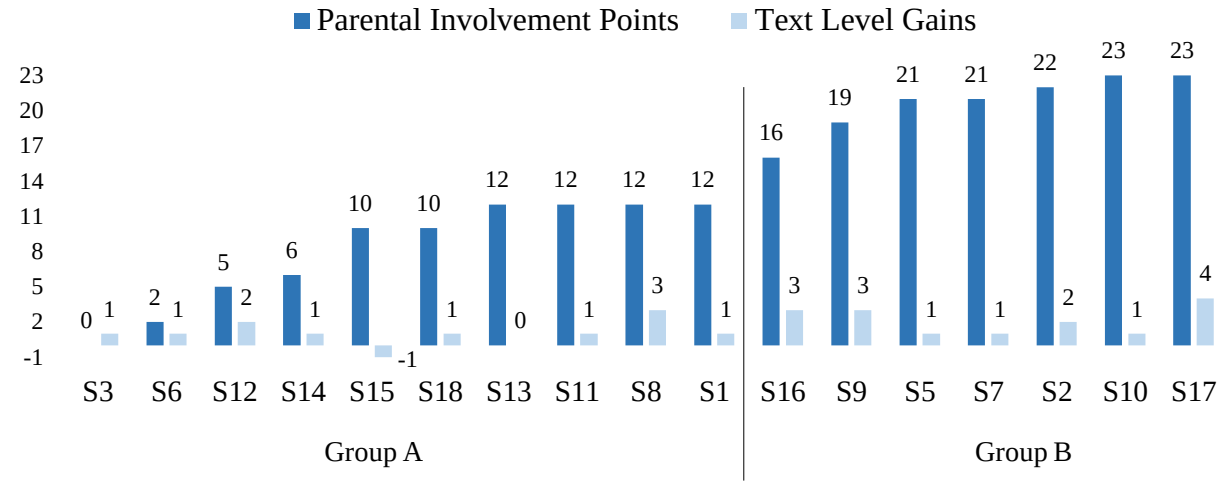


Figure 1. Parental involvement points and text level gains
Note. Average amount of parental involvement points gained were 13.29. Group A represents students who received less than the average amount of parental involvement points. Group B represents students who received more than the average amount of parental involvement points.

When I compared Group A and Group B (See Figure 1), my first research question, what is the relationship between parental involvement and text level gains for low-performing readers, was answered. As shown in Figure 2 below, among the ten students in Group A, the average text level gain was 1.0. The seven students in Group B gained an average of 2.14 text levels. The difference between text level gains in Group A and Group B were 1.14.

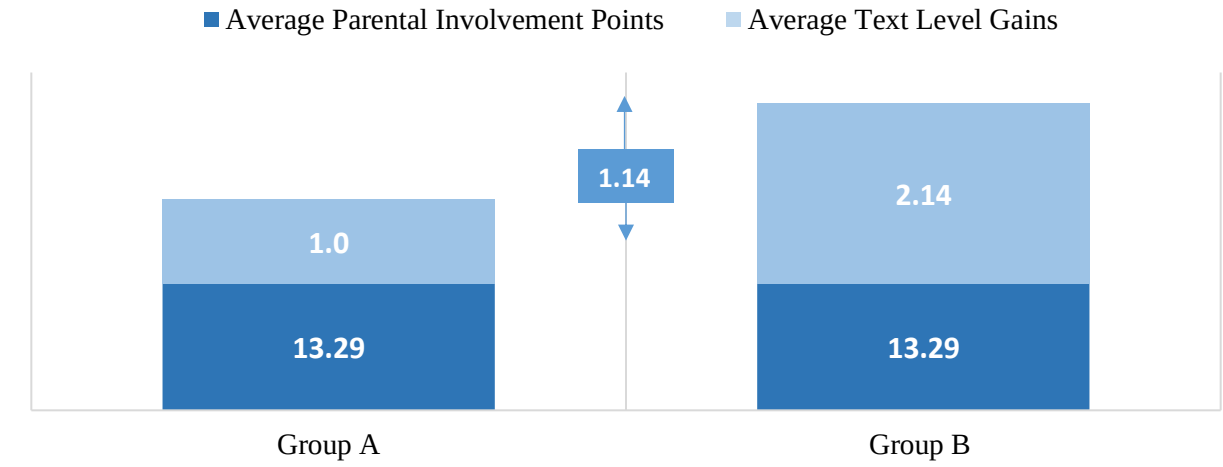


Figure 2. Comparing average text level gains

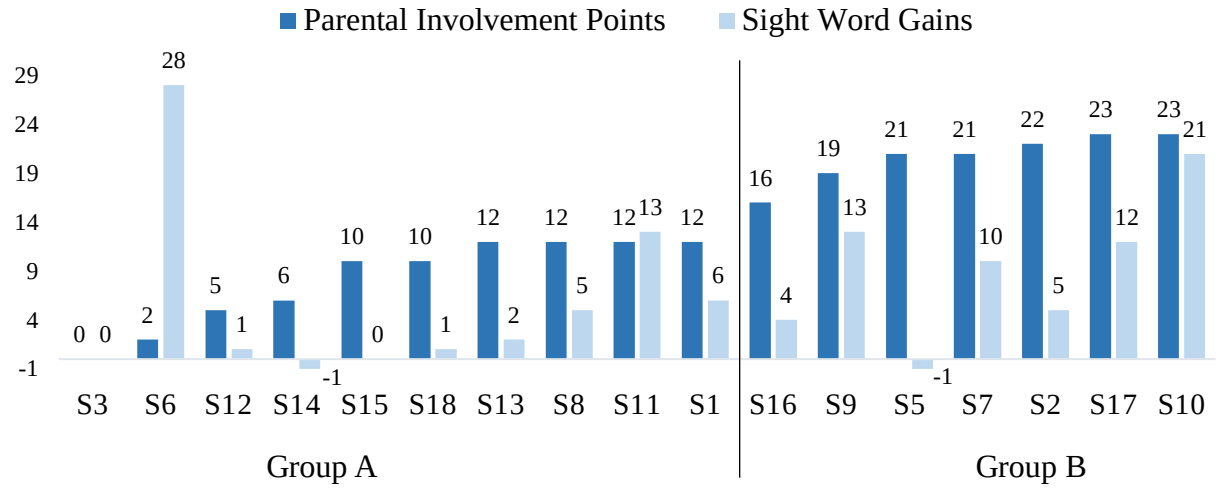


Figure 3. Parental involvement points and sight word gains
Note. Average amount of parental involvement points gained were 13.29. Group A represents students who received less than the average amount of parental involvement points. Group B represents students who received more than the average amount of parental involvement points.

When I compared Group A and Group B (See Figure 3), my second research question, what is the relationship between parental involvement and sight word gains for low-performing readers, was answered. As shown in Figure 4 below, among the ten students in Group A, the average sight word gain was 2.8. The seven students in Group B gained an average of 9.14 sight words. The difference between sight word gains in Group A and Group B were 6.34.

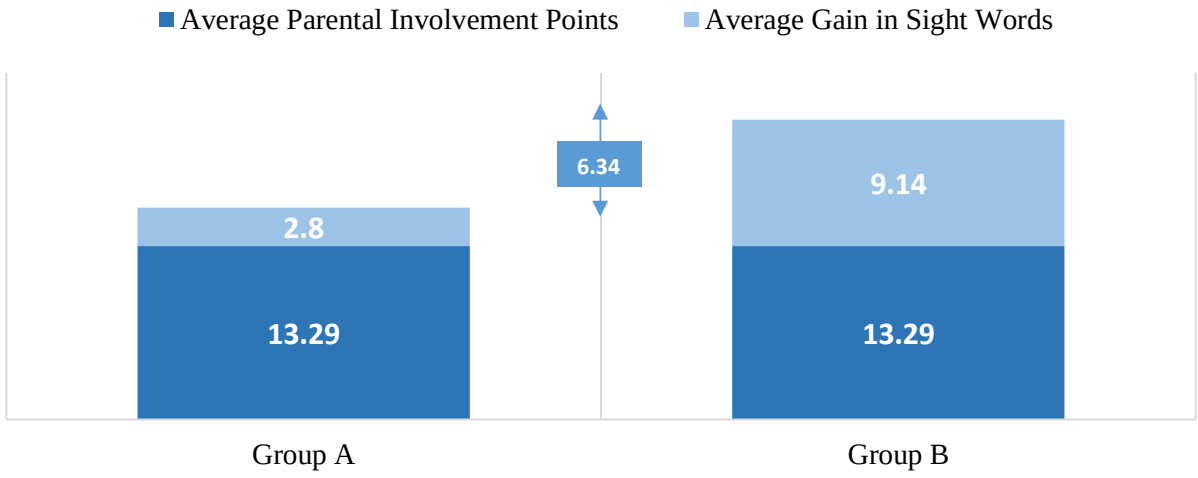


Figure 4. Comparing average sight word gains

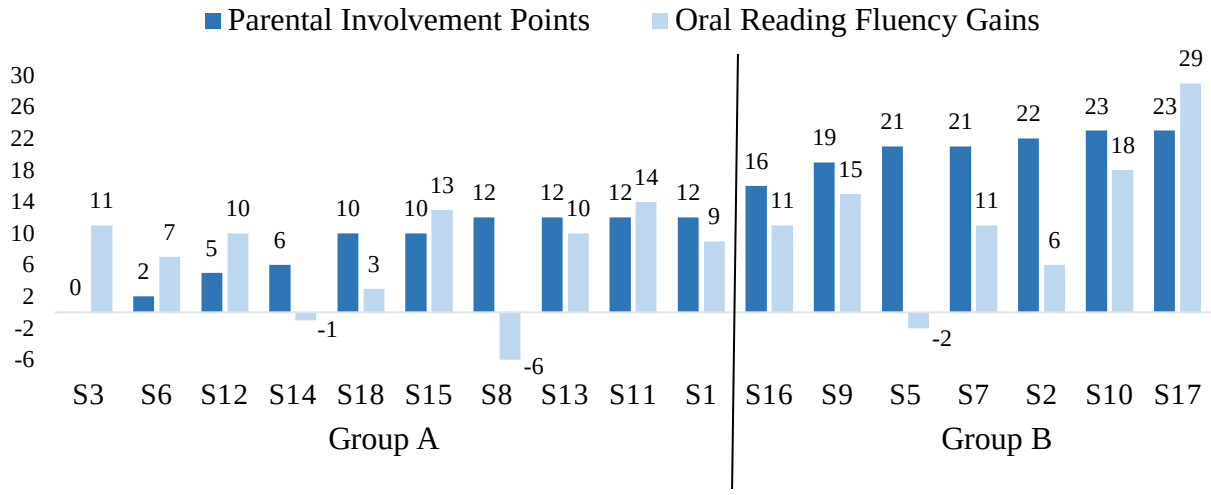


Figure 5. Parental involvement points and oral reading fluency gains
Note. Average amount of parental involvement points gained were 13.29. Group A represents students who received less than the average amount of parental involvement points. Group B represents students who received more than the average amount of parental involvement points.

When I compared Group A and Group B (See Figure 5), my third research question, what is the relationship between parental involvement and oral reading fluency for low-performing readers, was answered. As shown in Figure 6, among the ten students in Group A, the average gain in oral reading fluency was 7.0 words per minute. The seven students in Group B gained an average of 12.57 words per minute in the area of oral reading fluency. The difference between oral reading fluency gains in Group A and Group B were 5.57.

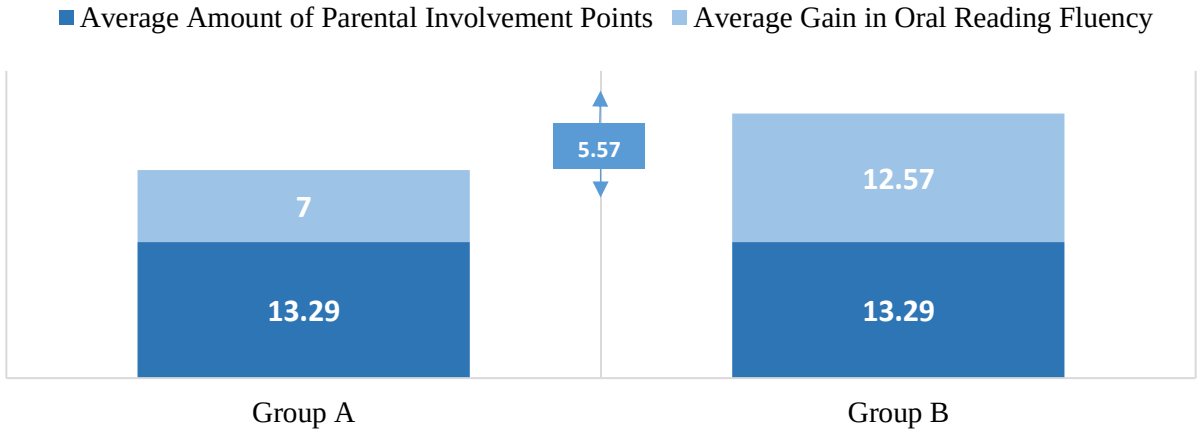


Figure 6. Comparing average oral reading fluency gains

As shown in Table 4, students were separated into categories which aligned with the marital status of their family. Average gains in the areas of text level, sight word knowledge, and oral reading fluency were recorded. Average parental involvement points were calculated and recorded across different marital statuses. The number of students in each group was recorded.

Table 4
Comparing Average Student Gains and Marital Status

Marital Status	Average Gains					Number of Students
	Text Level	Sight Word	ORF	Reading	PI Points	
Married	2.50	7.00	10.50	6.67	14.83	6
Engaged	1.00	10.00	8.50	6.50	14.00	2
Divorced	1.00	7.00	7.17	5.06	12.50	6
Single	0.67	5.00	11.67	5.78	11.00	3

Note. ORF = oral reading fluency; PI = parental involvement; Average reading gains were calculated using average text level, sight words, and oral reading fluency.

When comparing average reading gains and parental involvement points (See Figure 7), students from married families obtained the greatest reading gains and the most parental involvement points. Single families obtained the least amount of parental involvement points and divorced families obtained the least amount of reading gains.

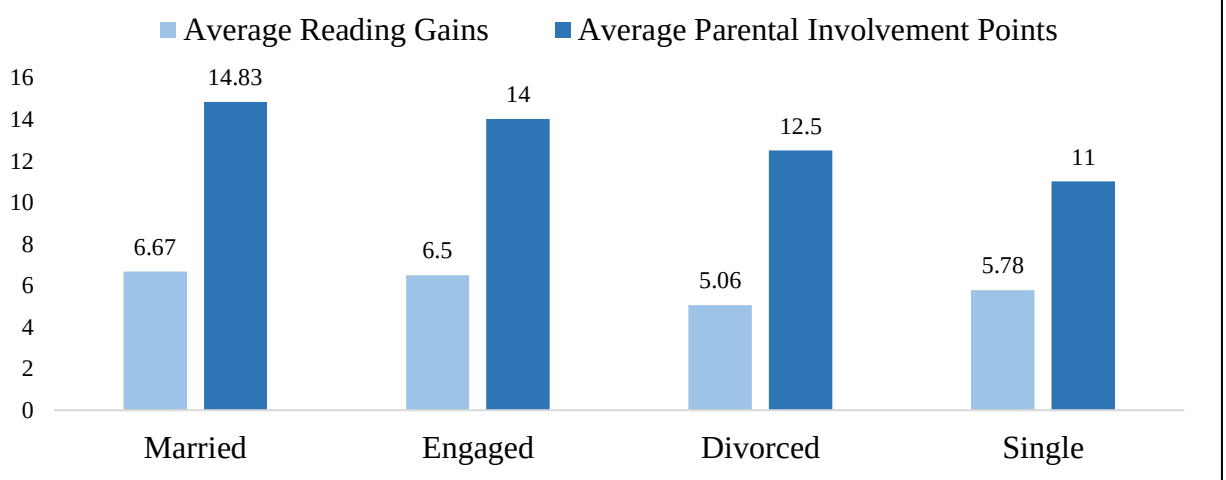


Figure 7. Average reading gains and average parental involvement points

As shown in Table 5, students were separated according to their ethnicities. Average gains in the areas of text level, sight word knowledge, and oral reading fluency were recorded. Average parental involvement points were calculated and recorded across ethnicities. The number of students in each group was recorded.

Table 5
Comparing Average Student Gains and Ethnicities

	Average Gains					
Ethnicity	Text Level	Sight Word	ORF	Reading	PI Points	Number of Students
Caucasian	1.72	7.55	10.18	6.48	16.27	11
Hispanic	.75	8.75	9.00	6.17	6.00	5
Indian	2.0	1.00	10.00	6.33	5.00	1

Note. ORF = oral reading fluency; PI = parental involvement; Average reading gains were calculated using average text level, sight words, and oral reading fluency.

When comparing average reading gains (See Figure 8), students who made the greatest gains in reading and obtained the greatest amount of parental involvement points were Caucasian. Students who made the least amount of reading gains were Hispanic, and students who obtained the least amount of parental involvement points were Indian.

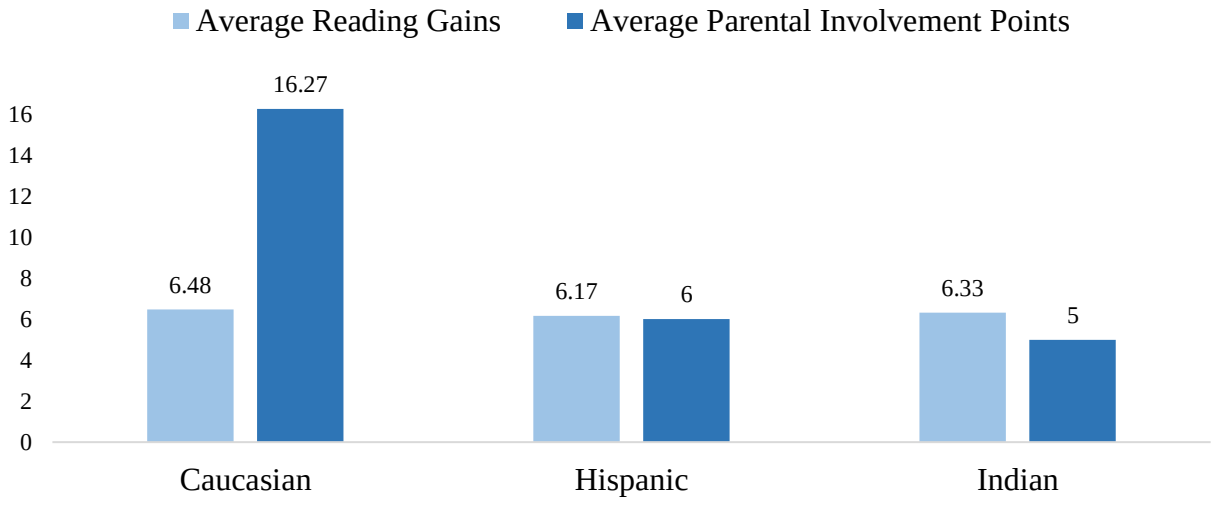


Figure 8. Average reading gains and parental involvement points

As shown in Table 6, students were separated according to their intervention and grade level. Reading Recovery™ students' and Title I reading students' average gains in the areas of text level, sight word knowledge, and oral reading fluency were documented. Average parental involvement points were calculated and recorded across ethnicities. The number of students in each group was recorded.

Table 6
Comparing Average Reading Gains and Intervention/Grade Levels

Intervention Grade Level	Average Gains					Number of Students
	Text Level	Sight Words	ORF	Reading	PI Points	
Reading Recovery™	1.5	3.00	9.00	4.5	9.5	4
1st Grade Title I	1.33	3.00	10.83	5.05	12.17	6
2nd Grade Title I	1.57	12.71	8.14	7.47	14.71	7

Note. ORF = oral reading fluency; PI = parental involvement; Average reading gains were calculated using average text level, sight words, and oral reading fluency.

When comparing average reading gains made by Reading Recovery™, first, and second grade Title I reading students (See Figure 9), second grade Title I reading students made the most gains and obtained the most parental involvement points. Reading Recovery™ students obtained the least amount of reading gains and the least amount of parental involvement points.

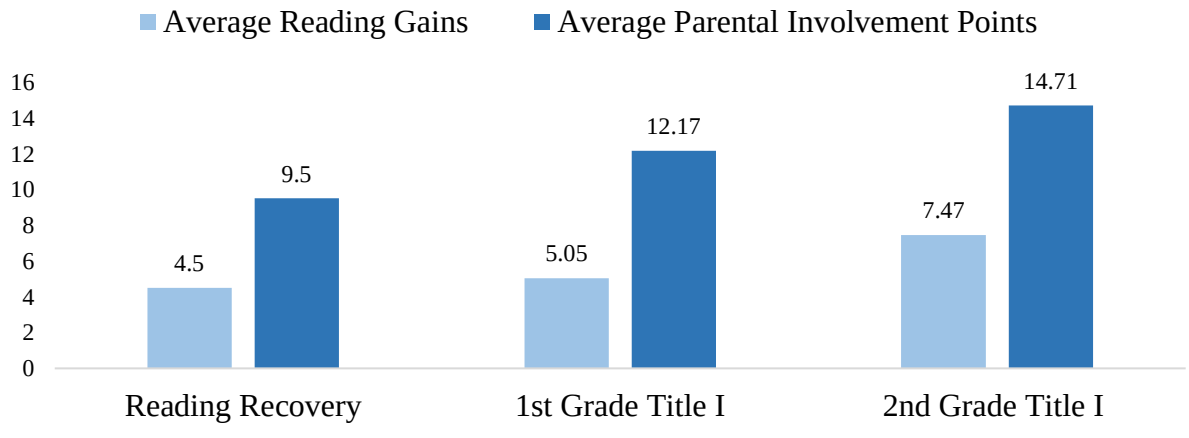


Figure 9. Average reading gains and parental involvement points

Data Analysis

Comparing Group A and Group B was necessary for data analysis. Separating these students allowed me to analyze the difference in the amount of gains students received. As seen in Figure 2, the difference in text level gains among Group A and Group B was 1.14. This means that students who received more than the average amount of PI points gained an average of 1.14 text levels more than the group of students who received below the average amount of PI points. As seen in Figure 1, the range of text levels gained was -1 to 3 in Group A. While only one student dropped a text level, the majority of the students in this group made a gain of 1 text level. Only one student in Group A made a gain of 3 text levels. The range of text levels gained in Group B was 1-4. Although the majority of students in this group also gained 1 text level, two students gained 3 text levels and one student gained 4. Comparing the range of text levels in Groups A to the range of text levels in Group B as well as the difference in text level growth between Group A and Group B proved that a relationship between parental involvement and reaching achievement did exist. This data supported my hypothesis that students who receive greater parental support make greater reading gains in the area of text level.

As seen in Figure 4, the difference in sight word gains among Group A and Group B was 6.34. This was significant because students in Group B who received more than the average amount of PI points gained an average of 6.34 sight words above the students who received less than the average amount of PI points. As seen in Figure 3, the range of sight word gains in Group A is -1 to 28. The students in Group B had a sight word range of -1 to 23. Although the range of the two groups was similar, the majority of the greater gains was held in the group which obtained above the average amount of PI points. Students in Group A, who received below the average amount of PI points, only grew an average of 2.8 sight words. Students in Group B, who

received above the average amount of PI points, grew an average of 9.14 sight words. The average sight word difference of 6.34 between Group A and Group B confirmed that parental involvement did effect the amount of sight words students read correctly. This data supported my hypothesis that students who receive greater parental support make greater reading gains in the area of known sight words.

As displayed in Figure 6, the difference in oral reading fluency gains among Group A and Group B was 5.57 words. This was significant in that students who received more than the average amount of PI points gained an average of 5.57 words per minute above the group of students who received below the average amount of PI points. As shown in Figure 5, the range of words read per minute for students in Group A was -6 to 14. Students in Group B had a range of -2 to 29 words per minute. It was noticeable that the student who received the highest gains in oral reading fluency also received the highest amount of PI points. The average difference of 5.57 words read per minute between Group A and Group B in oral reading fluency gains indicated that parental involvement did effect oral reading fluency. This data supported my hypothesis that students who receive greater parental support make greater reading gains in the area of oral reading fluency.

As shown in Figure 4, a trend appeared to be present in the amount of parental involvement points obtain which ranged from married families to single parent homes. The greatest amount of parental involvement points existed in married families. A slightly lowered amount was present in engaged families, where two adults were present in the home. A 2.3 point drop from married families to divorced families existed, where students may or may not have had reading opportunities with both parents. A 3.83 point drop existed in the area of parental involvement between married families and single families. With this data, it is evident that

students who live in homes with two adults present receive greater parental support than students who come from single parent families.

As shown in Figure 8, Caucasian students received a 10-11 parental involvement point gain over Hispanic and Indian students. However, average reading gains were comparable among the three ethnic groups, ranging from 6.17-6.33. It is also important to note the number of students which were present in each ethnic group. The 11 Caucasian students in this study made an average text level gain of 1.72 points whereas there was 1 Indian student, who made a text level gain of 2 points (Table 5). The difference in the quantity of students in ethnic groups may have affected the results when average reading gains were compared.

In Figure 9, a common trend existed between reading gains and parental involvement points among Reading Recovery™ and Title I reading students. It appeared as if parental involvement points affect the amount of reading gains students make, regardless of their intervention and grade level. Even though Reading Recovery™ is an intense, 1:1 reading intervention, it is obvious parental involvement plays a significant role in the acceleration of student progress. A noteworthy point to consider when comparing the reading gains of Reading Recovery™ students to Title I reading students is their entry scores. My Reading Recovery™ students came in between levels AA-A (preschool-beginning of kindergarten). These students lacked book knowledge, knew 0-1 sight words, knew less than half of letter names and sounds, and had a large amount of absences in kindergarten which affected their exposure to literacy instruction. Therefore, there were a lot holes to fill. Because of the significant deficit of letter sounds, sight word knowledge, and book knowledge, it is imperative Reading Recovery™ students have adequate parental involvement in order to perform at the same level as their peers.

The results shown in Figure 9 confirm the connection between reading achievement and parental involvement.

Conclusion

At the beginning of my study, I was a little apprehensive knowing that I was going to have less than two months to gather data for a topic which had been extensively researched before. However, within the study's five weeks of instruction and opportunities for parental involvement, the data results of this research proved parental involvement did effect student reading achievement. The data results of my study aligned with the research in my literature review. Many studies confirmed that parental involvement plays a significant role in student success (Holloway & Park, 2013; Matthews et al., 2017; Wilder, 2014).

I always suspected there was a relationship between educational success and parental involvement. I have observed students plateau in their reading and writing abilities when they did not complete their reading homework and when I did not have contact with their parents. Over the last five years, I have become curious in knowing if these observations were simply skeptical or if there was, in fact, a relationship among the population of students I worked with. After reviewing data collected among my student body, is it imperative that administration and teachers recognize the importance of parental involvement, the benefit it has on student achievement, and set goals for implementing and promoting effective communication between school and home, such as stated by Richardson (2009) and James (2012).

Comparing reading achievement and parental involvement points in the areas of marital status and ethnicities helps me understand which families we may need to pay closer attention to. Students which lack parental involvement in certain groups shown in Table 4 and Table 5 may need more contact and communication opportunities between home and school. Providing

parents specific information about what they can do to be involved, how their involvement effects their child's success, and how they influence their child's learning are some strategies teachers can implement to support parents' capacities for effective involvement, such as suggested by Hoover-Dempsey et al. (2005). Teachers must support families who have children at risk of literacy underachievement in order to see accelerated progress among the most struggling students.

Having had the opportunity to research this topic was beneficial, educational, and eye opening. Truly, there was something special about conducting my own research within my student body. I did not discover any components of my results which contradicted any studies I reviewed. The results of my study align with the research studies I reviewed which stated that parental involvement does, indeed, effect student achievement.

Chapter V - Implications for Practice

Action Plan

With the results I have obtained in my research study which proves that parental involvement effects student achievement, I am going to put forth great effort to locate additional support for students who do not receive adequate parental involvement. Resources around the school which could potentially be utilized may include: practicum students, student teachers, librarian assistant, and America Reads tutors. Another option may include pairing students together in the classroom or speaking with our YMCA after-school program director to utilize a staff member of the after-school program. It is important to note that these individuals do not replace the importance of parental involvement. Rather, they substitute a lacking piece of student achievement.

Plan for Sharing

The effects parental involvement has on student achievement is too significant to not share with others. I will first begin by sharing Chapter 4 with parents via SeeSaw™. I am particularly excited to share my graphs. Visual tables and graphs which go along with data analysis increase engagement when reading about a topic such as parental involvement. Also, going visual through sharing my tables and graphs will help parents understand and retain the information on the significance of this topic. I also plan to share the results of my study at our future Title I family nights.

I am also going to share my results with the teachers I work with as well as administration and our district's Title I and Reading Recovery™ teacher leaders. I think it is safe to say the educators I work with would agree there is a correlation between parental involvement and student achievement. However, when information is brought to a personal level, such as a

study conducted among our school body, data and results tend to be more remarkable. I am going to encourage teachers to also reach out to other sources as a substitute for parental involvement. The research process I conducted and the analysis of results was a personal, relevant, and significant journey and I look forward to sharing these results with parents, teachers, teacher leaders, and administrators.

References

AimswebPlus: Technical manual. (2015). Retrieved from https://cdn2.hubspot.net/hubfs/559254/Pearson%20CAP/aimswebTechResources/aimswebPlus-TechnicalManual.pdf?t=1508260912467

Barone, D. (2011). Welcoming families: A parent literacy project in a linguistically rich, high-poverty school. *Early Childhood Education Journal*, *38*(5), 377-384.

Bramesfeld, K., & Carrick, A.,& Lessmeier, S., & Nicoloff, A., & Keiser, M., & Metter, S. (2013). Parental involvement in a childcare center: Assessing predictors of school-based involvement. *Psi Chi Journal of Psychological Research*, *18*(3), 103-115.

Doyle, A., & Zhang, J. (2011). Participation structure impacts on parent engagement in family literacy programs. *Early Childhood Education Journal*, *39*(3), 223-233.

Durisic, M., & Bunijevac, M. (2017). Parental involvement as an important factor for successful education. *Center for Educational Policy Studies*, 7(3), 137-153.

Erdener, M., & Knoeppel, R. (2018). Parents' perceptions of their involvement in schooling. *International Journal of Research in Education and Science*, 1-13.

Fisher, Y. (2016). Multi-dimensional perception of parental involvement. *Universal Journal of Educational Research*, *4*(2), 457-463.

Froiland, J. M. (2011). Examining the effects of location, neighborhood social organization, and home literacy on early cognitive skills in the United States. *International Journal of Psychology: A Biopsychosocial Approach*, 9, 29-42.

Froiland, J., & Powell, D., & Diamond, K., & Son, S. (2013). Neighborhood socioeconomic well-being, home literacy, and early literacy skills of at-risk preschoolers. *Psychology in the Schools*, *50*(8), 755-769.

Hannon, P. (2000). Rhetoric and research in family literacy. *British Educational Research Journal*, *26*(1), 121-138.

Heinemann. (n.d.). Field study of the reliability and validity of the Fountas & Pinnell Benchmark Assessment Systems 1 and 2. Retrieved from http://www.fountasandpinnell.com/shared/resources/FP_BAS_Research_Field-Study-Full-Report.pdf

Heinemann. (n.d.). Fountas and Pinnell Benchmark Assessment System (1 and 2): The research base. Retrieved from http://www.fountasandpinnell.com/shared/resources/FP_BAS_Research_The-Research-Base.pdf

Hindman, A., & Morrison, F. (2011). Family involvement and educator outreach in Head Start: Nature, extent, and contributions to early literacy skills. *The Elementary School Journal*, *111*(3), 359-386.

Hoover-Dempsey, K., & Walker, J., & Sandler, H., & Whetsel, D., & Green, C., & Wilkins, A., & Closson, K. (2005). Why do parents become involved? Research findings and implications. *The Elementary School Journal*, *106*(2), 105-130.

Hoover-Dempsey, K. (1995). Parental involvement in children's education: Why does it make a difference? *Teachers College Record*, 97(4), 10-31.

James, S. (2012). Parental involvement in childhood education. *Journal of Child and Family Studies*, *21*(4), 705-707.

Li, A., & Fischer, M. (2017). Advantaged/disadvantaged school neighborhoods, parental networks, and parental involvement at elementary school. *Sociology of Education*, *90*(4), 355-377.

Lloyd-Smith, L., & Baron, M. (2010). Beyond conferences: Attitudes of high school administrators toward parental involvement in one small Midwestern state. *The School Community Journal*, 40(2), 23-44.

Matthews, A., & McPherson-Berg, S. L., & Quinton, A., & Rotunda, R. S., & Morote, E. S. (2017). The school-parent relationship across different income levels. *Journal for Leadership and Instruction,* 16(1), 15-21.

National Center on Intensive Intervention at American Institutes for Research. (2011). Observation survey of early literacy achievement. Retrieved from https://charts.intensiveintervention.org/chart/academic-screening/observation-survey-early-literacy-achievement#title

Park, S., & Holloway, S. (2013). No parent left behind: Predicting parental involvement in adolescents' education within a sociodemographically diverse population. *The Journal of Educational Research*, *106*(2), 105-119.

Rapp, N., & Duncan, H. (2011). Multi-dimensional parental involvement in schools: A principal's guide. *International Journal of Educational Leadership Preparation*. 7(1), 1-14.

Reading curriculum based measurement: Oral reading fluency. Retrieved from https://my.vanderbilt.edu/specialeducationinduction/files/2013/07/IA.Reading-CBM.pdf

Richardson, S. A. (2009). Principals' perceptions of parental involvement in the "Big 8" urban districts of Ohio. *Mid-South Educational Research Association,* 16(1), 1-12.

Slosson Oral Reading Test. (2018). Retrieved from http://cps.nova.edu/~cpphelp/SORT.html

Swick, K. (2009). Promoting school and life success through early childhood family literacy. *Early Childhood Education Journal*, *36*(5), 403-406.

Uludag, A. (2008). Elementary preservice teachers' opinions about parental involvement in elementary children's education. *Teaching and Teacher Education, 24*(3), 807-817.

U.S. Department of Education. (2015). *Programs.* Retrieved from U.S. Department of Education website: https://www2.ed.gov/programs/titleiparta/index.html?exp=0

Wilder, S. (2013). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review, 66*(3), 377-397.

Appendix A

Consent Form

Participation in Research

Title: The Relationship between Parental Involvement and Student Achievement

Purpose: The purpose of this research is to explore whether there exists a relationship between parental involvement and academic achievement.

Study information: This study will explore the relationship between parental involvement and student reading achievement. Data will be collected by the Reading Recovery/Title I Reading teacher who will be monitoring for forms of involvement and monitor student academic achievement in the area of reading. The investigator will be looking for a growth in reading achievement during the study. Retrospective data will be used in this study. Reading levels and oral reading fluency (ORF) will be used from the fall, prior to the start of this study. Sight word knowledge will be obtained at the beginning of this study.

Time: The participants will complete this study during their scheduled Reading Recovery/Title I class period. This study will take place during the fall of 2018.

Risks: No risks will be posed during participation of this study.

Benefits: Participation will help examine if a relationship exists between parental involvement and reading achievement.

Confidentiality: Participant's identity will not be shared with anyone beyond the principal investigator, Ximena Suarez-Sousa, and the co-investigator, Erin Schnell. All individual information will be recorded and tracked under an identification number and not the participant's name.

Participation and withdrawal: Participation in this study is optional. Students can choose not to participate or choose to withdraw at any time without any negative effects on grades, relationship with the instructor, or relationship with [redacted] Elementary School.

Appendix A Continued

Contact: If you have any questions about the study, you may contact any of these people:

Erin Schnell Co-Investigator ph. 701.446.[redacted] Email: schnele@[redacted]	Ximena P. Suarez-Sousa, Ph. D. Principal Investigator Assistant Professor, School of Teaching and Learning, Lommen 211 C College of Education and Human Services Minnesota State University Moorhead ph. 218.477.2007 Email: suarez@mnstate.edu

Any questions about your rights may be directed to Lisa Karach, Ph. D., Chair of the MSUM Institutional Review Board, at 218-477-2699 or by lisa.karch@mnstate.edu. You will be given a copy of this form to keep.

"I have been informed of the study details and understand what participating in the study means. I understand that my child's identity will be protected and that he/she can choose to stop participating in the study at any time. By signing this form, I am agreeing to allow my child to participate in the study. I am at least 18 years of age or older."

_____

Name of Child (Print)

_____ _____

Signature of Parent/Guardian Date

_____ _____

Signature of Investigator Date

Appendix B

Method of Assent

I explained to students that "your family has given consent for you to take part of a research project that I am conducting, but you have a choice on whether you do or do not participate. If you do not wish to participate, there will be no effects on your grade or behavior chart. You can choose if you want to take part of this study. The reason I am conducting this study is to help me understand if there is a relationship between parental involvement and reading growth. Here is what will happen: You will participate in class as usual and I will check your book log to see if your parents have signed. You and I will also upload your work to your SeeSaw™ account and I will check to see if your parents have viewed your activity. I have also invited your parents to come and observe a reading lesson and will note if an observation took place. Are there any questions?"

Appendix C

Title I Parent Survey
2017-2018

Dear Parents: As partners in educating your child, we know the importance of a strong home/school bond. Please take time to respond to the following statements regarding the Title 1 program. Your input is valuable!

PLEASE return by May 15

1 = Agree **2 = Disagree** **3 = No Opinion**

1. The Title I family night was informative and beneficial to my family.
   1 2 3
   COMMENTS/SUGGESTIONS:

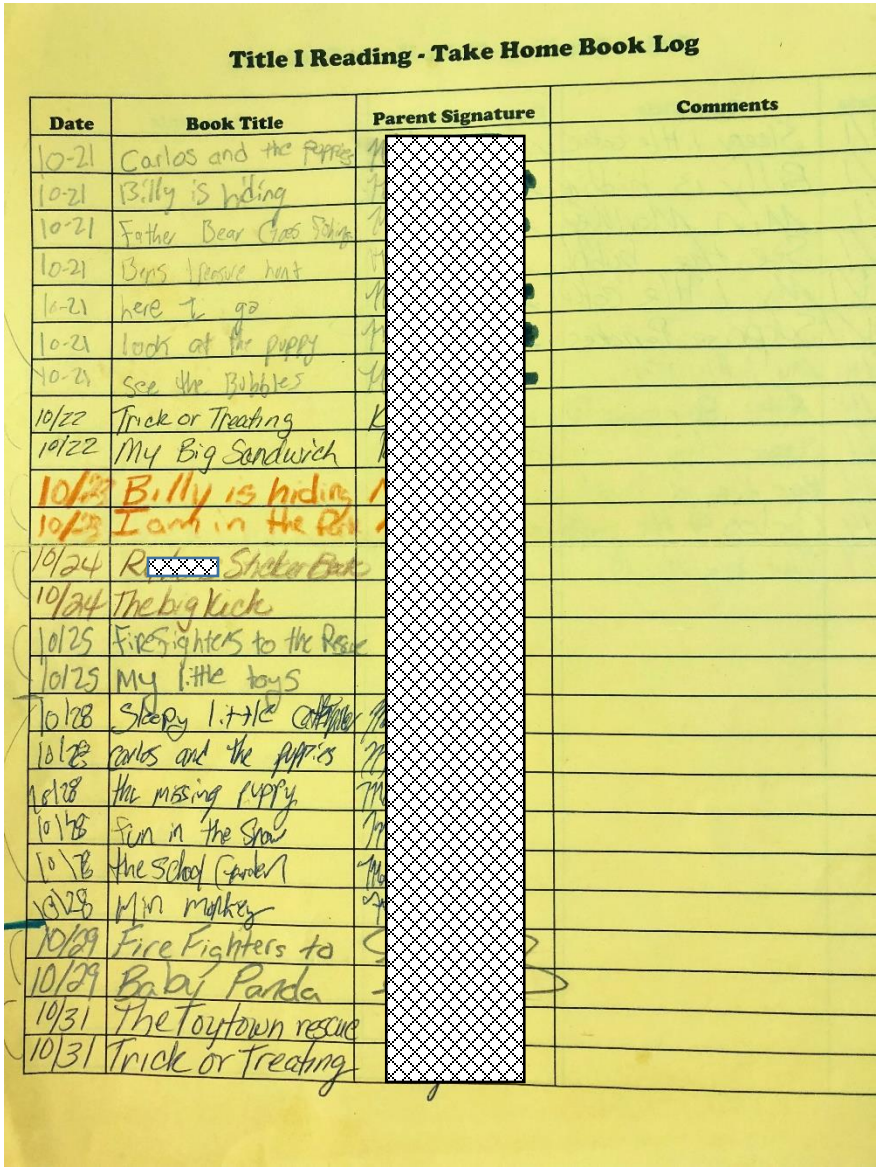
2. I have been informed of my child's Title I progress throughout the year (P/T conferences) (Progress reports)
   1 2 3
   COMMENTS/SUGGESTIONS:

3. The Title I program has helped my child with his/her skills.
   1 2 3
   COMMENTS/SUGGESTIONS:

4. I would feel comfortable making suggestions about my child's Title I program.
   1 2 3
   COMMENTS/SUGGESTIONS:

5. I was able to meet with my child's Title I teacher at parent-teacher conferences.
   1 2 3
   COMMENTS/SUGGESTIONS:

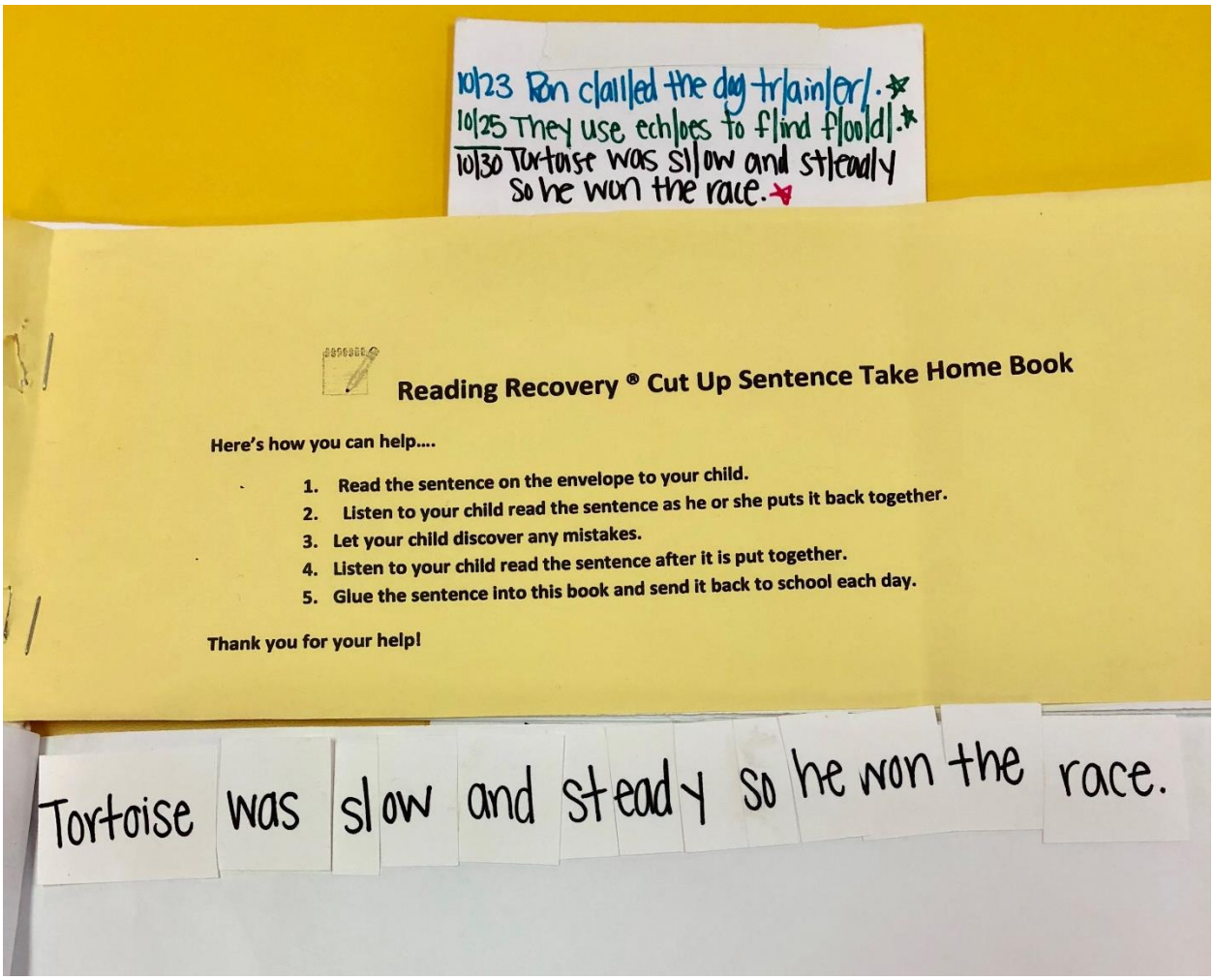
Appendix D



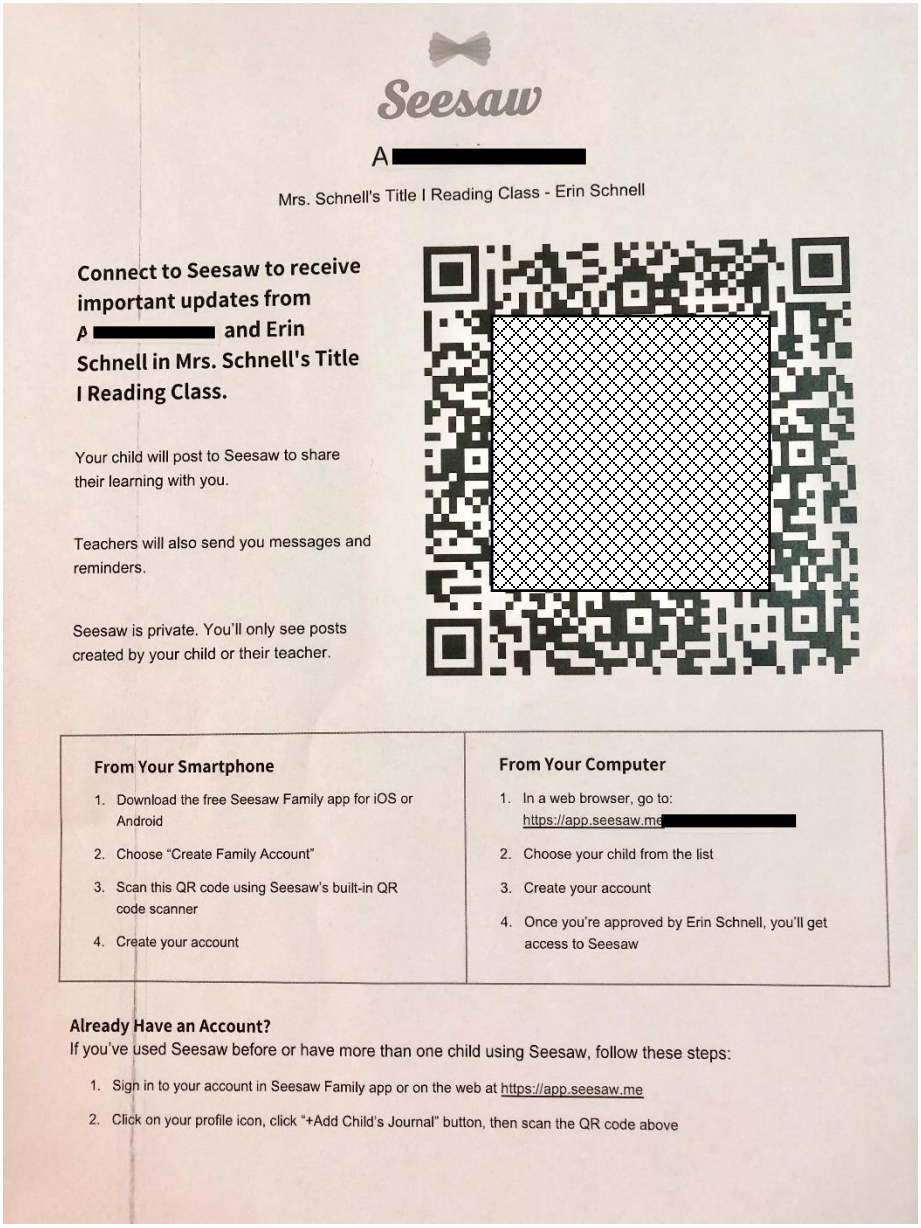
Title I Reading - Take Home Book Log

Date	Book Title	Parent Signature	Comments
10-21	Carlos and the Puppies		
10-21	Billy is hiding		
10-21	Father Bear Goes Skiing		
10-21	Boys treasure hunt		
10-21	here I go		
10-21	look at the puppy		
10-21	See the Bubbles		
10/22	Trick or Treating		
10/22	My Big Sandwich		
10/23	Billy is hiding		
10/23	I am in the Park		
10/24	R[redacted] Shelter Book		
10/24	The big Kick		
10/25	Firefighters to the Rescue		
10/25	My little toys		
10/28	Sleepy little caterpillar		
10/28	Carlos and the puppies		
10/28	the missing puppy		
10/28	Fun in the Sun		
10/28	the school Garden		
10/28	Mix marker		
10/29	Fire Fighters to		
10/29	Baby Panda		
10/31	The Toytown rescue		
10/31	Trick or Treating		

Appendix E


10/23 Ron clalled the dog trlainler/.
10/25 They use echloes to flind floold/.
10/30 Tortoise was slow and steady so he won the race.
Reading Recovery ® Cut Up Sentence Take Home Book
Here's how you can help....
1. Read the sentence on the envelope to your child.
2. Listen to your child read the sentence as he or she puts it back together.
3. Let your child discover any mistakes.
4. Listen to your child read the sentence after it is put together.
5. Glue the sentence into this book and send it back to school each day.
Thank you for your help!
Tortoise was slow and steady so he won the race.

Appendix F



Seesaw

A [redacted]

Mrs. Schnell's Title I Reading Class - Erin Schnell

Connect to Seesaw to receive important updates from A [redacted] and Erin Schnell in Mrs. Schnell's Title I Reading Class.

Your child will post to Seesaw to share their learning with you.

Teachers will also send you messages and reminders.

Seesaw is private. You'll only see posts created by your child or their teacher.

From Your Smartphone

1. Download the free Seesaw Family app for iOS or Android
2. Choose "Create Family Account"
3. Scan this QR code using Seesaw's built-in QR code scanner
4. Create your account

From Your Computer

1. In a web browser, go to: https://app.seesaw.me[redacted]
2. Choose your child from the list
3. Create your account
4. Once you're approved by Erin Schnell, you'll get access to Seesaw

Already Have an Account?

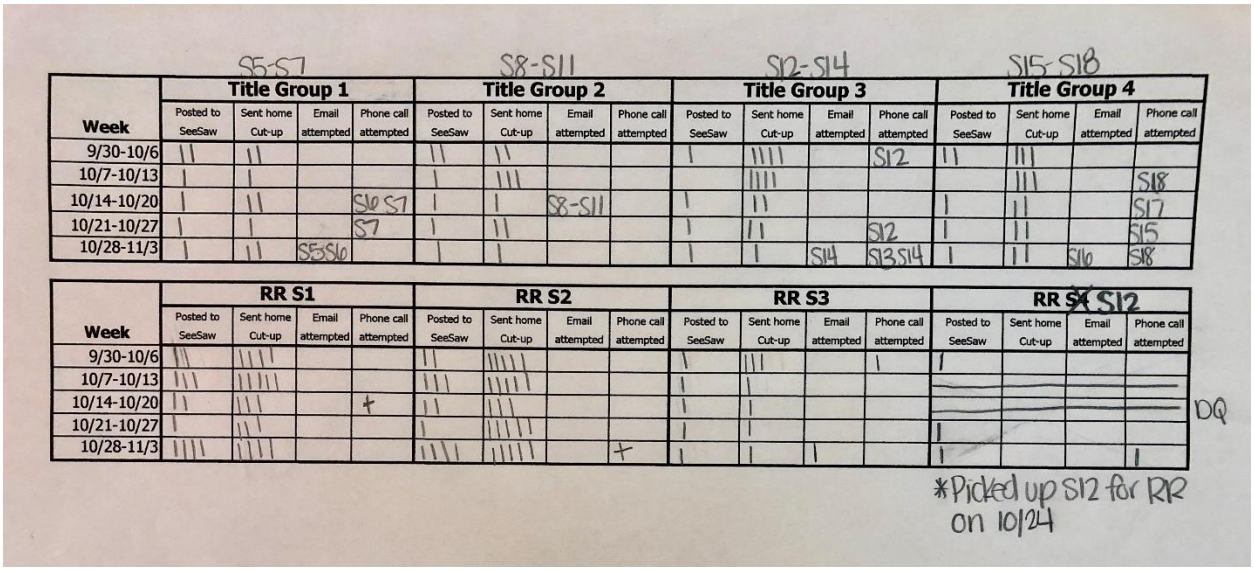
If you've used Seesaw before or have more than one child using Seesaw, follow these steps:

1. Sign in to your account in Seesaw Family app or on the web at https://app.seesaw.me
2. Click on your profile icon, click "+Add Child's Journal" button, then scan the QR code above

Appendix G


Please cut and sign the invitation to our Title 1 night.
Return to school by Thursday 😄.
[redacted] Elementary School
Presents:
Fall Parent Involvement Event
Magic tricks with Carl [redacted]
Pizza, Pizza, Pizza!
Attend and paint a rock to keep!
Games!
OCTOBER 2
MAGIC, PAINTING, GAMES
Parents will learn how to use the Seesaw app!
Download: Seesaw CLASS on your smart phones prior to arrival!
YES! We are able to attend the Parent Involvement Night
Name of Student(s): _____ Grade ___
_____ Grade___
Parent Signature: _____
How many will be attending? _____
Please cut and return this section to the Title I teacher by Thursday, Sept. 27
[redacted] ELEMENTARY
[redacted] St. N
Tuesday, October 2
5:30-7:00

Appendix H



S5-S7 S8-S11 S12-S14 S15-S18

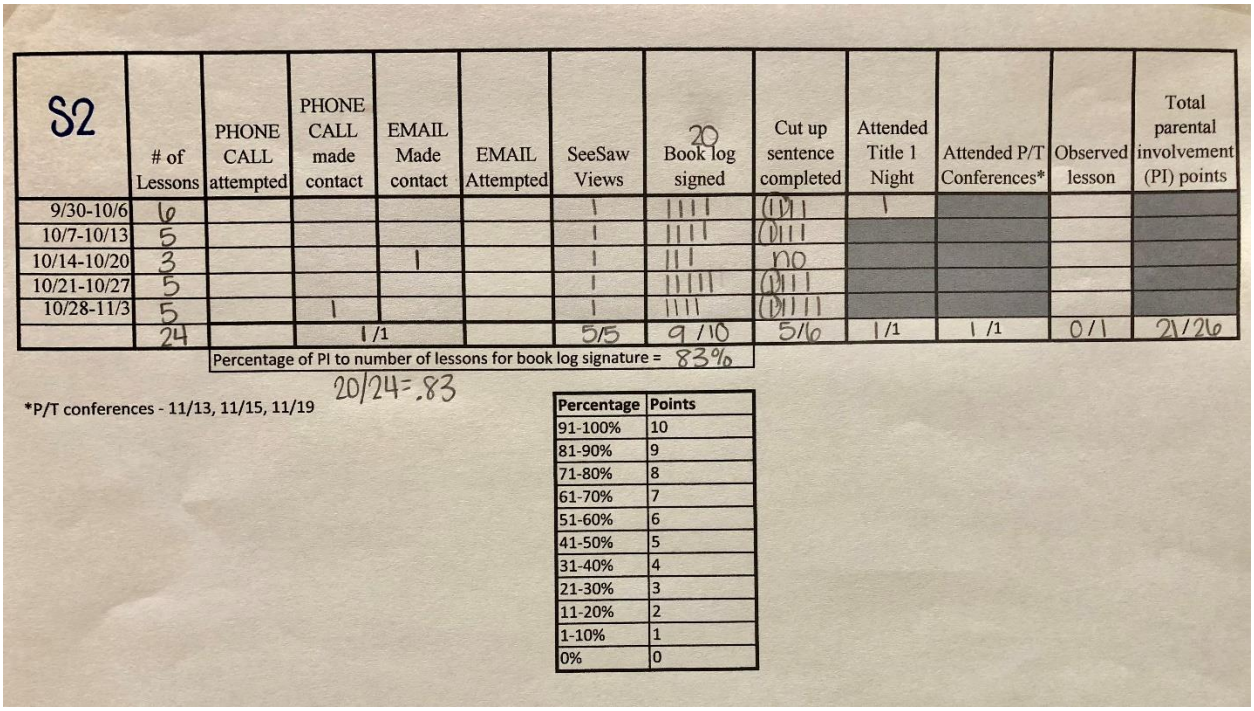
Week	Title Group 1				Title Group 2				Title Group 3				Title Group 4			
	Posted to SeeSaw	Sent home Cut-up	Email attempted	Phone call attempted	Posted to SeeSaw	Sent home Cut-up	Email attempted	Phone call attempted	Posted to SeeSaw	Sent home Cut-up	Email attempted	Phone call attempted	Posted to SeeSaw	Sent home Cut-up	Email attempted	Phone call attempted
9/30-10/6	11	11			11	11			1	1111		S12	11	111		
10/7-10/13	1	1			1	111				1111				111		S18
10/14-10/20	1	11		S6 S7	1	1	S8-S11		1	11			1	11		S17
10/21-10/27	1	1		S7	1	11			1	11		S12	1	11		S15
10/28-11/3	1	11	S5S6		1	1			1	1	S14	S13,S14	1	11	S16	S18

Week	RR S1				RR S2				RR S3				RR S4 S12			
	Posted to SeeSaw	Sent home Cut-up	Email attempted	Phone call attempted	Posted to SeeSaw	Sent home Cut-up	Email attempted	Phone call attempted	Posted to SeeSaw	Sent home Cut-up	Email attempted	Phone call attempted	Posted to SeeSaw	Sent home Cut-up	Email attempted	Phone call attempted
9/30-10/6	11	1111			11	11111			1	111		1	1			
10/7-10/13	111	11111			111	11111			1	1						
10/14-10/20	11	111		+	11	111			1	1						
10/21-10/27	1	111			1	11111			1	1			1			
10/28-11/3	1111	1111			1111	11111		+	1	1	1		1			1

DQ

*Picked up S12 for RR on 10/24

Appendix I



S2	# of Lessons	PHONE CALL attempted	PHONE CALL made contact	EMAIL Made contact	EMAIL Attempted	SeeSaw Views	Book log signed (20)	Cut up sentence completed	Attended Title 1 Night	Attended P/T Conferences*	Observed lesson	Total parental involvement (PI) points
9/30-10/6	6					1	1111	(1)1	1			
10/7-10/13	5					1	1111	(1)111				
10/14-10/20	3			1		1	111	no				
10/21-10/27	5					1	11111	(1)111				
10/28-11/3	5		1			1	1111	(1)1111				
	24		1/1			5/5	9/10	5/6	1/1	1/1	0/1	21/26

Percentage of PI to number of lessons for book log signature = 83%

20/24=.83

*P/T conferences - 11/13, 11/15, 11/19

Percentage	Points
91-100%	10
81-90%	9
71-80%	8
61-70%	7
51-60%	6
41-50%	5
31-40%	4
21-30%	3
11-20%	2
1-10%	1
0%	0