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How Does Parental Involvement Shape Kindergarten Readiness in One Title 1 Classroom?

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HOW DOES PARENTAL INVOLVEMENT SHAPE KINDERGARTEN READINESS IN ONE TITLE 1 CLASSROOM?

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ABSTRACT

HOW DOES PARENTAL INVOLVEMENT SHAPE KINDERGARTEN READINESS IN ONE TITLE 1 CLASSROOM?

Kiristen Moriah Boles
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The purpose of this action research study was to explore the role parental involvement plays in Kindergarten readiness in Title 1 schools. The theoretical foundation used to support this research was Epstein's 6 model construct of parental involvement. For this study, a compilation of qualitative and quantitative data was used based upon the question being researched. The target sample was 20 Kindergarten students in a Title 1 elementary school along with 20 of the parents. The data collected was composed from scores from state assessments, teacher created assessment data, a parent climate survey, and parent communication logs.

The results suggested that parental involvement is not fully based on the level of communication between the parent and the teacher. Most parents noted that there were not any barriers, such as work, that would prevent them from being involved in their student's education. However, many noted that the school could show improvement on how they communicate and involve parents in certain decisions. The results also showed that some of the parents with a lower communication rate still had students who did well academically. In contrast, those parents who had a higher communication rate had students who did not perform well academically. This shows us that although communication with the teacher was occurring, the parents could possibly have benefited more from resources and support on how to help their students at home. The data can put in perspective for parents how much of an improvement their students can make academically if they support them at home. Teachers and the school administrators could be more proactive in providing more resources and/or forums to help parents and guardians with being effective in supporting their students academically at home as well as in school. Yet, in the end, it is up to the parents to make use of the support.

Keywords: communication, readiness, effective support, parental involvement

DEDICATION

This thesis is dedicated to my late godparents, Francyne and Garrie Spivey. I hope that I was able to make you proud by continuing to pursue the furthering of my education despite dealing with your loss. I would also like to dedicate this thesis to my parents, Marc and Gloria Boles, and my sister Courteney. Thank you all for your support and for continuing to encourage me to keep going despite all the challenges that I have experienced over the years. Finally, I dedicate this paper to that little girl who allowed doubt and fear to enter her mind after years of hearing the negative things that peers had to say about her. This paper is dedicated to you because you overcame those feelings of insecurity, fear, and doubt. Now, you have not only accomplished the achievement of receiving your high school diploma and your college degree, but now you have completed your master's thesis paper and will be graduating with your Masters. This is for you because you did not give up, but you trusted God's plan for your life, and this is only the beginning.

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First, I would like to thank God for allowing me to complete this project. I know that without His guidance I would have been unable to complete it. I thank Him for giving me the wisdom to make the right decisions and to give me the strength to persevere through my tiredness. I know that He would have not allowed me to come this far and give up so quickly. It is because of you that I have completed my degree, and I am eternally grateful.

I would like to acknowledge and show tremendous gratitude to my supervisor Dr. Jori Beck who has made this work possible. Dr. Beck has provided me with so much advice and has provided me with the most effective feedback and assistance throughout the entirety of this project. I am so appreciative of her for taking the time to assist me on this project and for her encouragement along the way. I would also like to thank the members of the committee, Dr Thomas Bean and Dr. Angela Eckhoff for accepting my request to be a part of this project as well. I am grateful for your thoughtful comments and feedback that helped ensure that my project was the best that it could be.

I would also like to thank my parents, Marc and Gloria Boles, and my sister Courteney for being so supportive during this process. You all have seen me endure the many challenges trying to balance working full time and conducting the research to complete this thesis. Thank you, mom, for staying up late on those nights when I had to do homework in other classes while doing the required tasks for work. I appreciate you for allowing me to vent but stepping in when I needed help. I thank you all for pushing me and not allowing me to quit. It is an honor to be the first in our family to receive a master's degree and I know that I could not have done it without you all supporting me and keeping me lifted in prayer every day.

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Introduction

For many students, Kindergarten is the grade level where they receive the many foundational math and reading skills necessary to being successful in future grade levels. However, there are some students who are granted the opportunity to participate in a Pre-K or certified daycare program that allows them an opportunity to gain access to prior knowledge that could be useful at the beginning of their Kindergarten education. At such a young age, students are still developing their independence and need support from their teachers and parents (Jezierski & Wall, 2017).

Teachers provide instruction based on what is not only required by the state, but also the needs of the individual student. Given the length of the school day, and all the subjects that are being covered throughout the day, teachers must provide reiteration of the lessons at home in some form. This can occur through homework, extra practice, and review of skills, etc. However, many students are reduced to only benefitting from whatever they are being taught in the classroom because there is not much support being given to them at home. At my school many of the students, who did not attend pre-K programs, come into kindergarten without having some of the basic foundational skills such as counting by 10, knowing the alphabet, or even something as miniscule as writing their names and holding a pencil correctly. The purpose of this self-study is to analyze and compare academic achievement using assessment data and parent communication data over the course of the school year to see if there are any notable differences in the results of those students who had more parental involvement versus those who did not.

Literature Review

Theoretical Foundation

The theoretical foundation used to guide the research in this study was Epstein's (2010) Six Types of Parental Involvement. The six types of involvement included the following: (a) parenting, (b) communicating, (c) volunteering, (d) learning at home, (e) decision making, and (f) collaborating with the community. Her second type of involvement, communicating, and the fourth type, learning at home, were the two foundational principles used in this action research study. For the communicating type, Epstein believed in the need for effective communication between the teachers and the school to the parents and vice versa. For type 4, learning at home, Epstein pointed out that teachers and schools should provide information to families on how to help their students be successful in their learning at home. This theory resonated with my research because it does not solely focus on the responsibilities of the teachers, but also those of the parents, school leaders, families, and stakeholders as we are all working to increase the level of parental involvement in our school.

Epstein's (2010) study provided examples of how the relationships created between the parents and schools could assist in increasing the level of parental involvement and effective communication within the school. This framework relates closely to the purpose of this research as I explored factors such as parental involvement and how communication and participation can be of influence. Epstein's framework provides a model to show that everyone must work together and communicate effectively to incite the change that we wish to see.

Parental Involvement

The term *parental involvement* may recall images of those parents who attend every school event, participate and volunteer on every committee, etc. This is not always the case as successful parental involvement could be something just as simple as one's daily life choices. However, in reference to parental involvement in schools, teachers have a different set of expectations when they describe a parent who shows themselves to be actively involved in their child's education. Parental involvement can occur and should occur in two places: at home and within the school.

Joyce Epstein (2010) created her 6 types of involvement model to eradicate the stereotype that parental involvement refers to parents being in a building. All these involvement types provide different ways in which parents can be involved in their student's learning as there is no set definition. Researchers believe that parents can provide learning opportunities at home, and they should understand how their students learn best. Parents can aid in their children's academic growth and progress by motivating their children to want to learn even at home. They can take their daily events and occurrences and turn them into learning opportunities for their children. Doing this not only opens opportunities for an increase in exposure to dialogue and a child's social skills, but it could also grant parents an opportunity to help increase their student's critical thinking skills. Marissa Stapley (2014) suggested that having students send postcards, write shopping lists, etc. could be a way to increase a child's writing skills (Jezierski & Wall, 2017). These simple tasks or conversations could be things that can be done within the home, and it can be helpful to a student academically without the parent suffering from the guilt or pressure of being unable to attend school events.

Outside of financial involvement, parents can be involved when they volunteer to chaperone field trips, attend parent-teacher conferences, and more (Lerner et al., 2022). Within

the school, heavily involved parents or parents who desire to be a part of their child's academic journey should desire to develop a relationship with the child's teacher. In doing so, these parents show teachers and principals that they care and are not afraid to voice their opinions or concerns.

Now, most teachers do not typically prefer those "helicopter parents" who tightly monitor their students and request meetings almost daily or twice weekly over very minor or minuscule things. However, teachers do desire to develop the relationship with the parent so that they can collaborate with the parent to do what is best to address the needs and the concerns of the student. Researchers believe that the articles available to parents in earlier years were more encouraging because they gave the strategies to become better involved in their child's academics (Jezierski & Wall, 2017). However, now articles tell parents to be more like aggressive monitors at home and just make sure students are completing their assignments independently without them interfering. This idea could cause parents to feel inferior or feel as if they are unable to assist because they may do something wrong. This feeling could unfortunately lead to fewer parents being involved in the schools and with their child academically.

Title 1 Schools

Title 1 Schools typically have a negative outlook because they are found in lower income areas where parents are not usually as active in their children's education in comparison to others. This idea is a partially inaccurate assumption about Title 1 schools because not all parents feel this way; some parents may experience barriers that could potentially prevent their proactive involvement in their child's education. Richard Clark, a researcher who did a study on high achieving students from low-income black families (Clark, 1984), found that what distinguished the parents of high achieving black students from low-income families from others at the school

was that they believed that they should be involved in their child's education by both supporting their learning at home and interacting constructively with schools (Hornby & Lafaele, 2011). With that in mind, I think the amount of parental involvement in Title 1 Schools boils down to the perspective and attitudes of the parents. We must ensure that they understand their role in their child's education, but we also need to address the possible barriers that parents could have that prevent them from being more involved.

One of the more personal barriers is that some parents do not understand or believe that they have the power to make a positive impact on their child's education (Wang et al., 2016). Parents with this mindset are less likely to participate because they do not think it will result in something positive for their student. In many Title 1 schools, there is typically a larger number of minority students in the student population, so language can also become a major barrier that could affect parental involvement for some parents. These parents may also feel inferior because of their inability to effectively communicate their thoughts and feelings because they speak another language. Some parents may believe that they have an insufficient amount of academic competence to be effective in helping their children (Hornby & Lafaele, 2011). This idea could be a result of parents not understanding the homework or the language being used when having conferences with teachers because those parents were not academically successful themselves while they were in school. Or some believe that their knowledge is insufficient because they do not have a degree from a university.

Some parents believe that some students' intelligence or academic capabilities are set, and they cannot do anything to bring about change (Wang et al., 2016). Often, parents may blame genes for why their student performs poorly because they were not academically successful themselves. That way of thinking fosters the idea that it is only the responsibility of the teacher

to increase the performance level of that student; however, parents can still assist in many ways, but it must be made clear as to how they can do so. Teachers can often think of many ways as to how our students' parents can be more involved. It can get frustrating as a teacher because we begin to feel pressured to go above and beyond for these students. For some of them, we know that school is the only place where they can receive that help and support, but it is still difficult.

Oftentimes, it is very easy for teachers to assume that the parents just do not want to help or that they do not care but that is not always the case for every parent (Mirza, 2019). Especially in Title 1 schools, many parents are working or have multiple children, so they are unable to adjust their schedules to attend certain school events, PTA meetings, or parent-teacher conferences. Some parents lack the transportation necessary to get to the school. As teachers, we can also assist in increasing the level of parental involvement by helping parents understand how they can support their children in their academics. Epstein (2001) believed that parents are more inclined to be involved when they feel that encouragement from the teachers. The goal of any educator is to ensure that every child who enters their classroom leaves having learned more than they did before. This could possibly be the same goal for most parents as well. Some parents may desire for their children to grow and be successful men and women in the world, even those families who have become victims of poverty. It is important for some of them to receive an education even when there are not many equitable opportunities afforded to them (Gorski, 2018). Some teachers and school systems can develop biases and assumptions that parents in poverty are not concerned about their children's education. This mindset can create negative relationships and cause ineffective communication with parents that could lead to blame. For a student to embrace their educational experiences, and become academically successful, the barriers that may hinder them must be removed. In this study, I will explore differences in

assessment data for students with and without parental involvement. I also want to use this paper to incite more conversation between teachers and parents so that we can all work together to meet the academic needs of the students and close the learning gaps revealed because of the COVID-19 pandemic.

Kindergarten Readiness

In this study, I analyzed my students' achievement data from the beginning of the year to the end of the year. It allowed me to compare what they come in knowing to what they should know as they begin Kindergarten. I also analyzed the growth made over time and skills mastered as they begin to prepare for first grade. Kindergarten readiness is based on their maturity and physical development, but also on their mastery of certain skills and concepts (Akaba et al., 2020). However, most teachers have an idea of what skills and knowledge these students should have acquired prior to entering kindergarten. In a research study by Beth Hatcher and colleagues (2012), she noted that readiness is determined by age, development stage, attainment of specific social and academic skills, and the home and school connections. In earlier years, Kindergarten was a period of a child's education where the focus was on social development, exploration, and social interaction with a little bit of work on academically focused skills. Now Kindergarten is being referred to as the "new first grade" because there is more focus on academic skills and knowledge. Children at this level are being exposed more often to state testing. As a Kindergarten teacher, I can agree that Kindergarteners are given some high expectations at such a young age, but I believe that, over time as they adjust and are placed in a positive learning environment, they can be academically successful.

Many of the students who enter Kindergarten in our school do not come in from a Pre-K program or even a daycare learning center. For many, Kindergarten is their first time being in

school. Studies show that participating in Pre-K has positive effects on children in the future not only academically, but socially and emotionally (Akaba et al., 2020). When students attend preschool or daycare, it allows them the opportunity to connect socially with other students their age and learn how to share and communicate. It also helps them socially because it makes it easier for them to transition to kindergarten because they are used to being in school and away from their parents. Outside of just being nervous about being in a new environment, it is very easy for us as kindergarten teachers to identify which students did not attend Pre-K because they cry all day long and weep until they are reconnected to their siblings or parents. Others take a few minutes, but quickly adjust to their new environment. According to data collected by the Kids Count Data Center (2020), from 2008 to 2019, there has been a decline in the number of students that are attending Pre-K programs in the state of Georgia. They also stated that students who participate in higher quality pre-k programs improve student readiness for kindergarten. One study shows that participating in a Pre-K program impacts language, literacy, and math skills of children from both low-income and middle-class families. The results show that students who attended Pre-K rated higher than those who did not (Yoshikawa et al., 2013). However, that is not always the case because I did not attend a Pre-K program as a child, but my parents were heavily involved in my academic development at an early age and exposed me to books, numbers, counting, and other skills early on so I was a little more academically advanced. Yet, for some students in Title 1 schools, that kind of parental involvement is very rare, so many of them could possibly benefit from attending a Pre-K program to receive that added support.

As a Kindergarten teacher who is familiar with the curriculum designed for kindergarten, there are many skills that I believe should be developed prior to a child beginning Kindergarten. Skills such as the ability to write their name, use scissors/glue, count to 20, and knowing their

alphabet are skills that would be beneficial to have when beginning Kindergarten. Also, it is expected that children are also socially mature enough to begin school and are potty trained. It may seem that this should be the norm, but many students come in not even knowing how to hold a pencil, let alone write or spell their own names.

According to Piotrkowski (2001), some educators value children's knowledge of school practices and established routines such as complying with teachers, raising hands to speak, paying attention, and following directions. When students have these skills mastered, it allows the kindergarten teacher to focus more time on the academic portion of the lesson and less time on behavior management. Teachers' views on kindergarten readiness differ, but as a Kindergarten teacher, there are skills that I want my students to have mastered prior to going to the first grade as they align with the state standards. The following skills include reading sight words, counting to 100, reading CVC words, knowing letter sounds, recognizing all upper and lowercase letters, adding and subtracting, and comprehension skills.

Some of those skills I find to be more foundational as they will provide the first-grade teacher an opportunity to have something to build on when they begin teaching the standards for that grade level. In conclusion, my overall goal as a teacher is to ensure that I teach my students effectively while providing the necessary enrichment or remediation that they need. However, I think that the students who I work with in my Title 1 school will benefit from more support at home along with the continuous support that they will receive in school. Next, I will begin to explain the actions that were taken to conduct this research. The process involved gathering useful information that was beneficial to the outcome of the research. After gathering the data, I analyzed the data to see if there are any noticeable differences in the academic outcome of the students with parental involvement than those without.

Methods

This is an action research study on the role parental involvement plays in kindergarten readiness in one Title 1 classroom. Action research is defined as, "a process of concurrently inquiring about problems and taking action to solve them" (Pine, 2009, p. 30). This education action research project was conducted because parental involvement seems to be a recurring issue in our Title 1 school. The purpose of this action research study was to analyze student assessment data and parent/teacher communication practices to see if there was any correlation to student achievement in kindergarten.

In doing so, I hoped to be able to use these data to improve my own teaching practices while also ensuring that I can acknowledge all perspectives and do what is necessary to create a positive and effective learning environment for my students and for me as their teacher. In conducting this research project, I hoped to bring about change and dispel any myths and misconceptions about parental involvement in Title 1 schools not only for the betterment of my own classroom, but also for my school and many other Title 1 schools as well.

Research Context

The school in which the study took place is a Title 1 elementary school. The school is in Savannah, Georgia. It is an inner-city school bringing in students from low-income families. As far as performance, it is only higher than 36% of schools in the state. However, student academic growth is higher than 63% of schools in the state and higher than its district (Georgia School Reports, 2019). This school is a Title I school, so we receive extra funding from the state because of the large population of students coming from low-income families. There are a total of 469 students enrolled at our elementary school. Of these students, 93% of the students identify as African American, 3% Hispanic, 2% multicultural, and 2% Caucasian. Of the 469 students, 96%

of them receive free or reduced lunch. Of these students, 82% are economically disadvantaged. There are 3% of students who are English language learners and 9% are students with disabilities. At this elementary school, we have many teachers and staff. Currently, there are 35 teachers in grades pre-K through 5th, and this number is still growing as the admission numbers are still increasing. Of the 35 teachers, 32 of them are female and the other 3 are male. The female population of staff and teachers is equivalent to around 95% of the total number of staff.

Participants

For this study, I am using the data collected from the 20 students in my classroom in the 2021-2022 school year. There are 12 girls and 8 boys in the classroom. Out of the 20 student participants, I have one Hispanic student, and two biracial students who are both white and African American; the other 17 students are all African American. I am also including the 20 parents of these students as participants in this study because the sole purpose of this thesis involves the parents and how their involvement plays a role in their children's academic success.

Methods of Data Collection

For this action research project, I only used extant data. I used the data collected from student assessments, the data collected from a climate survey that was given to the parents (see Appendix C), and any parent communication attempts (see Appendix D). For the student assessment data, I used data collected from an Iready diagnostic (Curriculum Associates, LLC, 2022) done in reading and math. I also used the data results conducted from the Measure of Academic Progress (MAP; NWEA, 2022) test which is a state test that measures a student's academic progress over the course of the school year. Finally, I used data collected from four teacher created assessments. These assessments included reading CVC words, upper and lowercase letter recognition, number recognition, and a counting assessment. Another method of

data collection that was used is the information gathered based upon the number of attempts made to communicate with each of the parents. This included the number of emails, parent conferences, Class Dojo (n.d.) messages, and letters. I gathered all the data from each of these to create graphs that were used for analysis.

Methods of Data Analysis

First, I analyzed the levels of student growth and achievement from the beginning of the school year until the end of the school year to see if there were any patterns regarding the amount of parental involvement and student success. I looked at the data collected from the results of the students taking the MAP test (NWEA, 2022) in mathematics and in reading. The MAP test is a state test used to measure a student's academic growth and progress over the course of the school year. The MAP test is taken three times over the course of the school year. There is a fall score (beginning of the year, or BOY), winter score (middle of the year, or MOY), and spring score (end of the year, or EOY). Our district decided to do away with the MAP test prior to the students taking the EOY test, so there were no data for that data point. However, the scores from the beginning of the year to the middle of the year tests were still notable as they still provided useful data that could be analyzed. I charted both the beginning of the year and middle of the year scores for each student, and then created a bar graph that provided a visual that showed the amount of growth students had from the beginning of the year to the middle of the year. The beginning of the year scores showed me how much the students had come in knowing and what level they fell in as far as their percentile. There is a cut score of 163 in math on the MAP test, and there is a cut score of 167 in reading. However, we wanted the students to meet their projected Rasch Unit score (RIT) for each time they took the test. RIT scores help to measure

and compare academic growth by informing the teacher of the students' Zone of Proximal Development.

The same testing progression occurred with Iready (Curriculum Associates, LLC, 2022); however, Iready is not a program that every school within the district uses, but it does provide us with a good bit of information. There were three different diagnostics that the students took over the course of the school year in reading and in math, like what was done for the MAP test. Diagnostic 1 was taken at the beginning of the school year, diagnostic 2 was taken in the middle of the school year, and diagnostic three was taken at the end of the school year. For Iready diagnostic tests, there are level placements for each grade level. Each placement tells whether a student is below grade level, on grade level, or above grade level. Unlike the other grade levels, Kindergarten only has three placements: emerging, early, and mid-K/late K. However, students can still test in the first-grade placement level, but that is very rare. There is not an opportunity for kindergarten students to test below grade level because there is no grade level below kindergarten that is tested in this program. With that in mind, all the students begin at the emerging placement level, but their scale scores may differ. The scale scores for the emerging placement level have a scale score range of **100- 361**. For the early K placement level, the scale score range is from **362-395**. The scale score range for the mid-K placement level is **396-423**, and for late K the scale score range is **424-479**. These are just the scale scores for the reading portion of the diagnostic, the scale scores for math are different.

For math, the emerging placement level scale score is **100-361**, and the early K placement level range is **362-372**. The scale score range for the mid-K placement level in math is **373-411**, and for late K the scale score range is **412-454**. Each of the student's scale scores for both diagnostics are noted in the graphs. For these data, I looked at the overall scale scores and

placement levels at the beginning of the year for each student and compared them to the results from the middle of the year and the end of the year diagnostic. The main point that I was searching for was to be able to know how many students tested on grade level by the end of this school year. I also wanted to consider how many students showed growth over the course of the school year according to their baseline scale scores.

Finally, I used data collected from four teacher created assessments because they were a good tool for data tracking, as I could note any improvements in specific skill areas, and the testing format differed from that used for the MAP (NWEA, 2022) and Iready (Curriculum Associates, LLC, 2022) tests. I tested these skills weekly and measured student growth and progress over the course of the school year. Although these specific skills were tested weekly, I broke the data into three specific data points: BOY, MOY, and EOY, like the data points used for MAP and Iready data. I made logs of the information from those tests and used these data to drive discussions with parents during conferences. The four assessments that were used were a letter recognition assessment (see Appendix E), CVC word assessment (see Appendix F), a number recognition assessment (see Appendix G), and a counting assessment (see Appendix H). For the letter recognition assessment, the students were assessed using flash cards with the lowercase and uppercase letters on each card for a total of 52 letter cards. For the second assessment, I chose to use a CVC word assessment. This assessment was created to test the students' ability to blend sounds to read CVC words. For this assessment, the students were assessed using flashcards with 20 CVC words. The students had to read each CVC word that was shown using their skills of blending sounds.

The third assessment was number recognition of numbers 0-20. For this assessment, the students were assessed using flashcards with numbers 0-20 written on them. I documented what

numbers each student was able to recognize from the BOY, MOY, and EOY. Finally for the last teacher created assessment, I chose the counting to 100 verbal assessment. For this assessment, the students were assessed on their ability to count from 0 to 100. I charted the number that student reached when counting to 100 at the BOY, MOY, and EOY. I chose two reading and math skills to analyze because those were the two subjects that stemmed from the kindergarten readiness goals created for my students. The skills assessed in reading and math were skills that built on one another, so that is why I chose to use those four assessments in this analysis.

For the parent data analysis portion, I used the logs of parent conferences, emails, and Class Dojo (n.d.) messages to compare the differences in student academic progress for students with parents who were active in interacting with the teacher, and those who were not as active. I collectively combined the number of communication attempts for each parent and compared it to the number of responses to those attempts. I was then able to make any connections to whether the number of parent responses and attempts compared with the student's growth and academic achievement. Lastly for the parent data analysis portion, I used data created from a parent survey and analyzed parent responses to see what prevented them from participating or being active in their child's academic growth, and I also analyzed parent responses to see what they felt would be the best way that we could communicate with them about their student and if those data corresponded with the number of responses that parent gave to the amount of attempts I made to communicate with them.

Validity

Validity is determined by how truthful, accurate, and appropriate the logic is in the action research study. This study is valid because there were multiple uses for collecting data for analysis within this research (Anderson et al., 2007; Eisenhart & Howe, 1992). This research has

made me examine my thoughts and assumptions about parental involvement and it made me put in the perspective of the viewpoints of the parents and consider their thoughts and feelings. In this research, I have created an opportunity not only for me as the teacher to provide my own viewpoints, but also, I included a survey in which the parents were given the opportunity to voice their opinions and feelings about the climate of the school and what factors did and did not benefit them (Anderson et al., 2007). The research conducted in this study has accepted the viewpoints and ideas of all involved. After the analysis of my findings, I have considered various explanations for what was discovered in the study. This research has shown me that there are things that I can work on as a teacher to improve parental involvement, but it also provides some good data to share with other teachers who may be experiencing the same issues with parental involvement (Lather, 1991; Stevenson, 1996).

Findings

For the data displayed in the charts for each section, the students are identified by number and their parents are identified using the same number. The students are represented with the letter ‘s’ followed by their corresponding number, while the parent is represented by the letter ‘p’ followed by the number given to their student (e.g., S1 and P1). This was done to keep the identities of the participants anonymous. In this section, I report the results of the study based on the methods that I used in gathering information. The results presented in this section show all the findings collected from the data.

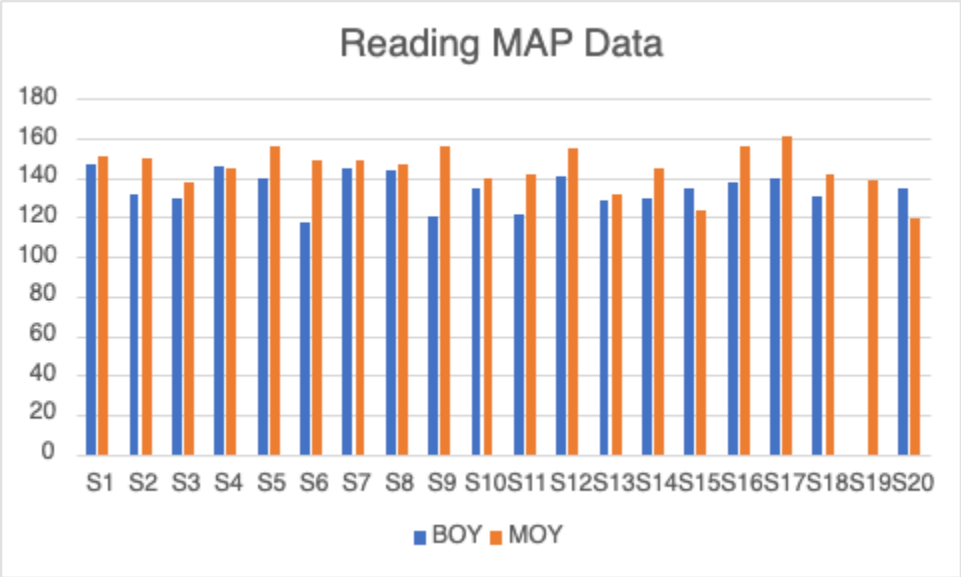
Analysis of MAP Data

For the MAP tests (NWEA, 2022), there are cut scores for each grade level. For Kindergarten, the cut score is 163 for math, and 167 for reading. The reading cut score is higher due to the number of components that are being tested in reading. The goal for our school is for the students to achieve growth and meet their projected RIT score each time they take the test. Due to the EOY test being canceled, only the scores from the BOY to the EOY were used for this study.

On the reading MAP test (NWEA, 2022), 11 out of the 20 **(55%) students** exceeded their projected RIT score **(S2, S5, S6, S9, S10, S11, S12, S14, S16, S17, and S18;** see Figure 1**)**. One of the 20 students **(5%)**, Student 19, did not have a BOY score due to their late start in the school year. Eight of the 20 **(40%)** students did not meet their projected RIT score **(S1, S3, S4, S7, S8, S13, S15, and S20).** On the math MAP, 17 out of the 20 students **(85%)** exceeded their projected RIT score (see Figure 2). Again, S19 did not have a BOY score due to their late start in the school year. Out of the 20 student participants, three of them **(15%)** did not meet their projected RIT score **(S13, S18, and S20).**

Figure 1

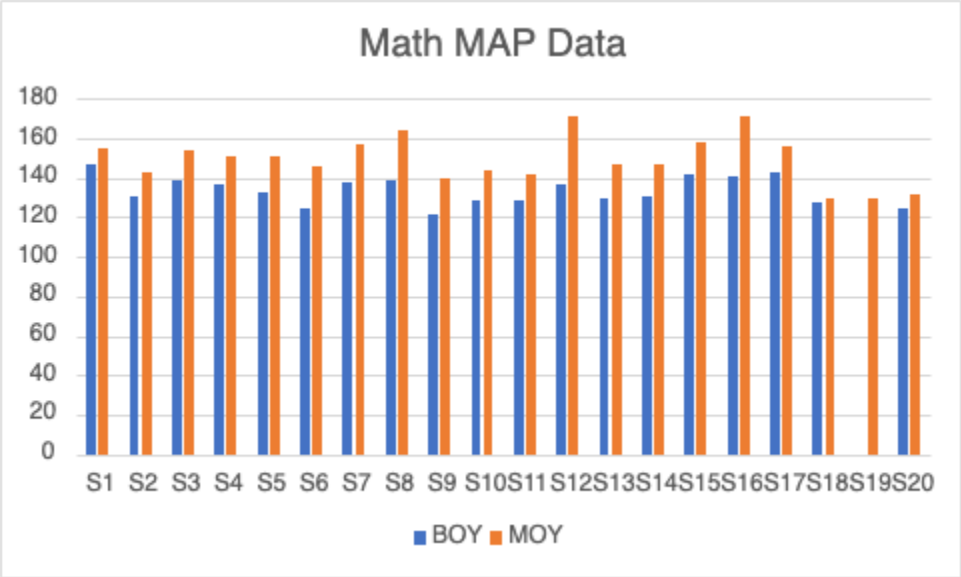
Reading MAP Test Data



Note. This figure shows the reading MAP test scores for each student from the BOY and EOY

Figure 2

Math MAP Test Data



Note. This figure shows the math MAP test scores for each student from the BOY, MOY, and EOY

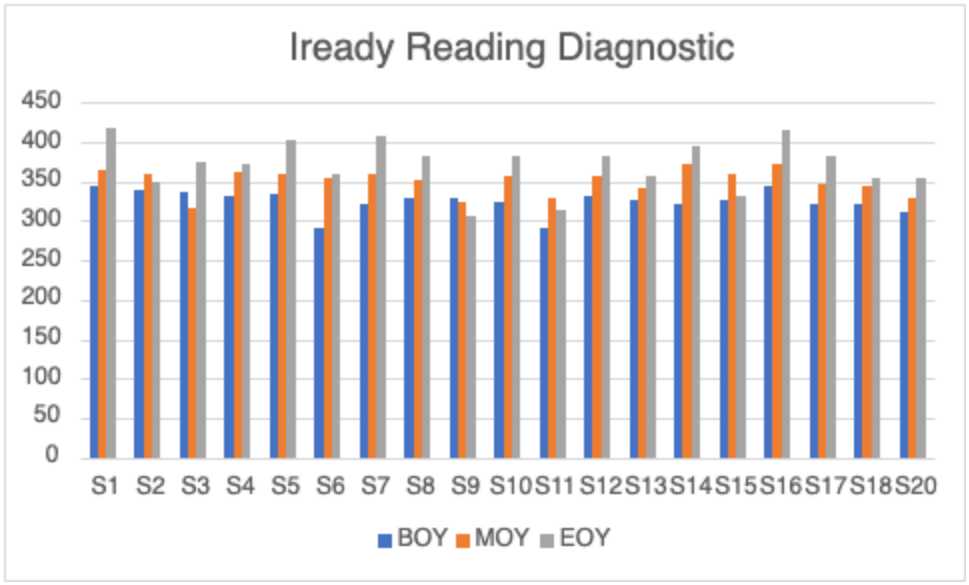
Analysis of Iready Data

For Iready Diagnostic tests, there are level placements for each grade level. Each placement tells whether a student is below grade level, on grade level, or above grade level. Unlike the other grade levels, Kindergarten only has three placements: emerging, early, and mid-K/late K. However, students can still test in the first-grade placement level, but that is very rare. There is not an opportunity for kindergarten students to test below grade level because there is no grade level below kindergarten that is tested in this program. With that in mind, all the students begin at the emerging placement level, but their scale scores may differ. The scale scores for the emerging placement level have a scale score range of **100- 361**. For the early K placement level, the scale score range is from **362-395**. The scale score range for the mid-K placement level is **396-423**, and for late K the scale score range is **424-479**.

These are just the scale scores for the reading portion of the diagnostic, the scale scores for math are different. For math, the emerging placement level scale score is **100-361**, and the early K placement level range is **362-372**. The scale score range for the mid-K placement level in math is **373-411**, and for late K the scale score range is **412-454**. Each of the student's scale scores for both diagnostics are noted in Figures 3 and 4.

Figure 3

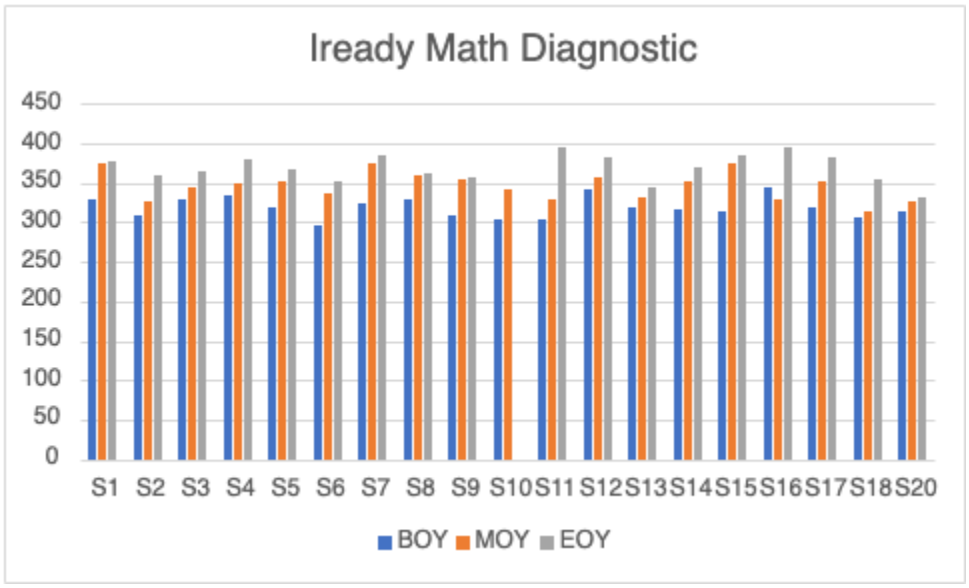
Reading Iready Test Data



Note. This figure shows the reading Iready test scores for each student from the BOY, MOY, and EOY

Figure 4

Reading Iready Test Data



Note. This figure shows the reading Iready test scores for each student from the BOY, MOY, and EOY.

For the reading diagnostic, 11 out of the 20 students tested on grade level from BOY to EOY **(S1, S3, S4, S5, S7, S8, S10, S12, S14, S16, S17;** see Figures 3 and 4**)**. Out of those 11 students, 7 of them tested in the early K placement level **(S3, S4, S8, S10, S12, S14, S17)**. Of those 11 students, 4 of them tested in the mid-late K placement level range **(S1, S5, S7, S16)**.

Nine of the 20 students tested in the emerging K placement level from BOY to EOY which means that they tested below grade level **(S2, S6, S9, S11, S13, S15, S18, S19, S20)**. Students 6, 14, and 20 were only 6 points or less from scoring in the early K placement range.

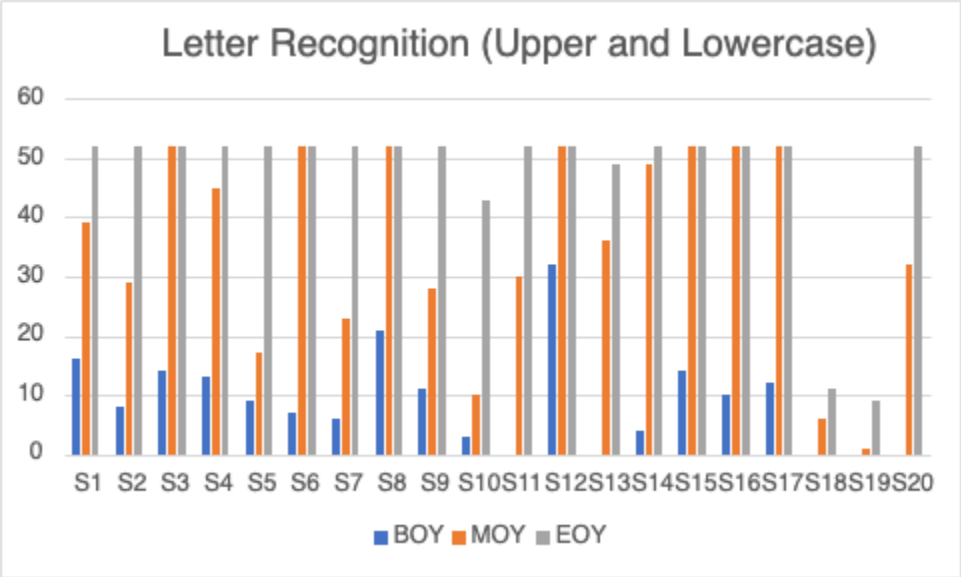
For the math diagnostic, 8 out of the 20 students tested below grade level from BOY to EOY in math **(S2, S6, S9, S10, S13, S18, S19, S20**). There were also 12 out of 20 students who tested on grade level from BOY to EOY in math **(S1, S3, S4, S5, S7, S8, S11, S12, S14, S15, S16, S17)**. Of those 12 students, there were 7 who tested on grade level from BOY to EOY in the mid-K placement level range **(S1, S4, S7, S11, S12, S15, S16)**. When looking at the data in Figure 4 you can see that there were some students who went down in either reading and/or math from the time they took the BOY assessment to the MOY assessment. There were also some scores that dropped from the MOY diagnostic to the EOY diagnostic. As the teacher, I consider that some of the students' scores went down not because they did not know the information, but because they use this program frequently during the school year and many of them did not take it very seriously, and that affected many of their scores. This is proven because some of the students who met the goals from the teacher created assessments did not meet their goals on the state tests.

Letter Recognition Data Analysis

Of the 20 students assessed, 16 of them **(80%)** were able to recognize all 52 upper- and lower-case letters by the EOY **(S1, S2, S3, S4, S5, S6, S7, S8, S9, S11, S12, S14, S15, S16, S17, S20;** see Figure 5**)**. There were four students who did not meet that goal by the EOY **(S10, S13, S18, and S19)**. Out of the 16 students who met the goal for letter recognition, 7 **(44%)** of them met the goal by the MOY **(S3, S6, S8, S12, S15, S16, S17)**.

Figure 5

Upper and Lowercase Letter Recognition Assessment Data



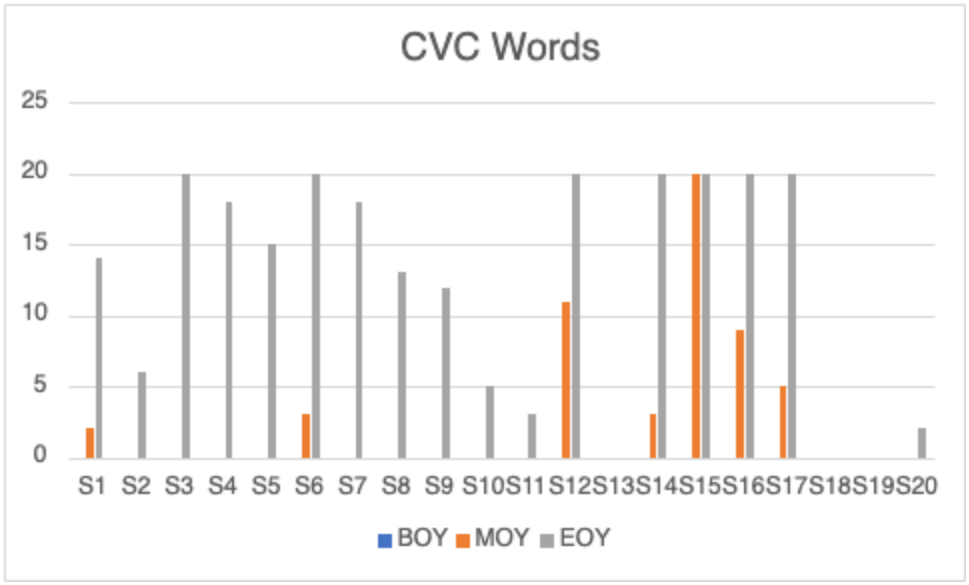
Note. This figure shows the letter recognition assessment data for each student from the BOY, MOY, and EOY

CVC Word Recognition Data Analysis

Of the 20 students assessed, 7 of them were able to read all 20 CVC words by the EOY **(S3, S6, S12, S14, S15, S16, S17;** see Figure 6**)**. However, only 1 of the 7 students did so by the MOY **(S15)**, and they were able to read 100 sight words by then as well. There were 13 students who did not meet the goal by EOY **(S1, S2, S4, S5, S7, S8, S9, S10, S11, S13, S18, S19, S20)**. Only 3 of the 20 students were unable to read any of the 20 CVC words from BOY to the EOY **(S13, S18, S19)**.

Figure 6

CVC Word Recognition Assessment Data



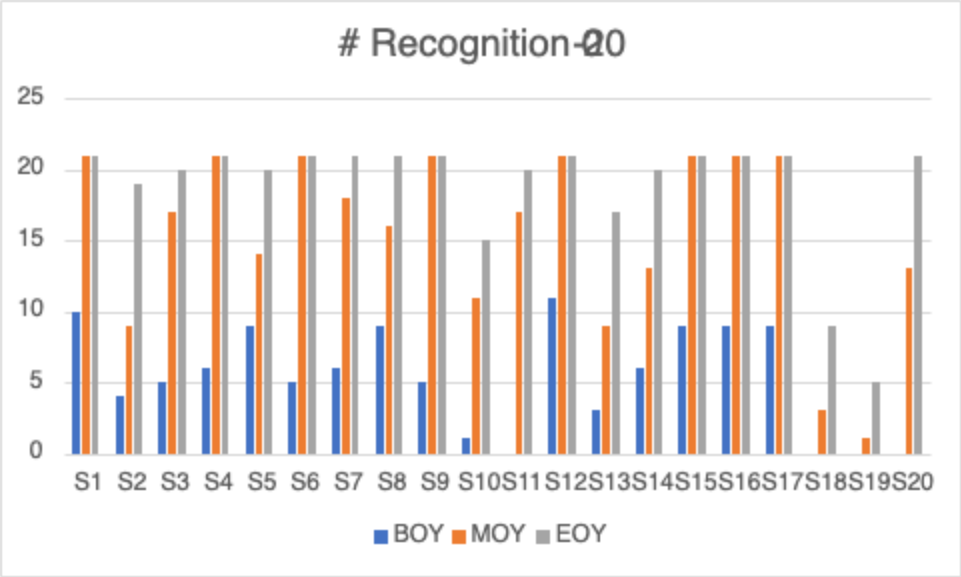
Note. This figure shows the CVC word recognition assessment data for each student from the BOY, MOY, and EOY

Number Recognition Data Analysis

There were 15 students **(75%)** who were able to identify all 21 numbers by the EOY **(S1, S3, S4, S5, S6, S7, S8, S9, S11, S12, S14, S15, S16, S17, S20; see Figure 7)**. Of those 15 students, there were 8 **(53%)** who met this goal by the MOY **(S1, S4, S6, S8, S12, S15, S16, S17)**. However, there were 5 students **(25%)** who did not identify all 21 numbers by the EOY (S2, S10, S13, S18, S19), and 2 out of those 5 **(40%)** students knew less than half of all 21 numbers by then **(S18, S19)**.

Figure 7

Number Recognition Assessment Data



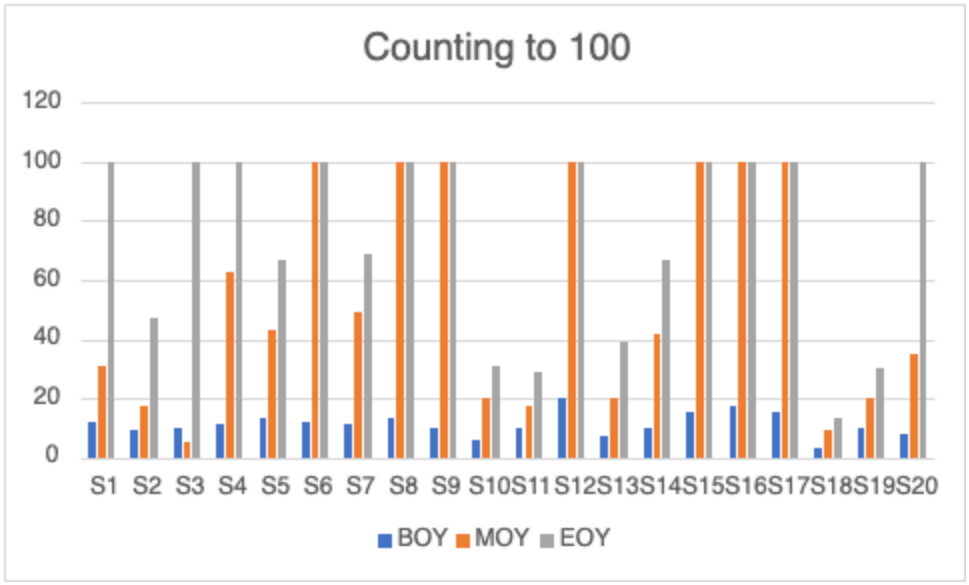
Note. This figure shows the data from the number recognition assessment for each student from the BOY, MOY, and EOY

Counting to 100 Data Analysis

There were only 12 students **(60%)** who were able to count to 100 by the EOY **(S1, S3, S4, S6, S7, S8, S9, S12, S15, S17, S20;** see Figure 8**)**. Of those 12 students, 6 of them **(50%)** were able to count to 100 by the MOY **(S6, S8, S9, S12, S15, S16, S17)**. There were only 8 **(40%)** students who were unable to count to 100 by the EOY **(S2, S5, S10, S11, S13, S14, S18, S19)**. Of those 8 students who did not meet the goal by the EOY, there were 6 students **(75%)** who could not count past 50 **(S2, S10, S11, S13, S18, S19)**.

Figure 8

Counting to 100 Assessment Data



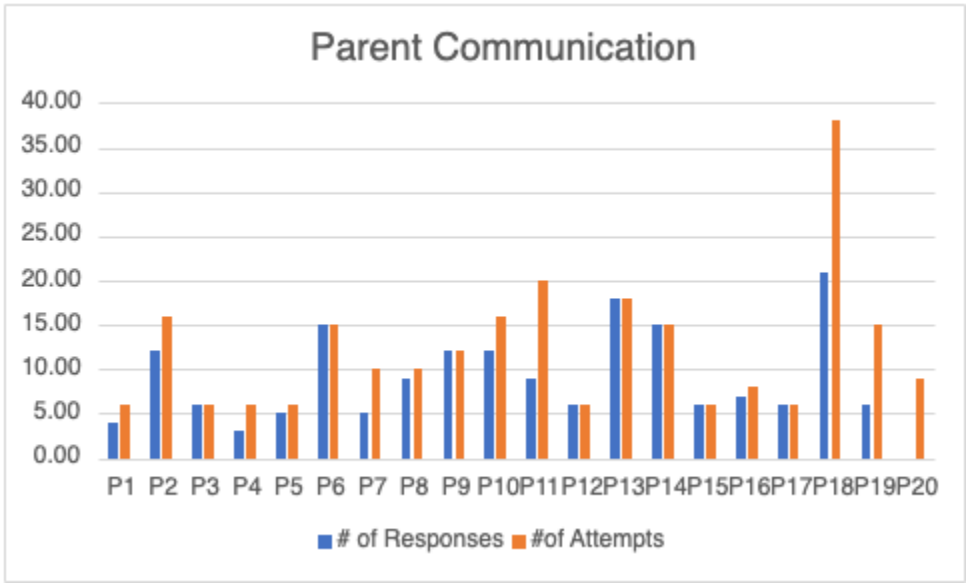
Note. This figure shows the data from the counting assessment for each student from the BOY, MOY, and EOY

Parent Communication Data Analysis

I used the data collected from any attempted communication whether by email, Class Dojo (n.d.) message, phone call, etc. I combined the total number of communication attempts and the number of responses for each parent. There were only 8 out of the 20 parents who responded to every one of my attempted communications **(P3, P6, P9, P12, P13, P14, P15, P17;** see Figure 9**)**. There were about 6 parents who responded to at least more than half of every attempted form of communication **(P1, P2, P5, P8, P10, P16)**. Only 5 of the 20 parents responded to at least half or less than half of the attempted forms of communication **(P4, P7, P11, P18, P19)**. However, there was one parent who was unresponsive to any of the forms of communication attempts **(P20)**. These data show that less than half of the parents who were consistently responsive and effective in communicating with me as the teacher. About **55%** of the parents were not as consistent with communicating, and about **30%** of parents showed minimal response to any communication I sent out.

Figure 9

Parent Communication Data



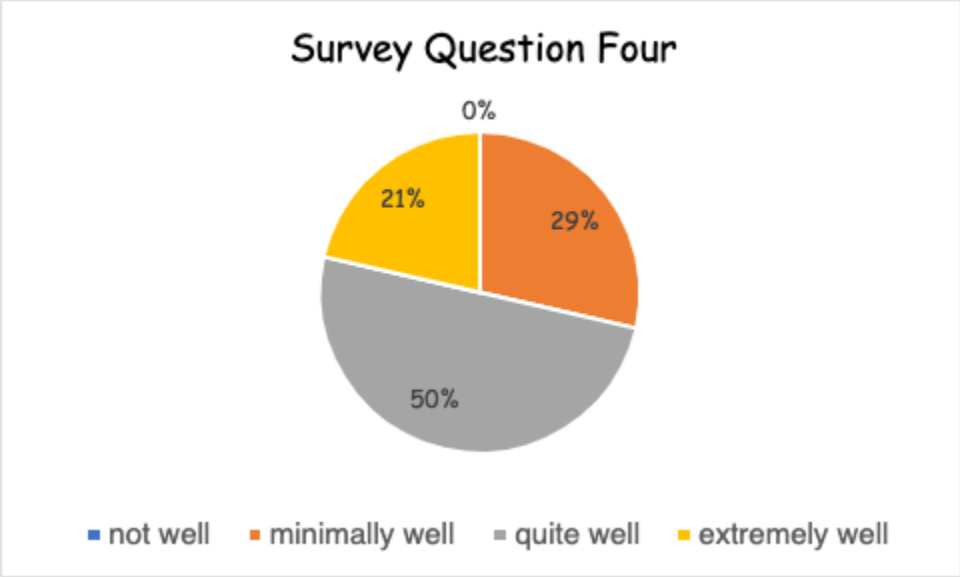
Note. This figure shows the amount of attempted parent contact versus the number of responses made to the contacts.

Parent Survey Analysis

Here I present the results from a parent climate survey given to all the parent participants. I chose four focus questions that I felt were beneficial to the needs of this study. Only 14 out of the 20 parents **(70%)** submitted a survey response, and the other 6 did not **(P1, P4, P6, P8, P11, P18;** see Figure 10**)**. The questions in focus were questions 4, 6, 8, and 9. Question 4 asked parents to identify how they felt the school provided parents and guardians with opportunities to submit feedback and ideas about the wellness of the school. The possible answer choices were *extremely well*, *quite well*, *minimally well,* and *not well*. In response, **50%** of the parents indicated that the school did so quite well **(P5, P10, P12, P13, P14, P15, P16)**. About **29%** of the parents stated that it is done minimally well **(P7, P9, P19, P20)**. Only **21%** of the parents believed the school did so extremely well **(P2, P3, P17)**.

Figure 10

Parent Climate Survey Data: Question 4



Note. This figure shows the responses to Question 4 in the parent climate survey.

Question 6 asked parents about what they felt is the best way for me to communicate with them about anything concerning their student. In response, a little more than **50%** of the parents stated that emails and/or phone calls were their preferred method of communication **(P2, P3, P5, P7, P9, P10, P12, P13, P14, P17, P20;** see Figure 11**)**. One parent **(P19)** indicated that all methods of communication worked best for them. Another parent **(P16)** noted that they preferred a website as a source of communication. However, about **38%** of the parents **(P3, P5, P12, P13, P16, P17)** denoted that they preferred to receive text messages as a source of communication.

Figure 11

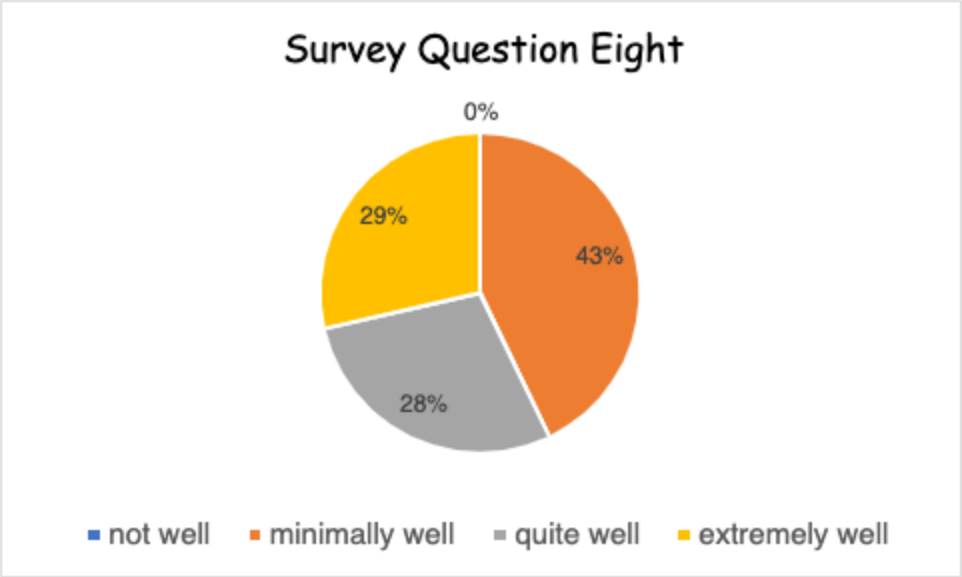
Parent Climate Survey Data: Question 6

Note. This figure shows the responses to Question 6 in the parent climate survey.

For question 8, parents were asked to evaluate how well the school created a welcoming environment for parents to be involved in their child's education. Just as for question 4, the possible answer choices were *extremely well, quite well, minimally well,* and *not well*. In response, **43%** of the parents noted that the school did so minimally well **(P5, P7, P9, P13, P19, P20;** see Figure 12**)**. Then, there was an even split of responses. Of the parents who responded, **28.5%** believed the school did so quite well **(P3, P10, P14, P15)**, and **28.5%** of the parents believed that the school did so extremely well **(P2, P12, P16, P17)**.

Figure 12

Parent Climate Survey Data: Question 8

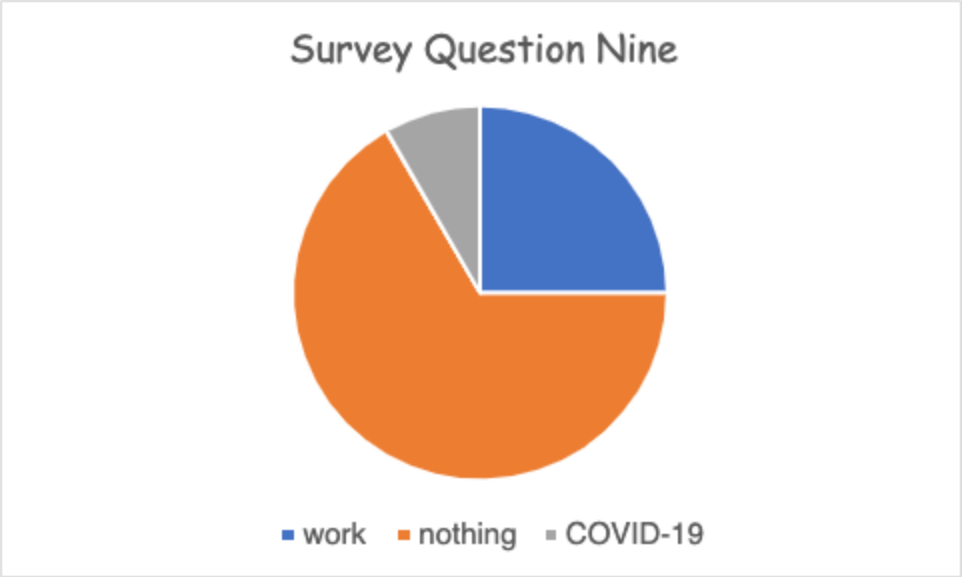


Note. This figure shows the responses to Question 8 in the parent climate survey.

Finally, question 9 asked parents to identify any barriers that they felt would prevent them from being actively involved in their child's academics. Of the parents who responded to the survey, **67%** noted there were no barriers that prevented them from being involved in their child's education **(P2, P3, P5, P6, P9, P12, P13, P14, P15, P19, P20;** see Figure 13**)**. Only 29% of the parents denoted that work is a barrier for them (P7, P10, P16). One parent noted that COVID-19 was a barrier for them because it prevents parents from being able to come to the school.

Figure 13

Parent Climate Survey Data: Question 8



Note. This figure shows the responses to Question 9 in the parent climate survey.

Overall Analysis of Parent Data

Of the **79%** of the parents who stated there were no barriers, only 8 of the parents responded to all or almost all the communication attempts by the teacher **(P2, P3, P6, P9, P12, P13, P14, P15)**. Only **10%** of those parents responded to half of the attempts (P5), and only one of those parents did not respond to any attempts **(P20)**. However, almost half of the parents who completed the survey agreed that the school did a minimal job communicating effectively about events or inviting parents to provide their input and feedback. Of the 6 parents who did not submit a survey, only one parent responded to all communication attempts from the teacher. There were two parents who responded to almost every communication attempt, and half of those 6 parents only responded to half or less than half of the communication attempts by the teacher.

I also found that for those **79%** of parents who stated that there were no barriers that prevented them from being involved in their child's education, only **40%** of them had students who met all their goals by the EOY from the teacher created assessments **(P3, P6, P12, P15)**.

Only **10%** of those parents also had a student who met their state test goals **(P12)**. Of those **79%** of parents, only **20%** of them had students who did not meet any of their goals by the EOY from the teacher created assessments and the state tests **(P13, P20**). For the four parents who stated that there were work or COVID- related barriers **(P7, P10, P16, P17)**, only **50%** of them had students who had met all their goals by the EOY from the teacher created assessments **(P16, P17)**. Parent 7's student only missed the CVC word reading goal but reached all the other goals for the teacher created assessments. Student 10 did not meet any of the goals for the teacher created assessments. However, **50%** of the parents who stated there were work related barriers, reached their goals for the state tests **(P16, P17)**. Next, I will provide a clear summary of the results of my findings as they pertain to the significance of my research. I will provide insights based on my observations after conducting this research. In this next section, I will be addressing the problems that were presented while conducting this study, and the research questions that guided this study.

Conclusion

In this study, I focused on the two components: parental involvements and student growth and readiness. I then evaluated if there were any patterns between these two components. The results of the study may be a contributing factor in improving the level of parental involvement in our Title 1 school. The goal of this study was to create more conversations amongst parents, students, and school administrators so that work could be done to improve the school climate and parental involvement. The findings from this research revealed the importance of parental involvement, how parents feel about the level of communication within the schools and between the teachers, and it also provided some insight about opportunities for change.

Research Question Theme 1: Parent Involvement

The parent survey showed that many of the parents' desire to be involved in their student's education. One of the most interesting findings from this survey was that there was a great percentage of parents who found fault in the school's ability to provide equitable opportunities for them to have input as to what is occurring in the school. They also noted that the school did not do a great job communicating effectively with the parents about school events, programs, etc. This idea made me go back and reference Epstein's (2010) 6 type model for parent involvement. I think these data gave me insight into developing ways to improve the level of communication with my parents and making sure that I help them to feel included in certain decision-making processes. However, on the flip side, I noticed that many of the parents who noted that school did a great job with communicating effectively with parents were those who did not respond to all the communication attempts made by me as their student's teacher. The big idea here is that it is important that the teachers and schools provide multiple strategies for

including parents more and improving communication. However, when this is done effectively, parents need to ensure that they are taking advantage of the resources and opportunities made available.

Research Question Theme 2: Parent Involvement and Kindergarten readiness

The data produced based on the MAP (Curriculum Associates, LLC, 2022, Iready (NWEA, 2022), and the four teacher assessments showed the level of growth each student made over the BOY, MOY, and EOY. The data showed that there were students who grew and met their goals in each of the assessments over the course of the school year, and many of their parents communicated well with the teacher over the course of the school year. Then, there were students who did not reach their goals for the school year and the communication between me, and their parents was minimal. There were many attempts made, but there were fewer responses to these attempts.

When analyzing these data, I realized that there was a mixture of outcomes in terms of the role of parental involvement regarding communication. Although there were parents who had students who did not show academic achievement, there were also some whose students did despite their few responses to the communication attempts made by the teacher.

There could still be work being done within the home to assist and support the student academically. Although those parents may not have shown consistency in their communication with the teacher, their students still could have shown academic success because they were supporting them within the home. However, there were also parents who were consistent with communicating with the teacher, yet their students still did not perform well academically. Therefore, although the communication is occurring, there could be a lack of parental knowledge about how they can best support their student's learning at home. This relates to other research

that suggested that parents may believe that they have an insufficient amount of academic competence to be effective in helping their children (Hornby & Lafaele, 2011). This is something that is necessary for teachers and school administrators to take into consideration before making assumptions. It is important that we not only communicate with the parents but ensure that they have the resources needed to help their students at home and the necessary support to effectively use and implement those resources. This is also another idea reflected in Epstein's 6 model types of parental involvement (Epstein, 2010).

Overall, after doing this research, I noted that not all the assumptions about parental involvement are completely accurate. There is not a set way for parents to be involved. Just because a parent does or does not always respond when the teacher or the school reaches out, does not mean that they are not making sure their students are performing well academically. This research did not provide me with a set idea about the role of parental involvement on Kindergarten readiness in Title 1 schools. However, it still provided me with data that show the different variables of parental involvement and how the responsibilities of the school and the parents can be improved.

I hope that this research will incite more conversation in Title 1 schools about ways to improve parent involvement. The data can put in perspective for parents how much of an improvement their students can make academically if they support them at home. However, it also shows the teachers and the school administrators that we could be more proactive in providing more resources and/or forums to help parents and guardians to be effective in supporting their students academically at home as well as in school. In the end, if the teachers and administrators are doing their part in supporting and providing the resources for the parents, then it is up to the parents to make use of the support. Although student achievement is not

dependent solely on parental support, even though it can be beneficial, teachers and school administrators should continue to do their part to assist students with achieving academic success.

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Appendix A

Informed Consent

INFORMED CONSENT DOCUMENT

OLD DOMINION UNIVERSITY

PROJECT TITLE: How does parental involvement shape kindergarten readiness in one Title I classroom?

INTRODUCTION

The purposes of this form are to give you information that may affect your decision whether to say YES or NO to participation in this research, and to record the consent of those who say YES. The title of this research project is **How does parental involvement shape kindergarten readiness in one Title I classroom?**, and the research will be conducted using data already collected in our classroom at Otis J. Brock Elementary School.

RESEARCHERS

The researchers involved in this study will be myself, Kiristen Boles. I am currently a Kindergarten Teacher at Otis J. Brock. I am also serving as a graduate student at Old Dominion University. Assisting me on this as a director is Dr. Jori Beck.

DESCRIPTION OF RESEARCH STUDY

Several studies have been conducted looking into the subject of parental involvement and its correlation to the academic success of many students. However, very few of them have explained the correlation between parental involvement and Kindergarten readiness in Title 1 schools.

If you decide to participate, then you will join a study involving research of how parental involvement can benefit or increase the likelihood of kindergarten readiness and student success in kindergarten. We will examine the many factors involved in parental involvement and which deems to be more effective. If you say YES,

The goal is to have approximately 20 or more students and parents participate in the study to ensure accuracy in the data being used in this study.

EXCLUSIONARY CRITERIA

You should have completed the survey that was sent home a couple of weeks prior to assess the parent/ guardian opinion on their levels of parental involvement. To the best of your knowledge, you should not have any legal restrictions that would keep you from participating in this study.

RISKS AND BENEFITS

RISKS: If you decide to participate in this study, then you should be made aware that there are no possible risks that could occur during the study.

BENEFITS: The main benefit to you for participating in this study is that the researcher will be able to discover ways in which parental involvement can occur in a Title 1 Kindergarten classroom setting, and in what ways can it deem beneficial to the overall success of Kindergarten students as they grow during this foundational level of learning.

COSTS AND PAYMENTS

The researcher is unable to give you any payment for participating in this study. There are also no payments required as a participant in this study.

NEW INFORMATION

If the researchers find new information during this study that would reasonably change your decision about participating, then they will give it to you.

CONFIDENTIALITY

The researchers will ensure to remove student and parent/guardian personal information such as names, addresses, etc. to keep private information confidential. The researcher will remove identifiers from all identifiable private information collected. The results of this study may be used in reports, presentations, and publications; but the researcher will not identify you. Of course, your records may be subpoenaed by court order or inspected by government bodies with oversight authority.

WITHDRAWAL PRIVILEGE

It is OK for you to say NO. Even if you say YES now, you are free to say NO later, and walk away or withdraw from the study at any time. The researcher does reserve the right to withdraw your participation in this study, at any time, if they observe potential problems with your continued participation.

COMPENSATION FOR ILLNESS AND INJURY

If you say YES, then your consent in this document does not waive any of your legal rights. However, in the event of (.harm, injury, or illness...) arising from this study, neither Old Dominion University nor the researcher is able to give you any money, insurance coverage, free medical care, or any other compensation for such injury. In the event that you suffer injury as a result of participation in any research project, you may contact Kiristen Boles at 478-353-5729, Dr. Tancy Vandecar-Burdin the current IRB chair at 757-6833802 at Old Dominion University, or the Old Dominion University Office of Research at 757-683-3460 who will be glad to review the matter with you.

VOLUNTARY CONSENT

By signing this form, you are saying several things. You are saying that you have read this form or have had it read to you, that you are satisfied that you understand this form, the research study, and its risks and benefits. The researchers should have answered any questions you may have had about the research. If you have any questions later on, then the researchers should be able to answer them:

Kiristen Boles
Cell: 478-353-5729
Email: kiristen.boles@sccpss.com

If at any time you feel pressured to participate, or if you have any questions about your rights or this form, then you should call Dr. Tancy Vandecar-Burdin, the current IRB chair, at 7576833802, or the Old Dominion University Office of Research, at 7576833460.

And importantly, by signing below, you are telling the researcher YES, that you agree to participate in this study. The researcher should give you a copy of this form for your records.

Subject's Printed Name & Signature	**Date**
Parent / Legally Authorized Representative's Printed Name & Signature (If applicable)	**Date**

INVESTIGATOR'S STATEMENT

I certify that I have explained to this subject the nature and purpose of this research, including benefits, risks, costs, and any experimental procedures. I have described the rights and protections afforded to human subjects and have done nothing to pressure, coerce, or falsely entice this subject into participating. I am aware of my obligations under state and federal laws and promise compliance. I have answered the subject's questions and have encouraged him/her to ask additional questions at any time during this study. I have witnessed the above signature(s) on this consent form.

Investigator's Printed Name & Signature	**Date**

Appendix B

Student Consent Form

INFORMED CONSENT DOCUMENT
OLD DOMINION UNIVERSITY

PROJECT TITLE: How does parental involvement shape kindergarten readiness in one Title I classroom?

INTRODUCTION
This form is to let you know about a special project that Ms. Boles is doing for her class, and it is to let her know if you are okay with her using your classwork and test scores.

Do you understand?  or 

RESEARCHERS
I will be working on this project with one of my professors, Dr. Beck.

Do you understand?  or 

DESCRIPTION OF RESEARCH STUDY
For the project, Ms. Boles will be looking at your test scores over the year and see if there are any differences in the scores of those of you who work with your parents at home and those of you who do not.

Do you understand?  or 

RISKS AND BENEFITS
RISKS: If you decide to participate in this study, then you should be made aware that there are no possible risks that could happen except that someone finds out your name. However, this is not going to happen because I will be using fake names and numbers

CONFIDENTIALITY
Ms. Boles will make sure to not let anyone see your names when talking about your classwork or test scores.

Do you understand?  or 

WITHDRAWAL PRIVILEGE

It is okay if you do not want to participate in Ms. Boles' special project. If you say yes now, you can still change your mind later.

Do you understand?  or 

COMPENSATION FOR ILLNESS AND INJURY

Ms. Boles is not going to be able to give you any money for helping her with this project. If you are hurt, you parents have the numbers of whom they can reach to help you.

Do you understand?  or 

VOLUNTARY CONSENT

If you would like to participate, then you say that it's okay for Ms. Boles to use your test scores. If you do not want to participate, then Ms. Boles will not use your test scores for her project.

If you would like to participate in the study, choose yes and if you do not want to participate, choose no.

 or 

Yes No

INVESTIGATOR'S STATEMENT

I certify that I have explained to this subject the nature and purpose of this research, including benefits, risks, costs, and any experimental procedures. I have described the rights and protections afforded to human subjects and have done nothing to pressure, coerce, or falsely entice this subject into participating. I am aware of my obligations under state and federal laws and promise compliance. I have answered the subject's questions and have encouraged him/her to ask additional questions at any time during this study. I have witnessed the above signature(s) on this consent form.

Investigator's Printed Name & Signature	**Date**

Appendix C

Parent Climate Survey

Ms. Boles Class Parent Climate Survey

Hello parents, I just wanted to present this survey so that I could get a better understanding of how you are feeling and what things that we can do to help you. This is just for me and Mrs. Brown! Plus, your kid gets a prize if it is completed and signed :)

Begin by answering the following questions about yourself and your child.

1. I am a…
    a. Parent of at least one child at this school
    b. Grandparent, other relative, and/or legal guardian of a child at this school
    c. Not applicable, not sure, or decline to answer

2. What is your race or ethnicity?
    a. African American
    b. American Indian or Alaska Native
    c. Asian or Asian American
    d. Hispanic or Latino
    e. Pacific Islander
    f. White or Caucasian (Not Hispanic)
    g. Other or Multi-ethnic
    h. Not applicable, not sure, or decline to answer
3. Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?
    a. Yes
    b. No
    c. Not applicable, not sure, or decline to answer

4. How well do you feel our school provides parents and guardians with opportunities to share feedback and ideas regarding the school's parental involvement program and activities?
    a. Not well
    b. Minimally well
    c. Quite well
    d. Extremely well
5. What ways can I better involve parents and guardians in the classroom?

_____

_____

6. How would you prefer to receive information from your child's teacher? (Circle all that apply)

a. Letters
b. Email
c. Website
d. Phone call
e. Text message
f. Other _____

7. In what ways can I help you work with your child to do better in school?

_____
_____

8. How well do you feel the school creates a welcoming environment for parents?

a. Not well
b. Minimally well
c. Quite well
d. Extremely well

9. What are barriers that may prevent you from being more involved in your student's education?

_____
_____

10. What are some areas that you believe could prevent your student from being successful in some academic areas?

_____
_____

Parent Name:_____

Parent Signature:_____

Appendix D

Parent Contact Tracking Form

Communication Log
2021-2022

Student/Parent Name	Type of Contact	Date/ Description

Appendix E

Letter Recognition Assessment Data Tracker

My Upper-Case Alphabet Recognition Chart

Student Name:_____

26										
25										
24										
23										
22										
21										
20										
19										
18										
17										
16										
15										
14										
13										
12										
11										
10										
9										
8										
7										
6										
5										
4										
3										

2										
1										
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May

Appendix F

CVC Word Recognition Assessment Data Tracker

My CVC Word Recognition Chart

Student Name:_____

20 kid										
19 lip										
18 cup										
17 sip										
16 sad										
15 bug										
14 pet										
13 sit										
12 rat										
11 map										
10 mug										
9 pot										
8 nut										
7 hug										
6 cop										
5 wet										
4 mud										
3 dog										
2 bag										
1 pig										
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May

Appendix G

Number Recognition Assessment Data Tracker

Name: _____

Numeral Recognition

Date:	Aug.	Sept.	Nov.	Jan.	Mar.	May
20						
19						
18						
17						
16						
15						
14						
13						
12						
11						
10						
9						
8						
7						
6						
5						

4						
3						
2						
1						
0						

Appendix H

Counting to 100 Assessment Data Tracker

Counting Numbers 1-100 Assessment Tracking Chart

Student Name:_____

100										
95										
90										
85										
80										
75										
70										
65										
60										
55										
50										
45										
40										
35										
30										
25										
20										
15										
10										
0										
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May