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PERFORMANCE OUTCOMES**

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OUR PARENTS MATTER:
PARENTAL PERSPECTIVES VS. SCHOOL PERFORMANCE
OUTCOMES

A dissertation submitted in partial fulfillment
of the requirements
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ABSTRACT

OUR PARENTS MATTER: PARENTAL PERSPECTIVES VS. SCHOOL PERFORMANCE OUTCOMES

Nadjari A. Prophète

The purpose of this research study is to examine parental perspectives and its relation to school performance outcomes. It examines whether there is an alignment between parental perspective and school performance outcomes. A purposeful sample of 7,762 parents, whom self-identify as having an ethnic background of Black or Hispanic, having a low socio-economic status (SES), as well as a student whom attends one of 42 of the public schools within District 7 in the borough of the Bronx in New York City, perspectives were examined. District 7 in the Bronx houses 42 schools in which educate 20,197 students. School entities in the study are those schools located in the Bronx, New York, in which have been identified by the New York City Department of Education Performance Evaluation System, The Quality Review, as being an Underdeveloped, Developing, Proficient, or Well-Developed school. Joyce Epstein's theoretical framework was used as the basis for this quantitative study. Utilizing Joyce Epstein's Conceptual Framework for parent involvement as a conceptual framework for analysis, quantitative data were gathered on parental perspective and school performance outcomes. These instruments include the 2018 New York City School Survey and the 2017-2018 Quality Review Report.

Studies have been conducted in which the effects of parental perspectives are examined in its relation to school performance outcomes. However, there is limited research with

parental perspectives on school entities and its relation to school performance. This research builds upon and extends previous studies, determining the relation of parental perspectives on school performance outcomes. The findings may guide school districts, building, leaders and teachers in improving the relationships between parents and teachers, create the capacity for parents to be deeply engaged in their children's learning and investment in their children's school. It can best inform schools with the relation between parental perspectives and school performance, assisting in their action plans in addressing such.

Keywords: school performance, parental perspective, perspective, school quality, success, communication, home-school connection, school outcomes

DEDICATION

With all things great, comes that and those before and alongside it. It is Sis. Sis is me. My sincerest gratitude to my Lord above, my Universe. Without my Lord, this would not be possible.

Thank You Lord! Thank You Universe!

To my darling Mommy. You are the epitome of amazing. I would not be the woman I am today without you being the woman, mother and educator that you are and continue to be. You have been there for me since my inception and were right here along with me throughout this process. Your encouragement, sweet words and willingness to support me in any way made me make it to this point. I LOVE YOU!

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Thank You J, My Baby Bro!

Ti Ti, my love. Thank you for being you and making sure your Jar Jar was doing well in her most fashionable of fashions while working tirelessly on this journey. Your love and support during this time, as well as over the years, have not gone unnoticed. You are you and you are appreciated! I LOVE YOU!

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I LOVE YOU All!

Thank You!

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Grandma Daisy, this is for YOU! I hope that you are proudly watching and smiling down as you see me do my thing. I LOVE YOU and miss you so much!

Reemo, to you! You thought I forgot about you, huh? Although you came into my life towards the latter end of the process, you have been nothing short of supportive and my rock. Words cannot express how appreciative I am of you!! From staying up late night with me to provide moral support, laughs and just plain fun, to you falling asleep every time, there is no one that I would have rather had by my side. You're a real one! I LOVE

YOU! Cheers to "P" and "S".

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CHAPTER 1

Introduction

Parental perspective has been an area of research and concern for educators and policy makers. The parental perspective, in regard to school performance, is an important aspect and setting for the progression of school performance and student achievement. It suggests that parental perspectives about school performance are distinct and contribute to parental involvement, parental engagement and student achievement.

Access to education for minority students, including Black and Hispanic students, have been restricted. This includes the quality of the school institutions, administration, teachers, curriculum, resources and instruction. According to various research studies, the historical, economic, sociopolitical, and moral decisions and policies in America have created an education “deficit” that has produced the current achievement gap between black and white students, causing students of black backgrounds to be academically behind their white counterparts. (Ladson-Billings, 2006). These studies document the achievement gap in educational outcomes between Blacks, Hispanics and Whites. Studies have found relatable gaps in race, socioeconomic status, and educational outcomes (Mickelson, 2001).

One aspect of culture is poverty. Poverty is termed as not having enough financial resources to meet basic needs including food, clothing and shelter (Beatty, 2012). People are said to be “living in poverty” when they do not have enough of what it takes to fulfill basic human needs. A person can be poor when he or she lacks the essentials of daily life, such as a sufficient amount of food to keep them from being hungry. The U. S. Department of Agriculture (2005) classified 11 percent of U.S.

households, or around 12.6 million families, as food insecure, a term used to describe households that were “uncertain of having, or unable to acquire, enough food to meet the needs of all household members because they had insufficient money or lacked other resources” (O’Connor, 2001). It is also a socioeconomic class that traps individuals in a vicious cycle that future generations find hard to break free from.

Black and Hispanic students have grown up in a society that has a history of institutionalized inequities that is reflected in schools and social communities. These inequities have significant impact on the development and learning of minority students (Lee, 2003). Parental perspectives of these students have also been lessened to a level of muteness (Beatty, 2012). Findings from this study will help inform efforts that take into parental perspectives and its relation to school performance outcomes in Black and Hispanic students who have been affected by poverty.

Purpose of the Study

The purpose of this quantitative study is to examine the parental perspectives of Black and Hispanic students and the relation that their perspectives have to school performance outcomes. There is a void in the educational research space about examining parental perspectives in a deep analysis. By analyzing the parental perspective, this study seeks to add to the discourse of the perspectives of parents, living in poverty, and its relationship to the performance outcomes of schools within the School District 7 in the borough of the Bronx in New York City.

School District 7 is a school district located in the South Bronx section of the borough of the Bronx in New York City. The South Bronx includes a mix of desolate lots and industrial buildings, a shopping district, residential homes, apartment buildings

and housing projects. Schools within the district are performing well below New York City's average performance and district administration are working on policies and procedures to address the low performance outcomes (NCES, 2017). In 2012, the District 7 Education Council voted to get rid of zoned elementary schools to provide parents with more school choice.

There are various policies that School District 7 set forth and are advised by the New York City Department of Education to implement within their educational entities. The district prides itself and its efforts towards providing students with a solid education so that they can go to college, get good jobs and lead productive, successful lives. The district works to teach within the confines and outlines of the *No Child Left Behind Act* (NCES, 2017). School District 7 is home to 18,196 public school students in grades Pre-Kindergarten through 12th grade (NCES, 2017). Of the student population, 9,703 students are male, and 8,493 students are female. Ninety-seven percent of students are of Black and Hispanic ethnicity. According to the New York State Department of Education, 19.5% of students in School District 7 are scoring a passing rate in reading and 17.2% in mathematics. 10% of elementary and middle school students have tested proficient in reading, the lowest of any district within New York City. Thirteen percent of elementary and middle school students have tested proficient in mathematics. 21% of students are in special education. The district has a graduation rate of 58% as of 2017 (ESSA, 2017).

The ethnic backgrounds of the students residing in School District 7 include 4,779 (26.3%) students being of Black or African American ethnicity, 12,786 (70.3%) students being of Hispanic or Latino ethnicity, 204 students (1.1%) students being of Asian or

Native Hawaiian/Other Pacific Islander ethnicity, 259 (1.4%) students being of White ethnicity, 99 students (0.5%) students being of American Indian or Alaska Native ethnicity and 69 (0.4%) students being of Multiracial ethnicity (NCES, 2017). School District 7 serves students who are 92.0% economically disadvantaged. Within the students of the district, 88.4% of students are free lunch eligible and 3.5% are reduced lunch eligible (NCES, 2017). This compares to the state economic groups whereas 35.4% of students are economically disadvantaged, 31.9% of students are free lunch eligible and 3.5% of students are reduced lunch eligible (NCES, 2017).

Educational researchers have ignored crucial elements of the 1966 Coleman Report that are essential to compensatory educational programs for low-income Black students. This includes factors that contribute to poverty and the addressing of this factors (Beatty, 2012). Beatty concluded that minority students do better at some schools rather than others. He also concluded that the relationship between teachers and students was significant in minority students' engagement in school. He suggested that stronger teacher-student relationships provided positive academic achievements. The next conclusion included that personal aspirations were also key indicators of school success among low-income Black and Hispanic students. A remaining conclusion is that of the success of minority students in school was also impacted by peer groups and their socioeconomic status (Beatty, 2012).

Theoretical/Conceptual Framework

Approaches to understanding cognition and educational outcomes allow educational researchers to provide thick descriptions of complex cultural and structural processes that yield different educational outcomes for different groups (Delpit, 1995).

This study is based on Joyce Epstein's theoretical framework, linking parental involvement, parental perspectives and school performance outcomes. Indicated by research, there is a positive effect on student achievement when there is a strong parent-teacher relationship and parental involvement (Harris & Plucker, 2014). Parental involvement is defined as parents voicing their thoughts with the school, serving as volunteers or instructional aides, attending school events, setting goals, monitoring homework, and establishing expectations (Brock & Edmunds, 2010). By gathering the perspectives of parents, concerns and goals of parents are able to be identified and discussed in an effort to develop a program that will increase parental involvement (Epstein & Salinas, 1993). As suggested by Epstein and Salinas (2004), this should be done by an action team. The action team should consist of teachers, administrators, parents, community partners and school counselors (Epstein & Salinas, 2001).

A parental involvement framework was created by Epstein et al. (2002). This framework indicates some ideas that parents might implement to support their children in school, in essence to increase parental involvement. Epstein's typology has influenced many policymakers and school administrators in developing programs for increasing parental involvement in schools (Smith et al., 2011). An effective parental involvement program consists of six types of parental involvement (Epstein et al, 2002). Epstein (1995) lists six types of involvements (Figure 1.1). Within Figure 1 are the six types of parental involvement and what Epstein defines and classifies as each type. Each type of parental involvement provides a basis and understanding as to what constitutes as that form of parental involvement. These types of parental involvement include parenting, communicating, volunteering, learning at home, decision making and advocacy, and

collaborating with the community (Epstein, Jansorn, et al., 2002). Epstein (2002) states that these involvements could assist educators with creating a comprehensive program for their school and family partnerships and provide opportunities for parental involvement at school and home.

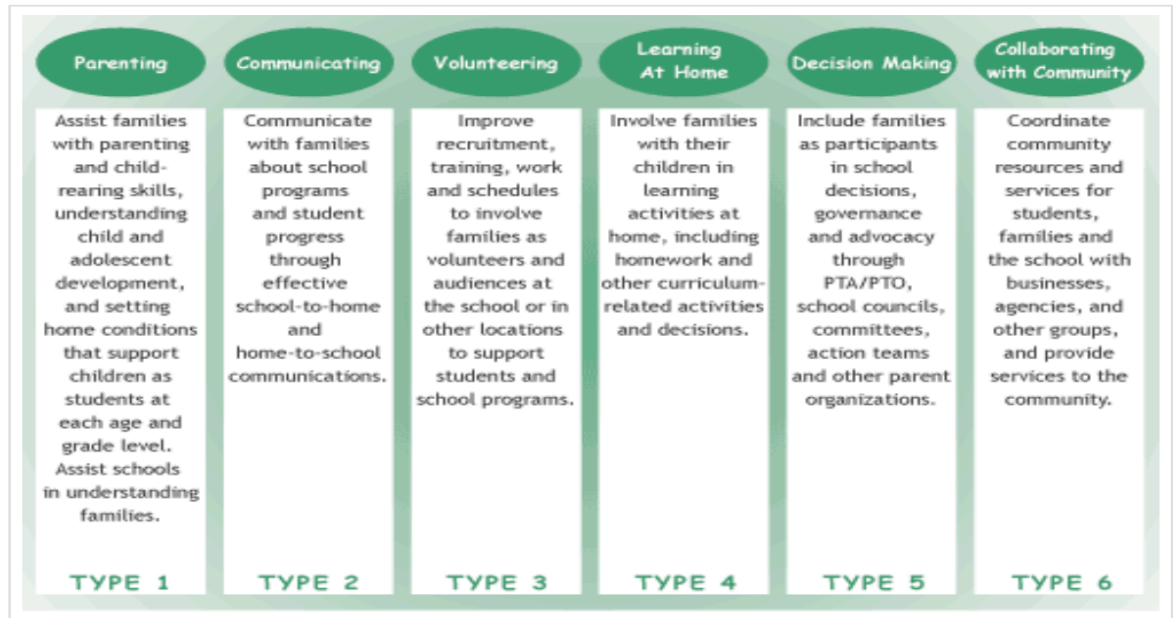


Figure 1.1. Six Types of Parental Involvement (Epstein, 1995)

Represents the six types of parental involvements and the classification of each type of involvement.

Epstein (2002) further explains the types of parental involvement through each category of involvement:

Type 1: *Parenting*: This type of parental involvement helps all families establish home environments to support children as students. It focuses on increasing parents' knowledge about taking care of student needs by providing housing, safety, nutritional meals, and an environment that supports learning at home. From this type of involvement, schools are able to develop a better understanding of the environment and

conditions at home for learning. As a result, school administrators and teachers must provide literature to parents about activities and ideas regarding special services, social services and grades.

Type 2: *Communicating*: This type of parental involvement focuses on the effective interaction between school-to-home and home-to-school communications about school programs and children's progress. Via this level of communication, parents are able to share their concerns regarding their child's progress. Teachers are able to share their positive and negative observations. Also, schools can communicate with parents about aspects including school programs, achievement of students and volunteer opportunities. When there is a strong relationship in communication, all stakeholders of the school, the school entity, teachers, and parents are able to develop a plan that contributes to the increase in student achievement.

Type 3: *Volunteering*: This type of parental involvement focuses on recruiting and organizing parental help and support. Identified by Epstein and Jansorn et al. (2002), parental volunteering allows parents to have opportunities to assist teachers, school administrators and potentially become tutors and strengthen the educational program. Additionally, parents are able to understand the goals set for their children and are able to provide support in meeting the needs of their children (LaRocque et al, 2011).

Type 4: *Learning at Home*: This type of parental involvement includes schools providing information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. As parents are provided with information that will improve students' success, parents are able to understand the skills needed for the children to be successful. This lends to parents

supporting and assisting their children with homework and classwork, therefore, contributing to their mastery of skills.

Type 5: Decision Making: The fifth type of parental involvement involves the inclusion of parents in school decisions, developing parent leaders and representatives. This also includes parental advocacy. Parents are granted the opportunity to provide input into school improvements, attend board meetings and assist in making decisions that are in the best interest of the school. Lastly, parents are able to express and share in their knowledge and strategies that are effective for the success of their children.

Type 6: Collaborating with Community: Within this type of parental involvement, schools identify and integrate resource services from the community to strengthen school programs, family practices, and student learning and development. Through this type of involvement, schools can have service integrations through the community and allow students to participate in service-learning projects, community activities that link to learning skills and talents, as well as workshops that can be used to help in educating students and parents needs for success.

Through years of research, Epstein's theory is developed and based on the research that was utilized to create an organized framework theory and program structure to guide schools' work (Epstein, 1995). The theory indicates that when two models, external and internal, combine and work together, academic achievement is accomplished (Griffin & Steen, 2010). The three spheres of influence (Epstein et al., 1997) schools, families, and community, must overlap (Figure 1.2). In this model, the home, school and community environments overlap with unique and combined influences on children, the forces through the interaction of parents, educators, community partners and students

across contexts. The external structure of the overlapping spheres of influence model recognizes the child at the center as the focus within the family, school and community. Various experiences, philosophies, practices, and other forces push the spheres together or pull the spheres apart resulting in the amount of overlap between the school, family and community (Epstein et al., 2009).

The theory of overlapping spheres of influence changes the narrow focus of parental involvement. Heading from what an individual parent does to a broader, more realistic representation of how students' progress within and through several contexts and how influential people in those contexts may work together to contribute to students' education and development. All while paying close attention to contexts and social relations. When parents become active in their children's education, learning will improve, directly causing academic achievement to increase. The amount of overlap change, yet there is never complete overlapping as families, schools, and communities conduct some practices separately (Epstein, 1995).

The internal structure of the overlapping spheres of influence model demonstrates the interactions that may occur as a result of families, schools, schools, and communities working together (Epstein, 1995). Children interact with, influence, and are influenced by their families, their schools, and their communities (Epstein, 1995). Interactions as such may be at an institutional level involving all families, children, educators, and the entire community or at an individual level involving just one parent, child teacher, or community partner (Epstein et al., 2009).

Theoretical Model
**OVERLAPPING SPHERES OF INFLUENCE OF FAMILY,
 SCHOOL, AND COMMUNITY ON CHILDREN'S LEARNING**
 External Model

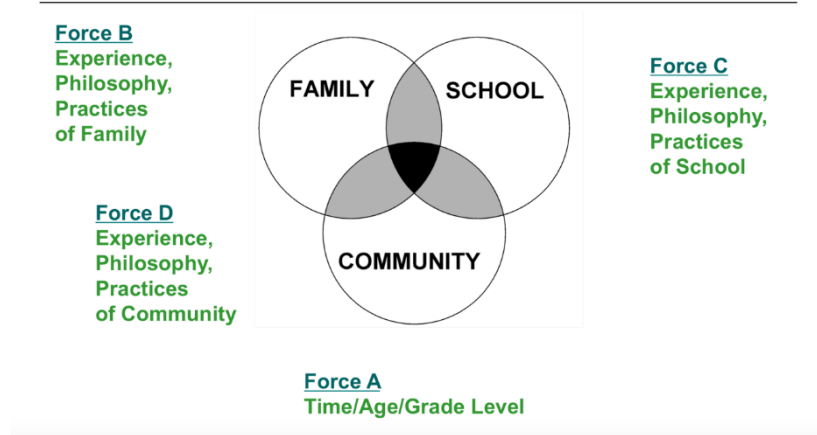


Figure 1.2. Three Spheres of Influence (Epstein et al., 1997)

Expresses the overlapping of the external models, family, school and community, overlapping with the internal model, which here are displayed as forces.

Epstein positioned that students learn more when parents, educators, and others in the community work together to guide and support student learning and development. Many researchers have indicated that children are more likely to succeed, therefore directly enhancing the achievement outcomes of schools, when parents take part in their child’s education. Minority students have grown up in a society that is racial with a history of institutionalized inequities, low parental involvement and a lack of student achievement, which is reflected in schools and social communities. These inequities have significant impact on the development and learning of students (Lee, 2007). Parents who are less involved in the schooling of their children are usually from non-traditional families with lower levels of education (Dornbush & Ritter, 1992). This study is conducted to provide insight into the relationship between parental perspectives of minority students living in poverty.

Significance of the Study

Research is limited in examining findings that examine the relationship of school performance outcomes and parental perspectives of Black and Hispanic students through the lens of the parents. The three spheres of influence, school, family and community, must overlap (Epstein, 1995). In an effort to bridge schools, homes and community, the purpose of this study is to examine the perspectives of parents and school performance outcomes. The study aims to contribute to the void in the educational research space by examining parental perspectives. By analyzing the relationship, or lack thereof, between parental perspectives of Black and Hispanic students having a low socioeconomic status and school performance outcomes, this study seeks to add to the discourse of how the perspectives of parents relate with school performance outcomes.

Research Questions

The purpose of this study is to examine the parental perspectives of Black and Hispanic students with a low socioeconomic background and the relation that their perspectives have to school performance outcomes. Considering the research needs within the field, the following quantitative research questions have been developed:

1. What are the characteristics of parental perspectives on the instructional core amongst school performance outcomes of proficient, well-developed, developing and underdeveloped schools, as defined by the New York City Department of Education?
2. Based on types parental involvement (parenting, communicating, volunteering, learning at home, decision making, collaborating with community), across and between school performance outcomes of proficient,

well-developed, developing and underdeveloped schools, as defined by the New York City Department of Education, are parents more satisfied or less satisfied?

Definition of Terms

Barriers: Situations or conditions that might prevent or reduce parental involvement (Brock, & Edmunds, 2010).

Elementary and Secondary Education Act (ESEA): The Elementary and Secondary Education Act of 1965, reauthorized as the *No Child Left Behind Act* of 2001, is the main federal law influencing kindergarten through high school education. ESEA is built on four principals: accountability for results, more choices for parents, greater local control and flexibility, and an emphasis on doing what works based on scientific research (United States Department of Education, 2010).

Minority: A person identified as an Alaska Native, American Indian, Asian-American, Black (African American), Hispanic American, Native Hawaiian, or Pacific Islander (Beatty, 2012).

No Child Left Behind (NCLB): The *No Child Left Behind Act* of 2001 is the reauthorization of Elementary and Secondary Education Act. It is a federally mandated bill designed to improve student achievement and change the culture of America's schools (United States Department of Education, 2004).

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

Parental Perspective: The opinions, thoughts, and ideas of a parent. (Hoover-Dempsey & Sandler, 1995).

Parental Involvement: The participation of parents in school meetings and parent-teacher conferences and other activities, including helping with homework, providing structure at home, and showing interest in school activities (Baeck, 2010).

Poverty: Not having enough financial resources to meet basic needs including food, clothing and shelter (Beatty, 2012).

Satisfied: Pleased or content with what has been experiences or received.

School Choice: The ability for a family or individual student to make the decision to attend a school entity (Darling-Hammond et al., 2018).

School District: The administrative unit that existed at the local level to assist in the operation of public schools and to contract for school services (Washington State Governors Office, 2014).

School Performance Outcomes: The Instructional Core rating expressed on the New York City Department of Education's School Quality Review Evaluation Report. Each school is rated within the following evaluative areas: Proficient - The documented evidence that a school has met the highest skill requirement set forth by the Quality Review Rubric Benchmarks. Well-Developed -The documented evidence that a school has met the first level skill requirement set forth by the Quality Review Rubric Benchmarks. Developing - The documented evidence that a school has met the second to lowest level skill requirement set forth by the Quality Review Rubric Benchmarks. Underdeveloped - The documented evidence that a school has met the lowest level skill requirement set forth by the Quality Review Rubric Benchmarks

Socioeconomic Status (SES): The economic makeup of a household's income, parents' educational level, and parents' occupational status (NCES, 2014).

Successful: A school that has an overall school quality performance rating of Proficient or Well Developed (NYC DOE School Quality Report Rubric).

Title I: A federal program to ensure that all children have an opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments (United States Department of Education, 2010).

Title I School: A public school that receives funding from the federal Title I program based on the number of students receiving free or reduced-priced lunches (United States Department of Education, 2010).

CHAPTER 2

Review of Related Research

Individuals who believe that the awareness of circumstances surrounding individuals and how their behaviors are affected specifically by their surroundings, social and cultural factors, have argued that cognitive theories by themselves do not explain the variance in student performance. This is particularly among students of color, language minorities, and those from low socioeconomic backgrounds (Gutiérrez & Rogoff, 2003). Within racial and ethnic groups differences between individuals must be examined and integrated into pedagogical approaches and perspectives (Lee et al., 2003). Cultural contexts influence how young people develop, learn, and experience school (Gutiérrez & Rogoff, 2003).

Parental perspective is an important aspect of educating students. It is an essential part of the advancement of schools. With there being an abundance of literature and theories around parental perspectives and school performance outcomes, the purpose of this review of literature is to gather literature that is significant to parental perspectives, student achievement and school performance outcomes. Extensive research was undergone to better understand the concept of parental perspectives and school performance outcomes. Other aspects that are essential to the benefit of schools were also researched, such as parental involvement, socioeconomic status, instruction. The big ideas that were founded as a result of the literature review are parental involvement, educational outcomes, socioeconomic status and school choice.

Parental Perspective

The parental perspective is one way that researchers have studied various aspects of parents. “How does parent involvement make a difference? What is going on in the process of parental involvement that makes it likely to create a positive difference in children’s outcomes?” was asked by Hoover-Dempsey and Sandler (1995). Hoover-Dempsey and Sandler’s (1995) work focused parents’ actions and how they impacted student achievement. Findings of their study yielded results that found three ways that parents can influence children’s educational outcomes. These ways included modeling related behaviors, reinforcing aspects of school related learning, and through providing direct instruction to their children. Some activities that parents could do included asking questions of their children, helping with homework, and using a trip to the grocery store to reinforce math facts. These actions enhance a child’s education, but they are not enough to “create educational success” (Hoover-Dempsey & Sandler, 1995).

Educators are mistaken if they think parents do not care (Lindle, 1989). Lindle (1989) expressed that parents of all races and social classes want to help their children if they can, but many just do not know how to. Data from parents in economically depressed communities reported that they needed the school’s assistance to know what to do to help their children (Epstein, 1995). Educational entities need to support parents in how they assist and support their children. Parents want to feel welcomed and respected by educators. Feeling welcome and respected by educators is an important link with parents and their willingness to become involved (Henderson et al, 2007). Parents are more likely to become actively involved in their child’s education if they are invited. They are powerful tools, the invitations, and motivators and relay a message to parents

that they are valued and important in their child's education (Hoover-Dempsey et al, 2005). Parents want to feel trusted and comfortable with their child's teachers, the school setting and the outcome of their effort (Finders & Lewis, 1994).

A qualitative study conducted by Barge and Loges (2003) examined teacher and parent perceptions of involvement yielded significant results. In this study, parents and teachers were interviewed to gather data about their views on parental involvement. A theme that emerged from the data was the importance of monitoring academic progress through activities such as checking homework and class work on a regular basis and keeping up with academic progress through report cards and progress reports. An additional theme that emerged from the study, was a belief that parents equated parental involvement with building a personal relationship with the children's teachers. Parents felt that their children would receive better treatment if faculty members were aware of their active involvement with their child's education (Barge & Loges, 2003). The final theme that emerged from the study was that parents had a strong desire for collaborative relationship between home, school, and community. They believed this type of relationship would foster a more family-like atmosphere between home and school that would offer more support for the academic needs of their children. Mirroring Epstein's (1995) parental involvement types 5 and 6, Decision Making and Collaborating with Community, respectively, parents indicated that they wanted to be involved in the creation of meaningful programs at their school. As a result of the study, parents suggested ideas such as more frequent parent-teacher conferences, more teacher commentary on progress report, and using technology to disseminate information.

In a similar study conducted by Baker (1997), parents of ninth grade students were surveyed which yielded similar results of Barge and Loges (2003). In the study, parents indicated that they wished to become more active as volunteers in their school and many admitted that they could in fact attend more conferences and meetings (Baker, 1997). Also indicating that parents wanted to be more involved in decision making regarding curriculum, procedures, and school policies, the study further aligns with Epstein's (1995) findings.

Parents often develop more positive attitudes about school, become more involved with school activities, experience increases self-confidence, and enroll in other educational programs as a result of involvement in their child's education (Becher, 1984). In a study conducted in 1983, parents were surveyed, and the findings expressed that those who participated in schools expressed higher levels of satisfaction with both the school and their own child's achievement (Herman & Yeh, 1983). Studies have confirmed parent attitudes and behaviors change as a result of involvement with their child's learning experiences (Epstein, 1983; Henderson & Berle, 1994; Lightfoot, 1978).

Parents want their children to succeed (Brandt, 1989; Henderson & Mapp, 2002). The majority of parents are concerned about their children and can contribute to their child's education regardless of race, ethnic background, or socioeconomic status (Brandt, 1989). A national poll examining the attitudes of United States residents toward their local public schools found that respondents valued involvement in the schools and were willing to become more involved themselves (Public Education Network, 2000).

Parental Involvement

Collaboration and a partnership between parents and schools play an important role in the learning and improvement of learning of students. Research indicates that parental involvement is significant to student achievement (Larocque, Kleiman, & Darling, 2011). Parents involved in their children's learning career deem to support in their achievement. The role that parental involvement plays in schools and student achievement is such a vital one. Parental involvement contributes to students' ability to learn the skills they need to be successful. When parents are involved in their children's education, it affects the intellectual, emotional, and physical development of children. (Bracke & Corts, 2012).

Parental attitudes and behaviors are influenced by involvement with schools (Epstein, 1991; Epstein et al., 2009; Henderson & Berla, 1994; Swap, 1993). Parental involvement produces changes in parents, and parents who are involved have a more positive view of schools than parents who are not involved (Epstein, 1986). There are programs that involve parents directly in home-learning or as tutors, while other programs involve parents in a support role or in an audience role rather than a direct teaching role (Berger, 2008; Epstein, 2001; Shumow & Miller, 2001). With this, roles are roles and no matter the role, a parent that is more informed, more involved and more participatory, is a parent that is more satisfied, a school that benefits more, which in hand benefits the students and the parents.

Parental involvement can have a variety of meanings. In the field of education, there is great debate regarding a clear definition of parental involvement. In the *No Child Left Behind* (NCLB) Act of 2001, parental involvement is defined as parents

communicating with teachers about student learning and school events (The Department of Education, 2013). The federal government has identified parental involvement as a part of the *No Child Left Behind Act (NCLB)*, the reauthorization of the Elementary and Secondary Education Act (ESEA). In the 2004 publication of *No Child Left Behind, Parental Involvement: Title I, Part A Non-Regulatory Guidance*, the federal government defined parental involvement as parents' participation in regular and meaningful two-way communication involving student academic learning and other school activities. Some of these activities include parents assisting in their child's learning, the encouragement of parents to be actively involved in their child's education at school and parents as full partners in their child's education, while appropriately being included in decision making and serving on advisory committees to assist in the education of their child.

Parental involvement in student learning is essential. There has been a decline in parental involvement in some states within the United States since the early 1990's (Lloyd-Smith & Baron, 2010). As Topper, Keane, Shelton, and Calkins (2010) suggested, parental involvement in schools is declining nationally. This has been contributed to parents' lack of confidence in their ability to help their children and the demands of their work schedules (Brock & Edmonds, 2010). To this matter, the federal government began to get involved on a national level. In 1994, the federal government recognized the importance of parental involvement in developing goals, known as Goals 2000, for U.S. school administrators to use in encouraging parental involvement (Goals 2000: Education America Act, 1994). Eight goals were set by the United States, which stated by the year 2000, all children in America would be ready to start school, become responsible citizens, and schools would develop a partnership with parents (Education

America Act, 1994). Since then schools had the expectation to supply students with the knowledge and skill required to succeed in college, the working world and the global community.

In 2013, a study was conducted to examine the level of parental involvement in their children's education. The study included participants from the 50 states and the District of Columbia. Within the study, 17,563 participants completed the National Household Education Survey (Noel et al., 2013). The findings in this study reported that parental involvement levels had dropped slightly during 2012. They also found that students who had parents involved in their education were academically successful, had fewer behavior problems, and graduated from high school at a higher rate than those whose parents were not active in their education (Noel et al, 2013).

Parental involvement must not be restricted to the home (Radzi, et al., 2010). Instead, Radzi, Razak, and Sukor state that school administrators and teachers must initiate activities that encourage and solicit parents to take part in their children's education. The communication between teachers and parents contribute to the development of a strong partnership between home and school. This provides opportunities to include parents in classroom activities, assist parents in learning academic content and help parents in their level of comfortability in being involved in their children's education. Additionally, teachers may learn what happens at home (Radzi et al., 2010).

The activities implemented by the school, school-family partnership programs, have proved to be the best predictors of parental involvement (Dauber & Epstein, 1993). Parents become more involved in their children's education at home and at school when

their perceptions are that their collaboration is actively encouraged by the teachers and the school. A study comparing the levels of involvement of parents of students in special education (n=112) and the levels of involvement of parents in the regular secondary III program (n=525) was conducted (Deslandes et al., 1999). Composed of students with learning difficulties or behavioral problems, the latter group was of such. The families were of individuals who had lower levels of education and tended to have household of a non-traditional makeup including having a single parent, blended or other. Findings of this study included significant differences in the level of involvement of the two groups of parents. The differences were included in activities categorized as parental supervision, involvement in the school activities of the student and home involvement such as homework, discussions and encouragement (Deslandes et al., 1999).

Educational Outcomes

The association between parental perspective and academic performance have been well documented (Entwise et al., 2005). Research indicates when there is a strong parent-teacher relationship, there is a positive effect on student achievement (Harris & Plucker, 2014). In a study of factors relating to student achievement among high school students, Eagle (1989) examined the effects of socioeconomic status, family structure, and parental involvement. Looking at family composition, parental involvement during high school, parents' reading to the student in early childhood, mother's employment status, and the family having a special place for the student to study in the home, various findings came about. It was found that parental involvement had the most impact on student achievement (Eagle, 1989). Eagle defined parental involvement in high school as

parents talking to teachers, parents involved in planning for postsecondary activities, and parents' monitoring of schoolwork (Eagle, 1989).

Having a strong relationship between parents and teachers is one key indicator of student success. By having a strong home-school relationship, schools will see a substantial gain in achievement (Dietel, 2013). This gain in achievement serves as an increase in overall aspects of a school environment. When there is a strong partnership between the parent, school and community, there will be an increase in test scores, positive attitudes, school attendance, improved behaviors, and completion of homework (Harris & Plucker, 2014). There will also be a positive development in attitude and confidence with helping their children at home. Schools will also benefit when parents participate in their children's education (Marshall & Swan, 2010). Schools experience an increase in student attendance, higher graduation rates, an increase in positive attitudes, math and reading scores, a decrease in discipline problems and a minimization of grade failures when parents involve themselves in their children's education (LaRocque et al., 2011).

Socioeconomic Status (SES)

There are differences in social situations and economics that can provide barriers to parental involvement (Epstein, 1995). Socioeconomic status (SES) is determined by a household's income, parents' educational level, and parents' occupational status (NCES, 2014). Despite the research findings that indicate parental involvement having a positive effect on student achievement, parents of low socioeconomic status (SES) have a tendency to reduce their participation in their child's education (Rapp & Duncan, 2011). There seems to be a strong relationship between parents' educational and economic status

and their child's academic performance (Dietel, 2013). Parents may be unable to help their children in traditional ways that enhance and support the school's education program (Taylor, 1993). Parents who have high expectations for their children's education are more likely to be parents with a high school education or better (Winquist, 1998). A study conducted by Anderson (2000) reported children whose parents lacked a high school diploma were more likely to do poorly in school and more likely to drop out before graduating.

More than sixteen million children in the United States live in families with incomes below the federal poverty level. That is \$23,550 a year for a family of four. (Jiang et al., 2016). The link between poverty and low academic achievement has been well established. Low-income children are at increased risk of leaving school without graduating, resulting in inflation-adjusted earnings in the United States that declined 16% from 1979 to 2005, averaging slightly over \$10/hour (Murnane, 2007). Children growing up in poverty experience "double jeopardy." Not only are they directly exposed to risks in their homes and communities, including illnesses, crowding and family stress, lack of psychosocial stimulation, and limited resources, but they often experience more serious consequences to risks than children from higher income families (Parker et. al, 1998).

Poverty has its own culture, with a set of values, rules, and ideas unique to the people of the lowest socioeconomic brackets. The effects of poverty, the lack of food, appropriate shelter, or access to educational materials such as books, put black male students at a disadvantage before they even enter kindergarten (Leventhal et al., 2005). Initial findings from income supplementation and residential relocation programs appeared promising (Gennetian & Miller, 2002). However, longer-term evaluations of a

relatively large residential relocation program in New York illustrate the complexity and variability of the effects of moving children from high-poverty to low-poverty neighborhoods on the academic performance of low-income children (Gennetian & Miller, 2002). During this study, low-income children and families received vouchers to move from high poverty to low poverty neighborhoods. The initial evaluation suggested that adolescent boys who moved to low-poverty neighborhoods had better reading and math scores on state exams than boys who remained in the high-poverty neighborhoods. For girls, there was no significant difference. The initial benefits were no longer evident after five years had progressed. Male and female youngsters that were moved to in low-poverty neighborhoods had lower achievement scores than children who remained in high-poverty neighborhoods.

Schools receive funds from the federal government when they have a high percentage of students at or below the United States poverty level. The funding is used to help students are at a risk of falling behind academically. These schools are labeled as Title I schools (U.S. Department of Education, 2014c). Designed to support state and local schools in developing programs that will help improve teaching and learning for students, Title I schools aim to help meet state academic standards. School administrators are provided with the access to utilize the funds to include parents in assisting them in educating their students. School administrators are under the administration and guidelines to develop programs and strategies that will increase parental involvement while increasing student achievement. This is all under the situation in which they are in with their schools' academic achievement. In essence,

principals, superintendents and teachers are must focus their efforts on increasing parental involvement to improve academia in their schools.

There are several possible explanations for the lack of effects, including differential attrition patterns, the disruptions and stress, the persistence of family poverty in spite of changes in neighborhood quality, and migration back to the high poverty neighborhood. There was no change in family economics associated with a move to a low-poverty neighborhood (Leventhal et al., 2005). These findings of this study express the complexity of trying to alter contextual variables, such as neighborhood and school quality, and suggest that school-age children and families may have established behavioral or learning patterns that are not readily amenable to change within the community environment.

There are many barriers, including poverty, faced by students which interfere with their ability to be physically or mentally hinder their daily learning. These barriers prevent them from benefitting from quality instruction. To assist in students' success, districts must transform fragmented services into a fully integrated continuum of supports, such as literacy interventions, community programs, and parental support, and promote independent reading and robust classroom libraries (Howard & Adelman, 2008).

School Choice

School choice presents itself as a topic in the press, politics and within public discourse. Interest in choice has been fueled in part by distinctive views about educational approaches and in part by the fact that disparities in school funding and quality result in unequal learning opportunities across schools and districts (Darling-Hammond et al., 2018). These efforts to create a greater choice for families through

privately controlled options have raised questions about the nature of the social contract to provide education to all children. Questions have also been raised about the efficacy of markets to provide good schools for all. In addition to this, states and school districts struggle to provide school options that are universally high-quality, publicly accountable, and equitably available (Darling-Hammond et al., 2018).

The influential question is not primarily focused around if there is an option for school choice. The emphasis is placed on the availability of good schools available to all children. School choice means to an end and not an end itself. Creating options does not automatically result in greater access to better schools that improve student learning (Darling-Hammond et al., 2018). This is all dependent on how these options are designed and managed. There are many forms of public school choice in the United States. “Choice” is often associated with private and charter schools. Although this is true, the vast majority of schools of choice in the United States are operated by public school districts. The National Center for Education Statistics states that in 2012, 37.3% of parents said public school choice was available in their district, and 30.5% said they considered other schools beyond those their children were slated to attend. Additionally, more than three fourths of parents said their children’s current school was their first choice, including 78% of those whose children attend their assigned school (Darling-Hammond et al., 2018). The notion that for the vast majority of parents, the neighborhood school is the preferred option for them is confirmed.

Most schools of choice in the United States are operated by or within public school districts. Being increasingly widespread, public school choice contributes to private school enrollments. About 9% of all students account for a declining share of the

school population and vouchers to private schools effect less than 0.4% of students (Table 1). Table 1 expresses the similarities and differences in numbers between the number of students in schools, the number of the types of schools, and the specific types of school choices within the United States of America. Parents living in crisis accounted for half of the group who expressed that school choice was available (Broughman et al., 2017). This was compared to one third of those parents in suburbs and a third of those in rural areas (Darling-Hammond et al., 2018).

Students Enrolled in School Choice Options Other Than Their Assigned Schools

Type of choice	Number of States	Number of Schools	Number of Students
Public school choice options*	22 intradistrict 25 interdistrict	NA	18.7 million
District-run schools of choice*	At least 22	NA	6.5 million
Magnet schools**	NA	3,285	2.6 million
Charter schools**	44, plus DC	6,747	2.7 million
Private schools+	50, plus DC	34,576	4.9 million
Vouchers for private schools**	14, plus DC	NA	179,000

Figure 2.1. Student Enrollment in School Choice Options (U.S. Department of Ed, 2017)

With school choice being available in many cities and states, not all families exercise their option to make a decision as to the school they desire their children to attend. They leave their option to be their neighborhood or assigned school. Approximately fifteen percent of public school students were enrolled in a school of their choice other than their assigned school (National Center for Education Statistics, 2016). The number of these students, 6.5 million, swamps the number of students in charter schools, 2.7 million. Magnet school enrollments accounted for about 40% of the 6.5 million students (National Education for Education Statistics, 2016).

The realities of creating viable choices for all students through choice mechanisms have proven to be much more complex than the promise of school choice. In many systems of choice, a relatively small number of good schools are available to a small number of children (Darling-Hammond et al., 2018). These children are usually the most advantaged children. Usually happening in these cases, the schools are oversubscribed and unless the district is strengthening the schools, many of the schools that are left over are of low quality and offering little, meaningful choice.

While public schools offer a rich tapestry of school choice in many communities, there is still much work to be done. The task ahead is to learn to expand quality and access to the schools that are worth choosing and bring children together across lines of race, class and academic history. This builds unity, rather than creating a division (Broughman et al., 2017).

Summary

Parental perspectives, parental involvement and student achievement have been found to have a significant relationship. Researchers have found compelling evidence of a relationship between parental involvement and student achievement (Izzo, Weissberg, Kasprow & Fendrich, 1999; Henderson & Berla, 1994; Henderson & Mapp, 2002; Marcon, 1999; Reynolds, Mavrogenes, Bezrucko, & Hagemann, 1996; Shaver & Walls, 1998; Sui-Chu & Williams, 1996; Slaughter, Lindsey, Nakagawa, & Kuehne, 1989). The relationship between parent involvement and positive academic outcomes, specifically academic achievement, has led to the exploration of parent involvement as a means of addressing the achievement gap (Bower & Griffin, 2011; Jeynes, 2005; Jeynes, 2011; Lee & Bowen, 2006; Zellman & Waterman, 1998). Keith et al. (1993) found that students'

academic performance is more accurately predicted by parent involvement and expectations than by socioeconomic status.

To conceptualize the importance of parental perspectives, parental involvement, school choice and socioeconomic status (SES) and the relationship between and amongst them, researchers use the school-family-community partnership model (Epstein et al., 2009). With the model emphasizing the roles of the school, the family, and the community in working collaboratively to influence the development and learning of children, the overlapping influence provides gains in educating children in an effort of achieving academic success (Epstein, 1995). The research and literature indicated that parental perspectives and parental involvement could positively impact a child. Parents of children in schools, want their children to be successful. They want their children to attend successful schools. In thinking about each aspect of education the whole child, educators and parents must accept the responsibility in striving for student academic achievement regardless of race, economic background or school of choice.

CHAPTER 3

Methods and Procedures

The purpose of this study was to examine the parental perspectives of Black and Hispanic students with a low socioeconomic background and the relation that their perspectives have to school performance outcomes. This study also examined the relationship between schools at varying performance levels and the perspectives amongst parents that have attending students. The current study adds to the existing literature by focusing on perceptions that parents have in relation to the school that their children are attending. This investigation utilized a quantitative methodology to analyze the data. Data collection procedures were reviewed and approved by the Institutional Review Board prior to implementation.

Research Design

Descriptive research was utilized to support in the presenting of a clear picture of this study. Descriptive research is data retrieved from a population regarding behaviors. It is also used to gather perceptions, opinions, attitudes, and beliefs of a current issue (Lodico et. al., 2010). Furthermore, in a research study, descriptive research provides the answers to who, what, when, where, and why (Manos, 2005). These aspects of descriptive research provide clarity to individuals reading newspapers articles, research articles, or listening to the news. This is a result of being able to identify the participants, event, time factors, location, and how the issue transpired.

In supporting to examine the perspectives of Black and Hispanic parents having a low socioeconomic status, a quantitative method was best utilized. A quantitative, descriptive approach provides a description of the current status or phenomenon of

identified variables in the study (Lodico et al. 2010). This research method allows for a variable aspect and angle from parents while aligning with the theoretical framework.

Data Analysis

The associations examined in this study were investigated using the following research questions and hypotheses:

Research Question 1:

What are the characteristics of parental perspectives on the instructional core amongst school performance outcomes of proficient, well-developed, developing and underdeveloped schools, as defined by the New York City Department of Education?

H₀: There will be no significant difference in parental perspectives of the instructional core amongst (a) proficient, (b) well-developed, (c) developing and (d) underdeveloped schools as defined by the New York City Department of Education.

Descriptive statistics were used to assess characteristics of parental perspective for each of the instructional core categories across proficient, well-developed, developing and underdeveloped schools.

Research Question 2:

Based on types parental involvement (parenting, communicating, volunteering, learning at home, decision making, collaborating with community), across and between school performance outcomes of proficient, well-developed, developing and underdeveloped schools, as defined by the New York City Department of Education, are parents more satisfied or less satisfied?

H₀₂₁: Parents will not be more satisfied at proficient schools than at developing schools based on the parental involvement type of parenting.

H₀₂₂: Parents will not be more satisfied at more successful schools than at less successful schools based on the parental involvement type of communicating.

H₀₂₃: Parents will not be more satisfied at proficient schools than at developing schools based on the parental involvement type of volunteering.

H₀₂₄: Parents will not be more satisfied at proficient schools than at developing schools based on the parental involvement type of learning at home.

H₀₂₅: Parents will not be more satisfied at proficient schools than at developing schools based on the parental involvement type of decision making.

H₀₂₆: Parents will not be more satisfied at proficient schools than at developing schools based on the parental involvement type of collaborating with community.

H₁₂₁: Parents will be more satisfied at proficient schools than at developing schools based on the parental involvement type parenting.

H₁₂₂: Parents will be more satisfied at proficient schools than at developing schools based on the parental involvement type communicating.

H₁₂₃: Parents will be more satisfied at proficient schools than at developing schools based on the parental involvement type volunteering.

H₁₂₄: Parents will be more satisfied at proficient schools than at developing schools based on the parental involvement type learning at home.

H₁₂₅: Parents will be more satisfied at proficient schools than at developing schools based on the parental involvement type decision making.

H₁₂₆: Parents will be more satisfied at proficient schools than at developing schools based on the parental involvement type collaborating with community.

Chi-square and Cramer's V were used to test the null hypotheses, the parental perspectives on the instructional core based on parental involvement types, parenting, communicating, volunteering, learning at home, decision making, collaborating with the community and school performance outcomes across and between proficient, well-developed, developing and underdeveloped schools.

Variables

The six independent variables in this study included the parental involvement types, parenting, communicating, volunteering, learning at home, decision making, collaborating with community. Socioeconomic status was defined as students who received free or reduced lunch or students who did not receive free or reduced lunch. For the second independent variable, ethnicity, students were identified as Black, or Hispanic.

The dependent variable in this study was School Performance. The New York City Department of Education administered a school assessment, The School Quality Review, to each school across New York City to determine their level of performance. The review looks at how well each school is organized to support student learning and teacher practice. The Quality Review supports in identifying areas of celebration and areas of focus for each school. Schools are observed over a two-day school visit. Classrooms are observed and parents, teachers, students and school leaders are spoken with. An alpha of .70 or higher is used as the threshold for sufficient reliability within the School Quality Review of the New York City Department of Education (Cronbach, 1951).

Reliability and Validity

The survey instrument in which the data was gathered from is from the New York City Department of Education's School Survey. It is an instrument tool used to gather data about parents', students' and teachers' perspectives about school quality, school systems and school procedures. The survey is based on academic, school culture, communication and safety. The survey questions are categorized by the researcher into parental involvement categories based on Epstein's parent involvement model that consists of six major types of parent involvement parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community, strengthening content validity. Chronbach's alpha was utilized to measure the internal consistency of the survey. Internal consistency reliability is frequently used in educational research (Litwin, 2003). The Chronbach alpha is often the most appropriate

test in measuring internal consistency of surveys and questionnaires in educational research (McMillian & Shumacher, 2006).

Sample

The target population, n= 7,762, have been identified as families that identify as having an ethnic background of Black and Hispanic, as well as having a student that attends a school that has been identified as Proficient, Well Developed, Developing or Underdeveloped, within School District 7 in the borough of the Bronx, in New York City. There are 42 schools represented in the data, consisting of 18,196 students in grades Pre-Kindergarten through 12. The parent population consists of the total population of parents who have responded to the New York Department of Education, those who have children attending school in School District 7.

Instruments

Data were gathered on school performance outcomes within the Instructional Core and parental perspectives. These instruments include the 2018 New York City School Survey (Appendix B) and the 2017-2018 Quality Review Report (Appendix C). This New York City School Survey is an annual education census that is not only implemented in the New York City Department of education, but also in school systems across the United States. The survey outlines key elements of parental perspectives in relation to school climate, capacity and improving student outcomes. The survey is aimed at taking measures in collecting information and data at each of the city's schools. It is designed to measure school-level characteristics which are based on the perspectives of the individual respondents.

The Quality Review is a process that looks at how well schools are organized to support student and teacher practice. A report is produced as a result of this review titled the Quality Review Report. It is a report that rates the school on three big ideas and 10 indicators (Figure 3.1) of the Quality Review Rubric (Appendix D). Figure 3.1 specifically identifies each big ideas and outlines what each indicator is composed of. The big ideas include Instructional Core, School Culture, and Systems for Improvement. Indicators cover areas such as curriculum, pedagogy, assessment, school culture, school environment and the use of resources. These indicators are assessed on a rubric. The rubric describes school practices in four categories. The identified categories include underdeveloped, developing, proficient, and well-developed (Appendix D). An underdeveloped school is defined as the documented evidence that a school has met the second to lowest level skill requirement set forth by the Quality Review Rubric Benchmarks. A developing school is defined as the documented evidence that a school has met the highest skill requirement set forth by the Quality Review Rubric Benchmarks. A proficient school is defined as the documented evidence that a school has met the first level skill requirement set forth by the Quality Review Rubric Benchmarks. A well-developed school is defined as the documented evidence that a school has met the lowest level skill requirement set forth by the Quality Review Rubric Benchmarks.

Quality Review 2017-2018: Big Ideas by Indicator and Sub-indicator

Instructional Core			School Culture	
<p>Indicator 1.1 Rigorous, engaging, and coherent curricula aligned to CCLS</p> <p>a) Curricula aligns to CCLS and/or content standards and instructional shifts</p> <p>b) Rigorous habits and higher order skills for all</p> <p>c) Planning and revising to ensure access to curricula and cognitive engagement for all students</p>	<p>Indicator 1.2 Research based, effective instruction that yields high quality student work</p> <p>a) Shared beliefs informed by the Danielson Framework and aligned to pedagogy and curricula</p> <p>b) Teaching strategies provide multiple entry points that engage all learners</p> <p>c) High levels of student thinking and participation that culminate in meaningful work products</p>	<p>Indicator 2.2 Curricula-aligned assessment practices that inform instruction</p> <p>a) Curricula-aligned assessment practices and grading policies that provide actionable feedback</p> <p>b) Common assessment analysis that drives curricular and instructional adjustments</p> <p>c) Checks for understanding, and student self-assessment that lead to effective lesson adjustments</p>	<p>Indicator 1.4 Structures for a positive learning environment, inclusive culture, and student success</p> <p>a) Safe and inclusive school culture</p> <p>b) School coordinates social emotional learning, attendance, and youth development for academic success</p> <p>c) Aligned professional development and supports for adoption of effective academic and personal behaviors</p>	<p>Indicator 3.4 A culture of learning that communicates and supports high expectations</p> <p>a) Communication of high expectations to staff, inclusive of training, and a system of accountability</p> <p>b) Communication of and support for families' understanding of high expectations for college and career readiness</p> <p>c) Staff communicate and support high expectations to students</p>
Systems for Improvement				
<p>Indicator 1.3 Aligned resource use to support instructional goals that meet students' needs</p> <p>a) Resource use aligns to instructional goals</p> <p>b) Use of time improves instruction and challenges students</p> <p>c) Student programs align to teacher expertise and support access to learning that leads to college and career readiness</p>	<p>Indicator 3.1 School level theory of action and goals shared by the school community</p> <p>a) School level goals and theory of action are tracked for progress and accelerate student learning</p> <p>b) Data driven needs assessments inform school level goals, action plans, and professional development</p> <p>c) Community involvement in setting school level goals and action plans</p>	<p>Indicator 4.1 Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes</p> <p>a) Teacher growth supported by effective feedback and next steps from observations and data</p> <p>b) Feedback to teachers supports development and offers trends and next steps using the Danielson Framework</p> <p>c) Data informed professional development and teacher/administrator performance based decisions</p>	<p>Indicator 4.2 Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice</p> <p>a) Teacher teams engage in collaborative inquiry that supports goals and strengthens teacher capacity</p> <p>b) Student work/data analysis within teams improves curricula, teaching, and learning</p> <p>c) Embedded distributed leadership structures that influence key decisions</p>	<p>Indicator 5.1 Regularly evaluate school level decisions with a focus on the CCLS</p> <p>a) Evaluating and adjusting curricular and instructional practices based on student needs</p> <p>b) Evaluating school culture and expectations to make adjustments</p> <p>c) Evaluating and adjusting use of resources, teacher team effectiveness, and professional development</p>

Figure 3.1 NYC Quality Review Report Big Ideas by Indicator and Sub-Indicator

A narrative is then prepared which reports six of the ten indicators. The reports are then published on each school’s website and a central portal system. The report expresses the potential for school quality review to assess and promote a broader set of outcomes. These outcomes include a deep understanding of content as well as the ability to use that knowledge to think critically to solve complex problems, communicate effectively, collaborate with others, and learn how to teach (Rothman et al., 2018).

The New York City Department of Education includes hundreds of schools. Due to its large size, the district does not review all of its schools every year. Instead, reviews are targeted at low-performing schools and schools reviewed in the previous year that received a rating of “underdeveloped” or “developing” on any indicator, or those that have failed to meet targets on a separate school quality report (Rothman et al., 2018).

Reliability and Validity

Researchers commonly use a calculation called Cronbach's alpha to determine a measure's reliability (Cronbach, 1951). The industry standard of an alpha of .70 or higher is used as the threshold for sufficient reliability within the New York Department of Education's School Survey, with alphas ranging from 0 to 1. To assess how well the survey measures are capturing a common, school-wide characteristic, the agreement between different individuals within the same schools are calculated. If there are high levels of agreement between different individuals within the schools, it is determined that they are more than likely identifying something that is a school-level characteristic. When there are low levels of agreement present, perceptions about that measure vary widely.

Intra-Class Correlation (ICC) is the degree to which a measure is capturing a school-wide characteristic is determined. The ICC ranges from 0 to 1. If the number is high, the more agreement there is within a school. If everyone within each school responded the same way as everyone else in the school, then the ICC would be 1. This is an example of a high number within-school agreement. An example of a no within-school agreement would be if everyone within each school reported something totally different from one another. This would mean that the ICC would be 0 (Merrill et al., 2018). Within the New York City School Survey, the within-school agreement is considered to be high if the ICC is above .20 and low if is less than .10. It is considered moderate if it is between .10 and .20 (Raudenbush & Bryk, 2002).

School-level precision is an additional consideration of measurement quality related to within-school agreement. Indicating how much error the school-level scores

have, the precision of a measure is important when using the measures in models to predict other outcomes. The more precise a measure, the better it is at predicting other outcomes. Precision is a function of within-school agreement and the number of surveys per school (Merrill et al., 2018). A greater precision of a measure, the higher the within-school agreement and the larger the number of surveys per school. Measures with low within-school agreement can be reasonably precise if many people within a school respond to the survey. At the same time, the ideal measurement properties include high within-school agreement and many respondents per school.

Various validity criterion assessed the validity of the New York City School Survey. Construct validity, determining if the items within a measure are asking about the right things in an accessible way, and criterion validity, determining if the items within a measure are asking about the right topic by calibrating survey measures against a known standard such as other survey measures, were used as assessments of validity. The survey was shared with teachers, parents, students, and district employees. It was determined that the measure had face validity when stakeholders agreed that the items on the survey represented each concept. Face validity is when respondents and other stakeholders read the survey items and agree that they could represent the concept that underlies the measure (Merrill et al., 2018).

Concurrent validity is when a measure is positively correlated with another standard at the same point in time. This indicates that the measures are conceptually similar (Merrill et al., 2018). Concurrent validity of the New York City School Survey was determined. The correlation between the school-level average for each measure across respondent types with the particular school's averages for state ELA and Math test

scores and graduation rates were calculated. According to the New York City Department of Education's theory and previous literature, measures within each of their Framework's elements should be related to current levels of student achievement.

In the United States, reviewers partake in training and a form of moderation through a process in which reviewers practice scoring. They then review their results until they can consistently score (Rothman et al., 2018). The use of district employees is aimed in part at ensuring that there is consistency in evaluation in the New York City Department of Education. The School Quality Review is conducted by reviewers. These reviewers receive training in the process of conducting the reviews. A second trainer accompanies the lead reviewer for schools with students upwards of 1,200 students. Assessment experts have found that states and districts can reliably administer and score performance assessments by making the rubrics for performance clear, providing rigorous training for reviewers, and establishing systems for moderating the reviews. The same finding applies to school quality reviews (Raymond & Kahl, 2014).

Procedures for Data Collection

Quantitative research contains closed-ended questions that are used to examine the relationship between variables that can be measured and analyzed using statistical procedures (Creswell, 2009). In this study, parents' perspectives were gathered upon a response scale of "agree" or "disagree", "never/rarely" or "sometimes/often" and "very unlikely/somewhat unlikely" or "somewhat likely/very likely" via the New York City Department of Education School Survey. The survey was administered to parents with School District 7 in a self-addressed envelope with instructions to either physically or digitally complete the survey. The physical survey, once completed, was returned to the

collection box at the school by the due date and entered into a Microsoft Excel spreadsheet. The digital survey was completed, sent to a digital data collection box and entered into a Microsoft Excel spreadsheet. The completed and returned survey served as evidence of informed consent for the parents (Fink, 2003). All data was separated by each school district and then by each school. It was then analyzed and reported to school district officials and school administrators.

The role of the researcher is critical for collecting and analyzing surveys (Fink, 2003). The researcher gathered New York City School Survey data from the New York City Department of Education. The researcher disaggregated the data to focus on results for School District 7. Each question from the survey was categorized into one of Epstein's (2002) parental involvement types, parenting, communicating, volunteering, learning at home, decision making, or collaborating with the community. The data was entered into the Statistical Package of the Social Sciences (SPSS) for data analysis to answer the study research questions.

Summary

The study used a quantitative research design. The design included six independent variables, parenting, communicating, volunteering, learning at home, decision making, collaborating with community, and one dependent variable School Performance. The New York City Department of Education School Survey has been developed by the University of Chicago Consortium on School Research (CCSR) and widely used across schools in the United States. Pearson correlation and multiple regression designs were used to analyze the data secured from the New York City Department of Education's data. Participants of the study were parents of students that

reside in District 7 and completed the New York City Department of Education School Survey. School Performance Data was gathered through the public service data by the New York City Department of Education. All data secured were uploaded into SPSS for analysis.

CHAPTER 4

Results

The purpose of this study was to examine the parental perspectives of Black and Hispanic students with a low socioeconomic background and the relation that their perspectives have to school performance outcomes. This study also examined the relationship between schools at varying performance levels and the perspectives amongst parents that have attending students.

Research Question 1:

What are the characteristics of parental perspectives on the instructional core amongst school performance outcomes of proficient, well-developed, developing and underdeveloped schools, as defined by the New York City Department of Education?

Descriptive statistics were used to assess characteristics of parental perspective for each of the instructional core categories across proficient, well-developed, developing and underdeveloped schools.

Parental Involvement Descriptive

Descriptive statistics for frequency counts of the composited volunteering variable by school performance was created. One question related to parental involvement was sourced from participating schools. In Figure 4.1, frequency counts were displayed on the left while columns for each level of involvement (disagree, agree) by level of school performance were presented in the center of the graph. As evidenced by the graph, parents from high performing schools that agreed with the related statement produced higher frequency counts while parents from lower performing schools

(performance value of (1 or 2) yielded lower frequency counts for both disagree and agree (Figure 4.1).

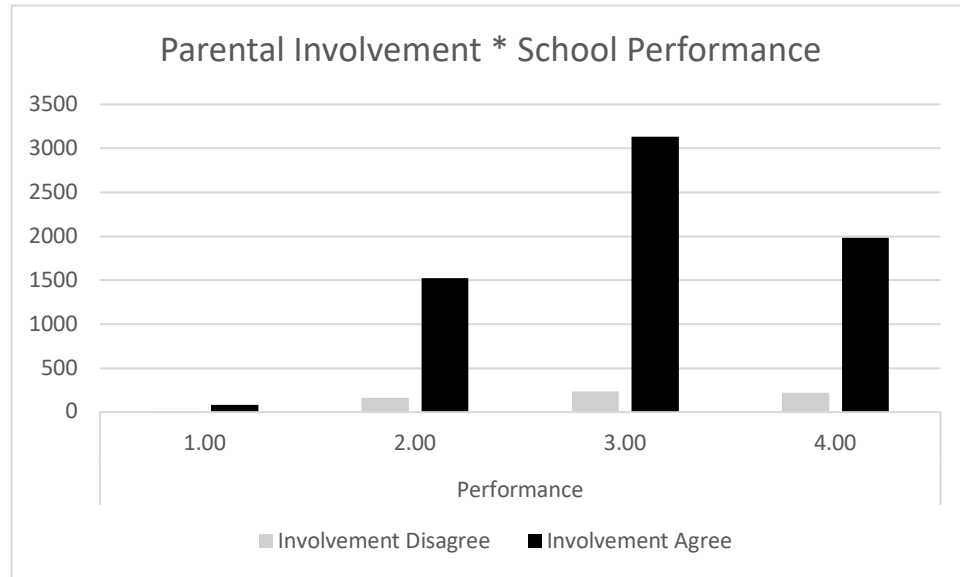


Figure 4.1 Frequency Counts of the Composited Volunteering Variable by School Performance

Volunteering Descriptive

Descriptive statistics were used to display the frequency counts of the composited volunteering variable by school performance. Two questions related to opportunities to visit and partnership in education were combined to obtain a single volunteering variable. In Figure 4.2, frequency counts were displayed on the left while columns for each level of volunteering (disagree, agree) by level of school performance were presented in the center of the graph. As evidenced by the graph, parents from high performing schools that agreed with the two volunteering statements garnered the highest frequency counts ($n = 3975$) while parents from lower performing schools (performance value of (1 or 2) yielded lower frequency counts for both disagree and agree (Figure 4.2).

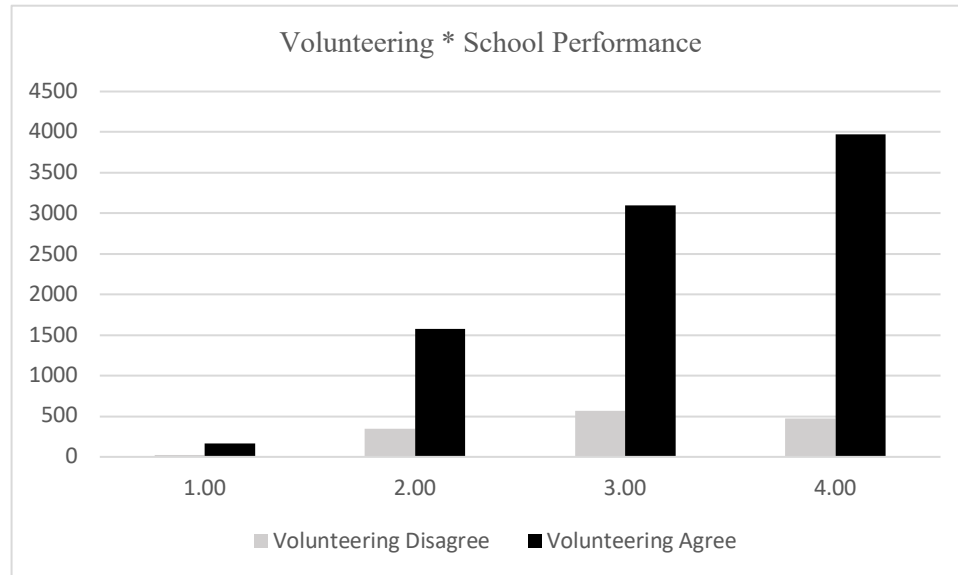


Figure 4.2. Frequency Counts for Volunteering by School Performance

Learning at Home Descriptive

Descriptive statistics for frequency counts of the learning at home variable by school performance was created. One question related to learning at home was accrued from participating schools' data base. In Figure 4.3, frequency counts were displayed on the left while columns for each level of involvement (disagree, agree) by level of school performance were presented in the center of the graph. As evidenced by the graph, parents from high performing schools that agreed with the related learning at home statement produced higher frequency counts while parents from lower performing schools (performance value of 1 or 2) yielded lower frequency counts for both disagree and agree (Figure 4.3).

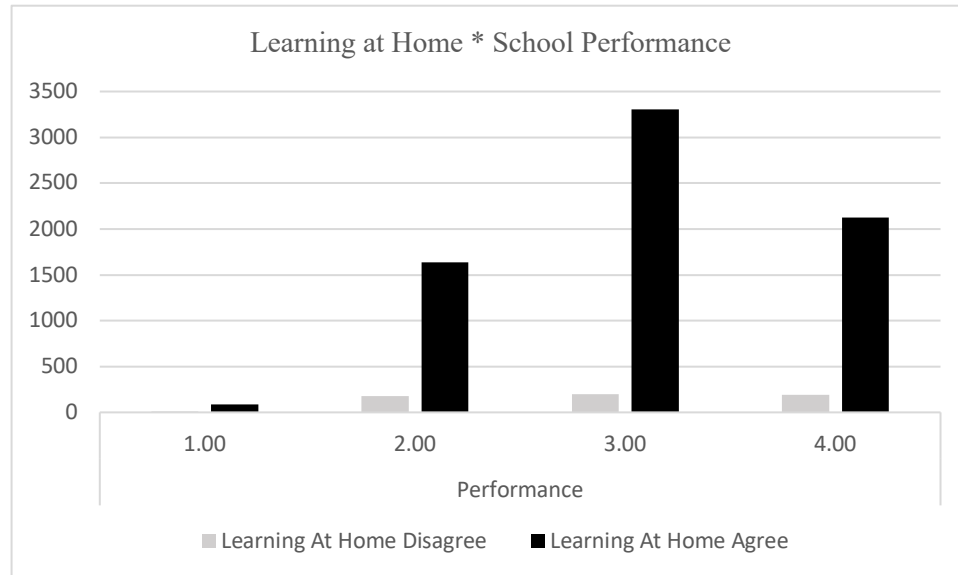


Figure 4.3. Frequency Counts for Learning at Home by School Performance

Communication Interaction Descriptive

The communication interaction variable was created by summing frequency counts across 17 related questions for each categorical response (Disagree, Agree). In Figure 4.4, frequency counts were displayed on the left while columns for each level of communication interaction response (disagree, agree) by level of school performance. As evidenced by the graph, parents from high performing schools who agreed with the related interaction statements produced higher frequency counts while parents from lower performing schools (performance value of (1 or 2) yielded lower frequency counts for both disagree and agree (Figure 4.4).

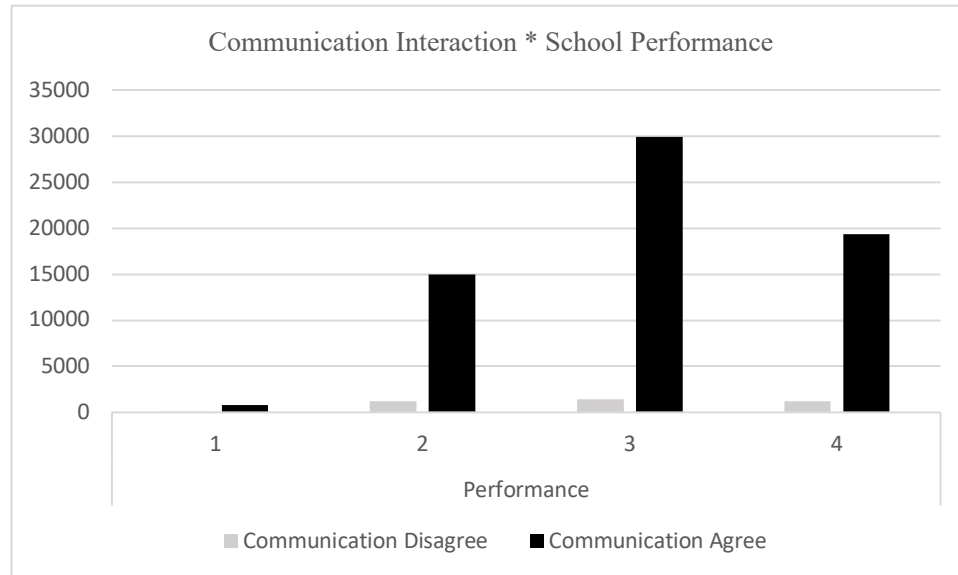


Figure 4.4. Frequency Counts for Communication Interaction by School Performance

Decision Making Descriptive

Similar to the other instructional core categories, decision making reflected the general agreement with the single question on the survey. That is, based on frequency of response, parents agreed with the statement “The principal/school leader at this school is strongly committed to shared decision making” more than those that disagreed (Figure 4.5). Further, parents from performing schools generally agreed more than parents that came from underperforming schools.

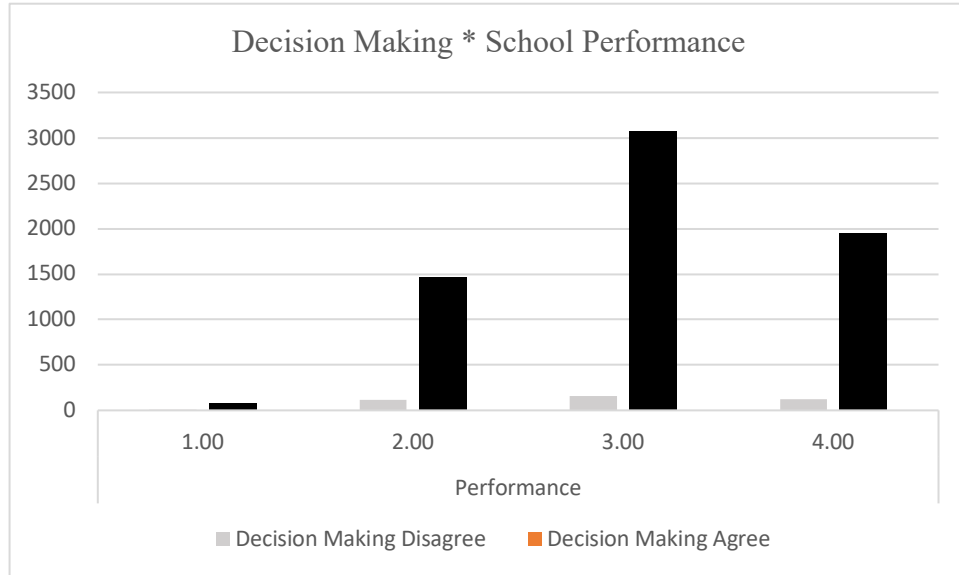


Figure 4.5. Frequency Counts for Decision Making by School Performance

Collaborating with Community Descriptive

The instructional core category, collaborating with community, was created by summing responses across two questions related to collaboration. The general sentiment of parents leaned toward agreement rather than disagreement. That is, based on frequency of response, parents agreed with the two collaboration statements more than those that disagreed (Figure 4.6). Further, parents from performing schools generally agreed more than parents that hailed from underperforming schools.

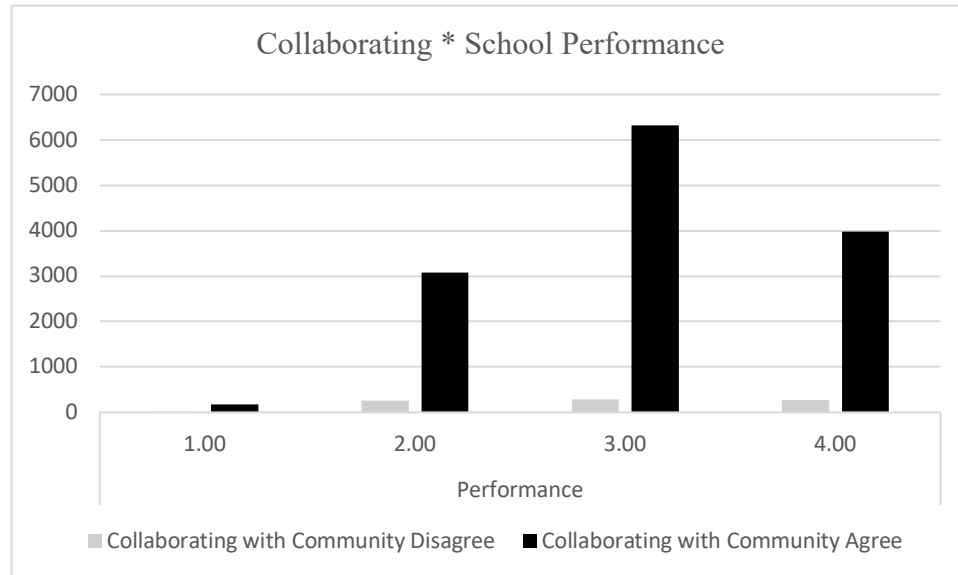


Figure 4.6. Frequency Counts for Collaborating by School Performance

Research Question 2:

Based on types parental involvement (parenting, communicating, volunteering, learning at home, decision making, collaborating with community), across and between school performance outcomes of proficient, well-developed, developing and underdeveloped schools, as defined by the New York City Department of Education, are parents more satisfied or less satisfied?

Parental Involvement

Parents were asked to respond to one question relating to parental school involvement: “This school offers a wide enough variety of courses, extracurricular activities and services to keep my student involved.” Parents were directed to select either *disagree* or *agree*. Responses were categorized by school performance type to create a 2 x 4 contingency table. Chi-square and Cramer’s V were used to test the null hypothesis (H_{021}): Parents will not be more satisfied at proficient schools than at

developing schools based on the parental involvement type of parenting (Table 4.1).

Generally, parents were more likely to agree (approximately 10:1 ratio) with the statement than disagree.

Table 4.1

Two by Four Contingency Table for Parental Involvement by Performance Type

Performance	Involvement	
	Disagree	Agree
1.00	8	83
2.00	166	1527
3.00	236	3133
4.00	218	1983

Note. N = 7,354

Findings from the chi-square test revealed a significant difference in parental involvement was found between school performance, *Chi-square* ($df = 2$) = 18.89, $p < .001$. Cramer's $V = 0.0507$. Cramer's V is a measure of the strength of association among the levels of the row and column variables.

Percentage deviation is a measure of the degree to which an observed chi-square cell frequency differs from the value that would be expected on the basis of the null hypothesis; thus, a percentage deviation of +15% within a cell indicates that the observed frequency is 15% greater than the expected, while a percentage deviation of -15% indicates that the observed frequency is 15% smaller than the expected. For example, in Table 4.2, for schools with a performance value of "2", parents were 15% more likely to disagree with parental involvement. In contrast, schools that performed better, i.e., performance value of 3, parents were approximately 18% less likely to disagree with the parental involvement statement. Given statistical findings, the null hypothesis was

rejected in favor of the alternative. Parents were more satisfied at more successful schools than at less successful schools based on parental involvement.

Table 4.2

Percentage Deviation for each Parental Involvement Type by School Performance

Performance	Percentage Deviations	
	Disagree	Agree
1.00	2.90%	-0.30%
2.00	14.80%	-1.40%
3.00	-18.00%	1.70%
4.00	16.00%	-1.50%

Communication Interaction

Parents were asked to respond to nine questions relating to their school’s communication techniques. Parents were directed to select *disagree* or *agree* for each question. Responses were composited and then categorized by school performance type to create a 2 x 4 contingency table. Chi-square and Cramer’s V were used to test the null hypothesis (H_{02}): Parents will not be more satisfied at more successful schools than at less successful schools based on the parental involvement type of communicating (Table 4.3).

Table 4.3

Two by Four Contingency Table for Overall Communication Interaction by Performance Type

Performance	Communication	
	Disagree	Agree
1.00	55	814
2.00	1227	14990
3.00	1453	29935
4.00	1203	19372

Note. $N = 69,049$

Based on findings, a significant difference in communication interaction was found between school performance, Chi-square ($df = 3$) = 173.4, $p < .001$. Cramer's V = 0.050. Cramer's V is a measure of the strength of association among the levels of the row and column variables. Percentage deviation is a measure of the degree to which an observed chi-square cell frequency differs from the value that would be expected on the basis of the null hypothesis; thus, a percentage deviation of +15% within a cell indicates that the observed frequency is 15% greater than the expected, while a percentage deviation of -15% indicates that the observed frequency is 15% smaller than the expected. For example, in Table 4.4, for schools with a performance value of "2", parents were 32% more likely to disagree with overall good communication interaction. In contrast, schools that performed better, i.e., performance value of 3, parents were approximately 19% less likely to disagree with overall good communication interaction. Given statistical findings, the null hypothesis was rejected in favor of the alternative; Parents will be more satisfied at more successful schools than at less successful schools based on the parental involvement type of communicating.

Table 4.4

Percentage Deviation for each Communication Type by School Performance

Performance	Percentage Deviations	
	Disagree	Agree
1.00	11.00%	-0.70%
2.00	32.70%	-2.00%
3.00	-18.80%	1.10%
4.00	2.50%	-0.02%

Note. $N = 69,049$

Volunteering

H₀₂₃: Parents will not be more satisfied at proficient schools than at developing schools based on the parental involvement type of volunteering.

Parents were asked to respond to two questions relating to volunteering: (a) “My child's school offers me opportunities to visit my child's classroom, such as observing instruction, participating in an activity with my child, etc.” and (b) “Teachers and parents/guardians think of each other as partners in educating children.” Parents were directed to select either *disagree* or *agree*. Responses were categorized by school performance type to create a 2 x 4 contingency table. Chi-square and Cramer’s V were used to test the null hypothesis (H₀₂₃): Parents will not be more satisfied at proficient schools than at developing schools based on the parental involvement type of volunteering (Table 4.5). Generally, parents were more likely to agree with the construct than disagree.

Table 4.5

Two by Four Contingency Table for Volunteering by Performance Type

Performance	Volunteering	
	Disagree	Agree
1.00	26	166
2.00	350	1579
3.00	568	3095
4.00	473	3975

Note. N = 10,232

Based on findings, a significant difference in *Volunteering* was found between school performance, Chi-square ($df = 3$) = 76.81, $p < .001$. Cramer’s V = 0.087. Cramer's V is a measure of the strength of association among the levels of the row and column variables. Percentage deviation is a measures of the degree to which an observed chi-

square cell frequency differs from the value that would be expected on the basis of the null hypothesis; accordingly, in Table 4.6, for schools with a performance value of “2”, parents were 31.0% more likely to disagree with the composite volunteer statement. In contrast, schools that performed better, i.e., performance value of 4, parents were approximately 23.0% less likely to disagree with the composite volunteer statement. Given statistical findings, the null hypothesis was rejected in favor of the alternative. Parents will be more satisfied at more successful schools than at less successful schools based on the parental involvement type of volunteering.

Table 4.6

Percentage Deviation for each Volunteering Response Option by School Performance

Performance	Percentage Deviations	
	Disagree	Agree
1.00	2.20%	-0.40%
2.00	31.00%	-5.00%
3.00	12.00%	1.90%
4.00	-23.2%	-3.70%

Note. N = 10,232

Learning at Home

Parents were asked to respond to one question relating to learning at home: “Teachers work closely with me to meet my child's needs.” Parents were directed to select either *disagree* or *agree*. Responses were categorized by school performance type to create a 2 x 4 contingency table. Chi-square and Cramer’s V were used to test the null hypothesis (H₀₂₄): Parents will not be more satisfied at proficient schools than at developing schools based on the parental involvement type of learning at home (Table 4.7). Generally, parents were more likely to agree with the construct than disagree.

Table 4.7

Two by Four Contingency Table for Learning at Home by Performance Type

Performance	Learning At Home	
	Disagree	Agree
1.00	11	84
2.00	180	1638
3.00	198	3303
4.00	188	2128

N = 7,730

Based on findings, a significant difference in Learning at Home was found between school performance, Chi-square ($df = 3$) = 35.97, $p < .001$. Cramer's V = 0.068. Cramer's V is a measure of the strength of association among the levels of the row and column variables. Percentage deviation is a measure of the degree to which an observed chi-square cell frequency differs from the value that would be expected on the basis of the null hypothesis; accordingly, in Table 4.8, for schools with a performance value of "2", parents were 32.6% more likely to disagree with the learning at home statement. In contrast, schools that performed better, i.e., performance value of 3, parents were approximately 24.2% less likely to disagree with the learning at home statement. Given statistical findings, the null hypothesis was rejected in favor of the alternative. Parents will be more satisfied at more successful schools than at less successful schools based on the parental involvement type learning at home.

Table 4.8

Percentage Deviation for each Learning at Home Response Option by School

Performance

Performance	Percentage Deviations	
	Disagree	Agree
1.00	55.10%	-4.40%
2.00	32.60%	-2.60%
3.00	-24.20%	2.00%
4.00	8.70%	-0.70%

Decision Making

Parents were asked to respond to one question relating to decision making: “The principal/school leader at this school is strongly committed to shared decision making.”

Parents were directed to select either *disagree* or *agree*. Responses were categorized by school performance type to create a 2 x 4 contingency table. Chi-square and Cramer’s V

were used to test the null hypothesis (H_0): Parents will not be more satisfied at

proficient schools than at developing schools based on the parental involvement type of

decision making (Table 4.9). Generally, parents were more likely to agree (approximately

10:1 ratio) with the statement than disagree.

Table 4.9

Two by Four Contingency Table for Decision Making by Performance Type

Performance	Decision Making	
	Disagree	Agree
1.00	5	81
2.00	115	1472
3.00	160	3073
4.00	123	1951

Note. $N = 6,980$

Results indicated a significant difference in decision making between school performance was found, Chi-square ($df = 3$) = 10.46, $p < .015$. Cramer's V = 0.038. Cramer's V is a measure of the strength of association among the levels of the row and column variables. Percentage deviation is the degree to which an observed chi-square cell frequency differs from the value that would be expected on the basis of the null hypothesis. As such, expressed in Table 4.10, for schools with a performance value of "2", parents were 25.5% more likely to disagree with the decision-making statement. In contrast, schools that performed better, i.e., performance value of 3, parents were approximately 14.3% less likely to disagree with the decision-making statement. Thus, given statistical findings, the null hypothesis was rejected in favor of the alternative; Parents will be more satisfied at more successful schools than at less successful schools based on the parental involvement type decision making.

Table 4.10

Percentage Deviation for each Decision-Making Response Option by School

Performance

Performance	Percentage Deviations	
	Disagree	Agree
1.00	0.70%	-0.0%
2.00	25.50%	-1.60%
3.00	-14.30%	0.90%
4.00	2.70%	-0.20%

Collaborating with Community

H₀₂₆: Parents will not be more satisfied at proficient schools than at developing schools based on the parental involvement type of collaborating with community.

Parents were asked to respond to two questions relating to collaboration: “The principal/school leader encourages feedback from parents/guardians and the community through regular meetings with parent/guardian and teacher leaders” and “The principal/school leader at this school promotes family and community involvement in the school.” Parents were directed to select either *disagree* or *agree*. Responses were categorized by school performance type to create a 2 x 4 contingency table. Chi-square and Cramer’s V were used to test the null hypothesis (H_0): Parents will not be more satisfied at proficient schools than at developing schools based on the parental involvement type of collaborating with community (Table 4.11). Generally, parents were more likely to agree (approximately 10:1 ratio) with the composite construct than disagree.

Table 4.11

Two by Four Contingency Table for Collaboration by Performance Type

Performance	Decision Making	
	Disagree	Agree
1.00	8	173
2.00	253	3083
3.00	281	6320
4.00	280	3977

Note. $N = 14,375$

Results indicated a significant difference in decision making between school performance was found, Chi-square ($df = 3$) = 54.08, $p < .001$. Cramer’s V = 0.061. Cramer's V is a measure of the strength of association among the levels of the row and column variables. Percentage deviation is the degree to which an observed chi-square cell

frequency differs from the value that would be expected on the basis of the null hypothesis. As such, as shown in Table 4.12, for schools with a performance value of “2”, parents were 32.60% more likely to disagree with the collaboration composite statement. In contrast, schools that performed better, i.e., performance value of 3, parents were approximately 25.60% less likely to disagree with the collaboration construct. Thus, given statistical findings, the null hypothesis was rejected in favor of the alternative. Parents will be more satisfied at more successful schools than at less successful schools based on the parental involvement type collaboration.

Table 4.12

Percentage Deviation for each Collaboration Response Option by School Performance

Performance	Percentage Deviations	
	Disagree	Agree
1.00	-22.70%	1.40%
2.00	32.60%	-2.00%
3.00	-25.60%	1.50%
4.00	15.00%	-0.09%

CHAPTER 5

Discussion

Interpretation of Results

The purpose of this study was to examine the parental perspectives of Black and Hispanic students with a low socioeconomic background and the relation that their perspectives have to school performance outcomes. This study also examined the relationship between schools at varying performance levels and the perspectives amongst parents that have attending students. Both the benefits of education and the tremendous inequities within the education system clearly points to the literature (College Board, 2007; Fine, 1986; Hertz, 2006; Kane, 2004; Kim, 2002; National Center for Education Statistics, 2009; Perna, 2003; Zweig, 2004). In an effort to address these inequities and provide the benefits of education for all students, federal initiatives have included the role of parents in nearly every major policy initiative aimed at increasing academic achievement for the past half-century (North Central Regional Education Laboratory, 2003; Smrekar & Cohen-Vogel, 2001).

The first research question examined the characteristics of parental perspectives on the instructional core amongst proficient, well-developed, developing and underdeveloped schools as defined by the New York City Department of Education. There is limited research on the definitions of parent perspectives and how it should be measured. The conceptualization of parent perspective has routinely been a matter of convenience, rather than a uniformly conceptualized phenomenon (Epstein, 2001). The definition of parental perspective is extremely broad and includes ideas around opinions, thoughts and behaviors of parents. The general notion in the literature that is presented,

is that all forms of parent perspectives are beneficial and have the potential to increase academic achievement (Marcus, Sanders-Reio, 2009).

Testing the first research question included assessing the characteristics of parental perspectives for each of the instructional core categories across proficient, well-developed, developing and underdeveloped schools. Descriptive statistics for frequency counts of the composited parental involvement type variable by school performance was created. In relation to the parental involvement variable, parents from higher performing schools that agreed with their involvement in their child's school, in relation to their school offering a wide enough variety of courses, extracurricular activities and services that they can be involved in, yielded higher results than parents from lower performing schools that agreed with their involvement in their child's school. In this, if parents had a student that attended a proficient or well-developed school, yielded a higher frequency count than those parents of students that attended a developing or underdeveloped school. Within the volunteering variable, ideas related to opportunities for parents to visit their child's school, as well as their partnership in education were examined. Parents were asked if their child's school offers them opportunities to visit their child's classroom, such as observing instruction, participating in an activity with their child, etc. They were also asked if teachers and parents/guardians think of each other as partners in educating children. Parents from high performing schools that agreed with the two volunteering statements garnered the highest frequency counts ($n = 3975$) while parents from lower performing schools (performance value of (1 or 2) yielded lower frequency counts for both disagree and agree.

Learning at home was accrued through one question from participating schools' data base in regard to the variable of learning at home. This question asked if the student's teachers worked closely with the parent to meet their child's needs. Parents from high performing schools that agreed with the related learning at home statement produced higher frequency counts while parents from lower performing schools (performance value of (1 or 2) yielded lower frequency counts for both disagree and agree. In relation to the communication interaction variable, 17 related questions for each categorical response was created by summing frequency counts across each. Questions included how regularly school staff communicated with the parent about how they can help their child learn, if the parent is greeted warmly when they call or visit their child's school, if the parent feels well-informed by the communications they receive from their child's school, if the parent feels respected by their child's teachers, if staff at their child's school works hard to build trusting relationships with other parents/guardians like them, if their child's school communicates with them in a language that they can understand, if the principal/school leader is an effective manager who makes the school run smoothly, if the principal/school leader at their child's school works hard to build trusting relationships with other parents/guardians like them, and if their child's school will make them aware if there are any emotional or psychological issues affecting their child's academic performance. The findings yielded parents from high performing schools who agreed with the related interaction statements produced higher frequency counts while parents from lower performing schools (performance value of (1 or 2) yielded lower frequency counts for both disagree and agree.

Within the instruction core categories, the decision-making variable was categorized with one question. The results yielded that the frequency of response, parents agreed with the statement, “The principal/school leader at this school is strongly committed to shared decision making” more than those that disagreed. Parents from performing schools generally agreed more than parents that came from underperforming schools. The collaborating with community variable yielded results that expressed parents agreed with the two collaboration statements more than those that disagreed, based on frequency of response. This was based on the questions about their principal/school leader at their child’s school and if they promote family and community involvement in their school and if the principal/school leader encourages feedback from the parent/guardian and the community through regular meetings with parent/guardian and teacher leaders. Parents agreed more than disagree with these statements. Parents agreed with the two collaboration statements more than those that disagreed, based on frequency of response. Even further, parents from performing schools generally agreed more than parents that hailed from underperforming schools.

Epstein’s Theory of Overlapping Spheres deems that parent involvement has distinct dimensions. Parental involvement was separated into six categories. These categories being parenting, communicating, volunteering, learning at home, decision making, collaborating with community. Each category was separated to gain a deeper and more precise understanding on the relationship between parental perspectives and parental involvement and school performance outcomes. The second research question examined each of these types of parental involvement (parenting, communicating, volunteering, learning at home, decision making, collaborating with community) across

and between school performance outcomes of proficient, well-developed, developing and underdeveloped schools as defined by the New York City Department of Education and their correlation between parental satisfaction and school performance outcomes.

In relation to parental involvement, there was a significant difference between parental involvement and school performance. Schools with a performance level of developing, parents were 15% more likely to disagree with parental involvement. On the other hand, schools with a performance level of well-developing, parents were approximately 18% less likely to disagree with the parental involvement statement. Overall, parents were more satisfied at more successful schools than at less successful schools based on parental involvement. In response to the statements, parents responded to about their school's communication, parents were not more satisfied at more successful schools than at less successful schools. A significant difference in communication interaction was found between school performance. In schools with a performance level of developing, parents were 32% more likely to disagree with overall good communication interaction. On the other hand, schools with a performance level of well-developing, parents were approximately 19% less likely to disagree with overall good communication interaction. Overall, parents were more satisfied at more successful schools than at less successful schools based on the parental involvement type of communicating.

Parents responded to statements regarding volunteering and the perspectives around volunteering at their child's school. In reporting their perspectives, parents expressed if they agreed or disagreed with if their school offers them volunteering opportunities. Generally, parents were more likely to agree with the construct than

disagree. Schools with a performance level of developing, parents were 31.0% more likely to disagree with their school offering volunteering opportunities. In contrast, schools with a performance level of proficient, parents were approximately 23.0% less likely to disagree with ideas about their child's school offering volunteering opportunities. Given statistical findings, the null hypothesis was rejected in favor of the alternative. Parents will be more satisfied at more successful schools than at less successful schools based on the parental involvement type of volunteering.

Responding to statements about learning at home, parents expressed their perspectives about the idea of their child's teachers working closely with them to meet their child's needs. Generally, parents were more likely to agree that their schools worked closely with them to meet their child's needs. Parents with children at schools with a performance level of developing, were 32.6% more likely to disagree with the statement regarding if their teachers worked closely with them. Parents with a child that attend a school with a performance level of well-developing, were approximately 24.2% less likely to disagree with the idea about teachers working closely with them. Given statistical findings, the null hypothesis was rejected in favor of the alternative. Parents were more satisfied at more successful schools than at less successful schools based on the parental involvement type of learning at home. In relation to the parental type of decision making, parents responded to the statement about the commitment of their principal or school leader to shared decision making. Generally, parents were more likely to agree (approximately 10:1 ratio) with the statement than disagree. Parents with a child who attended a school with a performance level of developing, parents were 25.5% more likely to disagree with the decision-making statement. Parents with a child

who attended a school with a performance level of well-developing, were approximately 14.3% less likely to disagree with the decision-making statement. Parents were more satisfied at more successful schools than at less successful schools based on the parental involvement type of decision making.

Finally, responding to statements about collaborating with community, parents expressed their perspectives about the idea of collaboration. Their perspectives were expressed on if the principal or school leader encouraged feedback from them and the community through regular meetings with parents and teacher leaders, as well as if the principal or school leader promoted family and community involvement in their school. Generally, parents were more likely to agree (approximately 10:1 ratio) with the composite construct than disagree. Parents with a child that attended a school with a performance level of developing, were 32.60% more likely to disagree with the collaboration statements. Parents with a child that attended a school with a performance level of well-developing, were approximately 25.60% less likely to disagree with the collaboration statements. Overall, parents were more satisfied at more successful schools than at less successful schools based on the parental involvement type of collaboration.

Summary:

The current study yielded statistical significance that parents were more satisfied at more successful schools than less successful schools in relation to the parental involvement types of collaboration, decision-making, volunteering, communication, learning at home and parental involvement. Statistics were utilized to assess characteristics of parental perspective for each of the instructional core categories across proficient, well-developed, developing and underdeveloped schools. The results from the

research questions of this study support previously researched studies that express the more that a parent is satisfied with the school that their child is attending, the more satisfied their perspective is regarding their school, and the more they are involved in various aspects of the school. The literature has indicated that positive parental perspectives are associated with higher school performance (Decker, Dona, & Christenson, 2007; Reio, Marcus, Sanders-Reio, 2009). There is limited literature and research about the alignment between parental perspectives across schools of varying performance levels and how the two can be bridged and capitalized on. This study attempted to shift the discussion about parental perspective away from an isolated entity to moving towards a more balanced home-school connection, with deepened collaboration and communication.

Relationship Between Results and Prior Research

Literature has shown that the more broadly parent perspectives are taken into account, the less significant the differences in their voice across opinions and thoughts of their child's attending school are and the less the level of parent involvement is. This involves parent involvement among diverse groups. There are disparities that exist when parent involvement is narrowly defined as parent involvement in the school or overt parent perspectives. Although this is the case, group differences disappear when parent involvement in the home and the subtle aspects of parent involvement are included. Parental involvement in the education of students begins at home with the parent(s) providing a safe and healthy environment, appropriate learning experiences, support, and a positive attitude about school. Several studies indicate increased academic achievement with students having involved parents (Epstein et al. 2009; Greenwood & Hickman,

1991; Henderson & Berla, 1994; Rumberger, Ghatak, Poulos, Ritter, & Dornbusch, 1990; Swap, 1993; Whitaker & Fiore, 2001). Aligning with the literature, this points to the considerable barriers that minority and low-income parents face to participate in parent involvement in the school and overt parent involvement. Including lack of time and inflexible work schedules. In support of the literature, this the results of this study confirm the idea that parents are fully satisfied with their schools based solely on data collection measures and school performance outcomes.

Parents may support schools by providing volunteer assistance, cooperating in home learning, acting as audiences for programs, serving as members of governing bodies, and by participating in the decision-making process by providing input on school policies (Williams & Chavkin, 1989). The findings of the study support with the prior research as parents were less satisfied at lower performing schools where these aspects of parent involvement may not have been present. Parents often develop more positive attitude about school, become more involved with school activities, experience increased self-confidence, and enroll in other educational programs as a result of involvement in their child's education (Becher, 1984). Furthermore, supporting the findings of this study, Herman and Yeh (1983) surveyed parents and found those who participated in schools expressed higher levels of satisfaction with both the school and their own child's achievement. Studies have confirmed parent attitudes and behaviors change as a result of involvement with their child's learning experiences (Epstein, 1983; Henderson & Berle, 1994, Lightfoot, 1978).

The perspectives of parents served to be more positive on their overall views of schools in schools that are performing well. Parents who are involved have a more

positive view of schools than parents who are not involved (Epstein, 1986). Research, along with this study's findings, clearly supports that parental perspectives and behaviors are influenced by their involvement with schools (Epstein, 1991; Epstein et al., 2009; Henderson & Berla, 1994; Swap, 1993). Parental perspectives have an impact on their child's school performance, attendance, volunteering and their overall relationship with the school and its stakeholders. A parent who is more informed and participatory, regardless of the performance outcome of the school, largely benefits the school, the students, and the parents.

Limitations of the Study

This study was designed to build upon the previous literature while simultaneously advancing the field toward a deeper understanding of the impact of parental perspectives on school performance outcomes and student achievement. It addressed some of the limitations with the literature of parental perspective presented throughout the review of the literature. Its efforts were to gain the necessary insight to advance the utilization of parental perspective to promote academic achievement and explore the role of parental perspective in addressing school performance outcome gaps. The preliminary limitations addressed by this study include the understanding and definition of parental perspective, the issues involved in operationalizing parental involvement, parental self-reported survey responses, and the subjectivity of the New York City School Quality Review and sampling limitations.

Parental perspective and the definition of the term as examined and evaluated for this study. Attempting to address the limitation of the absence of a universally accepted definition of parental perspective, this study incorporated a definition of parental

perspective based on the work of respected authors in the field. This study expanded the definition to incorporate the multidimensional nature of parental perspective. It defined parental perspective as the opinions, thoughts, and ideas of a parent. (Hoover-Dempsey & Sandler, 1995). Additionally, to further deepen the understanding of parental perspective and its relation to parental involvement, this study incorporated Epstein's model of parental involvement to guide our understanding of parental perspective and parental involvement. Epstein (2001) developed the most comprehensive and widely accepted conceptual framework which explores the impact of family, school, and community, outlining the six dimensions of parent involvement, parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.

Addressing the limitations of the difficulties of operationalizing parental involvement, this study addresses the shortcomings. An abundance of the previous and current research is not rooted in theory, conceptual frameworks or the prior literature, but provide an operationalization based on researcher perspective. Anchored in a supported definition of parent involvement by the leading authors in the field and previous literature, this study utilized Epstein's conceptual framework of parent involvement in order to operationalize parent involvement.

There arises a vulnerability to external and internal threats to validity when conducting a quantitative research design. There are threats that are posed in this study. These threats include the reporting of parental responses. Their responses were self-reported and may not have been entirely represented of their true and valid perspectives and opinions. Parents may or may not have accurately and honestly reported responses.

Administrating the survey at such a large scale, administration presents a major challenge within ensuring a high response rate. This is important as with a high response rate from a large population, the responses will express a full representation of the population. The goal of the New York City School Survey was a 70-percent response rate for each type of respondent. This included School District 7 as a whole and within each school. Within the district, the response rates were on average over the 70-percent threshold, but in some individual schools, the response rate fell short (Merrill et al., 2018). Therefore, a full expression of the representation of the population across the borough of the Bronx, as well as New York City is not expressed. The results of this study are only generalizable to the population used for this study and findings may or may not be applicable to other schools and school districts.

Finally, the New York City Department of Education's School Quality Review is based on the idea that examining instructional practice is the only way to determine the quality of teaching and learning in a school, and that by setting standards for instructional practice, the system can establish aspirational guidelines for schools (Rothman et al., 2018). Relying on educators' judgments about quality, the review is more subjective. This can lead to unfair labels of schools and systems, also leading to misguided remedies suggested for schools. As systems rely on human judgement, quality reviews must be conducted carefully to ensure that the judgments about each school are made in a comparable fashion (Rothman et al., 2018). Similar challenges over reliability vexed student performance assessment systems in the 1990's (Wei et al., 2014). In some cases, the judgments of the reviewers varied too widely to allow the assessments to be used to make high-stakes decisions about students and schools (Rothman et al., 2018).

The extensive training in the evaluation of the schools and its rubric is conducted over time. This is done to ensure consistency across the evaluation. However, this reduces the professional development value of the system (Rothman et al., 2018).

Implications for Future Research

In addressing the previous limitations in the parental perspective literature, this study attempted to push the field forward in examining parental perspectives within two minority groups, Black and Hispanic students and families. In exploring parental perspectives and its relation to school performance outcomes of these two groups, the incorporation of a diverse sample of ethnic groups can be examined for future research. This examination may allow for the investigation of similarities and differences in parental perspectives in relation to school performance outcomes across groups.

Further work is necessary to explore the impact of parental perspectives on additional outcomes. These outcomes include academic achievement in content areas such as literacy and math, attendance and student behaviors. The current study did not account for these outcomes. Future studies are needed to include additional covariates to test a more robust model and determine if parental perspective continues to have the same outcomes among and between school performance outcomes. This study exclusively focused on level-one variables, the impact of parental perspective by district and race.

Reliable and valid measures for parental perspectives are also needed for future research. Additional research is needed to create measures for the vast dimensions of parental perspective and lessening biases and imposed beliefs from leaders and educators. This would allow for parents to freely and honestly express their perspectives and allow researchers to shift from an examination of tainted survey results to a more valid

representation of what parents really think and feel. This would also allow researchers to examine specific dimensions of parental perspectives in order to assess parent behaviors and beliefs that have a significant relationship with school performance outcomes.

Furthering research in this way would allow for the separation of behaviors and beliefs to measure the differential impact of behaviors and beliefs on the relationship between parent perspective and school performance outcomes. Valid and reliable measures to gather data around parental perspectives could also be created, therefore, changing the current implemented surveys. This would provide a more precise representation and insight into parental perspectives, allowing schools and educators to see the effects of school policies and procedures on parents and students. This research would allow researchers to explore how parental perspective and beliefs make a significant impact on academic achievement.

Finally, studies that examine parental perspectives over a period of time need to be conducted. This study examined, via The New York City Department of Education's School Survey, parental perspectives from a moment in time. Future studies need to examine parental perspectives longitudinally. These studies should explore parental perspectives over time and directly look at the specific impacts of parental perspectives as their children move through their educational career. Researching this longitudinally would allow the research field to identify patterns and trends over time, examine variances amongst variables such as age, grade level and transience, as well as support in making inferences on specific behaviors and beliefs that make a specific impact on school performance outcomes and academic achievement.

Implications for Future Practice

The research findings have tremendous implications for school districts, school building leaders, educators, as well as parents. Parental perspective has the potential to impact parental involvement, academic achievement and school performance outcomes. This should be a call to educational institutions, leaders and educators to implement policies to gain more parent perspective insight and parental involvement initiatives in schools. Providing parents with involvement initiatives to meet the unique needs of their school is essential to leaders and educators. Broad initiatives that do not account for individual and unique circumstances lead to initiative failure. Ensuring that specific and strategic initiative plans be developed, parental involvement initiatives could actually benefit a wide range of students. This mobilization of the education community may allow schools to meet parents and students where they are in order to build effective parent involvement strategies.

Parents were found to be more satisfied at higher performing schools as well as lower performing schools. Their responses to the New York City School Survey provided insight into their individual beliefs. There were slight significant differences if their school was lower performing or higher performing. One of the implications of this is that parents have a special role in educating themselves on positive school environments, as well as advocating for their children and their education. The finding that parents are more satisfied at lower performing schools in relation to parental involvement types, must shape the practice of educators, as well as parents. It should also be a call to action for parents to express their full, unbiased and honest opinions

about their perspectives on the schools that their children attend, regardless of the stakes at hand.

The measures used on the New York City School Survey were suggested to perform well. They were all reliable and, for the most part, demonstrated face, criterion, and concurrent validity (Merrill et al., 2018). Although this is the case, 4 out of 32 measures did not have concurrent validity, with three of these not demonstrating content validity either. Two additional measures had neither content nor face validity (Merrill et al., 2018). Varying by element and respondent group was the amount of within-school agreement.

Changes to all six of the measures is recommended. It was determined that face validity could be improved by asking more systematic questions to a more formal, pre-specified group of stakeholders (Merrill et al., 2018). Recommendations for further surveys include revising some measures to improve within-school agreement and rewriting some of the measures. Some measures may be attempting to capture aspects of schools that individual students, teachers, and parents perceive differently and some of the measure is accurately capturing the fact that, within a single school, different stakeholders have varying perspectives (Merrill et al., 2018). Both variation between schools as well as within schools could be examined and explored for future work.

Additionally, the findings from this study have significant educational policy implications and advocacy efforts to change local and federal policy. This should involve the cooperation among schools, educators and parents. Included in an overwhelming number of policy initiatives to improve academic achievement are parental involvement initiatives. This includes the involvement of parents in the form of formal organizations,

decision-making groups and gaining their perspectives through survey techniques. With one of the principal methods of engaging parents being inclusion on advisory boards, the Title I of the Elementary and Secondary Education Act mandated parent involvement in the most disadvantaged schools (Houston County Board of Education, 2012; Thomas & Brady, 2005). Moving away from the focus of utilizing parents in formal organization and decision-making entities as a primary method of increasing parent involvement provides for a shift in policies. In opposition, parents should be met by policy that meets them where they are, engages each and every parent, especially in volunteering, communication and home learning environment, and be provided with less bias data collection techniques on their perspectives.

Gaining insight and valuing parental perspectives, engaging parents as volunteers, stakeholders and participants in school entities, as well as maximizing the home-school connection are consistent dimensions of parent involvement found to be related to academic achievement and school performance outcomes. Here lies a great place to begin the building of parental involvement initiatives based on the foundations of increasing the partnerships between schools and families, and congruence in perspectives and attitudes, creating more learning experiences for parents, and increasing academic achievement throughout the theoretical literature. Educators should also be influenced to create differentiated parental involvement strategies to garner parental perspectives, parental voice, and engage parents as a result of the findings of this study.

Conclusion

While considering parental perspectives within the collaboration between school and home is an effective strategy to provide insight into what parents' opinions and

thoughts are in relation to school aspects, the belief that parental perspectives are positively related to school performance outcomes may have an unintended negative impact on education in New York City, and even the United States. This study finds that gaining insight from parental perspectives may benefit schools, student achievement and overall school performance. The statistical analysis of this study focused on two research questions centered on parental perspectives. The study focused on the perspectives of 7,762 parents in New York City School District 7. The survey instrument that was utilized to gather data was the New York City Department of Education School Survey. The survey consisted of 32 statements designed by the New York City Department of Education. Using a Likert Scale, parents were asked to agree or disagree with each of the statements on the survey.

The purpose of this study was to examine the perspectives of parents regarding school performance outcomes based on Epstein et al.'s (2009) six typologies of parental involvement. From these findings, parents of lower performing schools were overall satisfied with the school that the child attended along with parents of higher performing schools being satisfied as well. By being made aware of these findings of the parent perspectives, the development of more effective measures may be more effective to gain insight of parental perspectives and in turn increase home-school connections, student achievement and school performance outcomes.

Parental perspectives have great potential to be an invaluable resource for educators, leaders, policy makers, and researchers. This can drastically improve the home-school connection, school building environments, policies, and procedures, academic achievement and school performance outcomes. As a service organization,

education is at the primary stages of recognizing the importance of and heightening the potential of parental perspectives. In recognizing and understanding the greatness of incorporating and including parental perspectives, the impact on academic achievement for all learners can be monumental. This dissertation is an encouragement to all students, parents, educators, leaders, policymakers and researchers to push forward in bring the full potential of parental perspectives into our educational policies, systems, procedures, and not to forget, school buildings to not only deepen the home-school connection and academic achievement, yet provide a voice to parents in our buildings.

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Appendix A

IRB Approval Letter



**ST. JOHN'S
UNIVERSITY**

MEMO

Institutional Review Board
Federal Wide Assurance: FWA00009066

Dr. Raymond DiGiuseppe
Chair, Institutional Review Board
Tel 718-990-1955
digiuser@stjohns.edu

Date: May 20, 2019

To: Nadjari Prophete

Dr. Marie Nitopi

IRB Coordinator

CC: Dr. James Campbell

Tel 718-990-1440

Dr. Rene Parmar

nitopim@stjohns.edu

Protocol # 0519-330

Protocol Title: Our Parents Matter: Parental Perspectives vs. School Performance Outcomes

Please be advised that your human subject protocol has been reviewed by the IRB and is considered approved/exempt. You are free to begin your project.

Since the proposal is exempt, no further follow-up by the IRB is required. Please notify the IRB of any deviation from your proposal since any change may require IRB review and approval.

Best wishes for successful pursuit of this research.

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	I don't know
5. How satisfied are you with the following?					
a. The response I get when I contact this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The education my child has received this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The overall quality of my child's teachers this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The performance of the citywide Panel for Education Policy with regard to school resources, oversight, curriculum, and progress in student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The performance of the Schools Chancellor with regard to school resources, oversight, curriculum, and progress in student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very unlikely	Somewhat unlikely	Somewhat likely	Very likely
6. During the school year, how likely are you to...				
a. attend a general school meeting or school event (open house, back to school night, play, dance, sports event, or science fair)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. go to a regularly scheduled parent-teacher conference with your child's teacher?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Which of the following improvements would you most like your school to make (Choose ONE)?

<input type="radio"/> Stronger school leadership	<input type="radio"/> Better communication with parents/guardians
<input type="radio"/> More hands-on learning	<input type="radio"/> Higher quality teaching
<input type="radio"/> Stronger enrichment programs (e.g. afterschool programs, clubs, teams)	<input type="radio"/> Smaller class size
<input type="radio"/> Stronger arts programs	<input type="radio"/> Safer school environment
<input type="radio"/> More challenging courses	

If you are a parent/guardian of a child in grades 9-12, ANSWER this question.

	Strongly disagree	Disagree	Agree	Strongly agree
8. Please mark the extent to which you disagree or agree with each of the following statements.				
a. This school helps keep my child on track for college, career, and success in life after high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. This school provides resources to me and my child to prepare my child for college, career, and success in life after high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you are a parent/guardian of a child who receives special education services through an Individualized Education Program (IEP), ANSWER this question.

	Strongly disagree	Disagree	Agree	Strongly agree
9. Mark the extent to which you disagree or agree with each of the following statements.				
a. I am satisfied with the educational planning and Individualized Education Program (IEP) development process at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. This school works to achieve the goals on my child's Individualized Education Program (IEP).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. This school offers a wide enough variety of activities and services (including related services and assistive and adaptive technologies where appropriate) to help improve life outcomes for my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you are a parent/guardian of a 4-year-old in pre-K or a 3-year-old in 3-K, ANSWER this question.

	Strongly disagree	Disagree	Agree	Strongly agree
10. Mark the extent to which you disagree or agree with each of the following statements.				
a. I feel good about the way that my child's teacher helped my child adjust to pre-K or 3-K.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My child's teacher gives me helpful ideas about how I can support my child's learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My child's teacher lets me know that I can make a difference in my child's learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My child's teacher gives me opportunities to share what I know about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Someone at my child's pre-K or 3-K program has helped me consider which schools or programs would be best for my child for next school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix C

New York City Department of Education Quality Review Report Template



Office of School Quality

Division of Teaching and Learning

School Name

School Designation DBN

Street

Borough

NY ZIP

Principal:

Dates of Review:

Lead Reviewer:

Quality Review

Report

2017-2018

The Quality Review Report

The Quality Review is a process that evaluates how well schools are organized to support student learning and teacher practice. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the **Area of Celebration** to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the **Area of Focus** to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as **Additional Finding**. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School

[Insert name of school] serves students in grades [insert grade span]. Information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, can be found at

<http://schools.nyc.gov/Accountability/tools/report/default.htm>.

School Quality Ratings

Instructional Core

<i>To what extent does the school...</i>	Area	Rating
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards	Choose an item.	Choose an item.
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson <i>Framework for Teaching</i> , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	Choose an item.	Choose an item.
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels	Choose an item.	Choose an item.

School Quality Ratings continued

School Culture		
<i>To what extent does the school...</i>	Area	Rating
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults	Choose an item.	Choose an item.
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Choose an item.	Choose an item.
Systems for Improvement		
<i>To what extent does the school...</i>	Area	Rating
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products	Choose an item.	Choose an item.
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community	Choose an item.	Choose an item.
4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote	Choose an item.	Choose an item.

professional growth and reflection		
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Choose an item.	Choose an item.
5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS	Choose an item.	Choose an item.

Appendix D

New York City Department of Education Quality Review Rubric

2017-2018 Quality Review Rubric

The **2017-2018 Quality Review (QR)** Rubric has 10 indicators within three quality categories:

School Quality Indicators

Instructional Core

- 1.1 Curriculum
- 1.2 Pedagogy
- 2.2 Assessment

As schools strengthen practices outlined in the Quality Review Rubric to support student achievement, the impact of this work will be

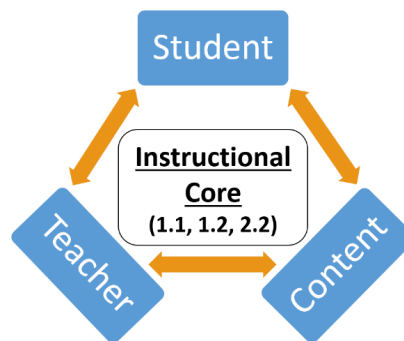
School Culture

- 1.4 Positive Learning Environment
- 3.4 High Expectations

reflected within the elements of the Framework for Great Schools.

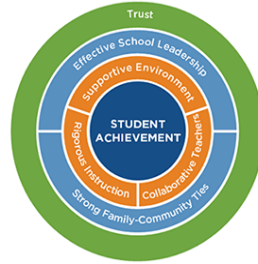
Systems for Improvement

- 1.3 Leveraging Resources
- 3.1 Goals and Action Plans
- 4.1 Teacher Support and Supervision
- 4.2 Teacher Teams and Leadership Development
- 5.1 Monitoring and Revising Systems



The **2017-2018** Quality Review will assess all indicators listed above.

The indicators of quality for **curriculum, pedagogy** and **assessment** are grounded in the theory of action that student learning improves when the relationship between student, teacher, and content – **the instructional core** – is improved.



Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards</p> <p><i>¹Instructional shifts refer to those embedded in the CCLS</i></p>	<p>a) School leaders and faculty have not aligned curricula to CCLS and/or content standards and have not integrated the instructional shifts¹</p>	<p>a) School leaders and faculty are in the process of aligning curricula to CCLS and/or content standards and integrating the instructional shifts</p>	<p>a) School leaders and faculty ensure that curricula are aligned to CCLS and/or content standards, integrate the instructional shifts, and make purposeful decisions to build coherence and promote college and career readiness for all students</p>	<p>a) School leaders and faculty ensure that curricula are aligned to CCLS and/or content standards and strategically integrate the instructional shifts, resulting in coherence across grades and subject areas that promotes college and career readiness for all students</p>

²**Rigorous habits or higher-order skills:** Webb’s Depth of Knowledge (DOK) tool and Hess’s Cognitive Rigor Matrix inform the terms “rigorous habits” and “higher-order skills” in this rubric

³**Access:** Universal Design for Learning (UDL) informs the curricular planning and revisions for access in this rubric

b) Curricula and academic tasks do not typically emphasize rigorous habits or higher-order skills²

b) Curricula and academic tasks emphasize rigorous habits and higher-order skills inconsistently across grades, subjects, and/or for English Language Learners (ELLs) and students with disabilities (SWDs)

b) Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills across grades and subjects and for ELLs and SWDs

b) Rigorous habits and higher-order skills are emphasized in curricula and academic tasks and are embedded in a coherent way across grades and subjects so that all learners, including ELLs and SWDs, must demonstrate their thinking

	<p>c) Curricula and academic tasks do not reflect planning to provide students access³ to the curricula and tasks and cognitively engage a diversity of learners</p>	<p>c) Curricula and academic tasks reflect planning to provide students access to the curricula and tasks and cognitively engage a diversity of learners</p>	<p>c) Curricula and academic tasks are planned and refined using student work and data so that a diversity of learners, including ELLs and SWDs, have access to the curricula and tasks and are cognitively engaged</p>	<p>c) Curricula and academic tasks are planned and refined using student work and data so that individual and groups of students, including the lowest- and highest-achieving students, ELLs, and SWDs, have access to the curricula and tasks and are cognitively engaged</p>
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Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching⁴, aligned to the curricula, engaging, and meets the needs of all learners so</p>	<p>a) Across classrooms, teaching practices are not typically aligned to the curricula and/or do not reflect a set of beliefs about how students learn best</p>	<p>a) Across classrooms, teaching practices are becoming aligned to the curricula and beginning to reflect a set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional</p>	<p>a) Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional</p>	<p>a) Across the vast majority of classrooms, teaching practices are aligned to the curricula and reflect a coherent set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional</p>

that all students		shifts	shifts	shifts, as well
produce				as by
meaningful				discussions at
work products				the team and
				school levels
	b) Across	b) Across	b) Across	b) Across the
⁴ Aligned with	classrooms,	classrooms,	classrooms,	vast majority
the	teaching strategies	teaching	teaching	of classrooms,
implementation	(including	strategies	strategies	teaching
of the new	questioning,	(including	(including	strategies
teacher	scaffolds in	questioning,	questioning,	(including
evaluation law	English and/or	scaffolds in	scaffolds in	questioning,
in September	native language	English and/or	English and/or	scaffolds in
2013, Danielson	where	native	native	English and/
Framework for	appropriate, and	language	language	or native
Teaching,	routines) typically	where	where	language
2003” replaces	do not provide	appropriate,	appropriate,	where
the term	multiple entry	and routines)	and routines)	appropriate,
“common	points into the	inconsistently	consistently	and routines)
teaching	curricula and do	provide	provide	strategically
framework”	not support	multiple entry	multiple entry	provide
	appropriately	points into the	points into the	multiple entry
	challenging tasks	curricula	curricula so	points and

<p>or the demonstration of higher-order thinking skills for students, including ELLs and SWDs</p>	<p>leading to uneven engagement in appropriately challenging tasks and uneven demonstration of higher-order thinking skills in student work products, including the work of ELLs and SWDs</p>	<p>that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products</p>	<p>high-quality supports and extensions into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products</p>
<p>c) Across classrooms, student work products and</p>	<p>c) Across classrooms, student work products and</p>	<p>c) Across classrooms, student work products and</p>	<p>c) Across the vast majority of classrooms, student work</p>

	discussions reflect a general lack of student thinking and participation	discussions reflect uneven levels of student thinking and participation	discussions reflect high levels of student thinking and participation	products and discussions reflect high levels of student thinking, participation, and ownership
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Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</p>	<p>a) The use of resources (e.g., budget, space, technology, coaches, partnerships) is not aligned to the school’s instructional goals, as evident in student work products</p>	<p>a) Alignment is developing between the use of resources (e.g., budget, space, technology, coaches, partnerships) and the school’s instructional goals, as evident in meaningful student work products</p>	<p>a) The use of resources (e.g., budget, space, technology, coaches, partnerships) and other organizational decisions are aligned to and support the school’s instructional goals, as evident in meaningful student work products</p>	<p>a) The use of resources (e.g., budget, space, technology, coaches, partnerships) and other organizational decisions are well-aligned to and support the school’s instructional goals and long-range action plans, as evident in meaningful student work products</p>

<p><i>⁵College and Career readiness also includes other post-secondary outcomes such as independent living, mobility, and structured employment options</i></p>	<p>b) The use of staff time is structured such that teams meet so infrequently (e.g., monthly) that it is difficult for them to improve instruction and engage students in challenging academic tasks</p>	<p>b) The use of staff time is structured such that teams meet infrequently (e.g., twice per month) or do not utilize the time effectively; teachers' professional responsibilities are inconsistently aligned with the school's instructional goals, thus hindering efforts to focus teacher time on instructional</p>	<p>b) The use of staff time is structured such that teams meet regularly (e.g., weekly) and effectively; teachers' professional responsibilities are aligned with the school's instructional goals with a conscious effort to focus teacher time on instructional work, thus improving instruction and engaging</p>	<p>b) The use of staff time is structured such that teams have substantial and regular meetings that are deliberately structured so that teachers' professional responsibilities align with the school's instructional goals, focusing teacher time on instructional work and resulting in improved instruction that engages all</p>
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	work and their potential to improve instruction and engage students in challenging academic tasks	students in challenging academic tasks	students in challenging academic tasks
c) Hiring practices, teacher assignments (e.g., total student load, effective teachers placed to close the achievement gap), and student program groupings and interventions are not aligned to support access to learning opportunities that	c) Alignment among hiring practices, teacher assignments (e.g., total student load, effective teachers placed to close the achievement gap), and student program groupings and	c) Hiring practices, teacher assignments (e.g., total student load, effective teachers placed to close the achievement gap), and student program groupings and	c) Hiring practices, teacher assignments (e.g., total student load, effective teachers placed to close the achievement gap), and student program groupings and

	<p>lead to college and career readiness⁵</p>	<p>interventions, including those for ELLs and SWDs, is developing to support access to learning opportunities that lead to college and career readiness</p>	<p>including those for ELLs and SWDs, effectively support access to learning opportunities that lead to college and career readiness</p>	<p>including those for ELLs and SWDs, are strategic, promoting access to college and career readiness as well as accountable collaborations among faculty so that groups of teachers hold themselves accountable for their students' progress</p>
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Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</p>	<p>a) The school does not have a coherent approach to culture-building, discipline, and social-emotional support; the tone of the school is not respectful or orderly</p>	<p>a) The school is developing an approach to culture-building, discipline, and social-emotional support such that the tone of the school is generally respectful; the school is working to address areas of need or inconsistencies in order</p>	<p>a) The school’s approach to culture-building, discipline, and social-emotional support results in a safe environment and inclusive culture that is conducive to student and adult learning; students and adults treat each other respectfully and student voice is welcome and valued</p>	<p>a) The school’s approach to culture-building, discipline, and social-emotional support is informed by a theory of action and results in a safe environment and inclusive culture that support progress toward the school’s goals; the school meaningfully involves student voice in decision-making to initiate, guide,</p>

		to build an inclusive culture in which student voice is welcome and valued		and lead school improvement efforts
<i>⁶Academic and personal behaviors encompass a range of indicators that support resilience as well as college enrollment and persistence. These</i>	b) The school has limited structures to provide attendance, social-emotional learning, child/youth development, and guidance/advisement supports to students, and/or not all students are known well by at least one	b) The school is developing structures to ensure targeted attendance, social-emotional learning, child/youth development, and guidance/	b) Structures are in place to ensure that each student is known well by at least one adult who helps to coordinate attendance, social-emotional learning, child/youth development, and guidance/advisement supports that	b) Structures are in place so that each student is known well by at least one adult who helps to personalize attendance supports and coordinate social-emotional learning, child/youth development, and

<p><i>behaviors are disaggregated into five overlapping categories: motivation, engagement, work habits/organization al skills, communication/ collaboration skills, and self-regulation. For more information, see (link).</i></p>	<p>adult</p>	<p>advisement supports to students, but supports do not consistently align with student learning needs and/or not all students are known well by at least one adult</p>	<p>align with student learning needs</p>	<p>guidance/advisement supports that impact students' academic and personal behaviors</p>
	<p>c) The school community has not aligned</p>	<p>c) The school community</p>	<p>c) The school community aligns professional</p>	<p>c) The school community strategically</p>

professional	is	development,	aligns
development,	developing	family outreach,	professional
family outreach,	alignment	and student	development,
and student	among	learning	family outreach,
learning	professional	experiences and	and student
experiences and	development	supports to	learning
supports to	, family	promote the	experiences and
promote the	outreach,	adoption of	supports,
adoption of	and student	effective	resulting in the
effective	learning	academic and	adoption of
academic and	experiences	personal	effective
personal	and supports	behaviors	academic and
behaviors ⁶	to promote		personal
	the adoption		behaviors
	of effective		
	academic		
	and personal		
	behaviors		

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>2.2 Align assessment standards to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional</p>	<p>a) Across classrooms, teachers use or create assessments, rubrics, and grading policies that are not aligned with the school’s curricula, or the analysis of those assessments has no impact on classroom-level curricular and instructional practices</p>	<p>a) Across classrooms, teachers use or create assessments, rubrics, and grading policies that are loosely aligned with the school’s curricula, thus providing limited feedback to students and teachers regarding student</p>	<p>a) Across classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school’s curricula, thus providing actionable feedback to students and teachers regarding student</p>	<p>a) Across the vast majority of classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school’s curricula and offer a clear portrait of student mastery, thus providing</p>

decisions at the team and classroom levels		achievement	achievement	actionable and meaningful feedback to students and teachers regarding student achievement
⁷ Common assessment : <i>Teachers use one shared assessment or use different assessment s that measure common skills to</i>	b) The school does not use common assessments ⁷ , or the assessments are not able to measure student progress toward goals across grades and subject areas	b) The school is developing in their use of common assessments to measure student progress toward goals across grades and subject areas	b) The school uses common assessments to determine student progress toward goals across grades and the results are	b) The school uses common assessments to create a clear picture of student progress toward goals across grades and subjects, track

<p><i>evaluate student progress across classes and over time.</i></p>	<p>areas, or there are common assessments in place but results are inconsistentl y used to adjust curricula and instruction</p> <p>c) Across classrooms, teachers' assessment practices do not reflect the use of ongoing checks for understanding and student self-assessment, and do not allow for effective adjustments to lessons based on student confusion</p>	<p>used to adjust curricula and instruction</p> <p>c) Across classrooms, teachers' assessment practices inconsistentl y reflect the use of ongoing</p>	<p>progress, and adjust curricular and instructional decisions so that all students, including ELLs and SWDs, demonstrate increased mastery</p> <p>c) Across classrooms, teachers' assessment practices consistently reflect the use of ongoing</p>	<p>progress, and adjust curricular and instructional decisions so that all students, including ELLs and SWDs, demonstrate increased mastery</p> <p>c) Across the vast majority of classrooms, teachers' assessment practices consistently reflect the</p>
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	<p>checks for understanding and student self-assessment so that teachers inconsistently make effective adjustments to meet students' learning needs</p>	<p>checks for understanding and student self-assessment so that teachers make effective adjustments to meet all students' learning needs</p>	<p>varied use of ongoing checks for understanding and student self-assessment so that teachers make effective adjustments to meet all students' learning needs and students are aware of their next learning steps</p>
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Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</p>	<p>a) School-level goals and action plans are not clear and focused or are not tracked for progress</p> <p>b) Goal-setting and action planning, including professional development planning, occur at the school level but are not informed by a data-driven needs assessment or ongoing data gathering and analysis</p>	<p>a) There is a short list of school-level goals that are tracked for progress but do not drive efforts to accelerate student learning</p> <p>b) Goal-setting and action planning, including professional development planning, occur at the school level with only a surface connection to the school’s data gathering and analysis, such that impact on teacher practice is unclear or inconsistent</p>	<p>a) There is a short list of clear, focused school-level goals and action plans (long-term, annual, and interim) apparent in the CEP and other planning documents; those goals are tracked for progress and adjusted to drive efforts to accelerate student learning and foster social-emotional growth</p> <p>b) Goal-setting and effective action planning at the school level, including professional development planning, are informed by a comprehensive, data-driven needs assessment and ongoing data gathering and analysis that improve teacher practice across classrooms</p>	<p>a) There is a “theory of action,” which includes a rationale for the short list of clear, focused school-level goals and action plans (long-range, annual, and interim) apparent in the CEP and other planning documents; those goals are tracked for progress and thoughtfully adjusted to leverage changes that explicitly link to accelerated student learning and social-emotional growth</p> <p>b) Goal-setting and effective action planning at the school level, including professional development planning, are informed by a comprehensive,</p>

				data-driven needs assessment and ongoing data gathering and analysis that improve teacher practice across classrooms and close the achievement gap
c) School leaders do not effectively involve and/or communicate with the school community, including teachers, families, and age-appropriate students, regarding school improvement plans and decision-making processes	c) School leaders involve and communicate with the school community, including teachers, families, and age-appropriate students, in a limited way regarding school improvement	c) School leaders involve and communicate with the school community, including teachers, families, and age-appropriate students, regarding school improvement plans and	c) School leaders effectively involve and communicate with the school community, including teachers, families, and age-appropriate students, regarding school improvement plans and	

	plans and decision-making processes	decision-making processes	decision-making processes
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Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>3.4</p> <p>Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations</p>	<p>a) School leaders inconsistently communicate high expectations (professionalism, instruction, communication, and other elements of the Danielson Framework for Teaching) to the entire staff</p>	<p>a) School leaders consistently communicate high expectations (professionalism, instruction, communication, and other elements of the Danielson Framework for Teaching) to the entire staff and are developing training and a system of accountability for those expectations</p>	<p>a) School leaders consistently communicate high expectations (professionalism, instruction, communication, and other elements of the Danielson Framework for Teaching) to the entire staff and provide training and have a system of accountability for those expectations</p>	<p>a) School leaders consistently communicate high expectations (professionalism, instruction, communication, and other elements of the Danielson Framework for Teaching) to the entire staff, and provide training, resulting in a culture of mutual accountability for those expectations</p>

	<p>b) School leaders and staff do not have expectations that are clearly connected to a path to college and career readiness</p>	<p>b) School leaders and staff are developing expectations that are connected to a path to college and career readiness and/or the school is developing systems to provide feedback to families regarding student progress toward meeting those expectations</p>	<p>b) School leaders and staff consistently communicate expectations that are connected to a path to college and career readiness and offer ongoing feedback to help families understand student progress toward those expectations</p>	<p>b) School leaders and staff effectively communicate expectations connected to a path to college and career readiness and successfully partner with families to support student progress toward those expectations</p>
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c) Teacher teams and staff do not establish a culture for learning that communicates high expectations for all students and/or are not developing feedback systems and guidance/advisement supports to help prepare students for the next level	c) Teacher teams and staff establish a culture for learning that communicates high expectations for all students; feedback and guidance/advisement supports are developing the level of detail and clarity needed to help prepare students for the next level	c) Teacher teams and staff establish a culture for learning that consistently communicates high expectations for all students and offer ongoing and detailed feedback and guidance/advisement supports that prepare students for the next level	c) Teacher teams and staff establish a culture for learning that systematically communicates a unified set of high expectations for all students and provide clear, focused, and effective feedback and guidance/advisement supports to ensure that students, including high-need subgroups, own their educational
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	experience and are prepared for the next level
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Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</p>	<p>a) There is little evidence that teachers receive feedback and next steps from classroom observations and analysis of student work/data</p>	<p>a) School leaders support the development of teachers, including those new to the profession, with feedback and next steps from infrequent cycles of classroom observation and analysis of student work/data, or the feedback is not</p>	<p>a) School leaders support the development of teachers, including those new to the profession, with effective feedback and next steps from frequent cycles of classroom observation and analysis of student work/data</p>	<p>a) School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback and next steps from the strategic use of frequent cycles of classroom observation and analysis of student work/data</p>

	consistently effective ⁸			
<p>⁸Effective feedback is specific, actionable, time-bound, and prioritized. It is also aligned to the Danielson Framework for Teaching (2013 version) and to the CCLS, where appropriate.</p>	<p>b) Feedback to teachers does not aptly capture strengths, challenges, and next steps, and/or is not aligned to the Danielson Framework for Teaching</p>	<p>b) Feedback to teachers captures strengths, challenges, and next steps, but is not yet fully connected to the Danielson Framework for Teaching, and/or feedback is beginning to support teacher development</p>	<p>b) Feedback to teachers accurately captures strengths, challenges, and next steps using the Danielson Framework for Teaching; feedback articulates clear expectations for teacher practice and supports</p>	<p>b) Feedback to teachers accurately captures strengths, challenges, and next steps using the Danielson Framework for Teaching; feedback articulates clear expectations for teacher practice, supports teacher</p>

		teacher development	development, and aligns with professional goals for teachers
c) School leaders do not have a system for using teacher observation data to design professional development, to make informed decisions (assignment, tenure, retention), and to develop succession plans connected to teachers, APs, and other staff members	c) School leaders are developing a system to use teacher observation data to effectively design and facilitate professional development and are beginning to make informed decisions (assignment,	c) School leaders have an effective system that uses teacher observation data to effectively design and facilitate professional development and are making informed decisions (assignment,	c) School leaders have a strategic, transparent system for managing professional development, make informed decisions, and develop succession plans (assignment, tenure, retention) about teachers, APs,

	tenure, retention) and develop succession plans connected to teachers, APs, and other staff members	tenure, retention) and developing succession plans connected to teachers, APs, and other staff members	and other staff members; this system is leading to improved quality of student work products
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Indicators	Underdeveloped	Developing	Proficient	Well Developed
4.2 Engage in structured professional collaborations on teams using an inquiry approach ⁹	a) A minority of teachers are engaged in structured professional collaborations on teams using an inquiry approach;	a) The majority of teachers are engaged in structured professional collaborations on teams that may be loosely	a) The majority of teachers are engaged in structured, inquiry-based professional collaborations that promote	a) The vast majority of teachers are engaged in inquiry-based, structured professional collaborations

<p>that promotes shared leadership and focuses on improved student learning</p> <p><i>⁹The term inquiry approach is defined by the expectations of teacher teams in 4.2b and across this rubric</i></p>	<p>other teamwork may focus on problem-solving for individual students or non-instructional supports</p>	<p>(or ineffectively) connected to school goals and the implementation of CCLS (including the instructional shifts), or the use of an inquiry approach is developing across the teams</p>	<p>the achievement of school goals and the implementation of CCLS (including the instructional shifts), strengthening the instructional capacity of teachers</p>	<p>that have strengthened teacher instructional capacity and promoted the implementation of CCLS (including the instructional shifts), resulting in school-wide instructional coherence and increased student achievement for all learners</p>
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b) Teacher teams do not typically analyze assessment data and student work for students they share or on whom they are focused	b) Teacher teams analyze assessment data and student work for students they share or on whom they are focused, but this work does not typically result in improved teacher practice or progress toward goals for groups of students	b) Teacher teams consistently analyze assessment data and student work for students they share or on whom they are focused, typically resulting in improved teacher practice and progress toward goals for groups of students	b) Teacher teams systematically analyze key elements of teacher work including classroom practice, assessment data, and student work for students they share or on whom they are focused, resulting in shared improvements in teacher practice and mastery of goals for
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			groups of students
c) There are limited opportunities for faculty to develop leadership capacity or to influence key decisions that affect student learning across the school	c) Distributed leadership structures are developing to support leadership capacity- building and to include teachers in key decisions that affect student learning across the school	c) Distributed leadership structures are in place so that teachers have built leadership capacity and have a voice in key decisions that affect student learning across the school	c) Distributed leadership structures are embedded so that there is effective teacher leadership and teachers play an integral role in key decisions that affect student learning across the school

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</p>	<p>a) School leaders and faculty do not have a process to evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS (<i>evaluation of practices of 1.1, 1.2, 2.2</i>)</p>	<p>a) School leaders and faculty are developing a process to regularly evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS (<i>evaluation of practices of 1.1, 1.2, 2.2</i>)</p>	<p>a) School leaders and faculty have a process in place to regularly evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS (<i>evaluation of practices of 1.1,1.2, 2.2</i>)</p>	<p>a) School leaders and faculty have an effective and transparent process in place to purposefully evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS, with a focus on building alignment and</p>

				coherence between what is taught and how it is taught <i>(evaluation of practices of 1.1, 1.2, 2.2)</i>
b) School leaders and faculty do not have a process to evaluate the quality of school culture and the ways expectations are developed and shared among school constituents, or they do not focus on making adjustments to support the	b) School leaders and faculty are developing a process to regularly evaluate the quality of school culture and the ways expectations are developed and shared among school constituents,	b) School leaders and faculty have a process in place to regularly evaluate the quality of school culture and the ways expectations are developed and shared among school constituents,	b) School leaders and faculty have a process in place to purposefully evaluate the quality of school culture and the ways expectations are developed and shared among school constituents,	

<p>expectations of the CCLS (<i>evaluation of practices of 1.4, 3.4</i>)</p>	<p>with a developing focus on making adjustments to support the expectations of the CCLS (<i>evaluation of practices of 1.4, 3.4</i>)</p>	<p>making adjustments to support the expectations of the CCLS (<i>evaluation of practices of 1.4, 3.4</i>)</p>	<p>making adjustments to support the expectations of the CCLS (<i>evaluation of practices of 1.4, 3.4</i>)</p>
<p>c) School leaders and faculty do not have a process to evaluate and adjust the use of organizational resources, the quality of teacher teamwork, and professional development</p>	<p>c) School leaders and faculty are developing a process to regularly evaluate and adjust the use of organizational resources, the</p>	<p>c) School leaders and faculty have a process in place to regularly evaluate and adjust the use of organizational resources, and the quality of</p>	<p>c) School leaders and faculty have a process in place to purposefully evaluate and adjust the use of organizational resources and the quality of</p>

practices, or they do not pay particular attention to the implications of the CCLS <i>(evaluation of practices of 1.3, 4.1, 4.2)</i>	quality of teacher team work, and professional development practices, with particular attention to what teachers need to learn to support student mastery of the CCLS <i>(evaluation of practices of 1.3, 4.1, 4.2)</i>	teacher team work, and professional development practices, with particular attention to what teachers need to learn to support student mastery of the CCLS <i>(evaluation of practices of 1.3, 4.1, 4.2)</i>	teacher team work and professional development practices, with particular attention to what teachers need to learn to support student mastery of the CCLS <i>(evaluation of practices of 1.3, 4.1, 4.2)</i>
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Vita

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