2018

The Relationship of Parental Involvement and Reading Achievement of Ninth-Grade Students

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This is to certify that the doctoral study by

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has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

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Abstract

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MEd, Lamar University, 2004

AS, Commonwealth College of Funeral Services, 1991

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Doctoral Study Submitted in Partial Fulfillment

Of the Requirements for the Degree of

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Abstract

The local high school and school district have failed to achieve adequate yearly progress in reading due to the poor performance of 9th-grade and special education students on the annual state reading assessment. There may be numerous factors leading to the low scores, but researchers have suggested that students whose parents are engaged in their education have more academic success than students whose parents have minimal participation. An explanatory survey design was used in this quantitative study to identify the involvement activities of parents of 9th-grade students and determine if there was a relationship between their involvement and their child's reading achievement. The theoretical framework was Epstein's theory on parental involvement. Archival data from the State of Texas Assessment of Academic Readiness-end of course English I/reading test of 65 9th-grade students were coded for anonymity and matched with their parents' total scores on the Parent Choice of Involvement Activities survey. Data analyzed using the Pearson product-moment correlation analysis yielded no significant relationship between parent involvement and students' reading scores. Descriptive analysis identified that parents were more involved with educational activities in the home, rather than participating at school. Therefore, a school-based parent development program was designed. Additional research is needed to explore other reasons for the poor reading outcome of the 9^{th}-grade and special education students. Providing parents with strategies that empower them to become fully involved in the secondary education of their children can bring about positive social change by building strong relationships between the school, family, and community to support the academic achievement of high school students.

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Dedication

I want to first give glory, honor, and praise to God for giving me the strength, favor, grace, and mercy to reach this goal toward my dream. I dedicate this work to my son, Francis Anthony Victor Mohammed Andrews Nathan, who has been an inspiration to me as I complete my goal of achieving a doctoral degree. I will forever cherish your love, prayers, support, and encouragement during this period of my life's journey and always.

To my family, friends, colleagues, and mentors who unselfishly assisted me as I worked on my doctoral project study, I also dedicate this work for you. I am grateful for the support you have given me during my study.

Acknowledgments

To my committee chair, Dr. Kathleen McKee, I thank you for your dedication, patience, words of encouragement, and availability for my much-needed conferences. I greatly appreciate the time given during the development and completion of the doctoral project study.

To my second member, Dr. JoeAnn Hinrichs, I thank you for the input you have given toward helping me to develop a scholarly document. I am also grateful to my university research reviewer, Dr. Ann Mary Jablonski, for your advice to ensure a quality doctoral project study.

To my colleagues, there are not words that can explain the impact of your valuable contributions on this journey. To Theresa and Regina, thank you for helping to ensure that I have incorporated an in-depth inquiry into each section of my project study.

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Section 1: The Problem

Introduction

Throughout the local school district, located in the southwest United States, ninth-grade regular and special education students have obtained low reading scores on the annual state reading assessments (Texas Education Agency [TEA], n.d). At one school, these students did not meet acceptable standards. In addition, reading evaluations of the special education ninth-grade students indicated that they have reading levels as low as children in kindergarten to third grade. The students' low reading levels had an impact on their ability to complete required high school graduation plan courses. Improvement in reading will help these students in their studies as well as increase their ability to be successful on their annual assessment test, which determines graduation eligibility for students attending state public schools.

It is evident that all ninth-grade students in this school need additional support and intervention to develop their reading skills (TEA, n.d.). Parental support may be beneficial, but parents of high school students may be reluctant to get involved. They may not want to interfere with the educational process or they may feel that their commitment is not warranted.

Definition of the Problem

The State of Texas Assessment of Academics Readiness (STAAR) was implemented in the 2011–2012 school year with the incoming high school freshman class of 2015 (TEA, n.d). The test results of special education students on STAAR-modified and STAAR-alternate, as in the two prior years, were included in the tabulation of

adequate yearly progress (AYP) for the school and school district's No Child Left Behind (NCLB) report card (TEA, n.d.). STAAR is different from the prior annual assessment in that the previous exam was not a timed test, while STAAR is timed for 4 running hours, regardless of whether students take any breaks (TEA, n.d.). STAAR identifies each set of the test as the end of course (EOC) examination (TEA, n.d.). Each student must achieve a certain number of points on each subject test to qualify for graduation; consequently, the students take EOC exams in each compulsory core subject across their 4 years of high school (TEA, n.d.). All ninth-grade students must take either STAAR EOC-English I/reading test, STAAR A: EOC English I/reading test, or the STAAR Alt English I/reading test (TEA, n.d.). The admission, review, and dismissal (ARD) committee determines the appropriate level of the STAAR test for each student according to his or her individual needs (TEA, n.d.).

The inclusion of special education students' test results for the past several years resulted in lower scores by 2% to 5% in each assessment subject at the cited school and school district. During the academic year of 2011–2012, the school missed AYP in reading performance, and the district missed AYP for the third consecutive year in reading performance (TEA, n.d.). As a Title I school and Title I school district, not meeting AYP for the third year in a row led to the school district being in the second year of the Title I school improvement plan (SIP) for reading.

The institution for this research study was designated as a Title I (Elementary and Secondary Education Act of 1965 [ESEA]) school. This designation provides federal funding to assist schools with low-achieving students (TEA, n.d.). The high school for

this study is one of the three public high schools in the city's school district. According to the state's Academic Excellence Indicator System (AEIS) 2011-2012, (TEA, n.d.), this campus had 1,797 students. According to the 2012–2013 Campus Improvement Plan, the school had the following grade level demographics: 525 ninth-graders (43 special education students), 473 10th-graders (48 special education students), 412 11th-graders (39 special education students), and 387 12th-graders (37 special education students).

Of the total enrollment, without respect to grade levels, the ethnic distribution illustrated the following diversity: African American (1,362); Hispanic (353); White (38); American Indian (5); Asian (18); Pacific Islander (1); and Two or More Races (20). In 2012, the total enrollment identified 1,303 economically disadvantaged students of the total 1,797 (TEA, n.d.). Additional classifications include 27.5% noneducationally disadvantaged students, 5% limited English proficient students, 8.6% students with disciplinary placements, 38% at risk students, and 19% mobility students (TEA, n.d.).

During the academic year of 2011–2012, the high percentage of economically disadvantaged students justified the Title I campus' classification. Recorded archival assessment data indicated that the campus' entire population, which included the special education population, was experiencing reading difficulties (TEA, n.d.). The special education students identified to take the modified annual assessment test had serious reading difficulties that significantly affected the annual assessment scores on the campus. In addition, the scores that caused the school's reading/English-Language Arts (ELA) ranking for AYP/NCLB also impacted the district's reading/ELA ranking for AYP/NCLB (TEA, n.d.). Although special education students were not meeting state

standards, they were able to take a modified state annual assessment using three possible answers from which to choose the correct answer. This strategy was designed to help them improve their overall scores, but it did not address the concern about the significantly low reading levels of the ninth-grade students or the special education students.

The archival data I used to address the problem in this study was the STAAR EOC English I/reading scores for the 2014–2015 school years. The district gave me permission to randomly select records from the archived data of all ninth-grade students who took the STAAR EOC English I/reading annual assessment test, 2014–2015, without identifying whether the student had been classified with learning differences. The archival assessment data indicated that the population of study were experiencing reading difficulties.

Rationale

Evidence at the Local Level

The lack of successful reading development of ninth-grade students has been a major concern to the department of education, the school district, and curriculum developers (Fuchs, Fuchs, & Compton, 2012). Fuchs et al. (2012) found that response to intervention (RTI) conducted on three levels was better able to assist special education students who are excluded from the RTI framework. The researchers found that it is important for educators, stakeholders, parents, and administrators to demonstrate an interest and concern for the students' ability to read with comprehension.

Over the years, various researchers have postulated theories relative to reading and secondary students as well as reading and special education students at all academic levels. Wexler, Vaughn, Roberts, and Denton (2010) found that students in upper grades still struggled to reach a functional level of literacy after interventions. Vaughn et al. (2011) suggested the need to begin intervention for struggling readers in earlier grades or at the beginning of middle school in order to have evidence of improvement in reading. Vaughn, Roberts, Schnakenberg, et al. (2015) found that intervention for high school struggling readers was more effective with brief sessions, such as 8 weeks. The brief sessions of intervention seemed to have a greater effect on the progress of high school students rather than intervention scheduled for 1 year (Vaughn, Roberts, Schnakenberg, et al., 2015).

The AYP campus data in 2012 for the study school showed that only 36% of the special education students met standards of the 87% target score. The final AYP results for 2012 showed 78% (all students) and 76% (economically disadvantaged students) on the study campus met standards of the 87% target score. In 2010–2011, only 56% of the special education students met the AYP target score of 80% (see Table 1). Data do support that the inclusion of special education students' scores in the tabulation resulted in a decrease in the percentage of students meeting AYP target score.

Table 1

Special Education: NCLB Standard Target Percent

Student group	Year	NCLB target %	Campus	District	State
Special education	2009–2010	73%	52%	62%	66%
	2010–2011	80%	56%	65%	67%
	[a]2011–2012				

. [a] No school report card released, and no state accountability ratings were assigned in 2012.

For the school year of 2012–2013, AYP did not place any single campus on the Title I SIP, but the school district was in Stage 2 of SIP, after 3 consecutive years of missing AYP. The study site high school and other middle schools in the district missed AYP in reading in 2012. The consecutive year requirements for the SIP, which the study site high school and the middle schools lacked, prevented penalization for them by the SIP. The school districts or schools within school districts must have 3 consecutive years for not meeting AYP percentage target standards in reading to be placed in the SIP program (TEA, n.d.).

Table 2 shows the STAAR EOC Percent Performance English I for the years of 2012–2013, 2013–2014, 2014–2015, and 2015–2016. In this doctoral study, I focused on ninth-graders' performance in the school year of 2014–2015. The school year of 2015–2016 shows the ninth-graders of that school year as well as illustrates how well the ninth-graders of 2014–2015 completed EOC English II as tenth-graders.

Table 2

2012-16 STAAR Performance Results

Student Grade-Level STAAR Test	Years	Campus	District	State	SPED	Econ. Disadvan.
Ninth-Grade EOC English I	2012–2013	52	62	68	89	50
	2013–2014	47	56	65	63	47
	[a]2014–2015	41	54	66	20	41
	2015–2016	45	53	63	25	45
Tenth-Grade EOC English II	[a]2015–2016	46	55	66	32	45

[a] The years included in the doctoral study. The students as ninth-graders [2014-15]; the same group of students as tenth-graders [2015-2016]. All data in percent's.

Evidence of the Problem from the Professional Literature

Research on RTI for struggling high school students and special needs' students in reading has been minimal, especially related to the availability of Title I program funds. Title I program funds are used to meet the needs of the campus students identified in the school's improvement plan (U.S. Department of Education [ED], n.d.). Implementation of Title I program funds could help to identify strategies to improve reading skills of high school students.

Fuchs, Fuchs, and Compton (2010) noted the lack of focus on the older school-age population where there is a need to study RTI. The reason they gave for limited research on middle and high school students were the challenges associated with coordinating schedules or the noncompliance of the teens (Fuchs et al., 2010). Fuchs, Fuchs, and Vaughn (2014) found that students, whether special needs or not, should be

placed in a more intensive RTI. The authors found that data-based individualization and its process of one-to-one instruction was higher in academic growth than Tier 2 and generated academic growth for all struggling students. They reported that more often, students in the core curriculum would remain in Tier 2, a small group setting of RTI.

A study by Slavin, Lake, Davis, and Madden (2010) demonstrated that students without solid reading skills in the elementary grades were at risk of dropping out by middle school. These researchers also indicated that the concentration of reading difficulties was more prominent in schools with higher percentages of ethnic minorities and students whose primary language was not English. They also found that the performance gaps among children of different races becomes evident in the earlier grades. Slavin and Madden (2013), in their approach to a more interactive relationship between teacher and student, found that their professional development program, Success for All, was a practical program for schools receiving Title I funds. They suggested that the changes from implementing the Success for All professional program would show evidence of a measurable improvement in the achievement of all students, not just the at-risk-students.

Watson, Gable, Gear, and Hughes (2012) noted the importance of having evidence-based practices that matched the individual needs of the students with learning disabilities. Although the literature shows that prior knowledge should increase the students' reading comprehension skills, most struggling ninth-grade students with a learning disability (LD) have not mastered the fundamentals of basic reading (Watson et al., 2012). Watson, Gable, and Morin (2016) noted the effects of executive functions

(EFs) on the academic success of students, finding that EFs affect reading comprehension, which is one of the cognitive processes considered in planning reading instruction. Reading comprehension, which is working memory, includes more than basic decoding and fluency skills (Watson et al., 2016). As suggested by Watson et al. (2016), students' academic research-based strategies should include such strategies as self-regulation, highly-structured classroom settings, information given in chunks, and mnemonic devices.

The severity of a LD determines the reading problems students may have (Cowden, 2012). Students with severe LDs have difficulty processing and discriminating letters and sounds recognition (Cowden, 2012). Therefore, high school students with severe LDs will experience difficulties identifying words and will read too slowly to comprehend the text (Cowden, 2012).

Although much research focused on the early years of education, the focal point is shifting to the middle and high school students due to the evidence of growing numbers of struggling readers at these grade levels (Denton & Al Otaiba, 2011). Al Otaiba, Wagner, and Miller (2014) supported the evidence that reading remediation is more difficult at the middle school level. Moreover, more research is needed to provide documented RTI data in middle and high school.

Reading, as defined by Denton and Al Otaiba (2011), is a complex skill made up of numerous elements designed to help readers comprehend written words. At the secondary level, students with a LD or reading difficulties (RDs) face more challenges than those who do not have learning difficulties; therefore, these students will need more

intensive intervention over several years in order to become adequate readers (Denton & Al Otaiba, 2011). Denton et al. (2014) found that the strategies used by adolescents to enhance their reading skills and comprehension needed to expand. These further developed strategies included note-taking; help-seeking; and evaluating whether adolescents were reading to memorize, integrate, or as a means to an end (Denton et al., 2014).

An important aspect related to the problem of poor high school readers is the question of how much parent involvement (PI) is appropriate at this grade level. Younger children often develop an interest in reading by listening to a parent read a story (ED, n.d.). A parent listening to a child reading will help to further develop the child's basic reading skills (ED, n.d.). These activities often abated at the high school level yet are still essential to their child's learning (ED, n.d.).

PI, at all grade levels, is multifaceted. Epstein (2011) identified PI as a partnership between the school, family, and community. Desforges and Abouchaar (2003) found that many factors influence a child's social and academic achievements, including the depth of their parents' involvement in their educational pursuits. Desforges and Abouchaar supported the value of parents knowing and understanding the social and academic needs of their child. Desforges (2014) highlighted the academic gap between students aged 7 to 14 from an affluent family or a family of poverty. Desforges's research showed that the attitude and behavior of the family had a greater impact on the academic gap of students than the teacher-to-student ratio or the school's status. Epstein noted that parents'

involvement in the education of their children occurs more commonly during the elementary grades but is still quite necessary in the middle and high school levels.

During the last two decades, U.S. schools worked toward a model of the school, family, and community partnership to enhance student learning and development across grade levels. Successful high school experiences generate students' interest in the school environment activities. Epstein (2011) stated that the evidence of research on parental engagement at the high school level confirmed that the students had higher achievement, better attendance, and improved learning outcomes, indicating greater school success.

One factor that may diminish PI at the high school level is that parents may not know how to help their child, or even why their participation is important (Walker, Hoover-Dempsey, Whetsel, & Green, 2004). Classroom teachers must develop a more efficient interactive relationship with parents to ensure that the parent better understands their view in the education of their child (Walker & Dotger, 2012). Regardless of their own educational level, parents can be encouraged to become involved in their children's education through homework, as homework is one tool that lets the parent know what the child is learning (Walker et al., 2004). Teachers can insert the needed strategy of making their classroom parent-friendly (Walker & Dotger, 2012). Walker's (2016) findings support the concept that PI in their child's education is influenced by the parents' beliefs, perceptions,, and aspirations for their children., School personnel must be respectful of the parents' cultural background. More important, the school must also include the parent in the education design of their child's high school education (Walker, 2016). Parents can

begin by developing a home learning environment by reading to the child and listening to the child read (Desforges, 2014).

The academic involvement of parents with children having special needs is different from PI of parents of children having regular school schedules. PI for both groups of parents is important for the success of their child's social, academic, and physical development. Research supports that there is a different type of relationship for a parent having a child with special needs, as compared to the interactive relationship a parent will have with a child developing normally (Inevatkina, 2015).

The purpose of this study was to identify involvement activities of parents of ninth-grade students and determine if there was a relationship with involvement and their child's reading achievement. I used archived records to generate the ninth-grade students' data from the study site high school. I assessed PI using the Parent Choice of Involvement Activities survey (see Walker, Wilkins, Dallaire, Sandlers, & Hoover-Dempsey (2005a); see Appendix B).

Definitions

*Academic Excellence Indicator System (*AEIS*)*: The AEIS is an annual report which provides information on the performance of students for each school district in Texas. AEIS is reported the fall of each school year (TEA, n.d.).

Academic socialization: An effective form of parent involvement as it affirms adolescents' developmental need to connect with others (Park & Holloway, 2013).

*Adequate Yearly Progress (*AYP*)*: The Accountability Provisions of the NCLB Act mandates requirements for all public-school campuses, school districts, and the state

to meet AYP criteria. The AYP standards have three measures, where reading/language arts is one of those standards (TEA, n.d.).

Annual assessment: The annual assessment of student learning is conducted by the TEA. The reports from TEA are based on student achievement tests and other appropriate assessments (TEA, n.d.).

Annual review and dismissal meeting: The ARD committee meeting consist members of the local school and the parent to review a student's evaluation report to determine if the student is qualified for special education services. The child's Individualized Education Program must include measurable academic goals and transitional services to assist the student in reaching their target objectives (TEA, n.d.).

Campus Educational Improvement Committee: The campus educational improvement committee is a site-based decision-making board required since 1992 by the state of Texas to advance student progression by improving individual performance and increasing accountability (TEA, n.d.).

Campus improvement plan: The campus improvement plan is required of each school that has not made adequate progress in student achievement, attendance, or graduation rate. The purpose is to analyze problems and address instructional issues (TEA, n.d.).

Elementary and Secondary Education Act: Division of Federal and State Education Policy (ESEA): ESEA is designed to ensure that consideration for accountability, increased flexibility, and a choice in implementation takes place in closing the achievement gap between groups of students. TEA follows the Federal and

State Education Policy by administering specific programs under NCLB and the ED-Flex Partnership program (TEA, n.d.).

*End-of-course (*EOC*) assessments*: The purpose of the EOC assessments is to measure the academic performance of students in high school core courses and determine the students' readiness for advanced courses (TEA, n.d.)

*Executive functions (*EFs*)*: An umbrella term that comprises cognitive processes directly related to the successful negotiation of both educational and life-related tasks (Watson et al., 2016).

Foldable: An interactive tool that enables students to engage in a sensory activity to ensure that students retain information. Foldables encourage students to think, analyze, and communicate (Zike, n.d.).

Graduation plan: The graduation plan is designed to assist students in achieving academic success. It includes the three graduation options: the minimum high school program, the recommended high school program, or the distinguished achievement program. Each plan includes the subject areas that are required in order to complete the graduation program (TEA, n.d.).

Guided oral reading: The practice of reading aloud with guidance and feedback (National Reading Panel Conclusion [NRPC], 2000).

Parental involvement: The connection of parents in the academic performance of their children (Desforges, 2014). Parents are encouraged to become an integral part of their child's learning as those described in Section 1118 of the ESEA, Section 9101(32; ED, n.d.).

Population: A group of individuals who have similar characteristics and the larger group to which the results of a study can be generalized using the selected sample of participants (Creswell, 2012; Lodico et al., 2010).

Reading comprehension: The process that creates meaning and enables students to understand the written language (Watson et al., 2012).

*Response to intervention (*RTI*)*: A strategy used in education to provide a variety of services to children who are academically at risk in order to help them achieve success (TEA, n.d.).

Sample: A portion of the population with the same common defining characteristics that the researcher plans to study (Creswell, 2012).

Special education: Special education incorporates academic instruction that is specifically designed to meet the student's individual needs in the classroom (TEA, n.d.).

Stakeholders: Persons such as parents, students, teachers, and administrative personnel who have a stake in the academic success of each student (Edds, 2016; Holosko & Thyer, 2011).

Significance

Although NCLB (2002) prompted schools to improve reading instructions for all students, secondary students continue to have difficulties with reading (Edmonds et al., 2009). Teaching to the test may or may not have been useful as a learning strategy because the NCLB Report Card was not showing data for score improvement on standardized tests (Neill, 2015). Educators are still seeking the best practice for instructing the struggling secondary readers (Edmonds et al., 2009). Also, students with

low reading levels or those classified as struggling readers as well as those demonstrating poor comprehension skills may require special education placement (Edmonds et al., 2009). Reading standards, whether relating to the common core state standards or not, require more detailed grade level text reading skills (Vaughn et al., 2015b).

Struggling readers and readers demonstrating poor comprehension skills will need an intensive multiyear intervention plan to be successful during their secondary school years. Whether or not the implementation plan should include more PI for high school students is uncertain. I designed this study to investigate if there was a relationship between PI and the ninth-grade students' low reading test scores at one school in the local school district. The types of activities that parents of high school students engaged in and the students' social characteristics obtained through the archival data retrieval described the samples and informed the study.

This research promoted social change by my examination of the relationship between PI and the low reading level of ninth-grade students. PI may increase the reading ability of ninth-grade students which should enhance their graduation plan success. Such information can enable school administrators to design a program that addresses ways parents can support their children in order to improve the reading deficiencies as ninth-grade students.

The study results may also render a more successful school experience for all ninth-grade students with low reading abilities in the school. Having parents involved in their child's education can have a positive impact on academic success. Their engagement brings the parent, child, and community together.

One of the principles of education is to prepare students to be productive members of society. All students, especially ninth-grade low readers, need to have developed reading comprehension skills. Employers require proficient reading skills from all of their employees. Literacy and developed reading skills are very important for adolescents to be prepared for the 21st century opportunities (Marchand-Martella, Martella, Maddermann, Petersen, & Pan, 2013). Therefore, the future careers of the high school struggling readers depend significantly on developing reading skills.

Research Questions

The problem on the local level was the low reading level of the ninth-grade students, including special education students. Because PI in schoolwork often declines as students reach high school (Marchand-Martella et al., 2013), it is not known if this is a factor contributing to poor reading ability in ninth grade students. The purpose of this study was to identify the involvement activities of parents of ninth-grade students and determine if there was a relationship with PI and their child's reading achievement. The following research questions and hypotheses guided this study:

RQ1: What are the involvement activities of the parents of ninth-grade students at the local school?

RQ2: What is the relationship between the archived reading score on the annual 2014–2015 assessment test, EOC English I/reading, of the ninth-grade students, and the matched total score of the parent involvement survey, Parent Choice of Involvement Activities (see Walker et al., 2005a)?

$H_0$2: There is no correlation between the reading score on the annual 2014–2015 state assessment, EOC English I/reading, of ninth-grade students, and the matched total score of the parent involvement survey, Parent Choice of Involvement Activities (see Walker et al., 2005a).

H_A2: There is a significant positive correlation between the reading score on the annual 2014–2015 state assessment, EOC English I/reading, of ninth-grade students, and the matched total score of the parent involvement survey, Parent Choice of Involvement Activities (see Walker et al., 2005a).

Review of the Literature

This review of the literature will include the theoretical framework of Epstein's theory of PI as well as pertinent studies related to the variables of reading and PI. The databases I used to locate literature for this review were Education Resources Information Center, Google Scholar, Association for Supervision and Curriculum Development (ASCD), Academic Search Complete, Annie E. Casey Foundation, eBooks, Research Gate, and Questia. The keywords and word phrases I used in my search were: *Dewey, social cognitive learning, Epstein's theory, Piaget, Montessori learning, Bandura, learning, behavior, struggling readers, special education and struggling readers, low readers in high school, research in high school, low readers or struggling readers, parental involvement, parents and learning, parents, parents and their children's learning, RTI, reading programs, reading programs for special education students, test to identify the reading level of special education students, struggling special education*

students, and *public school annual assessment data*. There is a 5-year limitation timeline for peer-reviewed articles and research literature, but limitation timelines are nonexistent for classical, influential, or critical studies.

Theoretical Foundation

Epstein's (2011) theory on PI illustrates the influences that family, school, and community have on the student's academic years. Epstein focused on the overlapping influence of the family, community, and school and how they work collaboratively for the student's success. Epstein explained the organizational and interpersonal components of the theory as overlapping spheres of influences that included family, school, and community partnerships. These spheres relate to the age, grade level, and level of social and cognitive development of the students, in order for the student to achieve academic success (Epstein, 2011). Each of the spheres has external forces that shape the learning environment and has an impact on student learning that include experiences; philosophies; and practices of the family, the school, and the community (Epstein, 2011).

Epstein's (2011) theory included six types of involvement: "parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community," that are called keys to a successful school, family, and community partnership (p. 396). Epstein emphasized that the implementation of the six types of involvement through a collaborative and mutual partnership approach of the family, school, and community will increase the academic achievement of the students. The external structure of the overlapping spheres represents the family, school, and community as shown in Figure 1 (see Epstein et al., 2009). The overlapping spheres

denote that the students learn and grow at home, at school, and in the community (Epstein, 2011). The success of the students at the noted age and grade level are evident when all three of these influences work in a collaborative partnership for the students in a more productive academic environment (Epstein et al., 2009).

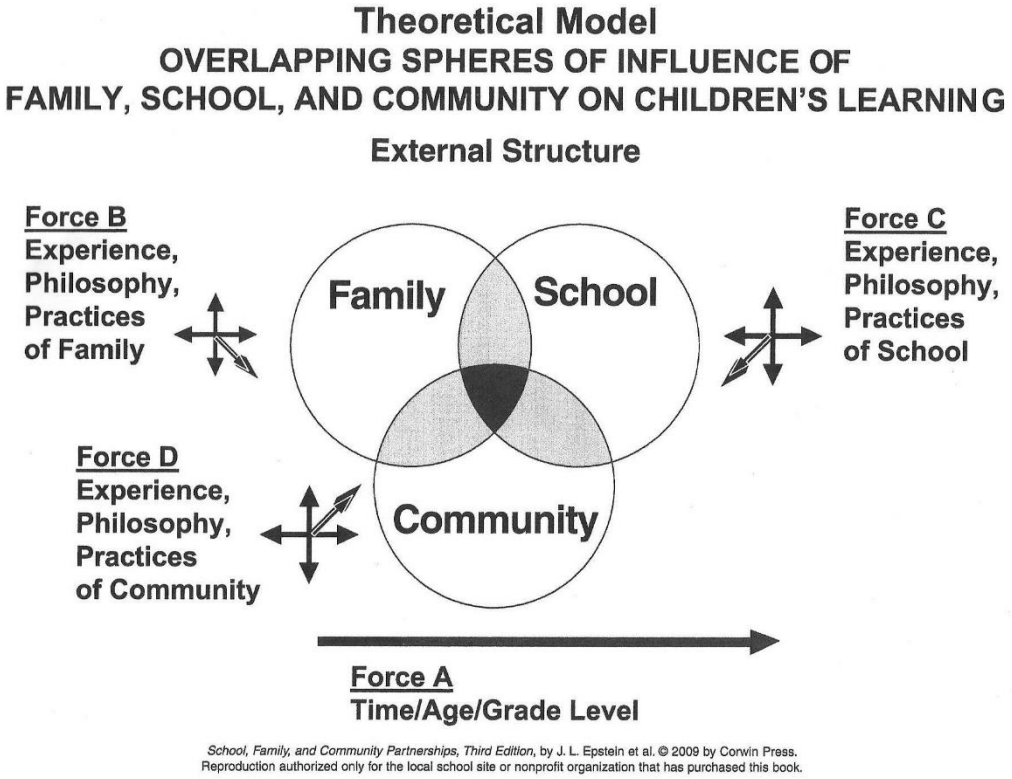

Figure 1. Theoretical model of overlapping spheres of influences of family, school, and community on children's learning. Epstein, J. L. et al. (2009). *School, family, and community partnerships: Your handbook for action* (3rd ed.). Thousand Oaks, CA: Corwin Press, p. 150. Reprinted with permission (See Appendix E).

Epstein (1983) supported that teachers can be very confident in committing time to motivate parents to become involved in their child's education. In a 2011 study, Epstein used students from public housing projects and economically disadvantaged neighborhoods who were attending Title I schools. In this study, Epstein considered the

demographics of single parents, parents with a limited education, and parents parenting under stress, concluding that parents wanted to help their child at home and be aware of what their child was learning at school. The theoretical framework, therefore, was meant to bring together the experiences, philosophy, and practices of the family and show how they interacted with the community and school.

Parental partnership. In the six typologies on PI, Epstein introduced the term *partnership* to replace the term *involvement* (Armstrong-Piner, 2008). Epstein (2011) found an increase in the interaction of parent and child when specific activities were implemented in the classroom. Epstein saw the relationship where parents and educators worked together to develop a partnership in order to enhance the educational success of the student (Armstrong-Piner, 2008). Epstein's (2013) research showed how crucially important it was to keep the six spheres together and that doing so has a profound impact on the child's school experience.

Parental investment. Modifications and changes in the education system, the structure of the family, and federal government programs have evolved since the 1960s and 1970s (Armstrong-Piner, 2008). Lau (2013) presented evidence that a constructive educational outcome can be developed as early as prechool when there is a positive relationship between PI and child development. PI in their child's education should be reflective of their investment in the home and school activities (Lau, 2013).

Reinforcing Epstein's theory, Armstrong-Piner's (2008) research supported that the schools' practices stimulated parents' support. Socioeconomic status and parent education, as indicated by family theory and research on children's education, influenced

the quality of family interactions and a child's behavior (Dubow, Boxer, & Huesmann, 2009). Jensen (2013) found that by implementing a purposeful academic lesson in a fun-activity method enhanced the chance of a child talking about his or her day at school.

Other research provides further evidence that there is a positive relationship between PI, child development, and positive educational outcome (Lau, 2013). PI includes both home and school-based activities, which indicate an investment in their child's education (Lau, 2013). PI, parents' cultural attitude toward education, and the educational resources available at home all have an impact on the academic success of the child (Morgan, 2012).

Review of the Broader Problem

The Family Engagement in Education Act of 2011 encouraged more participation of families in the educational process of schools (Mapp, 2012). This legislation suggested that family involvement on Title I campuses was necessary to increase the academic success of the students and the school (Mapp, 2012). The complete understanding of Title I and PI has developed inconsistently in the last 47 years. Scientific-based research and the incorporation of the family into the educational process of the child have generated a need to redefine PI (Mapp, 2012). In his 2011 State of the Union speech, President Obama addressed education in the United States, interpreting education as a shared responsibility of the home, school, and community (Mapp, 2012). In the speech, President Obama stated that every child in America should be given a chance to succeed (Mapp, 2012).

This opportunity for success can be shaped by parents. Young, Austin, and Growe (2013) focused on defining PI in the school environment. Young et al. identified the following themes that involved actively engaged parents: These parents supported their children, served as advocates, were knowledgeable, and were parents who communicated with teachers. All of the emerging themes suggested that communication must take place between school personnel and parents. In essence, Young et al. found that PI was most productive when the parents start to instill the value of education at home.

The influence of parental involvement. PI promotes the participation of parents in any area of education that will further the development of their children (Bitsko, Phipps, Roehrs, & Barnheiser, 2000). Parents should learn strategies they can implement in situations such as bullying that confront their child (Bitsko, 2013). Bullying has a number of varying effects on a child and their positive academic involvement in the classroom. Bullying has been noted to affect the child's participation in the classroom and hinder their involvement in their school's environment. Toren (2013) found that positive PI affected academic achievement and the adolescents' development.

The position taken by the National Parent-Teacher Association (PTA) board iterates the fact that parents are the principal influence on children's lives (Bitsko et al., 2000). Bitsko et al. (2000) implemented Epstein's framework of involvement to reinforce the accepted fact that PI improves students' academic achievement and their behavior. Wang, Hill, and Hofkens (2014) found that African American and European American adolescents did benefit from PI at this age. They reported that these adolescents'

academics, behavior, and social development improved when PI increased at the secondary level.

PI often decreases as children matriculate into the middle and high school (Bitsko et al., 2000). These grade levels are times when students are developing their independence from parents. Although this period is a crucial phase of development for the child, the middle and high schools still need to maintain the value of PI.

Researchers recognize that there are challenges to parent engagement for older students. Hornby and Lafaele (2011), in their study on the barriers affecting PI, noted that parents often see secondary schools as large and bureaucratic and not welcoming to parents. Hornby (2015) suggested that there is a need to have a collaborative, high-quality instruction with all secondary students, including inclusive students, and the urgent need to develop PI relationships to ensure the development of productive, happy students.

Parents may not know how to become involved in school activities for secondary school students. According to Kramer (2012), parents can exercise behavioral control to contribute to an adolescents' development, such as parents responding to struggling middle school students by becoming involved at home with homework. This may help to improve the students' grades more than participating in the school environment (O'Sullivan, Yung-Chi, & Fish, 2014). Strategies identified to encourage and nurture the child toward their independence and maturation channeled their potential for growth (Bitsko et al., 2000).

Academic interaction between parent and child. Warren et al. (2013) identified the positive results of children's reading that developed from parental tutoring in phonemic awareness. The authors found that the closeness that developed between parent and child enabled the child to more openly express about areas not understood. The child might listen more attentively to his or her parent as a result of this positive interaction, which would invite an opportunity for a learning relationship to develop between the child and the teachers. Warren et al. also found that PI was greatest at the ages of prekindergarten-sixth grades. They were concerned with observing how well the parents interacted academically with the child during these developing years, due to the considerable evidence of struggling high school readers and special education high school readers.

The depth of PI and their engagement with their child during their developing academic years influence the child's reading ability and academic development. Duncan, Magnuson, and Votruba-Drzal (2014) purported that children are born with cognitive potential and temperament. The environment of birth must continue to be fulfilled and improved by the parent for the child to have a nurturing academic environment (Duncan et al., 2014). Nevertheless, the impact of PI is often determined by the structure of the program on each campus (Lau, 2013). Parents tend to become more involved when a child is a struggling reader (El Nokali & Votruba-Drzal, 2010). El Nokali and Votruba-Drzal (2010) showed that there was a significant increase in PI when promoting reading skills as in sight words and letter-sound recognition.

Poverty and literacy. Poverty is not only a local problem affecting the education of students, but also a universal issue. Research has shown that children of low income families may make slower gains in reading (Vernon-Feagan et al., 2012). The United States and the federal government responded to data showing that nutrition has a positive effect on learning by providing free breakfast and/or lunch for all qualified students in prekindergarten-12th grades.

Bennett (2008) studied the impact of poverty on secondary schools in Georgia. The data indicated that 20.2% of children under the age of 18 lived below the poverty level, and more than 50% were eligible to receive free or reduced lunch (Bennett, 2008). School leaders who are invested in the success of their enrolled students will implement the nutritional programs (Chenoweth & Theokas, 2013).

In addition, newer teachers in these schools faced barriers due to their lack of experience teaching children of poverty, whether the students were struggling readers, low level readers, or special education students. Chenoweth and Theokas (2013) found that implementing field-trips associated with the curriculum generated a quest for academic achievement in students. Bennett and Scott (2013) asserted that the teacher's knowledge on a topic should be such that it would increase the students' knowledge, therefore ensuring an increase in the students' assessment scores.

Jensen (2013) found that students from low-income home environments do exhibit an elevated level of classroom engagement when teachers give respect to their students of poverty. Teachers should connect with students in an effort to mitigate the effects of poverty, thus, motivating students' classroom engagement to a higher level.

Whether students stay engaged in the classroom or do not drop out of school depends on the relationship of the student with the teacher. Students who experience poverty have to be encouraged more, taught appropriate behaviors, and guided to respond socially using appropriate emotions.

Poverty is labeled as a major factor that influences students cited as at-risk students or low achieving students. Students from a low social-economic level or minority students are at an academic disadvantage (Peabody, 2012). Peabody projected that poverty is the common denominator of all indicators relating to educationally disadvantaged students.

Studies on poverty also speak to the effects of the parent's education level and its influence on their children. Dubow et al. (2009) studied the long-term effects of parents' education and found that low socio-economics status and low parental education level affected family interaction patterns. Their study suggested that this type of negativity could influence a child's behavior and produce lower academic achievement over time (Dubow et al., 2012). Low-income parents are often overstressed in trying to meet the daily needs of their family (Jensen, 2009). These families face difficulty focusing on the needs of their children. Jensen (2009) reported that poverty impairs parenting skills and this lacking skill impairs children's school performance.

A number of school districts in Texas were found to have a high percentage of students living below the federal poverty standards (Cesar, Vera-Orta, & Writers, 2013). Many of these students experienced daily life issues that are indicators of struggling learners and struggling readers. Cesar et al. (2013) found that these students experienced

a lack of educational concern in the home. Teachers and superintendents in these districts acknowledged that poverty is an issue in the districts. Most of the students were living with homeless mothers in unconditional places and were English-language disadvantaged. In addition, reading or an interest in math was not a skill shared in the home.

It is evident that poverty can have a negative impact on the reading level of students. Ravitch (2011) suggested that poverty effects the academic success of children. In fact, socioeconomic demographics influence the level of involvement of a parent who is academically capable of giving support to his or her child. Warren et al. (2013) acknowledged that what parents do or do not do significantly affects their child's attitude toward reading and reading success.

Parents with low levels of formal education can engage in many meaningful printed literacy activities. Educators can provide specific suggestions to parents for aiding adolescents with their homework (Lynch, 2009). Books in the home of parents with a low education background do influence their children's literacy development (Buckingham, Wheldall, & Beaman-Wheldall, 2013).

Parents should be encouraged to have conversations with their children to build general knowledge (Lynch, 2009). Anderson, Anderson, Lynch, Shapiro, and Kim (2012) found that parents, whether aware or not, followed Vygotsky's social-cultural concept on learning. The parent asked more questions of the children, ensuring the child's understanding. Lynch also noted that parents with minimum educational levels tend to have children with the least reading success. Lynch and Owston (2015) stated that

teachers should focus on what young children learn and what they learn about language and literacy to ensure skills in reading.

Related to poverty, so much seems to go against the belief that if parents work hard, they will be able to provide for their family. The younger generations are most likely to be more economically distraught than their parents (Lynch & Owston, 2015). Research indicates that these adolescents are reading several grade levels below their grade level when placed in reading programs (Shippen, Miller, Patterson, Houchins, & Darch, 2014). Students from low socioeconomic environments were found to receive more teacher-directed instructions than activities that developed reasoning, analytical, and conceptual skills (Bachman, Votruba-Drzal, El Nokali, & Heatly, 2015). They found that developing analytical and conceptual skills would enhance the students' ability in math and abstract learning, which required advanced reading skill.

There have been discussions in the legislature geared toward the achievement gap between students living in poverty areas and those from more affluent districts. The achievement gap for the various demographic areas was calculated by the National Office for Research on Measurement and Evaluation Systems [NORMES] (Wang, Mulvenon, Stegman, & Xia, 2010). The state of Arkansas, for example, used NORMES to provide information on the demographical composite of the students to develop strategies to reduce the achievement gap (Wang et al., 2010). Pazey, Heilig, Cole, and Sumbera (2014) found that schools which became more involved in high-stake testing to improve the educational development of low-achieving, urban poor-minority students, showed no evidence of improvement. Although, kindergarten-12th grade students are required to

meet common core standards, not all teachers are qualified to teach specialized courses in math or science (Mulvenon & Robinson, 2013). Nonetheless, making sure that all students have developed the basic skills of literacy will reduce the achievement gap.

Using art to develop literacy. A well-known educational theorist, Dewey believed that education in the arts was a foundational part of the curriculum and supported art as fundamental to a comprehensive learning (Heilig, Cole, & Aguilar, 2010). Art education, according to Dewey, promoted originality, self-expression, and a greater appreciation of the artistic works of others (Heilig et al., 2010). Dewey felt that a broad, enlightened education allowed children to advance academically and socially by providing opportunities to be creative, critical thinkers (Heilig et al., 2010).

Hamilton, Heilig, and Pazey (2014) found that schools across the states, including Texas, were more concerned with restricting the administration and staff of a campus to ensure low performing schools' academic success than the discussion of the curriculum from early childhood to high school graduation. Rather than reducing curricular offerings, the addition of art education can enhance literacy. DeLuca's (2010) research on English language learners having trouble reading the textbook found that procedures that involved drawing pictures increased students' understanding of an assignment and their vocabulary. In fact, activities with semantic webs which incorporated having students draw pictures were shown to enhance higher-order thinking skills. This strategy enabled the teacher to see the students' tentative understandings of the words' meaning (DeLuca, 2010). Another strategy was the use of visualization in which the students illustrated the abstract concepts from reading assignments (DeLuca, 2014). Visualization challenges the

students to identify subjects and verbs that represent what the people, places, things, or ideas are doing in the drawings.

McCollin, O'Shea, and McQuiston's (2010) research on secondary-level struggling readers from culturally and linguistically diverse (CLD) backgrounds found that drawing pictures to explain the meaning of words increased the students' vocabulary. Thus, this process also increased the students reading ability. Students must learn to intertwine their reading through analyzing and reflecting on the information read (McQuiston, 2013). Ediger (2010a) also noted that the artwork would be a positive approach when relating directly to the objectives of the reading instructions for struggling readers in high school.

One strategy observed in many low-income Texas communities was the use of art as a means for students to express themselves. School walls were adorned with students' murals, which added color and vitality to the facilities. More importantly, the murals were modes of esteem and expressiveness (Heilig et al., 2010). This strategic implementation demonstrated that art can serve as a stimulus to improve reading.

The church, community, and literacy. Epstein's model of overlapping spheres of influence also shows that church communities can assist parents in their involvement with their children's learning. Epstein et al. (2009) identified six types of PI that could lead to a positive outcome for students. One of the six types reiterates the value in providing information about their children's academic activities in the classroom. Another informs how families can help their children at home to improve their lessons and reading skills. The success of the child is greatly impacted when the spheres of

influences work together and the value of family engagement in their success is acknowledged (Epstein, 2013).

Green-Powell, Hilton, and Joseph (2011) conducted a study on the Black churches' goal to fulfill their mission by becoming more actively involved in the community and the lives of young people. One approach was to form collaborative partnerships with the schools and churches. Green-Powell et al found that students from a low-income neighborhood who attended a church would have good school attendance, and their academic performance would improve. Green-Powell et al also found that there has been a surge of interest in the development of partnerships between communities, faith-based organizations, and schools.

Other researchers have found comparable results. Thomas and Hilton (2016) learned that African American students wanted more of an interpersonal relationship with their teachers. This behavior demonstrated a cultural value of feelings connected to learning, rather than a cultural value of thinking and separate learning (Thomas & Hilton, 2016). Such partnerships provided an opportunity to help improve schools and to enhance students' learning and development (Green-Powell et al., 2011).

Thus, in understanding the need for a more positive connection between the youths, community, and school, churches reached out by implementing various strategies to combat reading literacy problems of the high school student. McCray, Grant, and Beachum (2010) believed that the Black church and schools should collaboratively work to increase students' awareness of values. They saw where church members had an opportunity to work with the youth in organized, structured programs, such as after-

school mentoring clubs, week-end school, and Saturday-school. All programs were collaborated with the schools to develop structured, organized plans. These plans provided supplemental instructions with tutoring, emphasizing literacy, numeracy, and cultural information (McCray, Beachum, & Yawn, 2013). In addition, there are churches that offer tutoring to their teenage church members as they prepare to take the state's annual assessment test.

Within certain demographics, there is a strong connection of church and community. Zill (2009) showed that students who attended religious services, at least monthly, were more likely to excel academically and much less likely to repeat a grade. Zill and Wilcox (2017) found that one third of U.S. parents having children between the ages of 7-17 had been contacted by the school because of their child's behavior or academic failure to advance. Their study reinforced that a broken home environment can affect the child's academic progress. Developing community bonds, however, can reverse some of the negative influences and improve academic success.

Regnerus and Elder (2003) noted the positive impact of church on the academics of low-income teenage church members. Woodberry, Park, Kellstedt, Regnerus, and Steenstand (2012) supported the concept that those who do attend church regularly do have a greater attainment of education. Belmont University and Kayne Avenue Missionary Baptist Church collaborated for a six-week academic enrichment summer camp for children in the community to get them from the house to the church (Pillon, 2012). As their program curriculum grew, their focus changed to emphasize literacy, self-confidence, ACT preparation, and college counseling.

Mapping America and the National Center for Health Statistics in the National Survey of Children Health (NSCH) have also completed research on the church, school, and the community from 2000 to 2009 (Zill, 2009). During students' preparation for the state's annual assessment, the philosophy to develop tutoring programs is an active procedure implemented by many southeastern area churches in the United States. Such programs reinforce Epstein's theoretical model.

Developing reading skills. Marchand-Martella, Martella, Orlob, and Ebey (2010) found that 80% or more of the rural students identified as having learning disabilities have a primary deficit in reading. The authors used the 1999 National Center for Education data to report that two-thirds of students entering high school and over half of high school students could not demonstrate mastery in reading skills (Marchand-Martella et al., 2010). Motivation and cooperative learning are benefits in the instruction plan of a student's literacy program (Marchard-Martella, Martella, Modderman, Petersen, & Pan, 2013). Adolescents' literacy and reading skills must be developed for the 21st-century (Marchand-Martella et al., 2013). Struggling adolescent readers in general education should be a concern in all classrooms because this issue is a reality, which needs immediate remediation (Shippen et al., 2014).

Marchand-Martella et al. (2010) studied rural high school special education students and peer instruction using the direct instruction model. More often teachers in rural areas have not been professionally prepared to teach secondary struggling readers (Shippen et al., 2014). The Marchand-Martella study implemented the corrective reading program (CRP). The scripted format of the CRP helped the peer instructor who lacked

teaching experiences present the material in an engaging manner. The results of this study showed a 1.5 grade level gain in each group in 80 days, and 99% accuracy increase in oral reading fluency, vocabulary, and comprehension (Marchand-Martella et al., 2010).

A foundation in phonics, fluency, oral reading, and comprehension assists high school students in developing their reading skills. Classroom time should emphasize word recognition, which aids comprehension. Poor word recognition, on the other hand, significantly hinders comprehension for struggling high school students and special education high school students; therefore, students should read aloud in the classroom to practice phonics and word recognition (Ediger, 2010b). When teachers read to students, they model how to read aloud for fluency. They stimulated an interest in the text. In turn, the students developed their oral reading fluency (Ediger, 2011). Oral reading practice in the classroom and the home setting improved reading fluency and comprehension in students on all levels (Ediger, 2013).

Scientific literature served as the best evidence for the National Reading Panel Conclusion formation in 1997 by the Director of the National Institute of Child Health and Human Development (NICHD) and U.S. Secretary of Education to determine the most effective ways to teach children to read (NICHD, 2000, 2012, n.d.). The congressional mandate stated that a combination of instructional methods was the most effective in teaching children to read. The effective reading instructions should include phonemic awareness, phonics, guided oral reading, and reading comprehension strategies.

Low readers and low readers with a learning disability. The NRPC (2000, n.d.) reported that children with LD or children identified as low achievers could achieve significant reading gains if they had structured phonics instruction. This method proved to be an effective tool for improving reading skills of children from low socioeconomic levels and to developing the ability of good readers to spell across grade levels. Vernon-Feagan et al. (2012) targeted reading intervention (RI) and phonological awareness (PA) and indicated that children from low-income families and children lacking PA seem to be the least responsive to intervention and may need longer intensive interventions with supplemental service. The panel concluded that it was important to train teachers in various kinds of approaches for teaching phonics and tailoring the approaches to each group of students.

Denton and Al Otaiba (2011) identified students with LD as those usually with impaired reading. Their most common reading disability was related to reading comprehension. Although LD students can accurately read words, their reading comprehension needed serious development (Denton & Al Otaiba, 2011). Denton and Al Otaiba observed that reading interventions given to students with identified learning disabilities had demonstrated that it was possible to intervene with these students. Secondary students with RD intervention can be much more challenging, particularly those with poorly developed oral language skills. Thus, Denton and Al Otaiba recognized that those students required highly intensive interventions over the course of several years to become adequate readers.

Wexler et al. (2010) suggested that implementation of direct instruction intervention was more beneficial to high school struggling readers. Vaughn et al. (2011) found that struggling readers and students with reading problems from a large urban, low-income home setting required intervention that was more intensive. A 1-year to 2-year intervention program would not meet the needed required time for the above cited students to develop reading skills on grade-level. Therefore, the limited academic development of poor readers in middle school would benefit from additional home support (Vaughn et al., 2011).

Oral reading fluency measured by a curriculum-based measurement, identifies children with disabilities who need additional support and provides monitoring of children in general education experiencing reading failure (Coulter, Shavin, & Gichuru, 2009). Coulter and Lambert (2015) suggested that special needs students would not benefit from the same strategies implemented with general education readers experiencing reading difficulties. There, children who received special education services also received monitoring as they learned to read (Coulter et al., 2009). Researchers found that the pre-teaching of keywords was beneficial to students with disabilities, as well as with students in regular education (Coulter & Lambert, 2015).

Malin (2010) found that nonengaged readers had a lack of interest, poor reading skills, and limited comprehension strategies. Behavior also determined how well its positive influence yielded productive instructional time (Martella & Marchand-Martella, 2015). Students in middle school and high school need structured strategies and well-trained teachers to implement an effective reading program (Williams, 2014). Malin's

(2010) multimodal, visual, oral, and written aspects were developed primarily to help remedial readers, reluctant readers, and English language learners who needed extra support to connect to the text. The results implied that poor readers lacked the ability to use imagery during reading, which is necessary for readers to be fully engaged in the story.

Arter, Helman, and D'Agata (2010) used the Kurzweil Text to Speech (TTS) software as a tool to help the diverse reading needs of students. TTS software is an instrument that assists poor readers by providing visual and auditory lessons. Reading instruction assessment by the NRPC (2000, n.d.) found evidence suggesting that reading comprehension should become an active process of learning. Thus, a reader must be actively involved in order to gain reading skills (NRPC, 2000, n.d.).

Three special education teachers trained to use Kurzweil's program chose the program because it was already in the local school district (Arter et al., 2010). Although the special education teachers were learning the technology of Kurzweil, the local university graduate volunteer students and a reading specialist assisted in the classroom with their observations, insights, and inputs. The TTS software provided teachers with multiple ways to present a text using technology to meet the reading needs of each student. Kurzweil 3000 TTS software, highlighted the text simultaneously as the students would read, listen to, and manipulate the text to their individual needs. The teacher could add notes to a student's assigned text and design more customized lessons for each student.

Roberts, Takahashi, Park, and Stodden (2012) conducted research on struggling secondary readers. They suggested that TTS software was a compensatory strategy, while Survey, Question, Read, Recite, and Review (SQ3R) was a comprehension strategy, which enhanced the students' success in reading and science. These strategies have shown to help students increase comprehension, show evidence of a positive attitude toward reading, and improve their vocabulary (Roberts et al., 2012). E-reading technology has also been shown to be a good strategy for struggling reading students (Biancarosa & Griffiths, 2012). It is important that teachers understand the programs associated with e-reading.

The NCLB Act states that all components used in teaching practices must be scientific research-based from kindergarten-12th grades. The required RTI for essential, high-quality instruction is the primary essence in implementing RTI. Swanson, Solis, Ciullo, and McKenna (2012) found that more time in the classroom provided enhanced instruction in comprehension, word study, or phonics and vocabulary. The benefits of RTI included access to early intervention, meeting the individual student's needs, and collaboration with staff members. These RTI benefits also aligned with the roles identified by the special education teacher and the RTI model.

Reading and the content-area. Reading comprehension was the concern of teachers for many years. Teachers had attempted various programs and strategies to prepare students to be successful in their studies. The science textbook, PLAN, an acronym for predict, locate, add, and note, introduced a new strategy for content-area reading instruction in a middle school science classroom (Radcliff, Caverly, Hand, &

Franke, 2008). The focus for middle and high school students was preparation for college and career readiness. Radcliffe and Bos (2013) found that poor education preparation increased the academic gap between White, Black, and Hispanic students. These students, as low-income students, do not typically take honor classes or advanced placement classes, which could help to increase their preparation for college and career readiness.

The research-based reading program, Reading Renaissance Principles of Accelerated Reader (AR), promoted individual guided reading practice (Renaissance Learning, 2012a). The AR strategy allowed students to work at their levels and to choose books that reflected their interests. This strategy allowed the school librarian to become a mentor by coaching students in book selection and reading strategies that would promote advancement in reading skills. This program's similarity to the states' annual assessment format gave students testing practice throughout the year.

Bursuck, Robbins, and Lazaroff's (2010) research of struggling readers in rural southeastern United States found that there was a need for schools to adopt research-based practices and continue the assessment of students' reading performances. This process was also necessary for rural areas where there was usually a large concentration of poor children who seem destined to be struggling readers. Rural schools experience the challenges of implementing research-based or evidence-based RTI programs due to a shortage of funds, as well as shortage of highly qualified teachers (Robinson, Bursuck, & Sinclair, 2013). Middle schools implementing a definite daily reading time within a

school day found that struggling readers enjoyed reading when reading at their reading level ability (Williams, 2014).

The U.S. Congress left a sizable percentage of the implementation of RTI to the local education agencies. Allington (2011) examined what grade level to first address reading difficulties in order to reduce the number of at-risk students and struggling readers. His research supported the need to screen students in kindergarten where they are identifying letter recognition rather than having students in the sixth-grade labeled as poor readers below their grade level. Although RTI is a general education initiative, funds are available to implement a three-tiered reading program, one-to-one, for all students with reading difficulties (Allington, 2011).

Calhoon, Sandow, and Hunter (2010) focused on organizing the different components (phonological decoding, spelling, fluency, and reading comprehension) of reading. Calhoon et al explored whether such organization or increased instruction time enhanced learning for middle school students or adolescents with reading disabilities. The goal was to get the students reading for lifelong enjoyment and in time for the spring assessments. More importantly, this program included various ways for recognizing the students in the program.

Calhoon and Petscher (2013) implemented their creation of three modalities, alternating, integrated, and addition, in their study on struggling adolescent readers. They found that the addition modality of instruction, where the components of reading were added, provided the best reading instruction (Calhoon & Petscher, 2013). This approach was successful with reluctant readers, students with learning disabilities, and students

who could read a short book and test daily. A motivational stimulus in this program was the students counting the number of words throughout the year as independent practice, which emphasized the AR program (Pfeiffer, 2011).

Research supported several interventions that secondary teachers can implement to improve reading fluency of students from CLD environments or readers with learning disabilities (O'Shea, McQuiston, & McCollin, 2009). Allington (2013) suggested the need for the school to invest in research-based reading lesson intervention for struggling readers and how imperative it was for the educational environment of CLD students' culture to be a part of their learning environment (Gichuru, Riley, Robertson, & Mi-Hwa, 2015). Girchuru et al. (2015) found that a culturally diverse environment, beginning as early as Head Start, should relate to the various cultures of the students in order to enhance their academic achievement. O'Shea et al. (2009) recommended implementing strategies for LD and CLD readers such as echo reading, choral reading, partner reading, and shared reading across the curriculum. Effective reading interventions from their research on CLD and LD readers were also evident in decoding and phonological fluency training. More important, struggling readers should read lessons on their level where they can be successful and motivated to continue to read toward academic achievement (Allington, 2013).

Reading and the learning disability student. Reading is a continuing major concern for those working with students in special education who are classified as students with a LD. Areas of underachievement for students with LDs identified by the Individuals with Disabilities Education Improvement Act (2004), included

comprehension, as well as the ability to read and write. LD students require instruction and support that are differentiated in order to address their specific learning needs. The high school special education teachers' understanding of the students' academic, social, and cultural characteristics would be beneficial in the success of the LD student.

Hurst, Franklin, and Scales (2010) were motivated to develop reading classes for struggling, at-risk, ninth-grade students. The class assignment, *When Kids Can't Read* by Kylene Beers (2002), prompted the high school English teachers to develop reading classes. This group of teachers used Beers' book during collaborative time through their professional learning communities (PLC) sessions. Beers (2013) stated that schools and classrooms should be places called intellectual communities. Teachers should be inspired without monetary incentives, students should be engaged, wanting to know more (Beers, 2013). The English teachers could not abstain from associating the drive of PLC groups to the need for the development of reading classes for struggling, at-risk ninth-grade students. Similarly, Hurst et al. (2010) found that the daily embedding of research-based practices in reading improved high school students' reading levels, reading habits, and perceptions of reading. To assure the improvement of students' academic growth across all subject areas, reading would need full accentuation in those classes as well (Hurst & Pearman, 2013). Students' achievement in reading fluency improved when instructional methods varied. More importantly, re-reading written passages and modeling reading, whether by a teacher or a recording, enhanced the students' reading ability and improved their comprehension (Noltemeyer, Joseph, & Watson, 2014). Biancarosa and Cummings (2014) suggested that reading fluency and the reading curriculum-based measurement (R-

CBM) tools supported the concept that students must be able to read with a speed of fluency that enabled comprehension. Comprehension helps the reader to recall, memorize, and organize the read passage (Biancarosa & Cummings, 2014).

It is evident from the literature that the ability to read and comprehend is critical to the academic success of students at all levels of the curriculum. Whether low achievement in reading is a result of a learning disability, poor skill acquisition, lack of motivation, socioeconomic status, familial disinterest, or instructional issues, Epstein's theoretical framework is applicable. The family, school, and community have a vested interest in providing an environment that supports the academic success of all students. They are our future.

Implications

Remedial reading is essential for approximately 70% of the nation's adolescents in need of intervention (Calhoon et al., 2010). The limited number of studies on reading at the adolescent level strongly suggested the need for more research on remedial reading and older students with RD (Calhoon et al., 2010). Pyle and Vaughn (2012) supported the need for distinct levels of intensive instructions for struggling readers on the secondary level. Pyle and Vaughn further suggested that secondary students in need of RTI will need instruction in all reading components such as word study, fluency, comprehension, and vocabulary. More importantly at the secondary level, teachers must be able to address the broad range of the students' literacy needs (Pyle & Vaughn, 2012).

Continued reading skill development and daily reading drills for low reader high school students could lead to a gradual improvement in reading. A positive, motivational

school environment, as well as a positive home environment, may have a greater influence on the reading success of the students (Vernon-Feagans et al., 2012). Often times, the school environment will probably be the only positive reading improvement stimuli that the special education or low reading student experience.

The outcome of this study has the potential for positive social change by directing schools toward the development and implementation of new parental programs. Schools and teachers can develop strategies for successful homework time. They can provide appropriate homework assignments so that parents will be able to assist their child. These strategies can forge a stronger partnership between students and parents in their relationship with the school.

As a Title I school and a Title I school district, the results of this study should enhance the established PI program to review the framework for the homework phase of the students' school life. There could be an opportunity to develop a two-way communication line between parent and teacher. This project study could include the development of workshops for parents to share and learn strategies to help them support their child. These workshops could enhance a higher degree of confidence in the parents' communications with the student, teacher, and school.

More importantly, an increase in the reading level of all ninth-grade struggling reading, low reading level, and special education students will provide them the opportunity to enroll in a vocational career-training program in the district. With improved reading skills, an acquired certificate, and possibly licensed skills, these students will be better prepared for the job market, armed forces, and additional

vocational training. Thus, improved reading skills will lead to more productive citizens in their community in an ever-changing global society.

Summary

Section 1 included an introduction to the study, a description of the problem and its implications, and the purpose of the study. Definitions of the essential terms used in this study added clarity to the discussion of the significance of the research study. The literature review included the theoretical framework of Epstein's theory of PI as well as studies that focused on high school struggling readers and parental/community involvement.

Section 2 will include the research design and methodology used for this study, the results of the study, and a description of the project developed from the data findings. Section 3 will include a detailed description of the project developed from the data results, a literature review on research relating to the project, and a possible social change from the research data results. In Section 4, I will present my reflections and conclusions as they relate to the study.

Section 2: The Methodology

Introduction

Ninth-grade students and special education students in the local school district have achieved very low reading scores on the annual state reading assessment. Although the cause of this may be multidimensional, researchers have indicated that parents involved in their children's education yield more student academic success than experienced by those whose parents have minimal involvement in their education (Epstein, 2013). The purpose of this study was to identify involvement activities of parents of ninth-grade students and determine if there was a relationship with involvement and their child's reading achievement.

I developed two research questions to guide this study. The first research question was what are the involvement activities of parents of ninth-grade students at the local school? I obtained the data to answer RQ1 from the Parent Choice of Involvement Activities survey (see Walker et al., 2005a). RQ2 was what is the relationship between the archived reading score on the annual 2014–2015 assessment test, EOC English I/reading, of the ninth-grade students, and the matched total score of the parent involvement survey, Parent Choice of Involvement Activities (see Walker et al., 2005a)?

Research Design and Approach

In this study, I used a quantitative, explanatory survey design with a correlation approach to obtain the data to address the research questions. An explanatory research design gives the researcher an opportunity to explain the quantitative data in research (Lodico, Spaulding, & Voegtle, 2010). Quantitative researchers are interested in the

extent to which two or more variables are related to each other and if the changes of one variable are reflected in changes in the other variable (Creswell, 2012). I did not choose a more highly controlled experimental design because of the nature of the study and my research questions.

The data I derived from addressing the research questions enhanced further comprehension of the purpose of this study. One of my two research questions has a hypothesis. RQ1 does not have a hypothesis because this research question was answered by the parents' responses to the 10 survey questions. Descriptive statistics were used to summarize RQ1. Creswell (2012) explained that descriptive statistics provide information that helps a researcher describe responses to questions in the dataset as well as to determine its overall trends and distributions. Lodico et al. (2010) stated that descriptive statistics summarize sample data and draw conclusions about the population from a sample drawn (Creswell, 2012). My analyses to answer RQ1 focused on the frequency and percent of responses, which were the most appropriate statistical data points used to describe the responses of all participants to items on the survey instrument. I analyzed the data for RQ2 using inferential statistics, specifically the Pearson product-moment correlation analysis.

Setting and Sample

A population is a group of individuals who have similar characteristics (Creswell, 2012). A sample is a portion of the population with the same common defining characteristics that the researcher plans to study (Creswell, 2012). Lodico et al. (2010) defined population as the larger group to which the results of a study can be generalized

using the selected sample of participants. In this study, I used the archival scores of ninth-grade students on a state assessment for academic year of 2014–2015 as the primary sample data. These students took one of the approved forms of STARR EOC for English I/reading. I derived the secondary sample data from the parent participants' surveys, matched to the students' archived test scores.

As suggested by the school district's research, planning, and evaluation department, the office assistant coded the population of 2014–2015 ninth-graders. I used the same coding system to number the parents' surveys so that their responses would match with the students' test scores. A matched convenience sample was necessary due to the design of the study and the nature of the research questions. Herek (2012) stated that the purpose of matching would be to eliminate known sources of bias, although potential bias from hidden sources may still exist. In addition to preventing potential bias, the matched samples used in this study minimized error variance.

Given the level of constraint of this study, the results can only be generalized to the population of the ninth-grade students in the academic year of 2014–2015 in one particular school in one particular school district (see Lodico et al., 2010). The sample size was dependent on the availability of the student participants' archived data. The ninth-graders' data were the determining factor for the matched parent participants.

I implemented power analysis to determine the sample size. A power analysis identifies an appropriate sample size based on the level of statistical significance, the amount of the desired power, and the effect size (Creswell, 2012). The statistical level of significance (p value) that I used in testing the hypothesis was $p < .05$. The power needed

to reject the hypothesis when false was set at .80. The *p* value of .05 was implemented for the effect size because most researchers in education accept a relation as statistically significant if the *p* value is equal to or less than .05 (see Creswell, 2012; Hoy, 2010). These criteria were referred to the sample size table (see Creswell, 2012). The table indicated that a sample size of 65 participants would be needed for the null hypothesis to be rejected or not rejected when implementing the designated level of significance, power of analysis, and the effect size.

Projecting that response rates to survey research can be low, I decided to use a matched sample size of 180 for this quantitative study. I selected 180 student records from the entire 2014–2015 ninth-grade class by using a table of random numbers, then matched the coded data from the ninth-grade student sample to each parent packet. The coded, archived data and survey responses were entered into the Statistical Package for Social Sciences, version 20 [SPSS, v 20] (Green & Salkind, 2011). Demographic characteristics were drawn from the student data through retrieval from the anonymous files.

Instrumentation and Materials

The informal approval I had received to conduct external research in the district specified that the archival data be drawn from a random sample of all ninth-grade students. Therefore, I submitted a formal letter to the study site school district's director of research, planning, and evaluation department requesting permission to conduct external research. An official letter of approval from the study site school district's research, planning, and evaluation department and my letter of request to conduct

external research are included as Appendix C. The district's director of research, planning, and evaluation forwarded a copy of my granted permission letter to conduct my project research study to the study site school's principal and provided the documented list of archived, coded, 2014–2015 school year ninth-grade students.

The 2014–2015 ninth-grade students' archived records provided data for the portion of RQ2 that related directly to the ninth-grade students and the demographic information about the students. The returned survey, Parent Choice of Involvement Activities (Walker et al., 2005a) from the matched parent participants provided the data to answer RQ1 and RQ2. All data were entered into SPSS, v20.

I sent a letter to each matched parent participant requesting their participation in my research study. The mailing included a cover letter, the Parent Choice of Involvement Activities survey (Walker et al., 2005a), an ink pen, and a stamped return envelope pre-addressed to me. The cover letter included the purpose of the research study, a confidentiality statement ensuring the participants that their responses would not be shared with anyone, and that the aggregated data of the research study could not result in the participants being identified (see Lodico et al., 2010). Within the cover letter, I requested that the parents return the survey within 5 days. If they had any questions, parents could reach me with the contact information I included in the cover letter.

The survey, the Parent Choice of Involvement Activities (Walker et al., 2005a), is a Likert-type scale instrument. The two scales measure child-specific involvement and school-general involvement (Walker et al.). Overall, this survey assesses the parent's

choice of involvement activities in their children's education (Walker et al.). The survey asks each parent to respond to the following prompt:

> Parents and families do many different things when they are involved in their children's education. I would like to know how true the following things are for you and your family. Please think about the current school year as you read and respond to each item. (Walker et al., 2005b, p. 102)

The 6-point, Likert-type scale is from 1 (*never)* to 6 (*daily*; Walker et al., 2005a). I used this scale in response to questions related to their home and school involvement. The survey is included in its entirety in Appendix B.

The alpha reliability for the two scales has been reported by Walker et al. (2005a) and Hoover-Dempsey and Sandler (2005) as .85 for the child-specific involvement scale and .82 for the school-general scale. The adapted measure was divided into two scales, each with five questions, by Walker et al. The scoring/benchmarking, as noted by Walker et al. (2005b) and Hoover-Dempsey and Sandler, indicated that total scale scores could range from 10 to 60, and higher scores indicated greater parent involvement in a child's education activities.

The same identification code was given by an assistant at the district level to the matched parent participants and randomly selected ninth-grade students' archival data of record for this study. This assignment of the same identification code given at the beginning of the study ensured that students were matched to the correct parent participant. This approach enhanced the process when entering data for the analysis (Creswell, 2012) and ensured that each coded, randomly selected, ninth-grade student's

archival record was matched correctly and with anonymity to their matched parent participant. Therefore, the identification codes, given by the district, were assigned prior to any form of communication with the parent subjects. The mail to the matched parent participants was coded to ensure the accuracy to protocol during the research. I am the only person to know the assigned identification codes. I housed all data associated with this project research study in a locked home file cabinet.

A statement of use is included with the publication of the survey. Also, my letter to the authors requesting the use of the Parent Choice of Involvement Activities survey (Walker et al., 2005a) is included in the document as Appendix D. The paper and pen instrument of the 10-question parent survey took approximately 20 minutes to complete.

Data Collection and Analysis

The records for the 2014–2015 ninth-grade students provided me with the needed data for the students' demographic social characteristics and their annual state assessment, the STAAR EOC English I/reading test results. Each student entry included the assigned identification code that matched the parent's code. When I received the coded parent's completed Parent Choice of Involvement Activities (Walker et al., 2005a) survey, I added the survey responses to the spreadsheet with the student data.

Data Collection

Once I received Institutional Review Board (IRB) approval (Approval No. # 2016.12.2) from Walden University and permission from the school district to conduct research, I mailed the packets with the parent surveys to the coded matched parent participant. While I waited for the completed surveys, I reviewed the student records and

retrieved the total scores from the students' 2014–2015 reading assessment test, EOC English I/reading, as well as pertinent demographic archival data. At this time, I entered the coded students' data into an Excel data sheet.

The first return of parental surveys included five completed surveys. Therefore, I mailed a reminder post card to the non-responding parents to complete and return their survey. The reminder post cards provided several more responses, but not enough to analyze the results. Finally, I created 60 additional packets and personally took the surveys to the addresses of those who had not yet replied. Without coercion, those who had forgotten to complete the survey were agreeable to do so while I waited outside.

Once I had 65 completed surveys, I entered the scores for each segment of the PI survey onto the data collection form, matched by number to the student's archival data. I was then able to export the data to SPSS, Version 20. Data analysis of the parents' responses to the matched coded students' archived scores was the next step in the quantitative research process.

Data Analysis

Descriptive statistics were used to describe the characteristics of the studied sample population. Data for this project study were gathered from 65 students' files whose parents agreed to participate by signing the consent agreement form and/or completing the survey. Inferential and descriptive statistics were used to analyze the data.

The Likert-type 6-point scale used in the PI survey has an ordinal approaching interval scale of measurement. The average total PI score was used in the data analysis.

The students' 2014-2015 reading assessment test, EOC English I/reading score is ratio data. I used the reading scores matched to the PI survey scores for data analysis.

I implemented the Pearson product-moment correlation to determine the relationship between the archived reading score on the annual 2014-2015 assessment test, EOC English I/reading, of the ninth-grade students, and the matched total score of the parent involvement survey. Lodico et al. (2010) explained Pearson product-moment correlation as a calculation to determine if there is a relationship between two variables that is greater than would be expected due to chance. A significant *r* value would indicate that a relationship exists. The statistical level of significance was set at $p < 0.05$. A positive *r* value indicates that as one variable increased, so did the other. A negative *r* value occurs if one variable increases and the other decreases.

Assumptions, Limitations, Scope, and Delimitations

Assumptions

I assumed that all low reading and struggling reading 2014-2015 ninth-grade students had put forth their best effort on the annual state assessment test. I assumed that all enrolled 2014-2015 ninth-grade students took the annual state assessment test. I assumed that the archived reading test scores were accurate in the files and were transferred accurately on the data collection form.

I assumed that all matched parent participants answered the Parents' Choice of Involvement Activities survey (Walker et al., 2005a) truthfully. Since my project research study is the focus of their child, I assumed that all matched parent participants wanted to

take part in this survey. I assumed that all parents would respond to all of the survey questions.

Limitations

Limitations are potential weaknesses or problems with the study identified by the researcher (Creswell, 2012). There were limitations because this study included research from archived records of only 180 randomly selected 2014-2015 ninth-grade students who took the annual state assessment test and their matched parents' responses to the survey. There was a 36.1% survey return rate. Also, all data were collected for only one high school in a southeastern U. S. school district.

It may be a limitation that the study results can not be generalized due to using a lower constraint research design. Also, the sample included only archived records of 2014-2015 ninth-grade students who took the annual state assessment test at only one high school in the district. This limits the ability to generalize the results to students of other grade levels or schools.

The participation number of matched parents may also be a limitation. The number of randomly selected, coded, ninth-grade students' records determined the number of matched parents, with the assumption that all parents would participate in the study. The Parent Choice of Involvement Activities survey (Walker et al., 2005a) was a pen and paper survey instrument, which may have presented a limitation. Whether or not the parents comprehended the questions on the survey may also have been a limitation.

Scope and Delimitations

The scope of this study included archived reading scores for 65 ninth-grade students and the survey responses of their parents. Only one high school in one school district in the United States was used. The purpose of the study was to determine if the randomly selected, coded, ninth-grade students' archived reading scores had a relationship with the parents' total score on the survey.

This study was also delimited to parental participation criteria. The criteria were determined by the enrollment of their child as a 2014-2015 ninth-grade student whose anonymous file was randomly selected from the cited campus as part of the project study. The number of completed returned surveys also delimited the study.

Protection of Participants' Rights

I submitted all required letters of inquiry to the parent participants. I submitted a letter of permission for external research to the appropriate school district's administrator. The school district's administrator, the director of research, planning, and evaluation, communicated to the appropriate people in the school district. I submitted all required permission forms, at the appropriate time, to begin my research study. I received formal approval from the school district, and I followed the protocol of the school district and used random selection to obtain my sample from the coded 2014-2015 ninth-grade students' archived reading scores.

All necessary measures for a sound research study and protection of the confidentiality and anonymity of the study's participants were taken. I received permission approvals from the Walden University IRB and the cited school district prior

to conducting research. IRB approval ensured protection of human participants in research and safeguards that the researcher has taken all necessary steps to protect the human participants (Creswell, 2012).

I stored the data files electronically on a password- protected computer. The hard copies of the paper and pen surveys were stored in a locked file in my home to ensure the safety of the participants' responses. I will keep the data for 7 years, as required by the school district. Shredding of all data relating to the research study will follow confidentiality protocol.

Data Analysis Results

I provide the results of the project study in this section. The results include the summary measures that described the population from which the sample was drawn and the inferences from the statistical analyses. I also discuss the results of the descriptive analysis as well as the inferential analysis using the Pearson product moment correlation. I hired a statistician to conduct the statistical analyses.

Descriptive Summary Measures

Descriptive statistics were used to describe the characteristics of the studied sample population. Data for this project study were gathered from 65 students' archived records and the matched completed surveys from the parents who agreed to participate. I reported the parent's responses on the surveys using frequency and percent.

The PI survey included five questions pertaining to educational activities conducted in the home. Parents estimated how often they participated in these common practices. Tables 3–7 are summaries of the child-specific home-based activities.

Child-specific involvement. Child-specific involvement (CSI) activities include those elements related to a student's endeavors that are typically completed at home or within the framework of the family. Table 3 indicates that 86.1% of the responding parents talked to their high school student about the school day at least a few times a week. More than half of the parents daily discussed their child's school day.

Table 3

Distribution of Responses: Talk About the School Day

	Frequency (*n*)	Percent (%)
1 Never	0	0.0
2 One or 2 times this year	2	3.1
3 Three to 5 times this year	2	3.1
4 Once a week	5	7.7
5 A few times a week	12	18.4
6 Daily	44	67.7

Note. $N = 65$

Given that the students are at the high school level, the responses from the survey show that the parents continue to maintain a vested interest in their children's education. The attention of the parents in the child's school day shows concern for the academic success of their child. For the most part, parents do ask about the students' day at school.

While discussing the school day seemed to be a widespread practice, assisting with homework occurred routinely, but not as frequently. Table 4 indicates that 55.4% of

the responding parents supervised the student's homework at least a few times a week, though 9.2% supervised their high school student's homework daily. Six of the parents said they never supervised their high school student's homework.

Table 4

Distribution of Responses: Supervising Homework

		Frequency (*n*)	Percent (%)
1	Never	6	9.2
2	One or 2 times this year	5	7.7
3	Three to 5 times this year	4	6.2
4	Once a week	8	12.3
5	A few times a week	36	55.4
6	Daily	6	9.2

Note. $N = 65$

Given that the respondents are parents of high school students, it is possible that the school day included study hall or time to complete assignments during the school day. Some parents may feel that their high schoolers do not need assisted supervision with homework. Also, some parents may not have the skill level to help high schoolers complete homework.

Studying for tests may have been a more frequent habit at home. Table 5 indicates that 67.7% of the responding parents helped the student with test preparation daily, and

another 26.1% assisted at least once or a few times a week. All respondents to some degree assisted the student with test preparation.

Table 5

Distribution of Responses: Helping with Test Preparation

	Frequency (*n*)	Percent (%)
1 Never	0	0.0
2 One or 2 times this year	2	3.1
3 Three to 5 times this year	2	3.1
4 Once a week	5	7.7
5 A few times a week	12	18.4
6 Daily	44	67.7

Note. $N = 65$

The majority of parents surveyed continue to be involved with their teen's studying for tests. Anderson et al., (2012) found that parents, even those economically-disadvantaged, could participate in study sessions with their children by asking questions. Parents could participate in study sessions with their high school students by listening to their responses to test questions.

Table 6 indicates that 46.1% of the responding parents practiced spelling, mathematics, and other skills related to school work with the student at least a few times a week. Table 6 also shows that 37.4% of responding parents get involved with the student's practice at home for weekly or major testing periods. However, 15.4% of the

same respondents reported never getting involved with the student's practice work at home.

Table 6

Distribution of Responses: Practice Spelling, Math, or Other Skills at Home

	Frequency (*n*)	Percent (%)
1 Never	10	15.4
2 One or 2 times this year	6	8.2
3 Three to 5 times this year	8	12.3
4 Once a week	11	16.9
5 A few times a week	12	18.4
6 Daily	18	27.7

Note. $N = 65$

Academic subjects, such as math, requiring high level skills may be a difficult undertaking for many parents. Also, spelling may seem too elemental for the parents of high school students to practice spelling. It is evident that 1/3 of the parents surveyed do not regularly, if ever, participate in skill practice.

Consistent with Table 6, Table 7 shows that fewer than half of the responding parents read with the student (47.6%) at least once a week. Interestingly, 21.3% of the responding parents reported never reading with the student. This may be due to the more independent level of students, yet some of the respondents could be parents of struggling readers or poor readers themselves.

Table 7

Distribution of Responses: Reading With the Student

	Frequency (*n*)	Percent (%)
1 Never	14	21.3
2 One or 2 times this year	5	7.7
3 Three to 5 times this year	3	4.6
4 Once a week	12	18.4
5 A few times a week	12	18.4
6 Daily	19	29.2

Note. *N* = 65

PI and/or participation in their children's school work can be seen as a significant role in the students' academic pursuits. Tables 3 to 7 illustrate some of the home activities to support learning. Talking about the school day with the teen, helping with homework, and test-preparation are clearly common activities. Reading with the student and practicing other skills are done occasionally by some parents, but not all. Overall, it appears that there is child-specific involvement in at least 80% of the parents surveyed.

School-general involvement. The next section describes what Walker et al. (2005a) terms school-general involvement (SGI), specifically PI at school. Tables 8 to12 describe survey responses regarding the parents' school involvement and participation in school related activities. These tables show that parent respondents are not as involved in SGI as they are in CSI.

Table 8 indicates that 35.4% of the responding parent helped at the students' school daily or at least a few times a week. Similarly, 35.4% of the respondents reported never assisting at the school. Also, 29.2% of the parent respondents indicated limited volunteer time in assisting at the school.

Table 8

Distribution of Responses: Helping at Student's School

	Frequency (*n*)	Percent (%)
1 Never	23	35.4
2 One or 2 times this year	7	10.8
3 Three to 5 times this year	9	13.8
4 Once a week	3	4.6
5 A few times a week	6	9.2
6 Daily	17	26.2

Note. $N = 65$

Parents' work schedules or transportation issues could impact their ability to volunteer at school. Attendance at special school events, however, could have a higher priority. It is not likely that there are daily activities for parents at the high school level. Table 9 indicates that 30.7% of the responding parents attended special events or activities at the students' school at least a few times a week. Interestingly, 27.7% of the respondents reported never being involved in school events.

Table 9

Distribution of Responses: Attending Special Events at School

		Frequency (*n*)	Percent (%)
1	Never	18	27.7
2	One or 2 times this year	9	13.8
3	Three to 5 times this year	9	13.8
4	Once a week	9	13.8
5	A few times a week	9	13.8
6	Daily	11	16.9

Note. $N = 65$

Parents' involvement in their child's education should be reflective of their investment in the home and school activities (Lau, 2013). The survey results indicate that special events at school are not a general priority. The parent respondents' survey results indicated that the parents might benefit from more communication between home and school.

Table 10 shows that 30.8% of the responding parents volunteered to attend field trips at the student's school one to five times a year. Some parents may have misunderstood this question, because 35.4% said they volunteered to attend field trips daily or a few times a week, yet field trips do not occur with such frequency. On the other hand, responding parents may have thought that field trips included bus trips to sporting

fields. Nonetheless, 27.6% of the respondents reported never being involved in field trips at their child's school.

Table 10

Distribution of Responses: Volunteering for Field Trips

		Frequency (*n*)	Percent (%)
1	Never	18	27.6
2	One or 2 times this year	4	6.2
3	Three to 5 times this year	16	24.6
4	Once a week	4	6.2
5	A few times a week	7	10.8
6	Daily	16	24.6

Note. $N = 65$

Field trips are often taken during the regular school day. It is possible that the majority of responding parents are working or have other children at home which prevent their participation in field trips. Also, respondent parents may feel that their high school student does not need a parent volunteer for field trips.

Table 11 indicates that only 10.8% of the responding parents attended PTA meetings at the student's school three to five times a year. Once again, the question may not have been understood because 21.5% reported that they attended PTA meetings daily to at least a few times a week, and PTA meetings are only offered monthly. Not

surprising, 60% of the respondents reported never attending PTA meetings at their school.

Table 11

Distribution of Responses: Attending PTA Meetings

		Frequency (*n*)	Percent (%)
1	Never	39	60.0
2	One or 2 times this year	5	7.7
3	Three to 5 times this year	7	10.8
4	Once a week	6	9.2
5	A few times a week	1	1.5
6	Daily	7	10.8

Note. $N = 65$

Epstein (2011) identified PI as a partnership between the school, family, and community. The survey results indicated the general lack of participation in PTA meetings, which is a school, family, and community event. The parent participants' survey results showed that parents probably need to be encouraged to increase their school environment involvement.

Table 12 shows that only 13.8% of the responding parents attended Open House (Goals Night) at the students' school one or two times a year. Similar to previous questions, 23.1% of respondents indicated that they attended Open House daily to once a

week, yet Open House is held only a few times a year. As expected, 55.4% of the respondents reported never attending an Open House at the school. This is consistent with the results found in Table 11.

Table 12

Distribution of Responses: Attending the School's Open House

	Frequency (*n*)	Percent (%)
1 Never	36	55.4
2 One or 2 times this year	9	13.8
3 Three to 5 times this year	5	7.7
4 Once a week	3	4.6
5 A few Times a week	7	10.8
6 Daily	5	7.7

Note. $N = 65$

PI and/or participation in their children's education is a critical element in the academic success of students. Tables 8 to 12 show that attending field trips or special events at the school occurred more frequently than attending PTA meetings and open houses. Overall, it appears that the responding parents are more likely to assist their high school children at home, rather than at school. School-based activities are not well attended. Opportunities to meet teachers, as well as occasions to learn important school

information at PTA meetings and open houses are missed. Making those connections, however, can improve student learning outcomes (Epstein, 2011).

Distribution of Scores

Recognizing that the school district required the study population to include a sample of the entire 2014-2015 ninth-grade students, not just the students who were poor readers, the statistician provided the distribution of the parent survey scores in relation to the students' reading scores as additional information. This overview summary of the descriptive data visually demonstrates the parental survey differences between the students who met the reading standards and those who did not.

Table 13 portrays the distribution of students meeting and not meeting the required reading score (met standards) relative to the parental responses to the survey. These are described as CSI (home activities), SGI (school activities), and the overall matched total score of parent involvement activities (MPIA). Also included is the range of the students' reading scaled scores (SScore) in this project study.

Table 13

Distribution of Survey Responses for CSI, SGI, and MPIA, Relative to SScore

	Met Standards					
	Yes (*n* = 21)			No (*n* = 44)		
	Min.	Max.	*Mean (SD)*	Min.	Max.	*Mean (SD)*
CSI	8	30	21.43 (8.05)	8	30	21.36 (6.44)
SGI	3	30	16.76 (8.69)	3	27	13.29 (6.77)
MPIA	14	60	38.19 (15.37)	15	55	34.66 (10.78)
SSCORE	4000.0	5081.0	4266.10 (249.39)	323.0	3925.0	3228.07 (922.61)

Note. $N = 65$

While the means for parent home activities (CSI) were similar for those who achieved and those who didn't achieve the required reading scores, there was an increase in parent school activities (SGI) for the students who met the standards in reading. Likewise, there was a higher total parent survey score (MPIA) for the students who met the standards in reading. Further statistical analysis would be interesting but was not within the limits of the research questions.

Students meeting standards on any criterion referred assessment such as the state mandated examinations provide an indication of academic prowess, college-boundedness, and potential career advancement. The interaction between parents, school, and community can help the students meet their academic goals. It is important to maintain PI even during their child's high school years. PI activities in the students' overall

educational achievements can contribute to their teen's college placement, bolster their wholistic educational growth, and promote overall well-being to the society at-large.

Instrument Reliability

The alpha reliability for the two scales was reported by Walker et al., (2005b), as well as Hoover-Dempsey and Sandler (2005), as 0.85 for the CSI scale and 0.82 for the SGI scale. The adapted measure was divided into two scales, each with five questions by Walker et al., (2005a). The scoring/benchmarking, as noted by Walker et al., (2005b) and Hoover-Dempsey and Sandler indicated that total scale scores could range from 10 to 60. Higher scores indicated greater parent involvement in a child's education activities.

The present study had a similar reliability measure: (a) 0.845 for the Child-Specific (CSI) Involvement scale, (b) 0.865 for the School-General (SGI) scale, and (c) 0.875 for the overall (MPIA) parent involvement scale. The standardized Cronbach's Alpha is 0.876. The reliability measures of this study's CSI, MPIA and Cronbach's Alpha provided credibility for the study results.

Correlation Analysis

The Pearson product-moment correlation (*r*) was used to determine the relationship between the overall parent involvement scale (MPIA) and its components (CSI and SGI) together with the students' reading scale score (SSCORE). Lodico et al. (2010) noted that the Pearson product-moment correlation is used to determine if there is an association among variables that is greater than would be expected due to chance. The *r* value nearing +1 or -1 would indicate that a positive or negative relationship exists. It may or may not be significant. Table 14 provides the findings of the correlation analysis.

CSI (r = 0.876; p < 0.000) and SGI (r = 0.871; p < 0.000) are significantly correlated with MPIA; and both CSI and SGI are intercorrelated (r = 0.476; p < 0.000). The overall parent involvement (MPIA) is positively, but not significantly correlated (r = 0.175; p = 0.163) with the students' reading scale score (SSCORE). Both components of MPIA, CSI [r = 0.120; p > 0.34] and SGI [r = 0.178; p > 0.15]) are also positively, but not significantly correlated with the students' reading scaled score (SSCORE).

Table 14

Pearson Product-Moment Correlation: Archived Reading Scores and Parent Survey Responses

	SSCORE	SGI	CSI	MPIA
SSCORE	1.0			
SGI	0.178 (0.156)	1.0		
CSI	0.120 (0.341)	0.476 (0.000)	1.0	
MPIA	0.175 (0.163)	0.871 (0.000)	0.844 (0.000)	1.0

Note. *P*-values are within parentheses. SGI = school-general involvement and CSI = child-specific involvement, MPIA = total matched parent activity score, and SSCORE = reading scaled score.

The results from the correlation analysis indicated that the overall parent involvement activities are positively correlated (r = 0.175; p = 0.163) with the

students' reading scaled scores, but they are not statistically significant. The total MPIA is not strongly associated with the students' reading scores, but the positive *r* value shows that as PI increased, so did the students' scores. Unfortunately, the *p* value is not less than 0.05.

Research Questions and Hypotheses

The problem at the local level was the low reading levels of the ninth-grade students, including special education students. Because PI in schoolwork often declines as students reach high school, it was not known if this was a factor contributing to the poor reading assessments of ninth-grade students. The purpose of this study was to identify involvement activities of parents of ninth-grade students and determine if there was a relationship with involvement and their child's reading achievement.

RQ1: What are the involvement activities of parents of ninth-grade students at the local school?

RQ2: What is the relationship between the archived reading score on the annual 2014-2015 assessment test, EOC English I/reading, of the ninth-grade students, and the matched total score of the parent involvement survey, Parent Choice of Involvement Activities (Walker, et al., 2005a)?

Tables 3 through 7 illustrate the PI activities of the sample relative to assisting their children with school work at home. The data indicated that at least 84% of parental attention was directed toward asking about school and helping with homework. Tables 8 to 12 show the parent involvement in their children's academic achievement relative to participation in school related activities. The data identified that less than 30% of parents

participated in the students' school events. The data clearly demonstrated that most parents would assist or show interest with school work, but they were not typically involved with campus events or activities.

These data are supported by the results obtained in the Pearson product-moment correlation analysis. Though there is a positive relationship of PI and reading scores (r = 0.175; p = 0.163), it is not significant. The null hypothesis for RQ2 is accepted. There is no significant correlation between the reading score on the annual 2014-2015 state assessment, EOC English I/reading, of ninth-grade students, and the matched total score of the parent involvement survey, Parent Choice of Involvement Activities (Walker et al., 2005a).

Although the research study showed no significant correlation between PI and reading scores on the state assessment, there may have been wide internal variability. The study population included all ninth-grade students. Table 13 shows that only 32% of the sample had higher test scores and met the reading standards. Regardless, the results are consistent with the literature that indicates there is a positive relationship between reading and PI. For example, Bitsko et al. (2000) implemented Epstein's framework of involvement to reinforce the evidence that PI improves students' academic achievement and their behavior.

The descriptive analysis of the data also showed results similar to those of other researchers. Park and Holloway (2013) found that parents who illustrated a mistrust toward a school environment probably would engage more in home-based activities than school-based activities. Parents of adolescents projected their concern at this age level in

more of an academic socialization format. They preferred to focus on the importance of grades, instilling aspirations, and future planning to foster the adolescents' needs (Park & Holloway, 2013). Therefore, the advancement of the curriculum, the cognitive changes of the adolescents, and the sense of autonomy, may entice parents to pull away from the complexity of lessons the adolescents are experiencing (Park & Holloway, 2013).

Because some parents identified on the survey that they attended PTA meetings, field trips, and Open Houses on a daily basis when those events are less frequent, I reviewed the submitted surveys again. There may have been some misunderstanding of the statements or, in several cases, parents selected the same response throughout the survey. Neither interpretation can be verified; therefore, the questionable responses are considered a limitation of the study.

Conclusion

The purpose of this study was to identify involvement activities of parents of ninth-grade students and determine if there was a relationship with involvement and their child's reading achievement. The archived student reading scores and the Parent Choice of Involvement Activities Survey (Walker et al., 2005a) provided data from the coded, matched parent participants in order to answer RQ1 and RQ2. Data were analyzed using descriptive statisics and the Pearson product-moment correlation.

Descriptive data analysis revealed that a larger percentage of parents were involved in activities in the home to support their teenage child. Fewer than half of the parents surveyed did not attend school functions or assist in the classroom. Based on the results of the study, a parent involvement workshop will be developed. This will include

six afternoon sessions during the fall semester, so that parents can learn the benefits of their school participation.

Section 3 will include the structure and anticipated outcomes of the proposed project. Section 3 will also contain project goals, a description of the rationale, and a literature review appropriate to the project. Section 4 will contain reflections of my research and its results with a focus on future study research.

Section 3: The Project

Introduction

The purpose of the study was to identify the involvement activities of parents of ninth-grade students and determine if there was a relationship with involvement and their child's reading achievement. I used descriptive data to identify that parents were more involved in their child's schoolwork at home, rather than participating in school activities. Inferential statistics, using the Pearson product-moment correlation, indicated that there was a positive relationship of the total PI scores with the matched archival reading scores for the ninth-grade students, but it was not statistically significant. Research has demonstrated that students are more focused on their studies if parents regularly participate in school-based activities (Rodriguez & Elbaum, 2014; Sy, Gottfried, & Gottfield, 2013). Therefore, based on the results of the parents' survey and analysis of the descriptive data, I developed a project to help parents understand the benefits of becoming more involved with their child's school environment.

The goal of my project, the Parent Involvement Workshop, is to assist parents of high school students in understanding the academic weaknesses of their child, provide ways for them to support the students' endeavors at home, and most important, emphasize the advantages of volunteering at school and participating in campus-based activities. I designed the project to incorporate areas of concern shown from the survey data. The project is a professional development program for parents, consisting of six afternoon and evening 4-hour sessions throughout the fall semester. Each session will begin at 4:00 p.m. and coincide with a previously scheduled campus-based activity, such

as an evening sporting event or a planned parent-teacher conference/open house. The workshop will include topics such as the channels to communicate with school faculty and staff, instruction in the use of the school districts' parent portal, the structural organization of the counselors' assignments, the design of their child's academic program, as well as the resources available to them to help their child succeed in school.

Research indicates that SES and/or racial-ethnic minority parents would be less likely than other parents to participate in various activities of their children's schooling (Park & Holloway, 2013). Such research findings are also indications that teachers and administrators should develop a strong partnership with the family and the community (Rowland, 2016). Therefore, to entice parents to participate in the workshop, a light supper will be provided. Rewards for participation, such as gift cards to local vendors, will also be raffled throughout the sessions. I designed the final hour of each workshop to have the parents attend a prescheduled event. The project will enhance the collaborative bond between the parent and school, strengthening this partnership and demonstrating that the success of their child is the result of the interaction between parents, teachers, administrators, and the community.

Rationale

I developed this project based on the parents' responses to the Parent Choice of Involvement Activity (see Walker et al., 2005a) survey and the literature review on professional development for parent involvement. The project was designed to increase the PI in all facets of the school where parents would be able to connect with school personnel in person, by telephone, or on the Internet through the use of the parent portal.

The data collected from the coded and matched parents that I analyzed in Section 2 indicated that a professional parent involvement workshop could provide opportunities for an increase in PI at this study site high school campus.

Literature supports that the secondary school years are just as important for parents to be involved with their child's education as are the elementary grades (Bhargava & Witherspoon, 2015; Sy et al., 2013). The Parent Involvement Workshop will provide parents with current school information as well as demonstrate to parents the strategies they can implement to ensure the academic and social success of their child's secondary education. The workshop will also offer opportunities for parents to experience school-based activities.

Parents' attitudes and parenting styles have an influence on the academic success of adolescents (Porumbu & Necsoi, 2013). Parents using a firm parenting style can give adolescents a sense of emotional stability and demonstrate parents' educational expectations of them (Porumbu & Necsoi, 2013). This style of parenting gives children an opportunity to hear their parents speak of the consequences they can experience due to limited academic success (Porumbu & Necsoi, 2013). Karibayeva and Bogar (2014) also concurred that PI is most important during the adolescent's educational phase. These researchers projected that parents should understand that PI includes participation in school meetings and activities.

Typically, families have been involved educationally to some degree with their adolescent children; therefore, it seems pertinent that the school and the family collaborate fully for the success of the children. Nonetheless, PI is not a one-size-fit-all

model. Robinson and Harris (2014) concluded that observing a child in class, contacting the school about their child's behavior, or helping to decide their courses did not always provide academic improvement in the adolescent's performance. In fact, the degree of school involvement and PI with the education of adolescents is significantly affected by the ethnicity of the family, income levels, education, and English language proficiency (Tang, 2015). Regardless, researchers still believe that family engagement is critical to the academic achievement of their child (Garcia & Thornton, 2014).

The findings of this project study indicated that parents in the local school generally do not become involved with their child in the school environment. The data established that most parents who participated in the study do spend quality time with their child at home, but 34.5% of the parents indicated that they never helped at the student's school, and 27.7% reported that they never attended special events at the school. More than half of the respondents never attended a Parent-teacher organization (PTO) meeting or the school's open house. The consistently high percentage of parents who do not participate in school events is a concern.

There is a need to generate motivational strategies to increase PI at the study site school and school district (see Titiz & Tokel, 2015). I determined that the time most conducive for PI in the school environment would center around major extracurricular activities. Communication to the parents could occur through the school's telephone line, carry-home flyers, and the district's parent portal. Although research indicated that parents prefer carry-home flyers, all modes of communications must be implemented to ensure reaching all of the parents (see Latunder & Clark-Louque, 2016).

The project includes six 4-hour collaborative and informative parent sessions, followed by attendance at an extracurricular event (football, basketball, volleyball game, or scheduled event on campus). All sessions will focus on the parents' participation at their child's school. The goal of the workshop is for the parents to learn the advantages of becoming involved in their child's general school environment and understand the important influences their involvement has on their child's academic success.

The data set for the PI research project was unique in that I used only data from parents whose students were enrolled at the study site school in 2014–2015 and took the EOC English I/reading test in the ninth-grade. Researchers have suggested that there is a need for more inquiry on the PI at the secondary level (Chilenski, Ridenour, Bequette, & Caldwell, 2015). An increase in an open, positive line of communication between the teacher-school environment and the parent-school environment should add support to the need for PI research in the high school (Chilenski et al., 2015).

Each PI workshop will include information that is pertinent to their child's secondary years and completion of their graduation plan. A link to the workshop has been added to the study site campus's home page and the district's home page. Although the workshop is intended for the parents of students on the study site campus, the portal is available to all interested parents in the school district.

Rodriguez and Elbaum (2014) supported the need for an environmental climate that is welcoming to parents. Therefore, a welcoming school environment can take the academic values, beliefs, and expectations of the parents for their child to a different level, yielding an improved relationship between parents and the school (Sy et al., 2013).

The genre of this PI workshop will give parents an opportunity to share their expectations for their child in a collaborative and inviting school environment.

Review of the Literature

I designed this literature review to focus on techniques to present to parents regarding their involvement in their child's secondary level education. The social interactions of the parents at the PI workshop should positively enhance their involvement in their child's high school activities. The cognitive-social theories of Vygotsky, Piaget, Bandura, and Dewey support methods to instruct the parents.

My research for this review of the literature included the use of Questia, Bing, Google Scholar, ASCD Journal, and National Education Association (NEA). The approach to my investigation gave important information to develop an engaging workshop for parents. I conducted extensive Internet research using the following keyword terms: *social-cognitive theory, Vygotsky, Piaget, Bandura, Dewey parent involvement, parent volunteering in secondary education, volunteering, parent-school relationships, family-school relationships, school's parent engagement efforts,* and *being welcome at my child's school-how can I serve.*

Theoretical Framework

Social-cognitive learning incorporates the teachings and theories of Vygotsky, Piaget, Dewey, Bandura, and other theorists who supported the positive influences of social interaction on learning. The theorists collectively incorporated their focus on social-cognitive learning in their teachings and practices (Mooney, 2000, 2013). Although Vygotsky's theory of educational development does not identify a separation of

personal and social experiences, Vygotsky accepted Piaget's theory that personal experiences construct knowledge (Mooney, 2000, 2013). Vygotsky regarded the family, communities, SES, education, and culture as being significant forces in a person's learning process (Mooney, 2000, 2013). Both Vygotsky's and Piaget's theories supported the concept that learning occurs when people interact together, and that language is a developmental process (Mooney, 2000, 2013).

In developing my project, I had to figure out the most appropriate approach for teaching parents how to best be involved in their child's learning. Piaget's cognitive constructivism and Vygotsky's social constructivism are theories that support learning through inquiry or the question and answer method, which was previously made popular by Dewey (Mooney, 2000, 2013). Dewey (1897) published '*My Pedagogic Creed'* to show that observations give insight to a person's interest and readiness to learn. Dewey's (1944) *Philosophy of Education* interpreted education as a social need and function.

Bandura and Walters (1964) agreed that people learn behavior through the observation of others. Fryling, Johnston, and Hayes (2011) interpreted Bandura's social-cognitive learning as an integration of observational learning, which encompasses attention, memory, and motivation. Glassett (2012), noting the working theory of Bandura in a study of teachers, concluded that schools and classrooms implemented the interplay between belief, behaviors, and the environment. This relationship was evident in Glassett's finding that teachers had an impact on social-cognitive factors and the social environment in knowledge sharing.

The interplay of the social-cognitive theories can have a positive impact on the structure and function of the parent workshop. Parents can observe the school environment and can learn how their support can benefit their adolescent children, both academically and socially. In addition, the interaction between the parents and school personnel has the potential to eradicate any perceived barriers that may have previously precluded PI.

Review of Related Literature

How students learn and how parents interact in the school environment are connected in some fashion. Puccioni (2015) supported that the transition of a child from home to school depended on the parent's concept and beliefs of academic socialization. Puccioni also suggested that a parent's personal experiences of early education may have a greater influence on their behavior than SES or their education level.

Similarly, when students see a strong interplay between their parents and school personnel, they have higher academic achievement (Puccioni, 2015). Murray, McFarland-Piazza and Harrison (2014) found that parents who were actively engaged with the child in a home setting were as involved in their child's early education and had great communication with the school. However, research showed that PI continuously decreased as their children entered secondary education (Rodriguez & Elbaum, 2014).

Parents' involvement at the school. Deslands and Barma (2016) studied the relationship of parents and school/teachers. They found that discussing the most challenging opposite viewpoints was important, but it was essential to identify possible solutions for potential disagreements. Starr (2017) suggested that school leaders must let

parents know that they are of value to the school. Parents can be involved in the operation of the school, the school improvement plan, and the budget for the school year. Engaging the parents is crucial in developing involved parents as leaders on the school campus (Starr, 2015).

All parents have a vested interest in their children's education. Research has shown that African-American parents are concerned and continue to strive to become a part of their child's school community, yet they may not be perceived as parents who value education (Latunde & Clark-Louque, 2016). These parents do interact with activities at the school, the community, and those geared to the interest of African-American students and parents. It is important to listen to the communication of African-American parents. This will enhance the parents' involvement and establish a better relationship between school personnel and parents for the betterment of the African-American students.

School communities are working to involve parents in the school environment. Not only are the schools seeking parents to become involved in the schools, they want parents to become leaders in the school. Schools want to engage parents in the learning process of their children. Boots, Romano, and Hayes (2016) demonstrated that training workshops for parents at the school, as well as having parents design their own workshops gave them an opportunity to work with other parents in a collaborative community project to develop community leaders.

Although the effectiveness of school-based PI has been demonstrated, these types of programs are limited. Crosby, Rasinski, Padak, and Yildirim (2015) indicated that a

school-based parent involvement program implemented over multiple years can be very productive in the success of the child. When school leaders reviewed the structure of family engagement initiatives and included parents in the design of campus interaction, a positive, respectful communication pipeline developed, which increased the connection of parent to school (Adkins-Sharif, 2017). Teachers accepted that the need for improvement in students' academics would improve if parents were a part of the intervention strategy.

Teachers may want parents to be involved in the school where the involvement is limited to the PTA, volunteering, and chaperoning events but not in the school curriculum or school governance matters (Smith, 2015). Barriers seem to enter into the design of the school attempts to get parents involved in their child's school (Stelmach, 2016). Parents must have confidence in their relationship with the school personnel. Research supports the need for parent workshops that demonstrate the value of PI with the school (Stelmach, 2016). Smith (2015) agreed that all parents can become involved at the school in activities more than just attending PTO and chaperoning school trips.

Lack of parental involvement. Bui and Rush (2016) observed that time was a major issue for parents not becoming involved in school activities. Other reasons might include scheduling conflicts, transportation, and the education level of the parents. Toren and Seginer (2015) found a relationship with the high school student's cognitive and affective mastery and their parents' educational involvement. Parents with less education may feel unable to assist their adolescent children in their academic endeavors.

Ellis (2015) noted that communication with the school differs at the high school level as compared to the early learning years of the child. Ellis encouraged the parent to keep the teacher informed of the learning that is taking place at home and the teacher should continue the line of communication with the school-based learning. Consistent communication between school and parent yields a partnership which will motivate student learning.

Yasaroglu (2016) recognized that there can be a difference in the values that parents hold and those the school represents. The partnership of family, school, and community in the adolescent's learning activities will develop a quality of academic success. Magdalena (2014) suggested that early parent involvement may set the pace for future activities with the school, through to high school graduation.

Collaborative approaches to parental involvement. The parent-school relationship is reflective of feeling welcome at the school, a trusting respect that parents have in the school, and the overall positive, relative interaction they have with the professional educators (Froiland & Davison, 2014). Though the trust level may be more evident in the earlier school years, it is important for the school to foster trust at all levels. Dittman, Farruggia, Palmer, Sanders and Keown (2014) showed that building relationships and creating a welcome environment were important for the success of parent-school involvement. Dittman et al. developed an eight-session on-line program to give support to parents who had low participation rates in face-to-face meetings. The researchers noted that low income, low education, and minorities were engaging in Internet activities to connect with the school.

Baquedano-Lopez, Alexander, and Hernandez (2013) investigated the impact of SES on PI programs. They found that PI was marginalized for lower income and racial minority parents and more favorable for middle-class parents (Baquedano-Lopez et al., 2013). Schools seeking PI in their activities and programs must implement invitations that have been tailored for the families intended (Gonzalez, Borders, Hines, Villalba, & Henderson, 2013).

PI in the school can include the nonacademic endeavors of the school environment (Perkins et al., 2016). Parents and students can enjoy activities that center at the school, while building a relationship with faculty and staff. Counselors can also have a collaborative involvement with the parents of students in addition to their curriculum responsibilities (Martin, 2017). Ensuring the transition of the student with possible home difficulties can be dealt with in a more positive environment when there is an established communication pipeline between counselors and the family.

Dretzke and Rickers (2016) found improved collaboration in high-poverty urban schools when parent-family involvement was encouraged. A trusting connection of the family in a school-community connection led to greater parental participation (Dretzke & Rickers, 2016). Research supports the concept that the adolescents appreciate encouragement and a connection to school, though male and female adolescents view PI at the school from different perspectives (Uslu & Gizir, 2016).

Research continues to identify the need for an established relationship to develop between family and school. These relationships, if they are to ensure the success of the adolescent, must be developed, implemented, and revisited to ensure that they are doing

what they were designed to do (Torre & Murphy, 2016). Processes may need to change and evolve in order to promote partnership and ownership of the school-family relationship.

The social-cognitive theory relates to the behavior of a person through the cognitive domain. Regardless of age, we learn from observing the actions of others, as well as seeing their responses and the consequences to their behavior (McLeod, 2016). Piaget, Vygotsky, and Bandura accepted that the social environment has an impact on learning. Parents who attend the workshop will have an opportunity through social engagement with other parents and teachers to observe how their participation in school events will create a collaborative benefit to the school community. They will learn how their involvement can advance the academic progress of their own children, thus assuring their future success. As a result of the interactive sessions of the workshop, parents will develop a different set of behaviors, thoughts, and actions (Farr, 2014).

Project Description

The project is a six-session PI program that will include parent participation at existing school activities, in addition to lectures and discussions about the students' academic plan, communication with the school, and roles that parents can assume to assure parent-school collaboration. The descriptive data from the Parents Choice of Involvement Activities survey (Walker et al., 2005) indicated the need for PI in school-based activities. Supportive research demonstrates the importance for parents to be as involved in their adolescent's school activities as in earlier years, as well as in the home environment (Rodriguez & Elbaum, 2014).

PI in the school activities will ensure the teen's increased interest in extra-curricular activities, all for the success of the child. The workshop sessions are designed to begin as the school year opens to include scheduled activities on campus. Parents can attend Goals Night, STEM Night, parent-teacher conferences, an athletic event, and A Night in Math and Science. All are designed to welcome parents and encourage them to become more active on campus.

Needed Resources, Supports, and Barriers.

Resources are needed to ensure a successful workshop. These include prior approval by the principal for the use of the facility, the school's library, and the computer lab. Personnel such as counselors, the program staff (campus and district's director), and students' organizations will be asked to volunteer for the workshop activities. The professional staff will be asked to share with the parents the important essence of their department and talk about the graduation plan for the students. The strategy is to generate questions from the parents in an interactive and collaborative format.

The parents will also experience small moments of ice breakers at the opening of each workshop session. The program will offer breaks for prizes, which will have been donated by local businesses in the community. These include store gift cards, shopping bags, or vouchers for a free beverage or meal.

Potential barriers, as related to parents, could include such things as the parent's available time due to their work schedule. The parent's education level could impede their confidence with school work in the class room. Also, the parents' attitude about the school, language differences of parents to staff, and the climate-atmosphere of the

campus could affect their involvement (Loder, 2017; National Center for Education Statistics, n.d.). These barriers can be minimized when communication with the parents increases (Loder, 2017). Newsletters, positive calls home, and e-mails are positive strategies that will let parents know they are a part of the school's team.

Barriers are also associated with the number of sessions in the program and the extended extracurricular activities. If parents choose not to come, it will affect the number of participants, the dynamic of the workshop, and the direct exchange of concerns the parents will share with the staff. Solutions to potential barriers of the project itself will include reaching out directly to the parents and checking the agenda to ensure that it meets the needs of the participants. I shall also communicate with the lead administrators to keep an updated status on the project.

Implementation and Timetable

Implementation of the parent involvement program requires communicating to all who are involved in a timely manner. This includes making sure that the principal of the school and the district staff have provided their approval for the workshop and the space needed to offer the sessions. I will serve as the program planner and facilitator.

I will meet with each of the stakeholders at least 2 months prior to the workshop for planning and implementing the program. Stakeholders include the principal, librarian, counselors, ninth-grade teachers, the district's PI director, student volunteers, parent volunteers, and faculty speakers. Members of the stakeholder group may volunteer to serve on the planning committee. The planning meetings will be held weekly.

Six weeks prior to the first session of the PI program, I will solicit vouchers, gift cards, and small prizes from local vendors and businesses. As an incentive, they will be given recognition for their donations on the workshop program. During this time, I will also confirm the schedule for each session of the program with the planning committee. Speakers will be informed of their presentation topics and the length of time they are allotted.

One month prior to the workshop, I will finalize the program agenda and schedule. These will be printed, as well as flyers to mail to the parents. Follow-up calls will be made to the parents, asking if transportation services will be needed and requesting confirmation of their attendance. During the final week, I will meet with the presenters, review their PowerPoints, and order the refreshments that will be served. Table 15 presents the workshop timetable that I will use to keep everyone on track.

Table 15

Project Study Timetable

Task	Time	Stakeholder
Obtain approval for the projected workshops from the school principal and district administration. Meet with stakeholders. Select planning committee and presenters.	8 weeks prior	Facilitator/Planner Planning Committee
Confirm the schedule. Plan the sessions. Obtain prizes. Meet with speakers. Ensure the dates for the extracurriculum activity.	6 weeks prior	Program planner Administrative staff Planning committee
Prepare and print agenda Mail flyers to parent Make follow-up calls to parents	4 weeks prior	Program planner Administrative staff Planning committee
Implementation- Six sessions- 4 hours workshop: Extracurriculum Activity. The Extracurriculum Activity: STEM Night, Open-House, Language Arts & ELL Night, Senior Night – volleyball & basketball,	Six sessions- 4 hours workshop: Extracurriculum activity	Program planner/facilitator Speakers: Representatives from: Administration (AP per Grade Level), Attendance, Counselors, PI Facilitator, PTO, Math, Science, Language Arts, Electives, & UIL Student Organizations
Evaluation- formative and summative	End of session and end of program	Program Planner/facilitator

As depicted in Table 15, the project study timetable includes organization, team-work, and collaboration to assure the success of the workshop.

Roles and Responsibilities

As program planner, I am responsible for all prior collaboration with the school principal and district administrator. I will bring together the stakeholders such as the campus teachers, the counselors, assistant principal, core subject teachers, PTO, and librarian, and we will choose a planning committee for the PI program. We can accomplish more with teamwork.

I will take the responsibility to review all sessions, prepare the evaluations, maintain an open line of communication with each presenter, and post all updates for the sessions' dates and time on the district's and school's portals. I will also ensure that all announcement flyers and reminders for the sessions are mailed in the appropriate time-frame. Finally, I must ensure all prizes, dinner arrangements, snacks, and all guidelines relating to the extracurricular activities are organized and in place for a pleasurable parent experience.

Project Evaluation Plan

The reviews from the parent participants and all guest participants in the sessions will be instrumental in the formative and summative analysis of the PI program. Feedback during and after the program will ensure a quality workshop and be used to improve the PI program for the following year. The formative evaluations will be completed before the dismissal of the participants to the extracurricular activity, at the end of each of the six sessions. There will also be a summative program evaluation

following the sixth session. All responses from each session will help to enlighten the next sessions and let the parent participants know that we value their input.

Data from the research study will guide the agenda for each session. Sessions are geared toward motivating and stimulating parents' involvement in the school-based environment. In other words, data from the research study form the basis for the presentations that are offered, in conjunction with information that will help parents ensure the success of their child. Responses from the formative and summative evaluations during and after the program will enrich future offerings of the workshop. Evaluation is an effective tool to review and assess the efficacy of a program or workshop (Derrell, 2015).

Formative Evaluation

Formative evaluation assesses what knowledge or skills are to be measured. It is an internal, qualitative, ongoing method of evaluation (Derrell, 2015). Formative evaluations provide the basis for program improvement, if needed, for the success of the PI program's goals.

The formative evaluations collected after each session of the PI program will be reviewed to ensure future successful sessions. Formative evaluations after each session will determine if changes are needed for the next sessions. Adjustments may be needed in the content of the presentations, as well as the comfort of the room, the speaker's volume, or the location of the seating arrangements.

Summative Evaluation

Summative evaluation assesses whether outcomes of the program meet the stated goals (Scriven, 2015). I will distribute the summative evaluation forms at the last session of the PI workshop, prior to the planned activity. Parents will be given sufficient time to complete the survey, and I will be available to answer questions. The evaluation will be directed toward the entire PI workshop.

This summative evaluation will determine if the program goals were met, if the content was appropriate, and if the parents found value in attending the workshop. I will ask the parent participants to provide detailed feedback so that the quality of the program can be assured. At the end of the program, key stakeholders and I will review the summative evaluations and determine if the workshop should be retained annually or if there should be changes made to the format and design of the program.

Learning Outcomes

The overall goal for the PI workshop is to motivate parents to become involved in their teen's school environment. The program should stimulate a positive interest from parents as they learn about their child's educational endeavors. Parents will be encouraged to participate in extra-curricular activities to support the academic success of their high school students.

After the PI program, parents will have achieved the following learning outcomes:

1. Parents will have an understanding of the school-based activities that they can attend to benefit the academic success of their teen.

2. Parents will learn ways to communicate with teachers, counselors, and staff so that they have a voice in their child's education.
3. Parents will have an understanding of the graduation plan design which, when implemented and monitored, ensures graduation success for their child.
4. Parents will have an understanding that home-school partnership is a very important entity, supportive of their involvement in their child's education and their value to the school in volunteer service.
5. Parents will have an understanding that they are a valuable component in the yearly campus planning of their child's school. Their input is valuable, and they matter.

Project Implications

Walden University (2016) defines positive social change as a transformation that results in outcomes that will benefit others. Walden University includes every aspect of a society and all that is incorporated in its environment, such as individuals, family systems, neighborhoods, and organizations. It is a national and global effort to improve human and social conditions (Walden University, 2016).

This project study is focused on the study site school, with all stakeholders taking the opportunity to give parents various ways to engage with the school community. Thus, supporting the data results, this project study has given a framework to the PI workshop. I can provide a positive social change through the project study by engaging parents in the school environment for the success of their high school student. Watson, Sanders-Lawson and McNeal (2012) noted that involvement of parents in the school produces a positive

influence on their children's academic success. The implementation of the designed PI workshop will provide a positive social change on this study site's high school campus. In addition, it has the potential to improve the graduation success of future students.

This project is of great importance to local stakeholders, the students and their families, staff, and certified educators of the school and school district. The success of the students on the state assessment tests greatly affects the community. The project is one that will enlighten parents and the community about their need to be engaged throughout a child's high school experience. Everyone involved in the education of high school students acknowledges that family engagement is critical to the academic achievement of their child (Garcia & Thoton, 2014).

Summary

In Section 3, I described the project, project goals, resources needed to provide the workshop, the planning timetable, the evaluation methods, and the implications for positive social change. The theoretical foundation for the project and the review of literature provided a scholarly basis for offering a parent involvement program within the school environment on the high-school level. Section 4 will include the project's strengths and limitations, as well as recommendations for alternative approaches to the addressed problem. In Section 4, I will also share my professional growth development as a scholar practitioner, a project developer, and one who has an influence on positive social change.

Section 4: Reflections and Conclusions

Introduction

The purpose of the quantitative study was to identify the involvement activities of parents of ninth-grade students and determine if there was a relationship with parent involvement and their child's reading achievement. Using the data I collected from the study, I developed the PI workshop, addressing ways to increase parent involvement from the home to the school environment. The parents who participate in the program should gain information that generates a better understanding of their child's high school curriculum. I developed the workshop to give parents an opportunity to appreciate the positive value of their engagement at their teen's school.

This section will include a discussion of the project's strengths and limitations. I will also provide reflections on the project development and what I learned through the doctoral process of becoming scholar and practitioner. Concluding Section 4 will be a discussion on the potential impact of the project on social change and my recommendations for future research.

Project Strengths and Limitations

Project Strengths

The survey, Parent Choice of Involvement Activities (Walker et al., 2005a), that I selected for my study was a strength because it was a valid and reliable tool that provided the data needed to develop my project. Although inferential statistics showed no significant correlation between PI and students' archived reading scores from the annual state assessment exam, there was a positive association. In other words, the greater the

total score on the survey, the higher the reading scores of the students. More importantly, however, the survey responses helped me determine that the parents who responded were more involved with educational activities in the home, rather than participating in school events. This was an important finding as it supported other research showing that parent involvement overall on the high school level is limited (Al-Alwan, 2014).

The PI workshop is also a strength. In the PI workshop, parents will have an opportunity to learn the outcomes from the study while engaging with other parents and school personnel in a collaborative environment. Parents will learn that their interactive presence generates a positive academic, social, and extra-curricular interest within their child towards school. Through the collaborative interactive PI workshop environment, parents will be able to communicate with presenters, who are experts in the children's curriculum, graduation plan, and school activities requirements. Developing relationships with other parents, teachers, counselors, coaches, and administrative staff of the school will demonstrate to parents the value of their partnership within their child's secondary school environment.

The project workshop will give parents a positive opportunity to learn about and better understand the importance of their presence at the school during their child's high school years. The parents who participate will gain knowledge about the curriculum, teacher expectations of their child, and the ways which parents' involvement motivationally influences their child's academic success through secondary/high school. The speakers at the workshop, representatives from the high school core subjects and

high school curriculum structure, will discuss pertinent topics and answer questions that parents may have.

Project Limitations

One project limitation was the relatively small number of parent participants included in the data from which I generated the strategies for the developed project. Another limitation was that the results of this project study can only be generalized to the randomly-selected parents who participated in the study. Because the district wanted all data from the ninth-grade students and their matched parents included for randomization in the study population, it is possible that the reading scores most responsible for the dismal AYP for the study site school were not among the 65 participants.

Although I have given serious consideration in the scheduling for the workshop, parents may not be able to attend due to other family or work time conflicts. Therefore, the number of returning workshop participants and new participants per session may also be a limitation. The parents attending the PI workshop may also be reluctant to interact with the group during the sessions. The experience of communicating with other parents or school personnel in the school environment may be intimidating for some parents.

Recommendations for Alternative Approaches

I designed the parent workshop based on the results of the research study. Data clearly indicated that parents were generally involved in providing academic support for their high school children at home, but the majority did not participate in school-based activities. Bringing the parents to the school for the workshop in tandem with scheduled activities, such as PTO meetings and sports, was specifically selected as the venue

because of the value of having parents connect with the teachers and other school personnel. It is not known yet if this approach will be embraced by the parents.

I could have designed the program to take place on Saturday afternoons or 3 days in the summer. However, that did not seem feasible since parents would not be able to participate in school functions or interact on a personal level with a variety of school personnel. Likewise, even if the workshop could be offered as online modules for the parents, it is not likely that parents would be inclined to participate, and they may not have the ability to be active in a virtual environment.

Alternatively, the project could have been a workshop to teach parents how to specifically help their high school children advance their reading skills, since that was the local problem that precipitated the study. Although there will be a session in the workshop devoted to ways to improve students' academic skills, the long-term benefits seem greater by having parents involved at the school. In other words, the workshop has the potential to generate a successful school, family, and community partnership as described by Epstein (2011).

Finally, the project could have been a position paper designed to share the results of the study with parents, teachers, and school district personnel. While it is important that stakeholders see the empirical evidence of the problem, such a project genre would not solve the problem. The parent participants' survey data indicated a need for the parents to better understand the curriculum, their child's graduation plan, and the value of their involvement in their teen's school environment.

Scholarship, Project Development, Leadership, and Change

Scholarship

Scholarship is a professional measure of developing knowledge through literature, teaching, and research (Kenny et al., 2017). I embarked on this educational venture because I wanted to advance my academic skills, serve as a model to my children, and be a better teacher for my students. I wanted to know how to improve the reading levels of my ninth-grade students and how to interact more personally with parents of secondary level students. Moving forward in my research study, I had to seriously review the best method to collect the necessary data. I had to allocate the time needed to effectively address the problem, focus on the research questions, and analyze the data to create an effective project.

I have always enjoyed learning. I attend local, state, and national meetings so that I can be more knowledgeable about current trends in education, special education, and teaching methodology. Conducting a research study, however, was more rigorous than I could have imagined. I had to put into practice the techniques I learned in my doctoral coursework, conduct extensive literature reviews, and understand the challenges of writing a scholarly document.

Seeing myself as a scholar during this time at Walden University has been more than enjoyable. This experience has benefited me academically, socially, emotionally, and physically. I have worked hard to demonstrate the value in being a life-long learner. This behavior was evident as I researched literature and collected data to answer my research questions. Walden University, my committee chair, and my instructors showed

me how to achieve the appropriate skills and provided me with an academic environment from which I am now professionally ready for the challenges of educational research, teaching, and learning.

Project Development

I needed a significant amount of time to complete collection of the required data necessary to develop this project. The literature reiterated that the percentage of parent involvement on the high school level is low because parents begin to become less involved with the school beginning at the secondary level (Chilenski et al., 2015). I acquired permission to use the facilities of the study site school and through open communication, collaborated with the administrative team (principal, assistant principal, and counselors). I also contacted the departments that will be a part of the committee needed for the success of the project moving forward into implementation.

Because I am a detail-oriented person, I tried to envision all of the components that would be essential to the project tied to the results of the study. It was necessary to communicate effectively with school district personnel in order to receive permission to conduct research. During that time, there was a change in leadership, and I personally met with the new leadership to explain the research and the educational outcomes.

In addition, I worked with the school principal and colleagues, to gather support for the project that will benefit the students, their parents, and the teachers. I identified the resources I would need for the workshop and began to solicit community businesses to provide incentives for program participation. Through all of this, I have learned that I

can develop effective educational programs that are based on empirical evidence. My experience is of value my school, my district, and my students.

As a certified teacher in several disciplines (biology, health and physical education, special education, and language disability), I continually share knowledge and hands-on experiences with the students in my classes. I also collaborate with other teachers at the study site high school. My Master's degrees in biology and education administrative leadership took my academic experiences to a different level. I share my skills and expertise on the district, regional, and state levels. These experiences not only brought me satisfaction and pleasure, but also generated recognition to my school district. The project I developed will reinforce my commitment to serve my students, my school, and my district with honor.

Leadership and Change

I took a leadership role when I sought to find answers for the problem of low test scores on the annual reading assessment in the study site high school and school district. In order to do so, I investigated many possible causes and designed a research study that might provide a link that could lead to a workshop that would benefit the students. In doing so, I learned some of the qualities that established my role as a leader.

A leader must have a sense of time management, become a facilitator, and be proactive for change (Andersen, Bjornholt, Bro & Holm-Petersen, 2018). Serving as the facilitator-representative for the development of the committees for the workshop, outlining the program plan, and creating the design of the workshop schedules was an inspiring doctoral experience. I communicated with all of the stakeholders in a positive

way and valued their interaction, support, and feedback. I participated at local, state, and national meetings to learn as much as I could about the challenges facing the students and schools. I studied the works of educational theorists, seeking ways that I might be an agent of change.

This period has reinitiated my enjoyment for research and collecting data and has helped me move toward a more proactive stage of scholarship. I am encouraged to seek ways that my doctorate will enhance my teaching in my current position and be open to new career opportunities in the future. My experiences in various areas of biological sciences and biological laboratory technique skills could guide my pursuit for biological research study.

Change is not easy for anyone. Nonetheless, we live in a time of rapid advances through technology, resources, and educational reform. Schools need leaders who are not afraid of change. Students need teachers who can embrace new methodologies and seek better ways to guide their academic success. I am committed to being a trailblazer who is not afraid of challenges or setbacks. Through this doctoral process, I have learned that I am a true leader.

Reflection on the Importance of the Work

The impetus to me beginning a doctoral program was that it would advance me to a different level in education leadership. It may seem as if a doctoral degree is second to gaining academic knowledge, but educational advancement is also career advancement. Regardless, my focus remains on students of all ages. How well they learn is my major concern. How well the students master the curriculum, read at grade level, and have PI is

my current focus of study and research, which is reflective of this program study for my doctorate.

PI is an area of a child's secondary education experience that is not presently intact. As I began my investigation, I found PI on the secondary level to be quite limited. I developed the problem and research questions in this project study to gather the valuable information necessary in order to address this issue. It is important for the parents of high school students to have a connection with the school environment because this association influences the child to want a closer educational experience at the school.

The level of support I received throughout this project has been a rewarding experience. As the semesters in my program evolved, the support I received during that time was beneficial. Through the time, experience, and learning it took to hone this study into a sound document, I developed into a more scholarly practitioner. I am most grateful for this learning experience and especially appreciate knowing that I have had learned the importance of this work as I complete my goal.

Implications, Applications, and Directions for Future Research

There are several positive social change implications as a result of this project study. Although only 65 parents participated in the study and there was not a significant correlation with the ninth-grade students' reading scores, descriptive statistics demonstrated that the parents were more inclined to assist their children with school work at home, rather than attend events at school. Research, however, indicates that students have a higher degree of academic success when the parents and school personnel interact in a positive, engaging manner (Froiland & Davison, 2014). Positive social change can

occur when the school becomes a collaborative community, when students graduate and become productive members of society, and when parents are fully involved in the educational process.

As a result of this quantitative study, school districts may want to implement professional development programs for parents. In these developmental programs, parents can become more knowledgeable about the infrastructure of their child's education. This project study and the PI workshop will successfully address the academic needs of the child. More importantly, the workshop will speak to the need for parents to be involved in the secondary level of the child's graduation plan. Hopefully, such workshops will increase parents' involvement in their child's school, developing a strong home-school-parent relationship.

Future research will be most important, due to the advanced, rapid changes in technology. Most educational enterprises have developed parent portals to communicate with parents. Many districts and school have or are implementing the mass telephone calls mode of communications, and these lines of communication are reinforced by flyers still going to the home. There may be other ways to involve the parents, such as using text messages. Finding what works best for a particular school or district is an important use of research.

Future research may also review new strategies for collaborative parent-school staff workshops. These workshops should provide opportunities for parents to freely share their concerns or issues which hinder their involvement in the school. Also, a workshop could be designed for teachers, counselors, and administrative staff to

demonstrate effective communication techniques between themselves and the parents they serve.

Future research is also needed to determine how best to improve reading at the high school level, particularly among special education students, students with disabilities, students whose primary language is not English, and students living in disadvantaged areas. Students in high school need a more structured intensive reading program to demonstrate evidence of improvement in their reading skills. Also, it is important to begin a reading program with a student when a problem in reading is first observed(Ellis, 2015). The reasons for reading challenges are multifaceted but need to be addressed so that our schools generate productive citizens in the workforce after graduation.

Conclusion

My quantitative project study was developed to learn more about the reason for the low reading level of ninth-grade students on the study site campus and to see if PI had an influence on their reading level. My research data indicated there was a slight positive relationship, but it was not significant. Additionally, it was evident that the parents were involved in the teen's education at home but did not demonstrate interest to become involved at the school-participation level.

I have gained knowledge from my research, and my personal development has increased during my doctoral experience. Through the entire process, my value as a scholar-practitioner has increased. Section 4 was most provocative and empowering as I

reviewed the process in completing this study and reflected on my growth as a scholar, a project developer, and a leader in education.

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Appendix A: The Project

Title of the Program: Parental Involvement Strategies for the Academic Success of Their Child in Secondary Education, Public Education

Purpose: The purpose of this project is to give to the parent an opportunity to participate in rewarding training workshops, which share with them navigating skills to channel the academic high school experience success of their child.

Goals: The goal of the Parent Involvement Workshop is to assist parents of high school students to understand the academic weaknesses of their child, provide ways for them to support the students' endeavors at home, and most important, emphasize the advantages of volunteering at school and participating in campus-based activities. The project was designed to incorporate areas of concern shown from the surveys' data. In summary, the project's goal is to develop a collaborative bond between the parent and school, thus strengthening this partnership and demonstrating that the success of their child is the result of the interaction between parents, teachers, administrators, and the community.

Objectives: The project was designed to increase the parent involvement in all facets in the school district where parents would be able to connect with their child school in person, by telephone, or on the internet through the use of the parent portal. The data collected and analyzed in Section 2 indicated that a professional PI workshop, the six sessions-4 hours' Parental Involvement Workshop, can provide opportunities for an increase in PI on this cited high school campus. This six-afternoon and evening Parent Involvement Workshop involves opportunities in engaging parents with appropriately

correct information in strategies they can implement to ensure academic and social success of their child's secondary education.

Guideline(s): Each session of the six sessions-4 hours' workshop: Extracurriculum Activity will have a structured format to follow during the sessions.

Schedule: The days and dates will correlate to the Extracurriculum Activity, which will add to the motivational interest of the parents in a positive parent-school partnership.

Desired Outcomes: The desired outcome will be for the parents to become involved in their teen's school environment. The PI should stimulate a positive interest from their child in extracurricular activities and their success in academics. Therefore, after the PI program, parents will have achieved the following learning outcomes: (1) parents will have an understanding of the school-based activities that they can attend to benefit the academic success of their teen; (2) parents will learn ways to communicate with teachers, counselors, and staff so that they have a voice in their child's education; (3) parents will have an understanding of the graduation plan, design which, when implemented and monitored, ensures graduation success for their child; (4) parents will have an understanding that home-school partnership is a very important entity, supportive of their involvement in their child's education and their value to the school in volunteer service; and (5) parents will have an understanding that they are a valuable component in the yearly campus planning of their child's school. Their input is valuable, and they matter.

Target Audience: The target audience is all parents in this southeastern school district in the United States, as well as all parents aware of the six sessions-4 hours workshop. The

positive side is in knowing that parents are reading the parent portal and sharing with their peers what is happening in the school district and at their child's school. The parent participants, whose returned Parent Choice of Involvement Activities Survey, (Epstein and Salinas, 1993; Walker et al., 2005) data generated the structure of the workshop is a leading target audience.

Timeline: A six sessions-4 hours Workshop: Extracurriculum Activity: PI: Specifications Survival Guidelines – Four (4)- Years of High School. More importantly, information and interactive collaborative gatherings will stimulate the parents to review ways they can become more involved in a positive parent-school partnership.

Specific Workshop Activities: The specific workshop activities include the workshop sessions' agenda, which will be geared by the identity of their department. The materials will relate to the speaker's department and the goal of each of the six sessions-4 hours Workshop: Extracurriculum Activity. There will be ice breakers, prizes, and dinner.

The Workshop Lesson Plan Agenda: This agenda gives a timeline for each of the six sessions workshop. The opening procedures for each of the 6-Sessions-4 hours Workshop: Extracurriculum Activity will follow the same opening protocol followed by the topic of the Session for that day's Session of 6-Sessions speakers (Counselors, Administrators, Attendance, Ninth-grade teachers, Community in Schools (CIS), Elective Representative, Science, Technology, Engineering, and Math (STEM) Representative, Student Activity Director, University Interscholastic League (UIL) Representative, etc.).

All meetings are held in the school's library, please follow school's protocol and sign-in at the school entrance.

Workshop Session # 1: Students Must Be in Attendance to Work the Graduation Plan

GOAL	**SUBJECT**	**TIME:PM**	**ACTIVITY**	**FACILITATOR**
Sign-In	Opening	4:00-4:15	Meet & Greet	Project Leader
Welcome		4:20-4:35		Project Leader Administrator
Introduction	Staff	4:40-4:50	All Present	Project Leader
Housekeeping	Protocol	4:50-5:00		Project Leader
"Incentive" Tickets	Prizes	5:00-5:10	Ticket Drawings-Gifts Community Stakeholder	Assigned
Guidelines	School	5:15-5:30	Speaker	Attendance
Q & A		5:30-5:40		Attendance
Graduation		5:45-6:00		Counselor
Q & A		6:00-6:15		Counselor
Prizes		6:15-6:25		Assigned
Wrap-Up & Dinner		6:25-7:00	Closing & Dinner	Project Leader
Campus Activity		7:00 -		Scheduled Extracurriculum Event

Workshop Session #2: Preparing for the Future – The Academic and Social Success of Students

GOAL	**SUBJECT**	**TIME: PM**	**ACTIVITY**	**FACILITATOR**
Sign-In	Opening	4:00-4:15	Meet & Greet	Project Leader
Welcome		4:20-4:35		Project Leader Administrator
Introduction	Staff	4:40-4:50	All Present	Project Leader
Housekeeping	Protocol	4:50-5:00		Project Leader
"Incentive" Tickets	Prizes	5:00-5:10	Ticket Drawings-Gifts Community Stakeholders	Assigned
Guidelines	School	5:15-5:30	Speaker	STEM
Q & A		5:30-5:40		STEM
Post high school		5:45-6:00	Speaker	UIL
Q & A		6:00-6:15		UIL
Prizes		6:15-6:25		Assigned
Wrap-Up & Dinner		6:25-7:00		Project Leader
Activity-'Campus'		7:00 -		Scheduled Extracurriculum Event

Workshop Session # 3: English: Write, Interpret, Comprehend and the Opportunity for Success Now and after High School

GOAL	**SUBJECT**	**TIME: PM**	**ACTIVITY**	**FACILITATOR**
Sign-In	Opening	4:00-4:15	Meet & Greet	Project Leader
Welcome		4:20-4:35		Project Leader Administrator
Introduction	Staff	4:40-4:50	All Present	Project Leader
Housekeeping	Protocol	4:50-5:00		Project Leader
"Incentive" Tickets	Prizes	5:00-5:10	Ticket Drawings-Gifts Community Stakeholders	Assigned
Guidelines	School	5:15-5:30	Speaker	English Department
Q & A		5:30-5:40		English Department
Careers		5:45-6:00		College Readiness
Q & A		6:00-6:15		College Readiness
Prizes		6:15-6:25		Assigned
Wrap-Up & Dinner		6:25-7:00	Closing & Dinner	Project Leader
Activity-'Campus'		7:00 -		Scheduled Extracurriculum Event

Workshop Session # 4: A Day at School

GOAL	**SUBJECT**	**TIME: PM**	**ACTIVITY**	**FACILITATOR**
Sign-In	Opening	4:00-4:15	Meet & Greet	Project Leader
Welcome		4:20-4:35		Project Leader Administrator
Introduction	Staff	4:40-4:50	All Present	Project Leader
Housekeeping	Protocol	4:50-5:00		Project Leader
"Incentive" Tickets	Prizes	5:00-5:10	Ticket Drawings-Gifts Community Stakeholders	Assigned
Guidelines	School	5:15-5:30	Speaker	Student Activity Director
Q & A		5:30-5:40		Student Activity Director
Representative: Community Stakeholder		5:45-6:00	Speaker	CIS
Q & A		6:00-6:15		CIS
Prizes		6:15-6:25		Assigned
Wrap-Up & Dinner		6:25-7:00	Closing & Dinner	Project Leader
Activity-'Campus'		7:00 -		Scheduled Extracurriculum Event

Workshop Session # 5: Parent Involvement Equals (=s) Stronger Student Involvement

GOAL	**SUBJECT**	**TIME: PM**	**ACTIVITY**	**FACILITATOR**
Sign-In	Opening	4:00-4:15	Meet & Greet	Project Leader
Welcome		4:20-4:35		Project Leader Administrator
Introduction	Staff	4:40-4:50	All Present	Project Leader
Housekeeping	Protocol	4:50-5:00		Project Leader
"Incentive" Tickets	Prizes	5:00-5:10	Ticket Drawings-Gifts Community Stakeholders	Assigned
Guidelines	School	5:15-5:30	Speaker	UIL Sponsor
Q & A		5:30-5:40		UIL Sponsor
Athletics		5:45-6:00		Athletic Campus Coordinator
Q & A		6:00-6:15		Athletic Campus Coordinator
Prizes		6:15-6:25		Assigned
Wrap-Up & Dinner		6:25-7:00	Closing & Dinner	Project Leader
Activity-'Campus'		7:00 -		Scheduled Extracurriculum Event

Workshop Session # 6: Parents Let's Get Involved

GOAL	**SUBJECT**	**TIME: PM**	**ACTIVITY**	**FACILITATOR**
Sign-In	Opening	4:00-4:15	Meet & Greet	Project Leader
Welcome		4:20-4:35		Project Leader Administrator
Introduction	Staff	4:40-4:50	All Present	Project Leader
Housekeeping	Protocol	4:50-5:00		Project Leader
"Incentive" Tickets	Prizes	5:00-5:10	Ticket Drawings-Gifts Stakeholders	Assigned
Parent Involvement	School	5:15-5:30	Speaker	Parent Involvement Campus
Q & A		5:30-5:40		Parent Involvement Campus
Volunteer		5:45-6:00	Speaker	Parent Involvement-District
Q & A		6:00-6:15		Parent Involvement-District
Prizes		6:15-6:25		Assigned
Wrap-Up & Dinner		6:25-7:00	Closing & Dinner	Project Leader
Activity-'Campus'		7:00 -		Scheduled Extracurriculum Event

The schedule above will be as consistent as possible. The only changes before 7:00 pm will be the ‘prizes’ time or extended Q & A time. The Activity ‘Campus’ will be given by STEM, Math & Science Night, Open-House, English & English As a Second Language (ELA), Senior Nights, volleyball, and basketball games. The Speakers for the six sessions 4-hours extracurriculum activity will include: teachers of English, Math, Community in Schools (CIS), Special Education Representative, Assistant Principals, Student Activity Director, University Interscholastic League (UIL) Sponsor, Parent Involvement – District Level, Representative from several organizations, ROTC, Band, and where applicable. The six sessions, 4-hours extracurriculum activity will include community stakeholders for the prizes and the light dinner.

Assessment Evaluation for Parents After Workshop Session # _____

DATE_____

Please Reply to Questions # 1 - 4

1. Did you find today's Workshop helpful?

   ___Very Useful ___Somewhat Useful ___Not Useful

2. Overall, would you rate this Workshop as:

   ___Excellent ___Very Good ___Good ___Fair ___Poor

3. What did you learn today that you will use in your home? _

4. Do you have any other comments?

ICE BREAKER

Everyone will get a chance to move around in the room to meet and greet each other in

"Square Commonality Game"

Each of you will go to a parent, give them your 'Ice Breaker' and they will write their name in the 'SQUARE' that relates to them.

AS SOON AS ALL SQUARES ARE FILLED "SAY FINISHED"

Has a Pet Cat	Has a Pet Dog	Has a New Puppy/Kitten	Never Been on a Plane	Been on a Boat
Has No Brothers or Sisters	Has Sister(s) or Brother(s)	Loves to Sing	Looking for a New Car	Went Camping
Favorite Color is Blue	Favorite Color is Red	Has a Computer	Lives in an Apartment	Took Dancing Lessons
Has a Birthday in December?	Loves Find a Word, Such As: 'Word Search'	Plays Games on their Cell Phone	Email a Teacher at the School At least Once a Month	Enjoy School Events during School Time with their Child
Evaluation		Evaluation		Evaluation

Parents' Evaluation for the 6 Sessions - 4 Hours' Workshop and Extra-Curriculum Activity

Date_____ Session # _____

- This evening was or was not an exciting evening for you.
- Please list one (1) major thing you learned this evening

_____

_____

_____

- How will you use the information you gained this evening? Check all that apply.
  _____To assist your student in school?
  _____To share with other parents?
  _____To continue to attend Parent Workshops?

You have had an opportunity to listen and collaborate with several presenters.

Were the presenters today knowledgeable and helpful? _____

PARENT INVOLVEMENT WORKSHOPS

6 SESSIONS-4 HOURS' WORKSHOP: EXTRA CURRICULUM ACTIVITY

[SCIENCE] [TECHNOLOGY] [ENGINEERING] [MATH] "STEM" WORKSHOP

OPEN HOUSE

ATHLETIC EVENT

ELA - ELL - ESL WORKSHOP

DINNER

GAMES

PRIZES – GOOD-EXCITING-PRIZES

MEETING PARENTS – In A "COLLABORATIVE" ENVIRONMENT

VENDORS - "Just to Name a Few"

Jason

Wal-Mart

Starbucks

McDonalds

Luby's

Dairy Queen

Hobby Lobby

CALL FOR DETAILS

XXX-XXX-XXXX

This page is an announcement Flyer

PROTECT SOMETHING SPECIAL

REGISTER FOR THE:

6 SESSIONS – 4 HOURS' PARENT INVOLVEMENT WORKSHOP

INCLUDING AN 'EXTRA-CURRICULUM ACTIVITY'

ALL SESSIONS ARE FREE

INCLUDES: DINNER, PRIZES, GAMES, AND COLLABORATION

PARENTS, YOUR ATTENDANCE IS IMPORTANT

YOU MATTER

This is a Flyer

XXXXX ISD Website Survey

Parent Feedback

1. **List 3 words that describe your first impression of the new BISD Website.**

   IF YOU HAVE NOT HAD THIS EXPERIENCE "WRITE IN N/A" and STOP: SUBMIT YOUR FORM.

   _____ _____ _____

2. **The organization of the website is easy to understand (circle one):**

   Strongly Agree Agree Neutral Disagree Strongly Disagree

3. **How visually appealing is our website?**
   Extremely Appealing
   Very Appealing
   Somewhat Appealing
   Not so Appealing
   Not Appealing at all

4. **What feature do you find most appealing?**

   _____

5. **As a teacher/parent/community member, what resources would you like to see on the website?**

   _____

   _____

6. **How likely will you be to utilize teacher webpages?**

   Very Likely Likely Not Sure Not Likely Never

7. **What other features or resources would you like to see added to the website**

Welcome

Please silence or turn off cell phones

You will need to sign in with the receptionist at the school entrance. Be sure to have your state ID (TX DL) with you.

You may use the restroom in the foyer near the library door.

We hope you enjoy this workshop.

School Attendance

- A student must submit an excuse for absence within 5 days. After 5 days, the excuse must be a doctor's note, a court document, or a reliable document on letterhead.
- Attendance staff communicates with the parents if 3 unexcused absences are noted on the student's record.
- An unexcused absence from a class period counts the same as an unexcused absence from the whole school day.
- Students can lose class credit from unexcused absences or be retained in their present grade.

Graduation Plan #1

- Students with a Foundation Graduation Plan may graduate with 22 credits.
  - English: 4 credits and 2 EOC tests
  - Math: 3 credits and 1 EOC test
  - Science: 3 credits and 1 EOC test
  - Social Studies: 3 credits and 1 EOC test
  - Physical Education: 1 credit
  - Fine Arts: 1 credit
  - Electives: 5 credits

Graduation Plan #2

- Students on a Foundation with Endorsements Graduation Plan may graduate with 26 credits.
  - English: 4 credits and 2 EOC tests
  - Math: 4 credits and 1 EOC test
  - Science: 4 credits and 1 EOC test
  - Social Studies: 3 credits and 1 EOC test
  - Physical Education: 1 credit
  - Fine Arts: 1 credit
  - Electives: 7 credits

Graduation Plan Clarifications

- Languages other than English (LOTE)
  - 2 credits, same language; or
  - 2 computer programming; or
  - Special circumstances substitution
- Special circumstances substitution may apply for Physical Education of LOTE credit requirements

Science, Technology, Engineering, Math (STEM)

- The students can choose areas of STEM to demonstrate their high school preparation.
- STEM students have a career advantage.
- STEM graduates have higher earning power.
- STEM graduates have better employment opportunities.

Certificates

- Certificates are available upon the completion of the following 2-year programs:
  - Culinary Arts
  - Welding
  - Auto Body and Mechanics Work
  - Cosmetology
  - Nail Technician
  - Drafting Technology

Electives

- Depending on their graduation program, students must successfully complete 5 or more electives
- Required electives
  - Communication Application
  - Foreign Language
  - Computer Technology
  - Health
- Optional electives
  - Naval Junior ROTC
  - Additional Computer Science or Foreign Language

Extracurricular Activities

- Extracurricular activities complement the academic curriculum.
- Designed to motivate students
- Demonstrate mastery of skills
  - In order to be actively involved in extracurricular activities, students must maintain a passing grade in all subjects.
  - Activities include athletics, student council, drill team, art club, civic club, athletic support, etc.

Students' Code of Conduct

- All students receive the code of conduct handbook.
- Parents must sign and date the form that indicates they have read the code of conduct handbook. The student returns that page to the 4th period teacher.
- All students attend the code of conduct assembly. They may ask questions to clarify the code of conduct.
- Parents are expected to support the school's code of conduct.

Communities in Schools (CIS)

- Improve student attendance, academic performance, and behavior
- Individual and group sessions during the school day
- Develop a one-on-one relationship with each student
- Provides incentives for good behavior, grades, and attendance
- Provides opportunities for community involvement
- Provides programs for career and college awareness

College and Careers

- Counseling for finding the right career
- Assisting with college selections
- Training to be productive members of society
- The local community college has a program which offers free training, free job placement assistance, and free supportive services.

Appendix B: Parent Choice of Involvement Activities (English)

Please respond to the following prompt:

"Parents and families do many different things when they are involved in their children's education. We would like to know how true the following things are for you and your family. Please think about <u>the current school year</u> as you read and respond to each item."

Please circle the response that best describes your involvement. To answer each question please use the following scale:

1=Never

2=1 or 2 times this year

3=4 or 5 times this year

4=Once a week

5=A few times a week

6=Daily

Child-Specific Involvement

Someone in this family…

1.	….talks with this child about the school day	1	2	3	4	5	6
2.	supervises this child's homework.	1	2	3	4	5	6
3.	…helps this child study for tests.	1	2	3	4	5	6
4.	…practices spelling, math, or other skills with this child.	1	2	3	4	5	6
5.	…reads with this child.	1	2	3	4	5	6

School-General Involvement

Someone in this family…

1.	…helps out at this child's school.	1	2	3	4	5	6
2.	…attends special events at school.	1	2	3	4	5	6
3.	…volunteers to go on class field trips.	1	2	3	4	5	6
4.	…attends PTA meetings.	1	2	3	4	5	6
5.	…goes to the school's open-house.	1	2	3	4	5	6

Sources:

Epstein, J. L., & Salinas, K. C. (1993). *School and family partnerships: Surveys and summaries*. Baltimore, MD: Center on Families, Communities, Schools and Children's Learning, John Hopkins University.

Walker, J. M. T., Wilkins, A. S., Dallaire, J. P., Sandlers, H. M., & Hoover-Dempsey, K. V. (2005). Parental involvement: Model revision through scale development. *Elementary School Journal, 106*(2), 85-104.

Appendix C: Communications With the School District

Florence Ann Mayhall-Andrews
Special Education: Life Skills Teacher
Walden University: Doctoral Candidate
August 6, 2015

Director of Research, Planning and Evaluation

RE: Permission to Conduct External Project Research Study

I am writing to request permission to conduct a project research study at your school district, as a part of writing my doctoral dissertation at Walden University. The project research study is entitled, "The Impact of Parental Involvement on the Reading Level of Ninth-Grade Students".

I will need 180 ninth-grade students, from the total enrollment of the ninth-grade students, 2014-2015 school years, who can give data from the annual state assessment, EOC English I/Reading Test data. The 180 ninth-grade students will be random selected from the total enrollment of ninth-grade students taking the annual state assessment, EOC English I/Reading. I hope that the school district Administration will allow me full access to the Ninth-Grade students', 2014-2015 and extended year 2015-2016, annual state assessment data and social characteristics data. I am interested in the ninth-grade students' 2014-2015 state annual assessment test scores and social characteristics data. In addition, I am requesting permission to evaluate, in the perimeter of the school district all ninth-grade students (2014-2015 and extended year 2015-2016) academic test results to the needed extent for my project research study.

My permission to access the ninth-grade (2014-2015 and extended year 2015-2016 access) data will enable me to collect the needed archival data for my project research study. I included the extended year to ensure permission to the students' annual state assessment records during the full course of my research and to the publication of my dissertation. Each one of the ninth-grade (2014-2015) student's parent will receive by mail (parent information requested data as a part of my research) a sealed envelope

containing a cover letter, the survey, "Parent Choice of Involvement Activities" (Walker et al., 2005), and a return envelope stamped and pre-addressed to me, in which each parent will return their completed survey to me.

Due to the nature of the project research study, I hope to recruit parents or guardians as the match to their ninth-grade student to participate in the project study, which will give 180 random selected ninth-grade students and a parent-guardian to a ninth-grade student, which will give 180 parent-guardian. The parents will receive by mail a Cover letter, and a survey, Parent Choice of Involvement Activities" (Walker et al., 2005).

The process to complete the survey should take less than 20 minutes. No cost will incur to either your school district, or the individual participants. Upon approval, interested parents, who volunteer to participate in the project study, will complete the enclosure at home. The parent or guardian, as their statement of participation, will return the completed survey, "Parent Choice of Involvement Activities (Walker et al., 2005).

The survey is my 180-matched secondary participants' data, which is one of the data contributing factors in my doctoral research project study. The primary data source will be the 180 ninth-grade most recent, 2014-2015, annual state's assessment, EOC English I/Reading, test results.

Parents and school's projects or parents and school district's projects to address the academic reading needs of their students can possibly be planned and implemented from the results of my Proposal Project Study. I am and will be appreciatively available to present my data findings to you at the end of my Proposal Research.

Your approval to conduct this project research study will be greatly appreciated. I will follow-up, if need, in two days, and would be happy to answer any questions or concerns that you may have at this time. You may contact me at my email or cell phone number. If you agree, please kindly sign below and return the signed form. Alternatively, kindly submit a signed letter of permission from your school district letterhead acknowledging your consent and permission for me to conduct this doctoral project research study in and at your district's facilities.

Sincerely,

Florence Ann Mayhall-Andrews – Doctoral Candidate Walden University

cc: Chairperson

Communication: Director of Research, Planning, and Evaluation

In response to information needed to submit as a part of my request to conduct research in ninth-grade students, 2014-2015.

- The purpose of my survey, Parent Choice of Involvement Activities (Walker, et al., 2005) will provide a quantitative description of the trends, attitudes, and opinions of ninth-grade students' parents toward their child's daily school day and their child's school of attendance. I will be able to correlate parental involvement with student achievement. I will be able to tell if parental involvement is greater at the home or the child's school of attendance.
- Walden University IRB # _____, also attached (date unknown). The expected approval date December _____, 2016.
- The survey, Parent Choice of Involvement Activities (Walker et al., 2005) will be mailed to Coded Parent Participants whose child attends XXXXXXXX. Their child would be one of the Coded Randomly Selected Ninth-Grade student of 2014-2015, who took the state assessment, STAAR EOC English I/Reading test.
- The Coded Parent Participants, (determined by their Coded Randomly Selected Ninth-Grade Student who took the state assessment, EOC English I/Reading, 2014-2015), will receive a letter asking them to participate in my proposal project research study. I will ask the Coded Parents to take a pen and paper ten-question survey, Parent Choice of Involvement Activities (Walker, et al., 2005). I will also ask them to return the completed survey to me in the enclosed pre-addressed, stamped envelope. The Salutation of this

letter, Thank you very much for your help! Florence A. Mayhall-Andrews, Doctoral Student- Walden University, will illustrate my appreciation to the randomly selected parent participants, who voluntarily choose to participate in my proposal project research study.

- No attempt will be made to identify the Coded Participants and no attempt will be made to attribute answers to specific respondents,
- The file containing raw data information will be kept in a locked file cabinet in my home and no other person besides the faculty advisor will have access to the information data. All identifying information relating to the Coded Parent Participants will be in the possession of XXXXXXXX: Director of Research, Planning, and Evaluation Department,
- All information relating to my proposal project research study will be shredded seven years after completing the study, as requested by XXXXXXXX. Noted, Walden University requires shredding after five (5) years, therefore, the shredding process will be completed seven (7) years after completing the study.
- A copy of all communication (s) with the principal of XXXXXXXX will be submitted. Florence A. Mayhall-Andrews, Doctoral Student- Walden University: December 4, 2016

Appendix D: Permission to Use Survey

From: Florence A. Mayhall-Andrews
To: Joan Walker, PhD
Re: Parent Choice of Involvement Activities Survey (Walker et al., 2005)

Dr. Joan M.T. Walker

Dear Dr. J.M.T. Walker,

I am Florence A. Mayhall-Andrews, a doctoral candidate, at Walden University. I am interested in implementing the measure you adapted in 2005 from Epstein and Salinas (1993): "Parent Choice of Involvement Activities Survey."

I will implement the Survey as written, which I acquired from the Family-School Partnership Lab, http://www.vanderbilt.edu/pesbody/family-school/scale_descriptions/sd_dv.html.

I am requesting your permission to use your adapted version of this survey, "Parent Choice of Involvement Activities Survey" - last updated: May 2005.

I will appreciate your reply.
Yours truly,
Florence A. Mayhall-Andrews, M. S., M.Ed. – Certified Teacher
Doctoral Student-Candidate, Walden University

From:
To: Florence Mayhall-Andrews
Subject: Fwd: Permission for use: Parent Choice of Involvement Activities Survey
Date: Sat, May 30, 2015 1:21 pm

-----Original Message-----
From: Walker, Joan T.
Sent: Thu, May 28, 2015 7:41 am
Subject: RE: Permission for use: Parent Choice of Involvement Activities Survey

Dear Florence,

We are delighted to give permission to use the scale you requested.

Please let us know what you learn from using it!

Best wishes for your research,
Joan

Joan Walker, Ph.D.

Appendix E: Permission to Use Figure 1

1-11-16

To: Florence Mayhall-Andrews

From: Joyce Epstein

Re: Permission granted

This is to grant permission to you to reprint selected pages from our publications on school, family, and community partnerships for your dissertation as part of your program at Walden University.

Per your request, this permission is for your use of the following (or added) pages from two books:

Epstein, J. L., et al. (2009). *School, family, and community partnerships: Your handbook for action.*

Third edition. Thousand Oaks, CA: Corwin Press.

(including pp. 150-151)

Epstein, J. L. (2011). *School, family, and community partnerships: Preparing educators and improving schools.*

Second edition. Boulder, CO: Westview Press.

If you reprint pages from these books you must include a full reference on each page and, again, in your reference section.

Best of luck with your study.