

**PARENT INVOLVEMENT, SOCIO-ECONOMIC BACKGROUND, AND ACADEMIC
ACHIEVEMENT**

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**PARENT INVOLVEMENT, SOCIO-ECONOMIC BACKGROUND, AND ACADEMIC
ACHIEVEMENT**

A Seminar Paper

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The Graduate Faculty

University of Wisconsin-Platteville

In Partial Fulfillment of the

Requirement for the Degree

Masters of Science

in

Education

by

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Abstract

**PARENT INVOLVEMENT, SOCIO-ECONOMIC BACKGROUND, AND ACADEMIC
ACHIEVEMENT**

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Strong parental involvement in schooling has been shown to have positive effects on student achievement. The purpose of this study was to examine the relationship of reading academic achievement as it relates to socio-economic status and parental involvement according to both the teachers' and students' perspective. Four, second grade classrooms in a Wisconsin rural public school district participated in this survey. Socio-economic status was identified through eligibility for the free and reduced lunch program and reading achievement was identified from STAR Reading data. Results showed consistent lower achievement with students eligible for free and reduced lunch. Results also showed that there was an increase of mothers' involvement as reported by the teacher's survey if the student wasn't achieving at a high rate. Most significant, was the correlation of higher achievement to the more involvement by the mother as stated on the student survey.

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CHAPTER I: INTRODUCTION

My research will focus on parental involvement and socio-economic background in relationship to reading academic achievement in second grade students at Fennimore Elementary School.

Many studies indicate that parent involvement and socio-economic background relate to academic achievement. Nyarko (2011) analyzed the link between parental school involvement and the academic achievement of students from diverse socio-economic backgrounds between the ages of 15 and 20. He found that mothers' school involvement was positively and significantly correlated with the academic performance of the students, while fathers' school involvement in connection to the students' academic performance was found not to be significant. Additionally, Ndebele (2015) argued that socio-economic status of parents has a major influence in the participation in their child's homework. His findings suggest that the higher the income and socio-economic status, the more parents were likely to be involved in their child's homework, and that the relationship with parent involvement will be stronger.

Statement of the Problem

My research will be a combination of the work of Nyarko (2011) and Ndebele (2015). I will research both socio-economic background and parental involvement in relationship to academic achievement as measured by STAR Reading scores. I hypothesize that parent involvement in education as well as socio-economic background relate to a child's academic achievement in reading.

Definition of Terms

STAR Reading Test: A challenging, interactive, and brief (about 15 minutes) assessment, consisting of 34 questions per test, that evaluates a breadth of reading skills appropriate for grades K–12. STAR Reading is a customized reading test for students to take on a computer or iPad®. Teachers can use reports from STAR Reading to determine the reading level of each student and to measure growth (Renaissance Learning, 2014).

Scaled Score (SS): A calculation based on the difficulty of questions and the number of correct responses. Because the same range is used for all students, Scaled Scores can be used to compare student performance across grade levels (Reading Dashboard Renaissance Learning n.d.).

Percentile Rank (PR): Scores range from 1 to 99 and expresses student ability relative to the scores of other students in the same grade. For a particular student, this score indicates the percentage of students in the norms group who obtained lower scores (Reading Dashboard Renaissance Learning. (n.d.).

Delimitations and Limitations of the Research

The delimitations are that only third grade families will be participants in this research, and Fennimore Elementary School is in a rural demographic area. Also, due to this being a correlation study, causal conclusions cannot be drawn.

Method of Approach

I will measure the relationship of parental involvement and socio-economic background to a child's academic reading success according to the STAR Reading assessment. The IRB protocol provides further details and is attached as Appendix A. Project data collection materials are attached as Appendices B.

CHAPTER II: REVIEW OF THE LITERATURE

Research Question

The idea that the level of parental involvement relates to success in academic achievement is one that many people would consider common sense. Indeed, research has shown that if parents are highly involved in their child's education, more academic success is demonstrated. However, other research has incorporated a family's socio-economic background in addition to parental involvement to evaluate the relationship in regards to academic success. That is the area I researched. The main question addressed in my work was whether or not a relationship existed between parent involvement and socio-economic background as it relates to success in reading academic achievement.

Discussion of Prior Research

Dearing, Krieder, Simpkins, and Weiss (2006) examined family involvement in the education of children from high and low socio-economic backgrounds and its ability to increase child literacy achievement. While looking into family involvement, Dearing et al. further examined maternal education in the family and its relationship to literacy achievement and family involvement. Results indicated higher levels of parental involvement mattered most in families with less maternal education. In homes where mothers had more education there was no association between involvement and literacy achievement. Dearing et al. concluded that the level of maternal education had little effect on literacy achievement, however, level of family involvement in education had an effect on increases in literacy achievement.

Ndebele (2015) argued that the socio-economic status of parents has a large influence on their participation in their children's homework. Parents were classified into two groups according to socio-economic status: parents from low socio-economic backgrounds (i.e., townships) and parents from high socio-economic backgrounds (i.e., suburban). Participating parents completed a questionnaire containing items asking the parents to state whether they had time to assist when doing homework, and specific ways they assist. Ndebele then compared and contrasted the levels of parental involvement in these two economic

groupings. The results indicated that parents across both socio-economic backgrounds perceived homework as important in their child's learning. However, the parents from lower socio-economic environments tended to be less active in promoting reading skills and supervising homework and had fewer homework resources in the home. Results indicated that good homework environments were provided in higher socio-economic homes. Ndebele's correlational study focused on socio-economic backgrounds and its relevance to homework assistance.

Fajoju, Aluede, and Ojugo (2015) investigated if parental involvement significantly influenced student achievement in three core subject areas: English language, mathematics, and integrated science. Fajoju et al. found that parental involvement related positively to achievement in the primary school core subjects of English language, mathematics, and integrated science. Fajoju et al.'s correlational study focused on parental assistance with homework and level of achievement.

Topor, Keane, Shelton, and Calkins (2010) investigated how parent involvement is related to academic performance by testing two variables. Data were gathered from each participating child and mother. The measures included parent involvement, student-teacher relationship, perceived competence, academic performance, and intelligence. While the primary independent variable was parent involvement and the two dependent variables were standardized test scores and classroom academic performance, two potential mediators of their relationship were explored. Those mediators being, a child's perception of cognitive competence and the quality of the student-teacher relationship. Findings showed that an increase in parent involvement was related to increases in academic performance using both standardized testing and teacher ratings of the child's classroom academic performance. In regards to the mediators, it was demonstrated that increased parent involvement was significantly related to a child's increased perception of cognitive competence thus increasing academic achievement. Topor et al.'s correlational study differed from the others which I have reported due to its use of mediators. Much of the research has focused on the socio-economic status and its relationship to achievement. Topor et al. explored the *how or why* when it comes to parent involvement boosting academic achievement.

Nyarko (2011) explored the connection between parental involvement and student academic achievement in Ghana. Samples were drawn from selected schools in Ghana with students being in their final years of education. Educational completion levels of parents were placed in the genres of below secondary school, secondary school, and a university education, as well as occupational levels of lower, middle, and higher classes. Questionnaires and rating scales were utilized as well as academic grades. Results showed that mothers' school involvement was positively and significantly correlated with the academic performance of students and fathers' school involvement was not significantly related to academic performance. The lack of significance in the fathers' involvement was not expected and raises questions as to why fathers' involvement in school had no significance to school performance and mothers' does.

Erdener, and Knoepfel (2018) examined parents' perceptions of their own involvement in schooling in Turkey and the effect of student achievement. The study included six categories of involvement adapted by a survey by Epstein et al. (2009) and looked primarily at elementary school students. It was found that a partnership between home and school is necessary. Additionally, differences were found with income levels and families and their involvement factors.

Erdener (2016) examined the practices of teachers' and principals' that could improve parental involvement in schooling. It was found that the school levels and levels of teachers' education had an impact on increased parental involvement. Additionally, educators' attitude was a significant factor of parental involvement as educators' may guide parents on ways to be more involved in the schooling.

Socio-economic status and parental involvement was researched by Jeter-Twilley, Legum, and Norton (2007). They examined the relationship of low vs high socio-economic status in regards to parental involvement in a large urban county. Membership in PTA was the source of parental involvement used. Findings showed a significant difference in involvement indicating those of a lower socio-economic status were less involved. Additionally, low PTA membership was found in schools with lower achievement scores which could suggest more involvement contributes to higher achievement. They further reported a possible connection that suggests parental/community involvement and academic achievement.

An additional look at economic backgrounds and its association with academics was a study conducted by Bellibas (2016). He examined low, medium, and high socio-economic groups in Turkey using the medium socio-economic status as the reference group. Results showed a significant achievement gap between the bottom 25th percentile and top 25th percentile socio-economic ranked students in relation to achievement as well as the top 25th percentile and medium 50th percentile in relation to achievement. Bellibas thus demonstrated that the higher socio-economic groups showed academic benefits based on their socioeconomic status due to access to adequate school resources in the home such as computers. However, findings further showed no significance between the achievements of low socio-economic students based upon their gender.

Kuru, and Taskin (2016) looked at the level of parental involvement as recorded by teachers, administrators and parents in terms of socio economic status at public and private schools. One conclusion of this study suggested private schools appeared to have provided an easier platform for communication throughout activities and opportunities for involvement than that of public schools.

Summary

Teachers put great effort into providing their students with meaningful, engaging and purposeful lessons that create academic success. However, what if more focus needs to be placed on involving the parents and guardians in the education of their children? Research has shown that there is a positive correlation between parental involvement and academic success. Research has also shown that a low socio-economic background may prevent parents from optimal parent involvement due to a lack of resources (Ndebele, 2015). Therefore, if we can see the correlation between those factors, it might be possible to supply our classroom families with affordable resources and opportunities to be more involved in their child's education.

Hypothesis

I hypothesized that parent involvement in education as well as socio-economic background would relate positively to a child's academic achievement in reading. I also hypothesized that the relationship of parental involvement to achievement would be stronger than the relationship of socio-economic background to achievement.

CHAPTER III: METHOD

Participants

Research was conducted at Fennimore Elementary School, which is a rural school district in southwestern Wisconsin. The district is comprised of two buildings: a 4K-5th grade elementary building, and a 6-12 school/high school building.

Students participating in the research were second graders enrolled in the 2017-2018 school year. The students' teachers provided data on parental involvement.

Materials

Two surveys were given: one to teachers' that asked about maternal and paternal school involvement, and one to the students that asked which primary parent or guardian assisted them with schoolwork. (Copies of all materials are in Appendix B.) The results of the surveys were recorded on a data collection form. Reading scores were generated using the STAR Computer Based Reading Test after the participants took the test. The scores of the test that were analyzed included the scaled score (SS) and the percentile rank (PR). Those scores were placed on the data collection form and were analyzed for growth or regression. Free and reduced lunch data were documented and placed on the data collection form as well.

Procedures

Research began with the collection of the fall of 2017 STAR Reading scores which served as baseline data. The winter and spring STAR Reading scores were also recorded on the data collection form.

During the fifth month of the school year, a survey was given to the participants. The name of each participant was listed on the survey and then the researcher recorded and transferred the data using the code numbers to maintain confidentiality. The questions on the survey asked who primarily assisted with homework, and who most often read with the participant. Choices were mother, father, or they could list other if necessary. After open house, fall and spring conference, and at the end of the year the teachers were given a survey asking about parent involvement throughout the participant's academic school year. Again the participant's name was listed on the survey but recorded and transferred using the code number by the researcher to maintain

confidentiality. The teacher had to answer who attended open house, fall conferences, and/or spring conferences, and the choices were mother, father or they could list other if necessary. Additionally, the teachers were asked if the parent or guardian had communicated with the teacher three or more times throughout the school year by means of phone, email or classroom visit.

CHAPTER IV: RESULTS

Results

There were two measures of parental involvement. One measure was the teachers' rating of attendance to parent-teacher conferences and the communication between the parent and the teacher throughout the school year. The second measure was the rating the student gave as to who helped most with homework, read with the student, and who checked the student's homework. The descriptive statistics regarding those assessments are shown in Table 1.

Table 1. *Descriptive Statistics for Ratings of Parental Involvement*

	<u>Mother</u>		<u>Father</u>		
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>	
Teacher Ratings					
	0	1	1.8	19	33.3
	1	6	10.5	17	29.8
	2	30	52.6	18	31.6
	3	20	35.1	3	5.3
Child's Ratings					
	0	4	7	21	36.8
	1	7	12.3	11	19.3
	2	14	24.6	12	21.1
	3	31	54.4	12	12.1

Note. Frequency is the amount recorded out of a total of 57 students who were included in the survey. Teacher ratings were based on attendance at parent-teacher conferences and communication and could range from 0 to 3. Child's ratings were based on parent reading, helping with homework, and checking work and could range from 0 to 3.

The bivariate correlation between the two assessments of mother involvement and the bivariate correlation between the two assessments of fathers' involvement were explored. The results showed no significant relationship between the two assessments of the mother's involvement, $r(54) = .07, p = .61$. Results also showed there was no relationship between the two assessments of fathers' involvement, $r(54) = .19, p = .16$.

The assessment of socio-economic status was based upon the eligibility for free or reduced lunch.

Descriptive statistics are in Table 2.

Table 2. *Socioeconomic Status based on Free and Reduced Lunch*

Not Eligible for Free and Reduced Lunch	38	66.7
Eligible for Free and Reduced Lunch	19	33.3

Note. Out of 57 students 38 were not eligible for free and reduced lunch cost and 19 were eligible.

In the first regression the predicted variable was the academic achievement change score across the school year from September to March. Predictors were student’s perspective of father’s involvement, socioeconomic status based on free and reduced lunch, student’s perspective of mother’s involvement, the teacher rating of mother’s involvement, and the teacher rating of the father’s involvement. The overall regression approaches significance, $F(5, 47) = 2.30, p = .06, R^2 = .20$. The teacher’s rating of mothers’ involvement was negatively correlated with student improvement, however the teacher rating of fathers’ involvement did not relate to student improvement. See Table 3.

Table 3 Regression Predicting Academic Improvement from September to March

Model		Unstandardized Coefficients		Standardized Coefficients		Sig
		B	Std. Error	Beta	t	
1	(Constant)	49.38	10.07			
	Socioeconomic	-5.54	4.83	-.15	-1.15	.26
	T-Mother	-9.68	3.33	-.40	-2.90	.01
	T-Father	-0.77	2.51	.04	0.31	.76
	S-Mother	-0.5	2.5	-.03	-0.20	.84
	S-Father	-3.52	2.04	-.24	-1.72	.09

Note. Socioeconomic is based of qualification of free and reduced lunch. T=survey filled out by the teacher based on parental involvement. S= survey filled out by the student based on own opinion/persecution of parental involvement.

The same predictors were regressed on the individual achievement score from September, January, and March. The regressions were not significant for September or January but the regression was for March, $F(5, 50) = 4.33, p = .002, R^2 = .30$. Socioeconomic status was related to STAR Reading scores and students with free and/or reduced lunch had shown lower reading scores. The teachers' rating of mothers' involvement related negatively to students' achievement. Perhaps mothers' involvement was increasing when their student was struggling. The students' rating of mothers' involvement related positively to student's achievement. Successful students believe their mother is more involved in their education. See Table 4.

Table 4 Regression Predicting Academic Achievement in March

Model	Unstandardized Coefficients		Standardized Coefficients		Sig
	B	Std. Error	Beta	t	
(Constant)	78.44	13.02			
Socioeconomic	-19.15	6.40	-.36	-2.99	.01
T-Mother	-10.88	4.46	-.30	-2.44	.02
T-Father	-0.44	3.37	-.02	-0.13	.90
S-Mother	7.38	3.27	.27	2.26	.03
S-Father	-2.34	2.71	-.11	-0.86	.39

Note. Socioeconomic is based of qualification of free and reduced lunch. T=survey filled out by the teacher based on parental involvement. S= survey filled out by the student based on own opinion/persecution of parental involvement.

Finally, socioeconomic status was correlated with STAR reading scores from September, January, and March. Students with free and/or reduced lunch had lower reading scores in September, $r(52) = -.26, p = .06$, in January $r(55) = -.29, p = .03$, in March $r(55) = -.41, p = .002$. Therefore, the relationship of socioeconomic status and STAR scores strengthened as the school year progressed.

CHAPTER V: DISCUSSION

The most significant discovery from this study was that the perception a student had of their mothers' involvement predicts higher reading academic achievement. Other discoveries were less significant but were of interest and consistent with my hypothesis.

Teacher Surveys

My hypothesis of parental involvement relating to reading academic achievement was examined in multiple ways. Teachers had to fill in surveys which ranked mothers' and fathers' involvement. The opposite of the expected was found in this analysis. Both mothers and fathers whom attended conferences and communicated with the teacher more often, were related to those whom had lower achievement. It is to be noted that more zeros were documented among the fathers' involvement, yet the same was found amongst mothers' with higher scores.

While interpretation that parent involvement is vital to academic achievement, this result shows more parental involvement is more prevalent with a student who is struggling or not achieving at an optimal level. In essence, it is the thought that if a child is struggling, his or her parent will start to be more involved. This can perhaps be an expected outcome though it did not relate to the hypothesis.

Socioeconomic Status

The correlation between socio-economic status and reading achievement found was that there was less reading achievement reported in students who were eligible for free and reduced lunch. This was somewhat an

expected outcome primarily due to the thought that the lower socio-economic population would have less access to certain technology, supplies or extra assistance such as tutors which could help boost achievement.

Student Surveys

The most interesting discovery was how a student rated the involvement of his/her parent's and how it correlated with academic achievement. The discovery that a child who felt his/her mother was very involved had more academic achievement, was unexpected. While it isn't a surprising thought, it is interesting that it only found significance with the mother's involvement. There was no significance found with achievement if the father was more or less involved according to the student survey. It could be noted that on both the teacher and the student survey there were many more zeros documented for the father's involvement which may have affected the outcome.

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APPENDIX A: IRB APPROVAL LETTER

University of Wisconsin-Platteville IRB HUMAN PARTICIPANTS RESEARCH REVIEW PROTOCOL: STANDARD FORM

This protocol is to be submitted to and approved in writing by the IRB prior to the initiation of any investigation involving human participants, data, or material. **Approval is valid for one year unless otherwise noted.**

Indicate Requested Review Level: Expedited Full Board

See Section III, pages 9-11, of the IRB Manual for instructions to determine the appropriate review level. Be aware that the IRB may require a level of review different from your request.

Principal Investigator(s)

Name(s): Teresa Muldoon Rank/Title(s): Graduate Student, Teacher
Department/Program(s): Master of Science - Education Email: addisont@uwplatt.edu
Phone: 608-732-6960

Sponsor(s) (if PI is a student)

Name(s): Dale W. Henze Rank/Title(s): Professor
Department/Program: School of Education Email: henzed@uwplatt.edu
Phone: 342-1287

Project Title: Parent Involvement, Socio Economic Background, and Academic Achievement

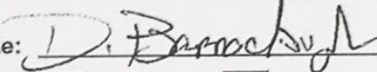
Start Date for Data Collection: Fall 2017 End Date for Data Collection: Spring 2018

Is federal or other extramural funding being sought? Yes No

Name of potential supporting agency:

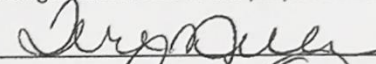
Assurance of Departmental/Program Review:

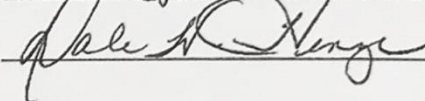
If a departmental/program HSR exists, the signature of the HSR Chair assures the IRB that the protocol has been approved and a copy is on file in the department. If no HSR exists, the signature of the Department Chair assures the IRB that s/he has been informed of the project and a copy is on file in the department.

Signature/Date: 

Indicate Title: HSR Chair Department Chair

Assurance to IRB: I/we have read the UW-Platteville IRB Manual of Policies and Procedures for Research Involving Human Participants and will comply with the informed consent requirement and conditions. Further, I/we will inform the IRB if significant changes are made in the proposed study.

Signature of PI(s)/Date:  4/11/2017

Signature of Sponsor(s)/Date:  4/11/2017

APPENDIX B: PROJECT MATERIALS



TO: Carmen Burkum
FROM: Teresa Muldoon
RE: Request for Permission to Conduct Research in Fennimore Elementary School
DATE: April 10, 2017

In the completion of my master's degree at the University of Wisconsin-Platteville, I am required to conduct an action/applied research project. I am asking permission to collect data at our school. The IRB proposal describes my study and identifies who I would like to participate. I am requesting your approval to carry out the study. Once the study is completed, I will share a summary of the results with you.

Attached is a copy of my research protocol/proposal. If you have questions, please feel free to contact me or my faculty sponsor.

Thank you,

Teresa Muldoon, Researcher

Dr. Joan Riedle, Faculty Sponsor
Department of Psychology
University of Wisconsin-Platteville
riedlej@uwplatt.edu

I give consent for Teresa Muldoon to conduct her research on background factors that predict STAR Reading scores using student information including: sex, age, parent-teacher contacts, STAR Reading scores and free and reduced lunch eligibility.

_____ Yes, I give consent,
_____ No, I do not give consent.

(Printed Name)

(Signature)

(Title)

PARENT/GUARDIAN CONSENT FORM FOR PARTICIPATION OF HUMAN PARTICIPANTS IN RESEARCH

UNIVERSITY OF WISCONSIN – PLATTEVILLE & FENNIMORE ELEMENTARY SCHOOL

1. Purpose: The purpose of this research is to view the relationship of academic achievement to socio-economic status and parental involvement. We will collect information on free/reduced lunch, homework activities, and STAR scores.

2. Procedure: Students will complete a very brief survey about their homework activities. Their scores and data will be confidentially analyzed.

3. Time Required: Participation is expected to take the entire 2017-2018 school year.

4. Risks: There will be no immediate risks to participants other than the time and effort required to participate in the study. No long term risks are foreseen.

5. Benefits: Your child's participation in this study will help inform staff at Fennimore Elementary School in which areas of extra support may be suggested or beneficial.

6. Your rights as a participant: The information gathered in this study will be confidential. Data or summarized results will not be released in any way that could identify you or your child. Participation is voluntary. There are no penalties or repercussions if your child does not participate.

If you have questions afterward, please contact:

Teresa Muldoon, Researcher

School of Education, University of Wisconsin-Platteville
608-732-6960
muldoont@fennimore.k12.wi.us

At the end of the study, you may request a summary of the results by contacting the above researcher or Carmen Burkum, Principal.

Carmen Burkum, Fennimore Elementary Principal

(608) 822-3285 ext 2100
burkumc@fennimore.k12.wi.us

If you have questions about your child's treatment in this study, please contact:

Barb Barnet, Chair, UW-Platteville IRB

(608) 342-1942 barnetb@uwplatt.edu

I have read the above information and (check one): I..

DO give consent for my child to participate in the research.

DO NOT give consent for my child to participate in the research.

Please print your child's name (First, Middle, Last): _____

Please print your full name (First, Middle, Last): _____

Please sign: _____ Date: _____

Then return this completed form to _____ by _____

Teacher _____

Student _____

Did mother attend open house? Yes No

Did father attend open house? Yes No

Other _____

Did mother attend fall conferences? Yes No

Did father attend fall conferences? Yes No

Other _____

Student Code Number _____

(Researcher use ONLY -after
administered)

Did mother attend spring conferences? Yes No

Did father attend spring conferences? Yes No

Other _____

Did mother contact you three or more times throughout the school year with questions or concerns? This may be in email, phone call or classroom visit. Yes No

Did father contact you three or more times throughout the school year with questions or concerns? This may be in email, phone call or classroom visit. Yes No

Did another family member or guardian contact you three or more times throughout the school year with questions or concerns? This may be in email, phone call or classroom visit. Yes No

Name _____

Who helps you with homework at home? _____

Who checks your homework at home? _____

Who reads with you at home? _____

.....

Name _____

Who helps you with homework at home? _____

Who checks your homework at home? _____

Who reads with you at home? _____

Student Code Number _____ (Researcher use ONLY -after administered)

			STAR Reading Score 2017-2018		
Student			Sept	November	January
C1	Percentile Rank (PR)				
	Scaled Score (SS)				
	Grade-level Equivalent				
C2	Percentile Rank (PR)				
	Scaled Score (SS)				
	Grade-level Equivalent				
C3	Percentile Rank (PR)				
	Scaled Score (SS)				
	Grade-level Equivalent				
C4	Percentile Rank (PR)				
	Scaled Score (SS)				
	Grade-level Equivalent				
C5	Percentile Rank (PR)				
	Scaled Score (SS)				
	Grade-level Equivalent				
C6	Percentile Rank (PR)				
	Scaled Score (SS)				
	Grade-level Equivalent				
C7	Percentile Rank (PR)				
	Scaled Score (SS)				
	Grade-level Equivalent				
C8	Percentile Rank (PR)				
	Scaled Score (SS)				
	Grade-level Equivalent				
C9	Percentile Rank (PR)				
	Scaled Score (SS)				
	Grade-level Equivalent				
C10	Percentile Rank (PR)				
	Scaled Score (SS)				
	Grade-level Equivalent				
C11	Percentile Rank (PR)				
	Scaled Score (SS)				
	Grade-level Equivalent				
C12	Percentile Rank (PR)				
	Scaled Score (SS)				
	Grade-level Equivalent				
C13	Percentile Rank (PR)				
	Scaled Score (SS)				

Second Grade

Fennimore Elementary School

STAR Reading DATA KEY

*This document will be kept in a locked file in Teresa Muldoon's classroom at Fennimore Elementary.

Teacher A

Student Name

Student ID

A1
A2
A3
A4
A5
A6
A7
A8
A9
A10
A11
A12
A13
A14
A15

Teacher C

Student Name

Student ID

C1
C2
C3
C4
C5
C6
C7
C8
C9
C10
C11
C12
C13
C14
C15

Teacher B

Student Name

Student ID

B1
B2
B3
B4
B5
B6
B7
B8
B9
B10
B11
B12
B13
B14
B15

Teacher D

Student Name

Student ID

D1
D2
D3
D4
D5
D6
D7
D8
D9
D10
D11
D12
D13
D14
D15