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ACCEPTANCE

This dissertation, REQUISITE PARENTAL INVOLVEMENT: PERCEIVED IMPACT UPON STUDENT ACHIEVEMENT AND SCHOOL CLIMATE IN A MAGNET MIDDLE SCHOOL, by ELIZABETH P. ROSNER, was prepared under the candidate's Dissertation Advisory Committee. It is accepted by the committee members in partial fulfillment of the requirements for the degree Doctor of Philosophy in the College of Education, Georgia State University.

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ABSTRACT

REQUISITE PARENTAL INVOLVEMENT: PERCEIVED IMPACT UPON STUDENT ACHIEVEMENT AND SCHOOL CLIMATE IN A MAGNET MIDDLE SCOOL
by
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Parental involvement is considered important to a child's education, whether it is working closely with the teacher to aid student learning or volunteering for participation in after school activities. This grounded theory study focuses on stakeholders' perceptions of requisite parental involvement in a magnet middle school. The three tenets of grounded theory include: the emergent theory from the categories of data; the premise that participants' behavior has an underlying pattern that will emerge; and assurance that the participants, not the researcher, are the focus of the study. Data was collected from document analysis, interviews with administrators, teachers, a staff member, a community volunteer, and parents; as well as data collected from surveys of parents and teachers from the school. The survey data is both quantitative and qualitative. The data set for this research was comprehensive: 301 pages of correspondence, 48 pages of transcribed interviews, and 18 surveys. The surveys were submitted by both parents and teachers. The 6 teacher surveys submitted represent a return rate of 33.3%; the 12 parent surveys yielded a return rate of 5%. The five concepts that emerged from the data are: Regard, Team, Volunteer Opportunities, Propinquity, and Needs. The results indicate that social and economic capital informs requisite parental involvement in a magnet middle school, and its perceived impact upon student achievement and school climate.

REQUISITE PARENTAL INVOLVEMENT: PERCEIVED IMPACT UPON STUDENT ACHIEVEMENT AND SCHOOL CLIMATE IN A MAGNET MIDDLE SCOOL

by
Elizabeth P. Rosner

A Dissertation

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TABLE OF CONTENTS

Page

List of Tables iv
List of Figures v

Chapter

1 INTRODUCTION 1

2 REVIEW OF THE LITERATURE 14

3 RESEARCH DESIGN 43

4 RESULTS OF STUDY 71

5 DISCUSSION 103

References 117

Appendixes 135

LIST OF TABLES

Table Page

1 Results from Interviews.....82

2 Quantitative Survey Results 89

3 Results from Qualitative Responses..... 90-91

2 Table of Properties 94

LIST OF FIGURES

Figure Page

1 Newsletter Sample 45

CHAPTER 1

INTRODUCTION

Parental involvement is a construct that is "now so deeply assumed that it is seldom defended in policy statements and research recommendations for improved school outcomes, but is simply asserted as an inarguable and necessary condition of effective schooling" (Lea, Thompson, McRae-Williams, & Wegner, 2011, p. 321). This grounded theory study focuses on stakeholders' perceptions of requisite parental involvement in a magnet middle school. Data was collected from document analysis, interviews with administrators, teachers and parents as well as surveys of parents and teachers from the school. There is a plethora of scholarly research extolling the benefits of parental involvement (Epstein, 1987, 2001a, 2001b, 2010; Henderson & Mapp, 2002; Hoover-Dempsey & Sandler, 1997). Many of these studies conclude with guidelines of how to encourage more parents to be involved (Bassler, & Brissie, 1987; Hoerr, 2005; Hoover-Dempsey, St. Clair, Jackson, & Zwieback, 2012; Kelly, 1967; Lee & Bowen, 2006; Mutch & Collins, 2012; Whitaker & Fiore, 2001; Wiseman, 2010). Furthermore, several of these studies place the impetus to entice parental involvement upon the schools (Epstein, 2001b; Epstein & Becker, 1982; Gordon & Louis, 2009; Griffith, 1996; Hill & Taylor, 2004; Hornby & Witte, 2010; Lee & Bowen, 2006; Lloyd-Smith & Baron, 2010; Sheldon, 2003; Wilcox, 2012; Wyrick, 2009). Lloyd-Smith and Baron (2010) assert most legislation regarding elementary and secondary education contain some mention of parental involvement. For example, federal statutes, such as No Child Left Behind (NCLB) (2001) and Head Start, most recently amended in 2007, urge increased parental involvement in compliance with their protocols.

Definitions of the construct known as parental involvement vary greatly, from general (Mutch & Collins, 2012) to complex (Jeynes, 2011). Both Fan (2001) and Fan and Chen (2001) recognize that while parental involvement has instinctive meaning, it does not have a steadfast designation in every study. In addition, parental involvement is also referred to as school, family, and community partnerships (Epstein, 2001a, 2001b, 2010; Epstein et al., 1997) as well as parental engagement (Lea, Thompson, McRae-Williams, & Wegner, 2011).

Research has demonstrated that parental involvement has a positive impact upon student achievement (Blackmore & Hutchinson, 2010; Epstein, 2010, 2001a, 2001b; Fan & Chen, 2001; Hoover-Dempsey & Sandler, 1997; Jeynes, 2012, 2007, 2005, 2003). Similarly, school climate has been linked to student achievement (McCoach et al., 2010). By contrast, school culture may also contribute to barriers impeding parental involvement (Lee & Bowen, 2006; Rutherford & Edgar, 1979). Research has found that a considerable barrier to parents being involved at the school is parents' perception of not feeling welcome or wanted (Christenson & Sheridan, 2001). This study focuses on the perceived impact of requisite parental involvement upon student achievement and school climate in a magnet middle school.

Purpose of Study

This study is a grounded theory study of a magnet middle school. This school has a requisite parental involvement component, whereby parents serve in the school for a minimum number of hours. This institution mandates parental involvement, implying their intent for parents to feel both welcome and wanted. This study will discuss the

perceived impact of parental involvement upon student achievement and school climate as well as endeavor to conceptualize Stakeholder's view of parental involvement in these two facets of education.

Research Questions

1. What is the perceived impact of requisite parental involvement as it relates to student achievement in a magnet middle school?
2. What is the perceived impact of requisite parental involvement as it relates to school climate in a magnet middle school?
3. How do stakeholders view requisite parental involvement as it relates to student achievement and school climate in a magnet middle school?

Significance of the Study

This study contributes to the body of scholarship in several ways. As previously stated, while there is a plethora of research regarding the positive aspects of parental involvement in schools, most of it concludes with ways to encourage parents to participate in schools (Epstein, 1987, 2001a, 2001b, 2010; Epstein et al., 1997; Henderson & Mapp, 2002). This magnet middle school shifts this paradigm, and mandates parents to commit to serve in the school. There is a dearth of scholarly research on the topic of required parental service in the school and its impact upon student achievement and school climate. The magnet middle school model offers an opportunity to study requisite contribution as opposed to simply encouraged participation, ways in which this contribution is perceived to impact student achievement and school climate,

and endeavor to conceptualize Stakeholder's view of parental involvement in these two facets of education.

Definition of Terms

Parental Involvement: No Child Left Behind (NCLB) (2001) defines parental involvement as, "the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including: Assisting their child's learning; Being actively involved in their child's education at school; Serving as full partners in their child's education and being included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and The carrying out of other activities such as those described in section 1118 of the ESEA" Section 9101(32).

Stakeholders: Administrators, Faculty, Staff and students from the school; Parents, guardians and family members of students attending the school.

Student achievement: Characterized by quantifiable measures (grades and test scores) as well as identifying successful traits that contribute to academic success (motivation, attainment, engagement and behavior).

School Climate and School Culture: While some literature may use these terms interchangeably, the nuanced differences are intertwined but distinct. Van Houtte (2005) studied this dilemma, arguing that culture and climate are not interchangeable, but distinctly different constructs with climate referring the school in its entirety and culture being a subgroup of climate.

Requisite Parental Involvement: Renzulli Academy requires each student's family to contribute at least 20 hours of service to the institution each school year.

Theoretical Framework

Parental involvement is widely researched and its benefits regarding student achievement and school climate are extolled. Jeynes, a prolific parental involvement researcher, has conducted numerous meta-analyses of parental involvement studies. In his most recent scholarship, he includes 51 studies, none of which have a requisite component (Jeynes, 2012). Jeynes (2012) determines, "Social scientists can really offer no genuine consensus about the effectiveness of school-based parental involvement programs. As a result, the academic community cannot even give guidance to schools about whether they should even initiate family involvement programs at all" (p. 707). In summary, Jeynes (2012) encourages future research to focus upon school initiated parental involvement, but he foresees, "It is quite possible and even reasonable to conclude that while voluntary expressions of such family engagement work, school programs might be quite ineffective" (p. 709). Like Jeynes, Glaser (1999) purports his methodology of grounded theory is a viable alternative to "researchers trying to study what was not there but what was preconceived to be there" (p. 841). While there is conjecture about requisite parental involvement and its perceived impact upon student achievement and school climate, there are not any studies nor are there any theories to support this claim. With this research, data regarding requisite parental involvement will be gathered from school administration, faculty, and staff, as well as parents from a magnet middle school. From this data, using grounded theory as both the methodology

and the theoretical framework, a grounded theory of requisite parental involvement will emerge.

Grounded Theory

Glaser and Holton (2007) refer to grounded theory methodology, which was discovered not invented, as classic grounded theory "in recognition of the methodology's origins" (p. 48). Glaser (2002) defines his theory as the "generation of emergent conceptualizations into integrated patterns, which are denoted by categories and their properties. This is accomplished by the many rigorous steps of grounded theory woven together by the constant comparison process, which is designed to generate concepts from all data" (p. 2). Later, it was characterized, "Classic grounded theory is a highly structured but eminently flexible methodology. It is simply a set of integrated conceptual hypotheses systematically generated to produce an inductive theory about a substantive area (Glaser & Holton, 2007, p. 48). Stated another way, grounded theory is "generated from observation to explain the observed" (p. 20).

Perceived or Actual Impact

In this study, the examined data includes interviews, document analysis and qualitative survey responses. As these are individual responses, not observations on the researcher's part, they are solely the judgments of the individuals. Thus, the answers presented are the interviewees' perceived concepts of the topics discussed. Perceptions have great significance in fully framing an idea from the perspectives of those within the population studied. These perceptions, however, are mediated by the use of grounded

theory. This theoretical framework, as it is based on emergent themes from the data, reduces personal bias, and, according to the founder of grounded theory, is not constructivist in nature (Glaser, 2007). In summary, while the data collected is based on perception, the grounded theory yields what is actually happening.

Qualitative Surveys

The majority of the data analyzed in this study comes from responses from qualitative surveys, taken by both teachers and parents from this magnet middle school. Qualitative surveys are used for analyzing the differences among members of a population and seek to understand the diversity of the population rather than researching regularities (Jansen, 2010). Trinite, Sokolovs and Teibe (2011) acknowledge that qualitative surveys are subjective, but purport that the "individual descriptors provide important rich information" (p. 80). Lees (2011) states, "Qualitative research helps in the understanding of each participant's story as a more accurate reflection of the reality of their experience" (p. 27). Similarly, DeGraff and Schaffer (2008) recommend a qualitative survey when the researcher wants to study the experiences of people. Singer (2005) describes a different approach, in that her study encouraged the participants to become collaborators with her, giving them an opportunity to reflect upon their shared experiences, and then providing them a vehicle to discuss aspects they may otherwise feel uncomfortable disclosing. These perceptions become exceedingly important in a grounded theory study in that the participants become part of the theory development.

Studies of Perceived Versus Actual Implications

Copious studies research perceived inferences, and all of these include the word ‘perception’ or some derivative in the article title or abstract, while none of them differentiate between perceived versus actual impact nor do they indicate that perceived impact is less significant (Cripps & Zyromski, 2009; Gecas & Schwalbe, 1986; Gordon & Louis, 2009; Griffith, 2000; Marchant, Paulson, & Rothlisberg, 2001; McCollum & Yoder, 2011; Patel & Stevens, 2010; Peterson et al, 2011; Puri, 2006; Regner, Loose, & Dumas, 2009; Richardson, 2009; Singer, 2005; Timms, Graham, & Caltabiano, 2006; Urdan, Solek, & Schoenfelder, 2007). Wanat (2010) studied parental involvement and “was interested in discovering what parents perceived as incentives and barriers to their involvement” (p. 160). Ravlin and Ritchie (2006) studied both perceived and actual organizational fit, stating each perspective has unique traits and both have significance in terms of fit within an organization, but that the most important construct was perceived because this is how co-workers influence one another and pointed out that “unrecognized or unnoticed congruence should not necessarily have positive relationships to job attitudes” (p. 176). In other words, the authors agree that the perceived fit, not actual, had the most influence upon personal attitude as well as implications for impact upon the culture, which parallels this study.

Constructed Reality

Denzin and Lincoln (2005) declare, “There is no single interpretive truth. There are multiple interpretive communities, each with its own criteria for evaluating

interpretations" (p. 26). Lee (2012) concurs, stating his "belief that there are multiple constructions of reality and knowledge with relative criteria for evaluating interpretations" (p. 411). According to Willis (2007), constructivism "asserts that reality is socially constructed and can be understood only in context" (p. 54). Additionally, this author states that context is vital to the precise study of perceptions and one of the recommended ways to glean information is interview (Willis, 2007). Lee (2012), noting that constructivism is often interchangeable with constructionism, claims that "results of an inquiry are always shaped by the interaction of the inquirer and inquired into" (p. 408). Ravlin and Ritchie (2006) studied organizational fit from both a perceived and actual viewpoint, and found that "perceptions of fit had positive relationships with outcomes beyond any effects of actual congruence, indicating that other factors, such as social construction effects, may be at work in producing ratings of fit" (p. 186-187). Lee (2012). in discussing Denzin and Lincoln's indelible mark on the field of qualitative research, avers that "their view of what qualitative research is and how it should be conducted has a considerable impact on what qualitative researchers, researchers in other fields, and even policymakers think and believe about this line of research" (p. 405).

Grounded Theory is not Constructivist

While the previous literature laid the foundation that the data gathered from the surveys and interviews will be constructed, the methodology of grounded theory is not. Glaser, founder of grounded theory, responded to this claim in his 2007 article entitled "Constructivist Grounded theory?" where he vehemently denies the label of constructivist, calling constructivist grounded theory a "misnomer" (p. 93). Glaser (2007)

quotes his first book, noting “participants have multiple perspectives that are varyingly fateful to their action. The grounded theory researcher comes along and raises these perspectives to the abstract level of conceptualization hoping to see the underlying or latent pattern” (p. 94). The author further states, “When I say that some data is interpreted, I mean the participant not only tells what is going on, but tells the researcher how to view it correctly – his/her way. I do not mean that they are mutually built up interpretations. Adding his or her interpretations would be an unwarranted intrusion of the researcher” (p. 95). Glaser (2007) asserts, “The latent patterns – categories – hold as objective if the grounded theory researcher carefully compares much data from many different participants. Personal input by a researcher soon drops out as eccentric and the data become objectivist not constructionist” (p. 98). Correspondingly, Glaser and Holton (2007) admit “there is always a perception of a perception as the conceptual level rises. We are all stuck with a ‘human’ view of what is going on and hazy concepts and descriptions about it. Grounded theory procedures sharpen the generated concepts systematically” (pp. 57-58). This discussion of Glaser’s articulation of his theory helps solidify the foundation that while the data being studied is perceived or constructed by the responder, the grounded theory the data yields is an abstraction of that, void of perception of the researcher.

Similarly, Jeynes (2011a), a self-described quantitative parental involvement researcher, notes, “To be an efficacious quantitative social scientist, one must put aside his or her own personal biases and go where the numbers dictate” (p. 9). Charmaz (2005) states, “Grounded theorists often separate the studied interactions from their situated contexts” (p. 513). These two researchers, along with Glaser, make the important

distinction of data construction from researcher bias or interpretation. Thus, the convoluted answer to the question is that the data collected was perceived but the theory that emerged from the data was an abstraction of the underlying pattern of behavior, and correspondingly, a definition of what was actually happening.

Description of Institution

The school name is a pseudonym, and the information presented in this section regarding the school has been gathered on-line, specifically from the school system website, the county's chamber of commerce website, the Governor's Office for Student Achievement website, and the individual school website. All of these citations include the actual name of the school and/or county. Displaying the real citation would break anonymity; therefore, the specific web addresses have been omitted.

Renzulli Academy

Renzulli Academy is located in a county founded in 1818 as one of the trading centers in the state. In the 1950's, a lake was formed, generating a large portion of the county's revenue from tourism. Only an hour's drive from the state capital, this county has a population of just fewer than 185,000. The county school system is comprised of 33 schools serving 26,000 students (Asian, 1%; Black, 5%; Hispanic, 37%; White, 55% and Multiracial, 2%). The system is 57% Free/Reduced and 87.87% of the schools met AYP in FY11. The running head on the school system website is "Character, Competency, Rigor" and on the superintendent's welcome page, he urges, "In all that we do, please let us know how we can better serve you."

Renzulli Academy is a program of choice in a Title I middle school that uses student interest in the arts, sciences and technology as the foundation for advanced learning in all content areas. Selected students in grades six to eight work closely with multitalented, creative teachers who guide students in developing deep understanding of subject matter through direct instruction, collaborative exploration and discovery. Instruction is interdisciplinary. There is a strong emphasis on technology across the curriculum and the study of world languages. The dual emphasis on rigorous academic standards and creative productivity creates a dynamic learning environment that inspires authentic learning, motivation, innovation and enjoyment. Selection is based on evidence from students' applications, teacher recommendations, and school transcripts of (a) intrinsic motivation to excel; (b) interest and advanced ability in the arts, sciences and/or technology; (c) creativity; and (d) ability to work well independently and in small group settings.

Family Contribution

Parents are an integral part of the success of this program, as articulated on the school website. Parents commit at least 20 hours of volunteer work a year. This service comes in the form of school beautification and maintenance, offering support to school functions and tasks, chaperoning special events and sharing their expertise in the classroom. In return, the Renzulli Academy offers their children an opportunity to thrive in an environment dedicated to meeting the needs of the passionate learner both academically and creatively.

Service Hours.

Each family's contribution is at least 20 hours of donated service to Renzulli Academy. The following is a list of suggested areas for service hours as advertised by the school at Open House: Café (manager, shift leader, crew member, inventory purchaser, Chick-fil-a biscuit helper), Museum Shop, Museum Rebuild (carpentry, paint, wiring, moving, unpacking), Renzulli Academy Fund, Renzulli Academy school store, Drama Teacher Appreciation, Field Day, Museum Booster Club, Box Tops, Spirit Wear, Odyssey of the Mind, Front Office, School spirit events, Microwave monitors, And Grounds (painting, gardening, planting).

CHAPTER 2

REVIEW OF THE LITERATURE

This literature review frames a grounded theory study of requisite parental involvement in a magnet middle school and stakeholders' perceived impact of parental involvement upon student achievement and school climate.

First, parental involvement as a construct is discussed fully, laying the ground work for the entire study by first having a complete picture of what constitutes parental involvement. While this study does not use Epstein's model specifically in the research questions, the model does provide the necessary scholastic underpinning for requisite parental involvement in schools. Synonymous terms for the construct are discussed as well as legislative acts that mandate parental involvement.

The second section focuses on student achievement, how this is defined and measured, and how parental involvement impacts it according to the literature.

Thirdly, the construct of school climate is unpacked. As with parental involvement, school climate has varying definitions and designations. A thorough examination of this is necessary to undergird the study and to clarify how this construct is utilized in this study. To complete this picture, a review of the literature which focuses upon the climate of the school, the culture, the physical building, and faculty morale is included.

Lastly, the stakeholder's view of parental involvement is explored. This includes parents as partners in the school as well as barriers to their involvement such as capital and power. This section concludes with an examination of the literature regarding

administrators' and teachers' perceptions of the parents' roles, as well as the perceptions of parents about their role.

Parental Involvement

There is a plethora of scholarly literature extolling the benefits of parental involvement and concluding with ways to encourage or increase parental involvement in the school (Epstein, 1987, 2001a, 2001b, 2010; Epstein et al., 1997; Henderson & Mapp, 2002; Hoerr, 2005; Hoover-Dempsey, Bassler, & Brissie, 1987; Hoover-Dempsey & Sandler, 1997; Kelly, 1967; Lee & Bowen, 2006; Mutch & Collins, 2012; St. Clair, Jackson, & Zwieback, 2012; Whitaker & Fiore, 2001; Wiseman, 2010). This study builds from this literature in that a magnet middle school requires parental involvement, and presents the perceptions of stakeholders in regard to the impact of parental involvement upon student achievement and school climate.

Requisite Parental Involvement

Requisite parental involvement is a stipulation or requirement of the school that parents will attend to the school in a specified capacity. In 1997, Becker, Nakagawa and Corwin found "schools may ask parents to sign contracts promising a certain level and type of involvement in the educational process" (p. 512). Ouimette, Feldman and Tung (2006) studied parental engagement in one school where parents sign a contract "saying that they understand the rules and responsibilities that students must uphold and that as parents they 'commit to support the students by attending certain conferences, meetings, and other events'" (p. 98). Viadero (2002) studied a school program that required parents

to sign a contract agreeing to volunteer in the school 90 hours during the school year. Similarly, Smith et al. (2011) found parent contracts that stipulated volunteer hours "ranging from 10 to 72 hours of service required from each family annually" (p. 86).

Regarding the usage of a parental contract, Becker, Nakagawa and Corwin (1997) posit:

> Are these schools simply encouraging parental involvement and helping to bring it about, or are they using a requirement for parental involvement to exclude students and families who do not fit their expectations? For instance, the use of contracts may help parents. If a parent is unsure of how to get involved, the contract can make explicit the kind of parent behaviors a school expects. Conversely, the specificity of the contracts may not acknowledge the many ways in which parents support their children that are different from the "school-defined" ways. Parents who feel unable to meet the requirements may either be discouraged from enrolling their child or may be asked to transfer their child from the school. (p. 514)

Epstein's Model of Parental Involvement

Epstein is a leading researcher and prolific contributor in the field of parental involvement whose research provides a complex undergirding to requisite parental involvement at Renzulli Academy. In a recent text (2001a), Epstein redefines parental involvement as school, family, and community partnerships noting that educating a child involves all three of these entities to be successful, and the theory, overlapping spheres of influence, explains this phenomenon. Imagine a Venn diagram of three interlocking circles, each representing school, family and community (Epstein, 2010, p. 32). A replica of the table can be seen in the appendices. In the vortex, where all three overlap, is the student, indicating the equality that each entity has in the responsibility of educating that child (Epstein, 1987, 2001a). This theory, with roots in such varying fields as sociology,

psychology, and ecology, “recognizes the interdisciplinary nature of school, family, and community partnerships. It emphasizes the need for reciprocal interactions of parents, educators and community partners to understand each others’ views, to identify common goals for students, and to appreciate each others’ contributions to student development” (Epstein, 2010, p. 44).

Epstein’s Framework of the Seven Principles of Family and Community Involvement in Education

1. School, Family, and Community Partnerships is a better term than parental involvement to recognize that parents, educators, and others in the community share the responsibility for students’ learning and development.
2. School, family, and community partnerships is a multidimensional concept.
3. A program of school, family, and community partnerships is an essential component of school and classroom organization.
4. Programs of school, family, and community partnerships require multilevel leadership.
5. Programs of school, family, and community partnerships must include a focus on increasing student learning and development.
6. All programs of school, family, and community partnerships are about equity.
7. Methods of research on school, family, and community partnerships must continue to improve. (Epstein, 2010).

Definitions of the Construct Parental Involvement

As a noted researcher in the field of parental involvement, Jeynes (2011a) admits, “I have realized that parental involvement is considerably broader and more complicated than early parental involvement theories have acknowledged” (p. 9). Epstein (2001b) declares that parental involvement is beneficial in many aspects related to education, is desired in all grade levels, and is supported by teachers, administrators, students and parents. Both Fan (2001) and Fan and Chen (2001) recognize that while parental involvement has instinctive meaning, it does not have a steadfast designation in every study, thus the authors caution the researcher to operationalize a definition in future studies.

As a result, many characterizations of the construct parental involvement are present in the literature. Epstein (2001b) expanded the definition of parental involvement to school, family, and community partnerships. Epstein (2010, 2001b) further differentiates this construct and identifies five distinct measures to designate parental involvement: Parenting skills, child development, and home environment for learning; Communications from school to home; Volunteers at school; Involvement in learning activities at home; and Decision making, leadership and governance. No Child Left Behind (NCLB) defines parental involvement as, “the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including: Assisting their child’s learning; Being actively involved in their child’s education at school; Serving as full partners in their child’s education and being included, as appropriate, in decision-making and on advisory committees to assist

in the education of their child; and The carrying out of other activities such as those described in section 1118 of the ESEA" Section 9101(32).

Taking a more general approach, Mutch and Collins (2012) define engagement as "meaningful, respectful partnerships between families and schools that focused on improving educational experiences and successes for the child" (p. 176). Both Larocque, Kleiman, and Darling (2011) and Whitaker and Fiore (2001) caution schools from defining this construct too narrowly, stating that parental involvement in a child's education at home can be just as influential as having a physical presence in the school. Similarly, Bower and Griffin (2011) maintain that "schools must reconsider their beliefs about parental involvement to focus on individual families' strengths and design a more effective parental involvement plan" (p. 84). Lea, Thompson, McRae-Williams, and Wegner (2011) state that parental engagement is a construct that is "now so deeply assumed that it is seldom defended in policy statements and research recommendations for improved school outcomes, but is simply asserted as an inarguable and necessary condition of effective schooling" (p. 321).

Policies with Parental Involvement Component

Lloyd-Smith and Baron (2010) assert most legislation regarding elementary and secondary education contain some mention of parental involvement. Blackmore and Hutchison (2010) caution, "In these increasingly prescriptive policies, parents and teachers are treated as passive objects, assumed to be uncritically receptive to programmes that seek to improve student learning" (p. 499). Furthermore, Tye (2000) asserts that a school must be transformed from the inside, not from mandates prescribed

from outside entities. Two of the federal platforms legislating parental involvement are Head Start (2007) and No Child Left Behind (NCLB) (2001).

Hill and Taylor (2004) report, “Head Start, the nation’s largest intervention program for at-risk children, emphasizes the importance of parental involvement as a critical feature of children’s early academic development because parental involvement promotes positive academic experiences for children and has positive effects on parents’ self-development and parenting skills” (p. 161). Berger (1987) cited similar parental outcomes from a study of Head Start families.

No Child Left Behind (2001) describes parental involvement as a cornerstone of the reform policy and mandates parental involvement as part of the requirements to receive funding. Section 1118 is entirely devoted to parental involvement and it describes some ways to engage parents in schools. Directives include: “Educating teachers, personnel, principals, and others, with the assistance of parents, on the value and utility of parental contributions, and how to reach out and communicate with parents as equal partners, implementing and coordinating parent programs, and building ties between the home and school; Adopt and implement model approaches to improving parental involvement; and Develop appropriate roles for community-based organizations and businesses in parent involvement activities” (2001, Section 1118, NCLB)

St. Clair, Jackson, and Zwieback (2012) note that in order to meet the mandates of the Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind, schools must find unconventional ways to engage parents. Epstein (2005) declares parental involvement in schools has improved since passage of NCLB, noting

that programs have a more equitable representation of parents and are more effective for parental involvement.

Parental Involvement and Student Achievement

Copious studies and literature have linked parental involvement and student achievement (Blackmore & Hutchinson, 2010; Christenson & Sheridan, 2001; Epstein, 2010, 2001a, 2001b; Fan, 2001; Fan & Chen, 2001; Henderson & Mapp, 2002; Hill & Taylor, 2004; Hoerr, 2005; Hoover-Dempsey, Bassler, & Brissie, 1987; Hoover-Dempsey & Sandler, 1997; Hong & Ho, 2005; Jeynes, 2012, 2007, 2005, 2003; Kyriakides, 2005; Lea, Thompson, McRae-Williams, & Wegner, 2011; Lee & Bowen, 2006; Lloyd-Smith & Baron, 2010; McCoach et al., 2010; Mutch & Collins, 2012; Rich, 1987; Rutherford & Edgar, 1979; Ryan, 2006; St. Clair, Jackson, & Zwieback, 2012; Wilcox & Angelis, 2012; Wyrick & Rudasill, 2009) Both Fan (2001) and Mattingly et al. (2002) caution that such results should be viewed as a link between parental involvement and student achievement, not causation, and Fan (2001) stipulates the possibility that parents are more involved because their children perform well academically. Harris and Goodall (2008) acknowledge “for many schools parental engagement seems to be the worst problem and the best solution. It is the worst problem because it can be difficult to secure and it is the best solution in terms of raising student performance” (p. 286). Barnard (2004) found a longitudinal benefit to parental involvement, asserting that “encouraging parents to become involved in their child’s education can lead to lasting benefits. This investigation is the first of its kind to find a significant association between parental involvement from elementary school and success into high school” (p. 59).

Fan and Chen (2001) recognize that the concept of student achievement is multifaceted and cautions the future researcher to operationally define this construct for study. In this study, two aspects of student achievement will be the focus: (a) academic progress and (b) educationally successful behaviors.

Parental Involvement and Academic Progress

Parental involvement, both at home and at school, is correlated with academic performance (Epstein, 2001a; Fan, 2001; Fan & Chen, 2001; Hong & Ho, 2005; Jeynes, 2003, 2005, 2007, 2012; Lloyd-Smith & Baron, 2010). Griffith (1996) asserts, “Parental involvement was consistently correlated with student test performance” (p. 40). Likewise, Sheldon (2003) concludes, “When schools in low-income, urban neighborhoods establish programs of partnerships and work to reach out to all families and the community, students are more likely to perform at higher levels on state-mandated achievement tests” (p. 163). In 2001, Fan found that “parents’ educational aspirations for their children stood out as having a consistent effect on students’ academic growth” (p. 56). In a different study, Fan and Chen (2001) confirmed the correlation between parents’ aspirations for their children, but found the most significant correlation to be between parental involvement and overall grade point average (GPA). Similarly, Harris and Goodall (2008) declare parents have the most significant impact on learning. McCoach et al. (2010) conclude, “In this study, we find that parental involvement and parental perceptions are key variables that help to explain the differences of the overachieving and underachieving schools” (p. 453). Henderson and Mapp (2002) found higher grade point

averages, more course credits earned and higher scores on standardized exams as a result of the relationship between parental involvement and schools.

Parental Involvement and Educationally Successful Behaviors

St. Clair, Jackson, and Zwieback (2012) refer to a school's effort to increase parental involvement as "preventive rather than reactive" (p. 16). According to Dai (2010) "motivated behavior is characterized by its direction, intensity, and endurance, inevitably involved in highly effective behavior" (p. 28). Epstein (2001a) articulates several factors indicative of student success: attendance, homework completion, leadership skills, pursuit of higher education. In addition, Perna and Titus (2005) found "parental involvement as a form of social capital is positively related to college enrollment regardless of the level of individual and school resources" (p. 511).

Hill and Taylor (2004) report when parents are involved in a school, their children receive the message that education is important, and this is positively linked to motivation, education attainment, and commitment. Similarly, Gecas and Schwalbe (1986) concur, "The main effect of parental support, interest, and participation seems to be in that it conveys to the child information about his or her inherent worth. These behaviors should thus be most relevant to the self-worth component of the child's self-esteem – although parental support may also provide a base of security from which the child may operate as an effective and competent person (p. 38). Wyrick and Rudasill (2009) report that "parental involvement in children's schooling may influence children's attitudes toward school and their subsequent relationships with teachers. Furthermore, evidence shows that…the child reports more effort, more inherent interest in learning,

and increased self-efficacy for academic tasks" (p. 858). Hong and Ho (2005) and Rich (1987) assert parental involvement in the school improves students' motivation and attitude. Furthermore, parents' educational aspiration for their children "may translate to a variety of educationally beneficial activities and behaviors during a child's life" (Fan, 2001, p. 57).

Hill and Taylor (2004) assert that parental involvement supports student achievement by social control that "occurs when families and schools work together to build a consensus about appropriate behavior that can be effectively communicated to the children at both home and school" (p. 162). McCoach et al. (2010) link climate and student outcomes, asserting, "The survey results suggest an association between school climate and culture and student achievement" (p. 454). Lloyd-Smith and Baron (2010) affirm increased parental involvement is correlated with better attendance, improved attitude, less behavior problems, and greater expectations, while Mutch and Collins (2012) associated parental involvement with increased motivation and pride. Mapp and Henderson (2002) name the following benefits: signing up for more rigorous programs; better attendance; improved behavior at home and at school; pursuit of higher education; and better interpersonal communication. Similarly, Lee and Bowen (2006) assert "parent involvement at school and parent educational expectations demonstrated the strongest association with children's educational achievement" (p. 211).

Furthermore, Pomerantz, Moorman, and Litwack (2007) concur with the above, adding that parental involvement can also be positively correlated to their child's mental health, where "competence and heightened engagement in school, particularly when it is

accompanied by persistence, predict decreased emotional distress among elementary and middle school children" (p. 395).

School Climate

As with the paradigms of parental involvement and student achievement, there is no consensus on the operational definitions and designations of culture and climate. Anderson (1982) acknowledged the varying meanings of climate in education research and established that culture was one facet of climate. Correspondingly, in 2005, Van Houtte studied this dilemma, arguing that culture and climate are not interchangeable, but distinctly different constructs with climate referring the school in its entirety and culture being a subgroup of climate. In response, Schoen and Teddlie (2008), while agreeing with Van Houtte that the two are not interchangeable, propose "that school climate may more appropriately be thought of as a subset of the broader construct of school culture" (p. 129). Lindahl (2011), citing both Van Houtte and Schoen and Teddlie studies and their contrasting views, made no differentiation between the two in the study of the role of culture and climate in planning for school improvement. Gruenert (2008), articulated the difference in noting, "An organization's culture dictates its collective personality. Continuing this analogy, if culture is the personality of the organization, then climate represents that organization's attitude. It is much easier to change an organization's attitude (climate) than it is to change its personality (culture)" (p. 58).

Definition of Construct Climate

Anderson (1982) acknowledges defining the construct of climate is often elusive, stating, “Climate probably serves as a mediating variable between (1) the collective dimensions of the environment and individual student background, and (2) student outcomes” (p. 404). Van Houtte (2005) concludes, “Climate entails the total environmental quality of the organization, and is, as such, broader than culture. Moreover, climate, being a multidimensional construct, encompasses culture” (p. 84). Thapa and Cohen, from the National School Climate Center, along with Guffey and Higgins-D’Alessandro (2013) declare that “school climate - by definition – reflects students’, school personnel’s, and parents’ experiences of school life socially, emotionally, civically, and ethically as well as academically” (p. 369). Hoy, Tarter and Hoy (2006) suggest that “climate perceptions represent the apprehension of meaningful order in a perceiver’s world and that perceived meaningfulness based on cues in that world is the basis for behavior” (p. 51).

Goodlad, Mantle-Bromley, and Goodlad (2004) declare that a school that supports innovation is much more likely to “engender improvement than one that overtly or covertly rewards control and predictability” (p. 109). The climate or culture of a school impacts teachers’ perceptions of parental involvement and affects whether or not teachers encourage parental involvement (Becker & Epstein, 1982; Dom & Verhoeven, 2006; Epstein & Becker, 1982; Epstein et al., 1997; Gordon & Louis, 2009; Harris & Goodall, 2008; Hoover-Dempsey, Bassler, & Brissie, 1987; Lloyd-Smith & Baron, 2010). Roby (2011) found “teacher isolation was a major concern, along with opportunities for

informal leadership, climate of physical plant, trust, relationships, and support" as possible issues that may negatively impact school climate (p. 787).

Culture

Deal and Peterson (1990) aver, "Culture involves all dimension of life in schools. It determines individual needs and outlooks, shapes formal structures, defines the distribution of power, and establishes the means by which conflicts are dealt with" (pp. 32-33). Later, the authors define culture as "the underground stream of norms, values, beliefs, traditions, and rituals that has built up over time as people work together, solve problems, and confront challenges" (Peterson & Deal, 1998, p. 28). Burnett (1970) defines school culture as "on-going human activities that typify the organization" (p. 4). Denzin and Lincoln (2005) advocate contextual validity demonstrating the phenomenon as it is "embedded in its historical space, a space marked by politics, culture, and biography" (p. 188). Similarly, Scott and Morrison (2006) and Deal and Peterson (2009) cite the antecedents of the study of school culture in sociology, social psychology and anthropology. Schempp, Sparkes and Templin (1993) state, "School culture comprises the rules that define what is normal, acceptable, and legitimate in terms of acting and thinking in the school" (p. 461). The school's culture, "developed through the course of social interactions" (Roby, 2011, p. 782) is a shared entity, defined collectively by the administrators, teachers and students (Goodlad, Mantle-Bromley, & Goodlad, 2004; Griffith, 2000; Ho, 2009; McCollum & Yoder, 2011; Schempp, Sparkes & Templin, 1993; Tye, 2000).

Rhodes, Stevens and Hemmings (2011) state, “School culture influences how teachers, school administrators, students, and other school actors render schooling into meaningful and actionable practices” (p. 83). Christenson and Sheridan (2001) “offer the four A’s as a heuristic aid to conceptualize the key elements or conditions necessary for optimal school-family relationships: approach, attitudes, atmosphere, and actions” (p. 25). Wilcox and Angelis (2012) identify four tenets of a high-performing school: a culture that supports a shared vision of high achievement; a climate of respect and trust; structures that reinforce collaborative instruction; and encouragement of teacher initiative and leadership. Rhodes, Stevens and Hemmings (2011) acknowledge the role of the principal in setting and maintaining the school culture. Furthermore, Mutch and Collins (2012) found “the key factors associated with a positive school culture were a genuine openness to parent and community involvement, accessibility of school personnel, and practices that were inclusive of diversity” (p. 179).

School Governance

A climate which encourages parental involvement is characterized by communication with parents, trust and mutually agreed upon ways to solve problems (Christenson & Sheridan, 2001). Likewise, Sheldon (2003) suggests “it is important for schools to establish partnership programs that actively confront parent and teacher factors that may limit the involvement of families of at-risk students” (p. 163). Bifulco & Ladd (2005) noted greater parental involvement in charter schools when compared to traditional public schools and concluded “that the organizational and institutional characteristics of charter schools account for part of the difference” (p. 574). Christenson

and Sheridan (2001) assert parental involvement positively impacts school climate and the climate can either encourage or extinguish parental involvement. Similarly, Gordon and Louis (2009) state, “Our results indicate that in schools where teachers perceive greater involvement by the parents and in schools where teachers indicate they have a school environment where they practice shared leadership, student achievement is higher” (p. 22). Griffith (2000) states, “The aspects of school climate most strongly associated with student academic achievement are: high expectations among school staff, students, and parents for student achievement; orderly school environment; and high morale among school staff and students;” (p. 36). Quezada (2003) also notes that developing school, family, and community partnerships “make schools an exciting place to be – a place where communities care about their schools and schools care about their communities” (p. 154).

On a different note, Sliwka and Istance (2006) found that “schooling has moved from being a local issue to becoming the stage on which larger political battles take place. Parents who might once have voiced their concerns at a local school board meeting must now enter a larger political stage” (p. 38).

Parents Welcome in Schools

Various studies indicate that the most successful partnerships between families and schools are in the schools that make the parents feel most welcome (Epstein, 2005; Gordon & Louis, 2009; Hoover-Dempsey & Sandler, 1997; Jeynes, 2011, 2003). Wyrick and Rudasill (2009) state, “A parent who feels welcome in the child’s school, initiates and maintains communication with the teacher, and feels positive about the school

environment, is more likely to have a high-quality relationship with the teacher" (p. 858). Hill and Taylor (2004) determine, "The success of teachers' and schools' efforts to encourage parental involvement suggests that parents want and will respond to information about assisting their children" (p. 163).

Oostdam and Hooge (2013) recommend that "in forming educational partnerships schools need to seek a balance between their professional distance and autonomy versus a positive and open attitude towards parental involvement" (p. 348). Kyriakides (2005) concludes, "The findings of this study provide further support for the argument that when parents are encouraged and trained to work with their children, they develop a better attitude, become more active, and help support school activities (p. 293). Similarly, Ozcinar and Ekizoglu (2013) found that a blog based parent involvement approach (BPIA) has "strengthened parental involvement in education…and with the help of Internet based communication and information flow, participating parents have developed their ability to use information technologies (p. 9). Park and Holloway (2013) recommend that the "first step a school can take to build a meaningful partnership is to create a school climate that is welcoming, caring, and receptive to parents" (p. 117).

Furthermore, Mutch and Collins (2012) found parents are more willing to become involved when the teacher expresses an interest in the child's culture and interests. Lloyd-Smith and Baron (2010) maintain, "Secondary-level administrators should strive to create meaningful roles for parents within high schools, thereby increasing collaborative educational efforts between secondary schools and adolescent parents" (p. 41). A recent study found "it is important to create more supportive interactions between schools and families by both recognizing and encouraging different ways of becoming involved"

(Wiseman, 2010, p. 123). Wyrick and Rudasill (2009) found a secondary benefit to parents' involvement in schools, "These results suggest that parents who are more involved in their child's schooling (i.e., feeling welcome at the school, communicating with the teacher) influence the relationship between the child and the teacher" (p. 857).

Placing the impetus on the school, Mutch and Collins (2012) conclude that it was not only what a school does to welcome parental involvement, but "the spirit in which it was done that led to successful engagement" (p. 177). Stated another way, "school-community extension efforts are urged to broach a distance that is seen as more attitudinal than structural" (Lea, Thompson, McRae-Williams, & Wegner, 2011, p. 335).

Conversely, studies speculate why parents do not feel welcome in secondary schools, citing the following as possible reasons: large high schools can be intimidating; secondary schools are complex with more educators with whom they must interact; feelings of powerless against a system that appears to support teachers rather than students (Blackmore & Hutchison, 2010; Harris & Goodall, 2008; Whitaker & Fiore, 2001).

Sense of Community

Thapa et al. (2013) conclude that "one of the most important aspects of relationships in schools is how connected people feel to one another" (p. 363). Harris and Goodall (2008) report parents may be less involved in secondary school because they feel less welcome and "miss the camaraderie of the school-gates and interaction with other parents that took place in the smaller, more informal primary settings" (p. 285). Historically, Arndt and Bowles (1947) studied four schools all over the United States,

and concluded that “the school train youth for living in American democracy. The most direct way to achieve this end, is to enable parents, teachers, and students more fully to contribute to one another’s growth and development by learning really to live together” (introduction). Christenson and Sheridan (2001) posit, “To begin to ameliorate psychological barriers, schools must become welcoming, ‘family-friendly’ communities” (p. 105). Ryan (2006) quotes anthropologist Margaret Mead, “Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it’s the only thing that ever has” (p. 138).

Physical Setting

Stake (1995) encourages the researcher to paint a picture “for the reader, to give them a sense of ‘being there’, the physical situation should be well described (p. 63). Similarly, Lawrence-Lightfoot and Davis (1997) define context as “the setting within which the action takes place. The context is rich in clues for interpreting the experience of the actors in the setting. Portraitists, then, view human experience as being framed and shaped by the setting” (p. 41).

Mutch and Collins (2012) found when schools make concerted efforts to increase parental involvement, “teachers felt supported and appreciated, and relationships with a variety of individuals, groups, and organizations were strengthened” (p. 184). Similarly, McCoach et al., (2010) report “the results of the teacher analyses suggest that teachers in the positive outlier schools worked in an environment focused on collaboration and communication. Specifically, these teachers felt more valued and appreciated by their

administrators" (p. 450). Tye (2000) concludes that positive faculty morale and an affirmative school climate have a direct impact on student achievement.

Many teachers desire parental involvement but are unsure or ill-equipped to foster participation (Becker & Epstein, 1982; Blackmore & Hutchison, 2010; Hill & Taylor, 2004; Kelly, 1967; Larocque, Kleiman, & Darling, 2011; Rich, 1987; Wiseman, 2010) It has been stipulated that many teacher education preparation programs lack sufficient content to facilitate teachers to work effectively with parents (Freeman & Knopf, 2007; Harris & Goodall, 2008) Brown, Knoche, Edwards and Sheridan (2009) assert their study regarding increasing pre-service teachers knowledge of working with families "suggests that professional development efforts need to allow for sufficient opportunities for practitioners to ponder, discuss, and gradually assimilate the meaning of the changes expected of them" (p. 502).

Teachers also report ease in working with parents comes with experience in the field (Melnick & Meister, 2008). Melnick and Meister (2008) found "experienced teachers feel better prepared to communicate with parents when conflict arise, send more frequent reports home to parents about their child's progress, utilize multiple methods of communication and become more at ease and adept when they deal with parents" (p. 51).

Peterson et al. (2011) note, "The degree to which the three main stakeholders in student learning and achievement (students, teachers, and parents) believe they are responsible for learning outcomes is an important consideration and component in student success (p. 1). Furthermore, the authors found striking inconsistencies amongst the stakeholders' responses "when it came to discussing reasons for student failure. The majority of participants pointed their finger away from themselves, with the students and

parents tending to blame the teacher; and the teachers being more likely to look to students and parents (Peterson et al., 2011, p. 9). There is a great deal of research regarding teachers' perceptions of parents, less regarding administrators' views of parents, and very little describing how parents conceptualize their own role.

The impetus of supporting and encouraging parents as educational partners frequently falls to the school (Arndt & Bowles, 1947; Berger, 1987; Christenson & Sheridan, 2001; Epstein, 2001b; Epstein et al., 1997; Hoover-Dempsey, Bassler, & Brissie, 1987; Larocque, Kleiman, & Darling, 2011; Rich, 1987; Rutherford & Edgar, 1979; St. Clair, Jackson, & Zwieback, 2012; Whitaker & Fiore, 2001).

Traditionally, parents were once quite involved in schools until the "rapid urbanization of the population after the War between the States, parents rapidly lost their dominance in school affairs" (Arndt & Bowles, 1947, p. 1).

Attanucci (2004) defines the stereotypical assumption of the separate role expectations of parents and teachers, stating that "teachers are 'experts' in academic subjects and 'gatekeepers' to the worlds of higher education and work and parents are 'advocates' for children and 'guardians' of their emotional well-being" (p. 58). Ho (2009) offers that having parents present in the school blur these entrenched role expectations, "as parents would learn more about the mission of the school and the teaching methods of its teachers, while teachers would learn more about their students' backgrounds" (p. 115). Williams and Sanchez (2012) identify reasons parents should physically present in the school, stating the association with the school allows them a familiarity with the high school experience and an opportunity to participate in shared governance of the school as well as using it is as a tool to hold their children accountable. Additionally, the authors

report “parental presence at school creates a checks and balances system that otherwise might not exist. In some cases, parental participation at school permitted school personnel to perform their jobs more efficiently” (Williams & Sanchez, 2012, p. 635). Ho (2009), recognizing the mutual benefit of parents in school, asserts “the communitarian leadership approach appears to have the most inclusive habitus, as it recognizes that parents, regardless of their social background, can be nurtured and mobilized for the benefit of the students’ education” (p. 119). Rich (1987) concurs, stating parental involvement allows parents to understand the interworking of the school as well as encourages partnership and shared governance. Stated another way, the partnership is formed by a “process whereby teachers and parents work together for the ultimate benefit of the child. The process involves setting goals, finding solutions, and implementing and evaluating them as well as trust between teachers and parents” (Rutherford & Edgar, 1979, p. 19).

Barriers to Parental Involvement at the School

Both Bæck (2010) as well as Lee and Bowen (2006) cite cultural norms, insufficient financial resources, and lack of educational attainment as barriers to parental involvement in the school. Rutherford and Edgar (1979) recognize that parents have increased difficulty in being involved in their student’s secondary education as determining which educator is responsible for which piece of the child’s academic program can be overwhelming. Hill and Taylor (2004) assert “parents from lower socioeconomic backgrounds face many more barriers to involvement, including nonflexible work schedules, lack of resources, transportation problems, and stress due to

residing in disadvantaged neighborhoods" (p. 162). Williams and Sanchez (2011) identify four areas that are barriers to involvement: time poverty, lack of access, lack of financial resources, and lack of awareness. Johnson (1994) asserted that "feelings of inadequacy, limited school background, or preoccupation with basic necessities may prevent parents from communicating with schools" (p. 46). Likewise, both Wiseman (2010) and Larocque, Kleiman, and Darling (2011) cite many of the same barriers, including lack of transportation, monetary resources and time.

Peterson et al. (2011) note that parents' participation may wane as their child matriculates into middle and high school, but the authors conclude, "while parental involvement may decline as students enter adolescence, the students in our sample clearly valued and expected their parents to be involved in supporting and encouraging their learning" (p. 10). Hoerr (2005) describes barriers differently noting that parents may have some feelings of inadequacy as a residual from their own educational experiences, and he cautions against teachers "slipping into jargon, expecting parents to sit in kid-sized chairs in meetings, and failing to communicate unless there is a problem" (p. 160). Furthermore, Keown and Palmer (2014) found a discrepancy in the way mothers and fathers interact with their children, noting that "in comparison to mothers, fathers were less accessible to their son on weekdays and spent more one-on-one time with their son on weekend days" (p. 99). While Carlson and Berger (2013) assert that "maternal engagement with children remains quite consistent over time, regardless of family structure changes" (p. 242). Another barrier could be lack of social capital or power.

Lee and Bowen (2006) and Dika and Singh (2002) cite social capital in families as being positively linked to their students' achievement, graduation rates, higher

educational attainment, as well as motivation and involvement in school. Similarly, Ho (2009) discusses the benefit of parents' involvement in schools, noting that it helps parents overcome a lack of social capital. Likewise, Hill and Taylor (2004) assert that parental involvement in the school supports students' achievement by increasing the parents' social capital. Internationally, parental engagement and capital are linked in Australia (Lea, Thompson, McRae-Williams, & Wegner, 2011).

Both Blackmore and Hutchison (2010) and Ryan (2006) caution parents' apparent lack of certain types of cultural capital can serve to exclude them from participation in the school. In a similar vein, a study found "the linguistic and social capital of the multi-ethnic community was not readily transformed into useable educational capital within the school" (Blackmore & Hutchison, 2010, p. 509).

Henderson and Mapp (2002) suggest the following to develop social capital: promote connections between families, teachers, community organizations and school personnel; translate all communiqué into the home language and use interpreters during meetings; offer childcare, food and transportation to school functions; ask families' input for best times for meetings, what kinds of events they would attend and their opinion regarding how to improve the school.

Power

Lukes (2005) defines power as a "dispositional concept, identifying an ability or capacity, which may or may not be exercised" (p. 109). Expanding this notion, he exhorts, "We need to know our own powers and those of others in order to find our way around a world populated by human agents, individual and collective, of whose powers

we need to be apprised if we are to have a chance of surviving and flourishing" (Lukes, 2005, p. 65). In a qualitative narrative between a teacher and a parent, Attanucci (2004) reveals "the relative powerlessness of these two women as they jockey for influence within the hierarchy of the school. Intellect and power are not solely the domain of professionals, nor impulse and emotion exclusively the realm of the parent and child" (p. 65). Harris and Goodall (2008) and Schempp, Sparkes and Templin (1993) assert that power is embedded in school culture. In terms of educational research, Scott and Morrison (2006) pose that despite the importance of the construct of power in interpersonal relationships, it is given scant attention in the literature. Ryan (2006) describes how power can diminish parental involvement by school personnel described as "self-absorbed educational bureaucracies, which seek to retain power for themselves, excluding already powerless parents, particularly those who are poor and those who belong to particular ethnic groups" (p. 83). Correspondingly, Dom and Verhoeven (2006) assert, "from a micropolitical theory, we could say that the professionalism of teachers is a source of power. Through their education and professional training, teachers acquire a certain amount of 'expert knowledge' that can be used to keep parents at a distance" (p. 571). Similarly, Abrams and Gibbs (2002) assert that "strengthening the ties between parents and schools is a complex task, as these relationships mirror the contexts and inequitable power arrangements of the larger society" (p. 385). Tveit (2009) notes an interesting paradox, that parents are both equal to and dependent upon the teacher.

On the contrary, Larocque, Kleiman, and Darling (2011) assert involving parents and giving them a say in school matters is empowering. Likewise, Henderson and Mapp (2002) advocate involving parents into the school as it creates a space of shared power.

Gordon and Louis (2009) present a different route, suggesting “a need to move beyond a focus on changing the power structure of schools. Administrators are still ‘in control’ of the system, and principals have a significant impact on how teachers react to and work with parents” (p. 25).

Teachers’ Perceptions of Parents

Teachers often associate a child’s lack of academic motivation or achievement with a poor home environment or lack of parental involvement (Epstein & Becker, 1982; Hill & Taylor, 2004; Larocque, Kleiman, & Darling, 2011; McCoach et al., 2010; Schempp, Sparkes & Templin, 1993). Henderson and Mapp (2002) strongly caution “never assume that families don’t care about their children. High expectations should apply not just to students, but to teachers, school staff, and families. Everyone is responsible for raising achievement” (p. 61).

In addition, teachers perceive that parents who spend time in the school are more engaged with their child’s education as compared to the parents who do not have a physical presence at the school (Becker & Epstein, 1982; Christenson & Sheridan, 2001; Epstein & Becker, 1982; Hill & Taylor, 2004; Hoover-Dempsey, Bassler, & Brissie, 1987; McCoach et al., 2010).

Becker and Epstein (1982) found that most teachers selectively recruit parental volunteers, which conveys the teachers’ opinion that every parent is not welcome, while only a few teachers extend the invitation to all parents. Teachers in one study articulated parental stereotypes: “pushy upper-middle-class parents, helpful middle-class parents and

incapable lower-class parents" (Becker & Epstein, 1982, p. 97). Larocque, Kleiman, and Darling (2011) posit, "Teachers should learn to not fear parental involvement. They should operate on the belief that parents are a valuable resource with powerful knowledge that can be used to help students succeed" (p. 118).

In an unflinching declaration, Henderson and Mapp (2002) insist teachers should "always proceed on this assumption: ALL families can help improve their children's performance in school and influence other key outcomes that affect achievement. If school staff do not agree with this statement, take a close look at staff attitudes and the reasons for them" (p. 61). Similarly, Peterson et al. (2011) found teachers believe that parents' expectations are of utmost importance, because "if they place value on education then the kids will" (p. 7).

Administrators' Perceptions of Parents

Gordon and Louis (2009) assert, "Principal's personal behaviors and attitudes about community and parental influence are strongly related to community and parental involvement in school decision" (p. 21). Lloyd-Smith and Baron (2010) surveyed high school principals in South Dakota and found that overall principals neither endorse nor denounce parental involvement and even though some principals "may view parental involvement as desirable, their actions may not support this belief" (p. 39). Furthermore, the authors discerned from the results that while principals value parental involvement in their child's education, agreeing that it positively impacts academic achievement and behavior, they were "uncomfortable with parental involvement as it relates to some school decision-making roles. This creates a unique challenge for administrators to

identify parental involvement roles that parents deem meaningful and principals deem acceptable" (Lloyd-Smith & Baron, 2010, p. 40). Harris and Goodall (2008) caution schools to be diligent in maintaining parental involvement once they have initiated it.

Blackmore and Hutchison (2010) describe one principal "who allocated parents a variety of spaces within the school: a Parent Room; a series of community gardens; and a weekly market where "culturally diverse parents meet and develop social connections while sharing a cup of tea or tending the garden" (p. 510).

In stark contrast, Hong (2011) encountered a principal with a dim view of parents, his "generalization that parents are incapable of supporting students" (p. 195) and stated that any efforts this principal made to involve parents would, in actuality, further solidify these demarcations rather than unifying the family, school and community.

Peterson et al. (2011) found that parents acknowledge their role by conveying respect for and interest regarding their child's schooling, but ultimately attribute success to "a more collaborative effort among teachers, parents and students" (p. 7). The authors also found an economic class discrepancy amongst the parents they studied in that middle class parents put the responsibility of learning upon their child while upper and lower class parents tended to parcel responsibility for their child's achievement between parents, teachers and students (Peterson et al., 2011). Larocque, Kleiman, and Darling (2011) found that parental involvement positively impacts families in that "they become better informed about teachers' objectives and the needs of their children. They develop more positive attitudes toward the teachers. Furthermore, increased involvement has been associated with parents developing higher educational aspirations for their children" (p. 117). Gordon and Louis (2009) concur, noting that parental involvement "has a beneficial

effect on parents, enhancing their attitudes about themselves, their child's school, as well as the school staff" (p. 9).

This review of literature undergirds this study in exploring some of the significant issues that speak directly to requisite parental involvement in a magnet middle school, and its perceived impact upon student achievement and school climate.

CHAPTER 3

RESEARCH DESIGN

Study Procedures

This grounded theory study focuses on stakeholders' perceptions of requisite parental involvement in a magnet middle school. Data was collected from document analysis, interviews with administrators, teachers, a staff member, a community volunteer and parents as well as surveys of parents and teachers from the school. The survey data is both quantitative and qualitative. Data was collected over a period of six months. The researcher was granted access to all of the school correspondence from the school year 2012-2013 (253 pages) and fall semester 2013 (48 pages). Hence, the 301 pages of correspondence covered a period of 18 months. The researcher conducted and transcribed five interviews, yielding 48 pages of transcription. There were 18 surveys submitted.

This study is driven by the concept of requisite parental involvement, and the ways in which this is perceived by parents and school personnel. Most schools welcome parents but Renzulli Academy, from its beginning, takes this a step further by incorporating a requisite parental involvement component. Thus, Renzulli Academy was chosen as the site to study and the purposeful choice of one site allows for greater depth in researching the requisite parental involvement issue from several different perspectives.

Data was collected from document analysis, interviews and survey responses. The document analysis includes the emails, newsletters, announcements and attachments that are sent to parents regarding Renzulli Academy. These documents were printed, and were

analyzed with coding and memoing utilized simultaneously. This analysis was completed by the researcher without the use of a computer program.

The data set for this research was comprehensive: 301 pages of correspondence, 48 pages of transcribed interviews, and 18 surveys. The surveys were submitted by both parents and teachers. The 6 teacher surveys submitted represent a return rate of 33.3% but the 12 parent surveys only yielded a return rate of 5%.

This is an example of the correspondence generated by Renzulli Academy. The identifying particulars are omitted but the content, fonts and graphic is representative of the correspondence from 18 months of communication between Renzulli Academy and its families. Contributors to the correspondence were county administrators, school administrators, teachers, community partners and families. Therefore the correspondence represents a pronounced cross section of Epstein's (2001a) model of school, family, and community partnerships as a way to broaden the scope of what was previously known as parental involvement. Further, as Glaser (1978) purports, "Grounded theory is transcending also in the sense that it conceptualizes the data, thus raising the level of thought about it to a higher level with a few concepts that indicate many heretofore seemingly separate instances" (p. 6-7).

March 4, 2013

VIP Newsletter

More Volunteer Opportunities

We have a room that is designated as the

Parent Volunteer room that also serves as the school store.

We would like to make that room more inviting. If you would be interested in helping with this project please contact

Also

Mrs. Patterson still needs 5 chaperones for the field trip to University on Friday, March 8th. If you are interested please contact ASAP.

All 6th and 7th graders are invited to a Cheerleading meeting Friday, March 8th at 8:00 in the Learning Commons

Volunteer Opportunities/Needs

School Store —AM shift & School Store —coordinator Please contact Bridget Tulk at if you are interested

School Office —one person needed daily anytime between 10 —1 to help with basic office tasks and relieve office staff for lunch Please contact if you are interested

Beta Club —Mrs. Atwill needs parents to help with Beta Club. If interested please contact

Figure 1

Newsletter Sample

The researcher conducted five interviews of school personnel, parents and a community volunteer. All interviews utilized the interview protocol found in Appendix A and each was recorded, with the participant's permission, and transcribed by the researcher within two days of completion of the interview. The transcript of each interview was printed and analyzed, with coding and memoing of the 48 pages completed simultaneously.

The researcher desired to interview myriad school personnel and parents that would yield the broadest and most encompassing picture of their perceptions of the impact of requisite parental involvement at Renzulli Academy. From the five interviews, six roles were represented: (1) Administrator, (2) Teacher, (3) Staff Member, (4) Parent, (5) Volunteer Coordinator and (6) Community Volunteer. Interviews all took place at Renzulli Academy, at a time convenient to the interviewee. Thus, the order of the actual interviews does not indicate the level of importance of one role or person over another, rather the way that the individual's schedule dictated the order. The researcher transcribed each interview within two days of completion. Each page was printed and placed into a notebook, separately from the correspondence. The pages were numbered sequentially and are referred to as I for Interview and the page number. The interviews were coded separately from the correspondence so as not to bias the emerging themes, yielding 65 codes.

The first interview was with the administrative assistant of Renzulli Academy. This staff member's duties include: tracking parent volunteer hours; working with school personnel to keep parents informed about the number of hours they have volunteered each semester; and act as a liaison between committees and event teams to provide

volunteers to meet the needs of each committee and team. The administrative assistant provides insight into the process of tracking the hours and how these hours of service are perceived to impact student achievement and school climate. This interview took place in a remote office for privacy.

The second interview was the vice principal of Renzulli Academy. The principal is housed off-site, at the larger umbrella middle school that encompasses the magnet program of Renzulli Academy, and as she lacks the day-to-day interaction, she declined to be interviewed. The vice principal is the on-site contact for Renzulli Academy and is responsible for the day-to-day operations of the school. She, as a founding board member, was able to share both the historical and visionary aspects of the school as it was founded four years ago, as well as the perception of the current state of requisite parental involvement in the school. This interview took place in her office, which is a part of the Museum annex.

The individual chosen for the third interview was identified via the snowball method. The vice principal arranged an interview with the community volunteer. This person was a parent of a student the previous three years, and when that child graduated to high school, this person continued to serve at the school. She was able to provide the longevity of four years' experience with Renzulli Academy, as well as give the history of setting up the [Renzulli Academy] Fund. This interview took place in the museum annex.

The fourth interview was with the only person at Renzulli Academy who is both a teacher and a parent. This person has the unique ability to discuss her perceptions of requisite parental involvement from the viewpoint of both school personnel as well as parent. The interview took place in the teacher's classroom during her planning block.

The fifth interview was with the Volunteer Coordinator. This coordinator has been a parent at the school for the last two years, and has a rising sixth grader who has applied for next year. This interview took place in the Parent Volunteer room.

From the five interviews, the researcher gathered information from a school administrator; a founding board member; a school staff member with the school since its inception; two teachers, representing one who has been with the school since its inception and the other was new to the school last school year; three parents, one who has been integrally involved with coordinating the parental involvement service hours for two years, one who is a parent of a 7th grader and one who is a community volunteer now since her son graduated last year, thus offering four years' experience with Renzulli Academy.

The last section of data collection was from the survey of parents and teachers. Each population completed the same survey. The survey is displayed below.

Survey for Requisite Parental Involvement

Demographic Data

1 [A2]Please select your primary role at the site. *

Please choose only one of the following:

- ☐Staff Member
- ☐Teacher
- ☐Parent of a current student
- ☐Guardian of a current student
- ☐Family member of a current student

2 [A9]Please indicate your gender. *

Please choose only one of the following:

- ☐Female
- ☐Male

3 [A3]What is the highest degree that you currently hold. *

Only answer this question if the following conditions are met:
° Answer was 'Teacher' at question '1 [A2]' (Please select your primary role at the site.)

Please choose only one of the following:

- ☐Bachelor's Degree
- ☐Master's Degree
- ☐Specialist's Degree
- ☐Doctor's Degree

4 [A4]Please select the number of years you have been teaching. *

Only answer this question if the following conditions are met:
° Answer was 'Teacher' at question '1 [A2]' (Please select your primary role at the site.)

Please choose only one of the following:

- ☐0 years - I am a first year teacher just beginning
- ☐1 to 5 - I have a few years of experience teaching
- ☐6 to 10 - I am a veteran teacher
- ☐10 or more - I am a veteran teacher that has taught for 10 years or more

5 [A5]Did your child attend the site during last school year? *

Only answer this question if the following conditions are met:
° Answer was 'Family member of a current student' or 'Guardian of a current student' or 'Parent of a current student' at question '1 [A2]' (Please select your primary role at the site.)

Please choose only one of the following:

- ☐Yes
- ☐No

6 [A6]

How many total hours of service from your family were contributed? *

Only answer this question if the following conditions are met:
° Answer was 'Family member of a current student' or 'Guardian of a current student' or 'Parent of a current student' at question '1 [A2]' (Please select your primary role at the site.) *and* Answer was 'Yes' at question '5 [A5]' (Did your child attend the site during last school year?)

Please write your answer here:

7 [A7]

Of the total hours contributed to the site by your family, how many total hours did you personally contribute? *

Only answer this question if the following conditions are met:
° Answer was 'Family member of a current student' or 'Guardian of a current student' or 'Parent of a current student' at question '1 [A2]' (Please select your primary role at the site.) *and* Answer was 'Yes' at question '5 [A5]' (Did your child attend the site during last school year?)

Please write your answer here:

8 [A8]

How many total hours of service do you anticipate your family will contribute this year? *

Only answer this question if the following conditions are met:
° Answer was 'Family member of a current student' or 'Guardian of a current student' or 'Parent of a current student' at question '1 [A2]' (Please select your primary role at the site.) *and* Answer was 'No' at question '5 [A5]' (Did your child attend the site during last school year?)

Please write your answer here:

9 [A10]

What are your general opinions regarding the required service hours? Do you think the number of required service hours is appropriate or excessive? Please explain.

Please write your answer here:

10 [A11]

In what ways have the required service hours impacted you?

Please write your answer here:

Items related to Academic Performance

11 [B1]

Please indicate your level of agreement (Strongly Agree - SA; Agree - A; No Opinion - NO; Disagree - D; Strongly Disagree - SD) when using the stem to complete the following statements:

Requisite Parental Involvement has impacted students'... *

Please choose the appropriate response for each item:

	SA	A	NO	D	SD
grades/GPA in a positive manner.					
standardized test scores in a positive manner.					
retention of information in a positive manner.					
educational aspirations in a positive manner.					

12 [B2]Please indicate below the observations or beliefs that influenced your opinions regarding Requisite Parental Involvement and student academic performance. *

Please write your answer here:

Items related to School Climate

13 [C1]Please indicate your level of agreement (Strongly Agree - SA; Agree - A; No Opinion - NO; Disagree - D; Strongly Disagree - SD) when using the stem to complete the following statements:

Requisite Parental Involvement has impacted... *

Please choose the appropriate response for each item:

	SA	A	NO	D	SD
school morale in a positive manner.					
communication in a positive manner.					
school resources/facilities in a positive manner.					
a sense of belonging in a positive manner.					

14 [C2]Please indicate below the observations or beliefs that influenced your opinions regarding Requisite Parental Involvement and school climate. *

Please write your answer here:

31.12.1969 – 19:00

Submit your survey.
Thank you for completing this survey.

The survey data elicits both quantitative and qualitative data and this mixed methods approach yields both numerical and anecdotal perceptions of requisite parental involvement by both parents and teachers.

As part of the requirements of Renzulli Academy, each student must have a laptop to use both at school and at home, as well as access to internet at home. As a result, each family, by this requirement, has access to an electronic survey. Additionally, the school had previous experience requiring parents to respond to an online survey. From (C158), "A parent/guardian will need to sign that online survey choices are parentally approved".

The survey was advertised in several different venues. The survey link appeared in the school's electronic newsletter twice. Additionally, the school secretary sent a special email with the survey link to the parents. The vice principal emailed the faculty with the link as well as announced the survey to the estimated 30 parents who completed a project on a Saturday. A prominent sign on the computer where parents log in to record their volunteer hours stated, "Have you completed the parental involvement survey yet? Have you asked other family members to compete it? THANK YOU!!" The researcher discussed the survey in three of the five interviews, with one participant stating she had completed the survey, one participant inquired about the survey and was directed to the link in the newsletter, and the third participant agreed to email the faculty with the survey link. The survey remained open for five weeks.

There were 18 surveys submitted, 12 from parents and 6 from teachers. Thus, the parent surveys represent a 5% return rate and the teacher survey responses represent a 33.3% return rate. Reasons for low return rate of parents are discussed in Chapter Five as part of the Limitations. Each survey response was printed and coded individually, and

the process began when all of the surveys were collected. The results of all of the data collected will be described in the next chapter.

Grounded Theory

The methodology for this study is grounded theory. Glaser and Holton (2007) state grounded theory and its "data collection and analysis procedures are explicit and the pacing of these procedures is, at once, simultaneous, sequential, subsequent, scheduled and serendipitous, forming an integrated methodological 'whole' that enables the emergence of conceptual theory" (p. 48). Further, "Grounded theory is a general method. It can be used on any data or combination of data" (Glaser, 1999, p. 842). The three tenets of grounded theory include: the emergent theory from the categories of data; the premise that participants' behavior has an underlying pattern that will emerge; and assurance that the participants, not the researcher, are the focus of the study (Artinian, Giske, & Cone, 2009). In a keynote address in 1999, Glaser discussed the future of the theory he founded, predicting that grounded theory will gain authority in the future, as it is used more frequently, and promises it will "empower the Ph.D. candidate with a degree, a subsequent career, and the acclaim of an original creative theory" (p. 845). In a more recent article, Glaser (2002), states, "Grounded Theory taps methodologically what many people do normally; conceptualize what is going on in their everyday life, as it now goes on in their research" (p. 12).

Glaser and Strauss discovered grounded theory in 1967 as they studied patients who were dying. Since that time, the two have gone their separate ways, with Strauss advocating for the use of predetermined categories to sort the data and hasten the analysis

process (Glaser, 2002). Conversely, Glaser has adhered to their original theory, denouncing preconceived theoretical codes and instead relying upon careful coding and constant comparison of variables to reveal the emergent theory (Glaser & Holton, 2007).

At some point, Glaser and Strauss parted ways, with Strauss developing a more fixed way to utilize grounded theory, and with Glaser openly criticizing this as being too prescriptive, reiterating that to use grounded theory appropriately, the researcher must let the theory truly emerge from the data without preconceived categories (Creswell, 2005).

Grounded theory methodology allows a theory of requisite parental involvement to emerge from the data generated from the participants' responses in interviews and surveys. A search of scholarly research regarding requisite parental involvement has revealed no articles, thus, this is unchartered waters in that aspect. Grounded theory encourages the researcher to begin without preconceived notions. As there is no research specific to requisite parental involvement to undergird the study, there are no preconceived suppositions regarding the findings.

Denzin and Lincoln (2005) situate grounded theory as fundamentally comparative and propose "grounded theory methods hold untapped potential for innovative studies at the organizational, societal, and global levels of analysis" (p. 514). In this theoretical underpinning, results are derived from patterns that emerge (Merriam, 1998). Willis (2007) articulates grounded theory research is nonlinear and does not follow preconceived notions, allowing the researcher to begin with general questions about a phenomenon and then letting patterns from both the process and the data emerge. For this reason, he stipulates the researcher should utilize multiple data sources (Willis, 2007). In a mixed methods study, the two types of data could agree and therefore confirm the

findings. However, there is the possibility that the quantitative data sets could conflict with the qualitative documents (Scott & Morrison, 2006). If this arises, Mertens (2005) advises the researcher to "explore plausible explanations for the disagreement" (p. 303).

Glaser and Holton (2007) caution the grounded theorist to "exercise patience and accept nothing until something happens, as it surely does. Surviving the apparent confusion is important" (p. 63). Likewise, Glaser (1999) encourages the grounded theorist to be patient in the process as the conceptualization phase is inherently non-linear and frenzied, and he characterizes the grounded theorist as one who perseveres and wishes "to escape producing the irrelevance that is based on approved formed methods" (p. 838).

Glaser (1999) purports, "Principal users are looking for methodologies that will result in data and theories relevant to what is going on in their research areas of interest. This makes grounded theory very appealing" (p. 837). Furthermore, "many grounded theory studies now are altering the preconceived processes in fields of practice. It is a sure thing for success because what is going on always is there [italics in original text], and preconceptions are not. They could not have dreamed it or deduced it from preconceived ideas" (p. 841). Glaser (1999) admits, "So much of the action in the world is run by socially structured fictions. Many people have large stakes in maintaining these fictions. Grounded theorists often find out what is really going on and discover that the 'powers that be' are running on fictions" (pp. 842-843). Similarly, Glaser and Holton (2007) caution, "Its relevance must emerge; it is not presumed. Interviews lead to many theoretical codes. Participant stories are moot. Patterns are sought and conceptualized.

Grounded theory does not search for description of particularistic accounts. All data are constantly compared to generate concepts" (p. 53).

Glaser and Holton (2007) are quick to point out what grounded theory entails and what it is not, noting, "The generated theory explains the preponderance of behavior in a substantive area with the prime mover of this behavior surfacing as the main concern of the primary participants. It is not findings, not accurate facts, and not description. It is just straightforward conceptualization integrated into theory" (p. 56). The theory is substantive in that "it has as its referent specific, everyday-world situations and a usefulness to practice often lacking in theories that cover more global concerns" (Merriam, 1998, p. 17).

After the coding process is concluded, the "core variable is seen as a stable pattern that is more and more related to other variables. It relates meaningfully and easily with other categories. It has clear and grabbing implications for formal theory" (Glaser & Holton, 2007, p. 61). In conclusion, because "Grounded theory operates on a conceptual level, relating concept to concept, it can tap the latent structure which is always there and drives and organizes behavior and its social psychological aspects, all of which are abstract of objective fact" (Glaser, 2002, p. 8). Glaser (2007) adds, "Abstraction frees the researcher from data worry and data doubts, and puts the focus on concepts that fit and are relevant" (p. 94).

While the data analysis process gains momentum, through both deductive and inductive systematic analysis, the data sets accrue variables and categories. As this goes along, variables are incorporated into larger concepts, and a pattern begins to emerge and the core variable is ultimately revealed. As a dearth of research regarding requisite

parental involvement exists, this methodology and theoretical framework provides an unbiased theory, free from preconceptions. This is not a description of fact but a clear delineation of the underlying pattern of behavior of requisite parental involvement in a magnet middle school as it relates to both student achievement and school climate.

Mixed methods incorporate pieces of both qualitative and quantitative methods to answer a research question. Johnson and Onwuegbuzie (2004) define mixed methods as "the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study" (p. 17). Johnson and Christensen (2004) purport, "Proponents believe that mixed research helps to improve the overall quality of research" (p. 410). In addition, "it is a truism that more researchers are mixing methods. Indeed, increasingly, funders and sponsors of educational research openly advocate and require such mixing, in their terms, to enhance the validity of research findings that maximize value-for-money" (Scott & Morrison, 2006, p. 157). Mertens (2005) notes it is often used when a researcher determines this is the optimum way to produce rich data and to be able to draw informed conclusions, as the final analysis consists of the similarities amongst and the distinctions between the two types of data. Similarly, Johnson and Onwuegbuzie (2004) conclude "researchers should collect multiple data using different strategies, approaches, and methods in such a way that the resulting mixture or combination is likely to result in complementary strengths and non-overlapping weaknesses" (p. 18). Likewise, both Scott and Morrison (2006) and Luo and Dappen (2005) concur that this approach is more effectual, has greater validity, and is advantageous to create a fuller picture for a larger audience. Specifically to this

study, “multifocal research clearly has potential for conveying knowledge about the complexities of educational leadership” (English & Furman, 2007, p. 156).

Mertens (2005) distinguishes the variations of the mixed methods designs, emphasizing the differences between the pragmatic paradigm (where the researcher considers the research question more important than the method) versus the transformational paradigm (where the focus is on examining the values of marginalized populations). Further, she differentiates parallel (qualitative and quantitative data are collected simultaneously) from sequential (one data set is collected first and informs the way the other is gathered) (Mertens, 2005). This study utilizes a pragmatic parallel design, whereby the research questions are the impetus of the study and the data was collected concurrently.

Mertens (2005) contends that in qualitative research, the degree to which there can be transferability is based on whether the reader can determine the similarity of the study context to the reader’s context. Meanwhile, the onus is on the researcher to provide rich and descriptive details such that the reader is able to make such distinctions (Mertens, 2005). Scott and Morrison (2006) propose the use of a mixed methods design to further enhance these generalizations. Stake (1995) concurs, stating that in each qualitative study, “enumeration and recognition of differences-in-amount have prominent places…and in each statistical survey…natural language description and researcher interpretation are important” (p. 36). Likewise, English and Furman (2007) concur, “It could be argued that all consumers of research, by virtue of their human condition, look for both generalities and particularities” (p. 152). According to Sieber (1973), mixed methods, specifically using qualitative methods alongside surveys have been used over

80 years in educational research. He contends the “integration of research techniques within a single project opens up enormous opportunities for mutual advantages in each of three major phases- design, data collection, and analysis. A new style of research is born of the marriage of survey and fieldwork methodologies” (p. 1337).

While surveys are often characterized as quantitative (Creswell, 2005), when situated as “electronic interviews or virtual interviews” (Denzin & Lincoln, 2005), they convey a qualitative distinction. The authors (2005) cite the advantages to this delivery method as cost effective, producing faster response rates with higher quality data and the elimination of bias inherent in face-to-face interviews where the respondent may be swayed by the interviewer’s body language, race, gender, or other visible characteristics.

Data Analysis

Unlike other qualitative data analysts, grounded theorists “need not describe the whole unit, just a core process within it” (Glaser, 2002). Glaser and Holton (2007) encourage, “Following the full suite of grounded theory procedures based on the constant comparison method, results in a smooth, uninterrupted emergent analysis and the generation of substantive or formal theory” (p. 50). Thus, using grounded theory will not lend the researcher to using rich, descriptive details to fully define each school and the role of requisite parental involvement. The data was reduced to its components through coding, recorded by memoing, and compared using the constant comparison method. From these interactions between variables, a core or central variable emerged, and from this a theory was developed.

Coding

In educational research, coding is used to "sort and break down the data by looking in detail at its characteristics and provide first steps in discovering that the 'whole' is more than the sum of the 'parts'" (Scott & Morrison, 2006, p. 33). Coding is the first step in data analysis using grounded theory. This process "gets the analyst off the empirical level by fracturing the data, then conceptually grouping it into codes that give the researcher a condensed, abstract view with scope of the data that includes otherwise seemingly disparate phenomena" (Glaser & Holton, 2007, p. 58). The procedure is to begin with the data and "line-by-line open coding of the data to identify substantive codes emergent within the data. The analyst begins by coding the data in every way possible" (Glaser & Holton, 2007, p. 59). The line-by-line coding stimulates idea formation while it ensures the researcher saturates each category (Glaser & Holton, 2007). Questions the analyst needs to ask during the coding process: What is this data a study of? What category does this incident indicate? What is actually happening in the data? What is the main concern being faced by the participants? What accounts for the continual resolving of this concern? (Glaser & Holton, 2007, p. 59). Coding also eliminates any researcher bias as "the latent patterns - categories – hold as objective if the grounded theory researcher carefully compares much data from many different participants. Personal input by a researcher soon drops out as eccentric and data become objectivist not constructionist" (Glaser, 2002, p. 98). The coding process not only defines specific categories but it also leads to further abstraction by "arraying concepts. Taking two or three similar concepts and thinking of how they may be subsumed under a higher level heading means moving from one level of abstraction to another" (LaRossa, 2005, p. 843).

Each data set was coded individually. The researcher began with the first piece of data and coding line by line, the researcher noted a code abstracting the data. Sticky notes were kept beside the data so the researcher could write down the code. As each piece of data was analyzed, if it was coded by a code already listed, the researcher went to the next piece of data. When the researcher encountered a code that was not yet represented on the full list, a new code was added. There were 301 pages of correspondence. The researcher compiled these in a notebook chronologically and numbered each page. Each piece of data was coded yielding a list of 31 codes. Examples are: Fundraising, informal, collaborative, gratefulness, quotes, responsive, capital, warmth, volunteer opportunities, fonts, academics, parental input, manners, respect, appeal for funds, time of emails, product promotions. Hard copies of the interview transcription were printed and placed in a notebook. The top of each page was the initials of the interviewee and a page number. The researcher then used a pen to sequentially number the entire data set of transcription. From the 48 pages of transcription, a list of 65 codes was produced. Instances are: no negatives, wonderful parents, self-gratification, volunteerism, familiar, welcome, quality of the building, team, cohesive, donate hours, togetherness, inclusive not exclusive, specific roles, partnering with the school, invested, ownership, first impression to visitors, parents wanted, parents feel important, responsive, flexibility, parent friendly, no need for proof, alongside, motivated, meaningful contribution. Finally, the survey responses were printed on a large 36” X 48” poster paper allowing the researcher to analyze the data in various ways. The code list was affixed on the poster and the qualitative survey data was coded which resulted in a list of 48 codes. Illustrations are: PI directly impacts SA, invested, community spirit, familial tone, positive effect, working side by side, sharing

ideas, participation = + climate, communication, needs, welcome, classroom, partner, “our school”, STRESS, team, discipline probs nonexistent. Each of these codes will be discussed more fully in Chapter 4.

Memos

Memoing occurs simultaneous to coding. Glaser and Holton (2007) urge the researcher to take the time to write down memos, or impressions of the data coding, to stimulate ideas and to record connections amongst the data pieces. The authors specify that it is “essential that the analyst interrupts coding to memo ideas as they occur if he/she is to reap the subtle reward of the constant input from reading the data carefully, asking the above questions and coding accordingly” (Glaser & Holton, 2007, p. 63). Artinian, Giske and Cone (2009) conceptualize memos as “recording thoughts, questions, relationships between interviews, specific themes that emerged, and references to concepts. Memos were organized so that only one idea, hypothesis, or question was written for each memo” (p. 55). Glaser (2012) states, “Saturation memos firm up the concept” (p. 7). By undertaking coding and memoing concurrently, coding overload is avoided and category saturation is readily recognized by the researcher (Glaser, 2012). LaRossa (2005) suggests the researcher turn coded variables from nouns to verbs to ease in both abstraction and theory development.

Once categories are coded, these incidents are compared to other incidents (Artinian, Giske & Cone, 2009). These comparisons become the foundation of theory development. In this constant comparison method, the “purpose is theoretical elaboration, saturation and verification of the concepts, densification of concepts by developing their

properties and generation of further concepts. Finally, concepts are compared to concepts" (Glaser & Holton, 2007, p. 60). Similarly, Merriam (1998) states constant comparison method involves "comparing one segment of data with another to determine similarities and differences. Data are grouped together on a similar dimension. The overall object of this analysis is to seek patterns in the data" (p. 18). This sets grounded theory apart from other methods in that grounded theory is "not description, and the unfolding is emergent from the careful tedium of the constant comparative method and theoretical sampling – fundamental grounded theory procedures. These are not story making, they are generating a theory by careful application of all the grounded theory procedures" (Glaser, 2002, p. 96).

Regarding interview and survey data, Glaser (2007) states, "The constant comparison method discovers the latent pattern in the multiple participants' words" (p. 95). This method also "gives the researcher a continually transcending perspective, a constantly larger and less bounded picture" (Glaser, 1999, p. 840). Similarly, DeGraff and Schaffer (2008) recommend a qualitative survey when the researcher wants to study the experiences of people, noting data can be coded from both short replies and lengthy passages of responses.

Memoing was completed simultaneous to coding. The process assisted the researcher in abstracting the data to a separate level. The researcher utilized sticky notes and made notations regarding each page of the correspondence and transcriptions upon the sticky note. The sticky note was affixed to the page it referenced for easy removal or beside the qualitative survey data response. The survey responses were printed on a large

poster, allowing the researcher to easily maneuver the sticky notes into various configurations.

Memos in the correspondence were abundant. One memo noted "Fundraising – school, part of the school, charity, private business entities"; another was "(a) volunteer opportunity (b) fundraiser – CFA biscuit, product promotion of CFA (c) coffee w/adm – please join us (d) fundraiser – dance/concessions (e) Keller quote"; another was "(a) 6:09am (b) Christmas (c) From Monday to Friday – donations almost doubled $682 to $1200 (d) $50 to each incl nurse, janitors, front office (e) Merry Christmas!". Sticky notes were also used to designate instances of student achievement and school climate in the correspondence. These were affixed to the edge of the pages. For the transcription, memos were affixed to each page. A sample memo is: "(a) no negatives (b) wonderful parents (c) parents don't try to take over or bother teachers (d) café and school store create climate for our school (e) community in sense of family (f) there are unmet needs – they addressed them (g) create a culture of academic preparedness. As the transcriptions were printed and compiled in a notebook, the research questions were noted by three different colored pens, underlining the related pieces of data that corresponded to each question. Student Achievement was represented by pink ink; School Climate was represented by purple ink; and Stakeholders' view of parental involvement was represented by blue ink. Similarly, the qualitative survey responses were also designated by the same colors and the data was underlined directly upon the poster.

Core variable

As the concepts are inductively and deductively identified, one idea emerges that connects all of the other pertinent pieces, a cog holding the data together. Glaser (2009) refers to this as the core variable, from which the theory is articulated, assuring the researcher that “patterns will emerge and with amazing clarity” (p. 20). Glaser and Holton (2007) note, “The core variable reoccurs frequently in the data and comes to be seen as a stable pattern that is related to other variables. It relates meaningfully and easily with other categories. It has clear and grabbing implications for formal theory” (p. 61). Similar to Glaser’s designation, LaRossa (2005) states “the central variable will be one that developed in the course of the analysis and is well grounded in the textual materials being studied” (p. 838). Glaser and Holton (2007) describe the process of interpreting findings as “an emergent process generated by continuous cycling of the integrated processes of collecting, coding and conceptual analysis with the results written up constantly in memos” (p. 54). Further, in his classes, LaRossa (2005) uses an elaborate tinker toys creation to convey the image of the core variable, the one piece that is central to holding all the others together. The core variable that emerged from the constant comparison of the codes from the three data sets was Capital.

Generating Theory

Validity of findings is foundational in research. Glaser (2002) says by utilizing the grounded theory methodology, “validity is achieved, after much fitting of words, when the chosen one best represents the pattern. It is valid as it is grounded” (p. 4). The authors further stipulate, “Generating a theory from data means that most hypotheses and

concepts not only come from the data, but are systematically worked out in relation to the data during the course of the research" (Glaser & Holton, 2007, p. 56). Stated another way, Glaser (1999), "Grounded theory is *what is* [italics in original text], not what should, could, or ought to be" (p. 840). For additional validity, Willis (2007) has five criteria the researcher should consider for judging an emergent theory 1. Parsimony – Is it straightforward and meaningful? 2. Scope – How broad is it? 3. Overall explanatory power – How much of the situation does the theory explain? 4. Degree of generalization – Does at least some of the theory seem helpful when applied to similar situations? 5. Logical internal consistency – Does the theory hang together cohesively? (pp. 307-308). Stated another way, Glaser (1978) asserts that "through these relations between categories and their properties it has the prime function of integrating the theory and rendering the theory dense and saturated as the relationships increase" (p. 93). The grounded theory of this study is: Social and economic capital informs requisite parental involvement in a magnet middle school, and its perceived impact upon student achievement and school climate.

Triangulation, Initiation and Complementarity

Mixed methods draws upon the strengths of both qualitative and quantitative methods, when using both will yield more desirable results than either type individually (Creswell, 2005; Johnson & Onwuegbuzie, 2004; Scott & Morrison, 2006). Triangulation, a term borrowed from nautical vernacular, is applied to educational research by "converging or integrating different kinds of data bearing on the same phenomenon. This improvement would come from blending the strengths of one type of

method and neutralizing the weaknesses of the other" (Creswell, 2005, p. 511). Similarly, Stake (1995) defines data source triangulation as "an effort to see if what we are observing and reporting carries the same meaning when found under different circumstances" (p. 113). Mertens (2005) stated it another way, citing "the results from each data set could be compared to increase the explanatory value of the findings" (p. 298). Creswell (2005) and Scott and Morrison (2006) describe a triangulation, mixed methods design as one where the researcher gives equal attention to qualitative and quantitative data that is gathered simultaneously and the results are examined for both similarities and differences between the two data sets, using the results to validate each method. English and Furman (2007) exhort that "the field will be strengthened if researchers choose research methods that articulate well with the questions being asked and that can provide persuasive evidence and well-warranted conclusions" (p. 156).

Luo and Dappen (2005) support using mixed methods "for the purpose of initiation, which refers to the potential of the evaluation to increase the possibility of eliciting the new ways of looking at the issues" (p. 115). Further, Greene, Caracelli and Graham (1989) cite complementarity as an identifying result of mixed methods, where the results from one method are used to "elaborate, enhance, or illustrate the results from the other" (p. 266). The correspondence, transcribed interviews and text box data from the survey all represent qualitative data. Quantitative data is generated from the Likert scale responses from the survey.

The voluminous pages of correspondence, transcriptions of interviews as well as the survey responses were coded line-by-line for saturation. Memoing took place both simultaneously while coding, and afterward upon further reflection. The researcher

utilized sticky notes affixed to each page of data for memos. This made the comparison much easier to conduct as the researcher compared the components abstracted from the data. The way that the data sets were completed, one before the other, it allowed the researcher to have an extra facet and an additional use of the constant comparative method. Once each data set was coded individually, yielding numerous codes, they were then collapsed into categories.

Additionally, to answer the research questions, the researcher went back through the entire mass of data and coded pieces according to research question. For the correspondence, as it consisted mainly of printed pdfs of the newsletter and colored ink wouldn't display, the researcher used small sticky notes as indicators of which questions the research referred to. For the transcribed interviews and surveys, the researcher used three colored pens, one color to designate each research question. As was expected, there were considerable data points to answer each question, but there were also times that a particular instance would answer more than one question. This was visually evident using either the sticky notes or pen colors.

Once all three data sets were coded, the researcher combined the nine concepts generated by them and, given the overlap between concepts, five concepts emerged. From these concepts, extrapolating to the next level of abstraction, the comparisons were done on many levels, in part and in whole, until a core variable, and finally a theory emerged. As the final product is theory development, and not a full description of the entire unit, the researcher could not stipulate, in advance, which parts would be included and which would be discarded. This was determined through both inductive and deductive coding. The conceptualizations from each data set, and the ways the data

answered the three research questions as well as the results of the constant comparison method are presented in the next chapter.

CHAPTER 4

RESULTS OF STUDY

This chapter presents the results of the study. First, the results from each of the data sets are described, including the initial codes and the concepts that emerged. The three data sets generated three concepts each. These three concepts were then combined and as there was much cross over, this yielded a total of five concepts. From this the core variable emerged. Next, the researcher used the data to answer the three research questions and demonstrated how the core variable emerged from the data collected in order to answer each of the three research questions. Consequently, the final results section demonstrates how the three data sets were compiled and collapsed, as well as the core variable that emerged. The core variable informs theory development that is discussed in Chapter Five.

Concepts of correspondence were: Regard, Needs and Team. Concepts of the interviews were: Team, Propinquity and Volunteer Opportunities. Concepts of the survey were: Needs, Team and Propinquity. These nine concepts were further compared and, with the overlap of four, as evidenced in the table above, were condensed to five concepts: Regard, Team, Volunteer Opportunities, Propinquity and Needs. These five concepts are abstracted into the core variable of Capital.

Correspondence

The correspondence was a compilation of emails, attachments, announcements and newsletters. The contributors are system personnel, Renzulli Academy personnel, community partners and parents. This correspondence was sent to parents via email over

a period of 18 months. The three concepts revealed from the correspondence were: Regard, Needs and Team.

Correspondence - Regard

Regard was unmistakable in the correspondence by the tone, word choice, respect, and gratitude expressed throughout. Some of the 31 codes that collapsed into the concept regard are: responsiveness, fonts, appreciation, manners, respect and gratefulness. The warmth and respect the school holds for parents is evident in the first line of the first email and it sets the tone for the entire data set of correspondence. The first email begins with “Dear Parents” (C1) and includes the statements “we are looking forward to meeting everyone at Open House” (C1) and “we welcome you to the 2012-2013 school year!” (C1). This level of esteem for parents was evident throughout the entire data set of correspondence. “Most importantly we thank you for allowing us to work with your children and we look forward to working with you as well as to continue the mission of [Renzulli Academy]!” (C2). Throughout the correspondence, there are 75 instances of gratitude, as evidenced by phrases such as thanks, thanks so much, thanks for all you do, and many thanks. Additionally, the word please was utilized 162 times. This was a continuous occurrence throughout the correspondence. Whitaker and Hoover-Dempsey (2013) assert that what parents believe about their role is influenced “by parents’ positive perceptions of the school climate for parental involvement. This suggests that teachers should communicate respectfully with all parents, and in ways that demonstrate and affirm the school’s appreciation and valuing of parental engagement” (p. 95). Renzulli Academy communicates this often and effusively.

Further evidence of regard can be found in the blurbs advertised in the newsletter and in the emails to parents. Renzulli Academy designated a space for the Parent Volunteer room and they encourage parents and students to congregate there and in the café, any time during school hours or during evening events. Periodically, they host "Coffee with Administrators" and all parents are "cordially invited" (C78). For those who cannot attend, a summary of the meeting is included in the newsletter. Renzulli Academy faculty is responsive to parents' concerns and needs, advertising the best way to seek a carpool, and addressing needs as they arise. In one instance, parents asked for the computerized tracking system to email them when their child receives a failing grade, and the faculty took this to the county technology experts, who made this available. Another example is a rumor that Renzulli Academy students would need to wear uniforms was squashed by the administrator in a blurb in the newsletter, demonstrating Renzulli Academy's commitment to being responsive to parents and addressing the issue.

In addition to the words used, warmth and regard was also expressed by fonts, quotes and graphics. Whimsical or cutesy fonts were used, and most newsletters utilized a different font for each blurb. Quotes such as: "Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity". George Patton (C33) and "There is more hunger for love and appreciation in this world than for bread". Mother Teresa (C85) appeared in many of the signature lines of emails and as blurbs within the newsletters. The correspondence was also dotted with graphics like smiley faces and flowers. Taken independently, fonts, quotes and graphics may seem to be insignificant. However, when employing grounded theory coding methodology, the researcher codes all of the data being conveyed. For example, in addition to the actual

words in the correspondence, the researcher coded every different font, every graphic, every quote, and every time of day. These added features to the correspondence were not ignored just because they were not written blurbs. Rather, the researcher used these to add depth and abstraction to the data presented.

Correspondence - Needs

Needs is derived from three distinct supplications for assistance: volunteer opportunities, items, and funds. In the 301 pages, there were 178 appeals for volunteer opportunities, which are ways that parents could volunteer and earn hours, 218 items requested for loan or donation and 152 pleas asking parents to spend money in some way that would benefit the school. In sum, 548 needs were identified where families could integrate into and contribute economically to the overall running of the school. On (C16), all three elements are evident: encouraging parents to purchase items in the Museum Shop, thanking parents for allowing their child to eat in the lunchroom, thanking parents for their help in getting the museum organized and offering a volunteer opportunity in the museum, a reminder to purchase Chick Fil A biscuits and a plea to donate Box Tops for funds. Likewise, on (C25), the newsletter included eight blurbs – three requested donated items, two advertised volunteer opportunities, one appeal for funds, a notice about the Beta Club induction and a quote. Both of these pages are indicative of the entire compilation of correspondence where all three areas of need are addressed and the parents are well informed of what those needs are. Following are a smattering of examples of the specific types of needs, including volunteer opportunities, items to be donated or loaned and ways to contribute financially.

Correspondence – Needs - Volunteer Opportunities

Volunteer opportunities are the tasks performed by parents that earn them participation hours. There were 178 blurbs advertising these opportunities, which have three distinct designations of incidental, regularly scheduled and ongoing. Parents can earn their hours in any mixture of the three ways. Incidental volunteer opportunities are those that occur once, such as the appreciation luncheon or a museum construction project. Regularly scheduled opportunities are those in which a parent volunteer takes responsibility for that task. Examples of this include the Museum Gift Shop, the Café, and the School Store. Using the Museum Gift Shop as an illustration of regularly scheduled activities, the Director is a volunteer who orders all of the merchandise, maintains stocking the shop, handles the bank account and schedules the shifts to be covered. The Museum Gift Shop is open every Wednesday and Friday morning, where one parent has agreed to cover the Wednesday morning shift and another has agreed to cover the Friday morning. Lastly, the ongoing opportunities are the ones that occur daily, such as office duty or microwave supervision, but are covered by many parents, often different ones every day.

Volunteer opportunities were first solicited on (C10), “Help is needed in the lunchroom to organize some supply shelves” and “We have made a lot of progress in the museum! We still need volunteers to paint, do a few construction projects and move some items”. Myriad other ways parents can earn hours are being the School Store Purchaser, helping with Field Day, cleaning lockers and being a DJ at the dances. A complete list of volunteer opportunities compiled from all the data sources will be

addressed further in the results chapter under the section regarding the role conceptualization of parents.

In addition, parents can complete projects at home and earn hours: “Earn Volunteer Hours with home projects to support the upcoming 6th grade museum. The upcoming exhibit will be labor intensive to create several galleries depicting different time periods. Parent support is needed to make it happen” (C94). This announcement was sent on a Tuesday morning at 10:30am and it contained four extensive construction projects. (C93). On Wednesday at 11:40am another notice (C95) was sent thanking the families for quickly responding to the bid for assistance, letting the parents know that the projects had all been claimed, and to stay tuned for additional opportunities. Thus, while Renzulli Academy staff demonstrates their responsiveness to parents; the parents, in turn, are quick to respond to solicitations from the school.

Correspondence – Needs - Items

The list of items the correspondence mentioned that families could loan or donate was extensive. Among the 218 requests, examples include: rebate items (Coke rewards, Box Tops, Campbell’s soup labels), food, clinic supplies, clothing and shoes, landscaping supplies, weights, pictures, sand samples and a much longer list specific to the museum. Most items were requested for donation, but many of the items sought for museum projects were loaned and returned.

The rebate items were mentioned several times throughout the correspondence advertising this was a great way to earn money for Renzulli Academy. The nurse requested items for the clinic, at the beginning of both semesters in the 2012-13 school

year, asking for basic supplies such as cotton balls and Tylenol. Some items were relatively inexpensive like ramen noodles and cans of food, while other items were costly such as donating a speaker or picnic table. Additionally, some of the items were for other organizations not directly associated with Renzulli Academy such as Backpacks for Love, community food drive, care packages for soldiers, and shoes for those in third world countries.

Correspondence – Needs - Funds

Supplication of parents to spend money to benefit the school and other organizations not directly associated with the school takes many forms in the 152 blurbs found in the correspondence. Historically, the Jesuits are credited with the genesis of fundraising efforts for education beginning in the 16th century (Hufton, 2008) and today, fundraising is an expected role of parents (Abramson, 1994; Brook & Hancock, 2000; Gee, 2011), beginning as early as when their children attend child care (Leviten-Reid, 2012). The numerous ways the correspondence encourages parents to contribute are to: [Renzulli Academy] Fund, silent auctions, purchasing items, product promotion, trips, dances, pictures, yearbook ads, clothing, private entities, charities and the arts.

The first appeal for expenditure of funds by families to benefit the school was made on (C5), “Spirit wear is a fundraiser to benefit the [Renzulli Academy] Fund”. The Fund was further explained three pages later “The [Renzulli Academy] Fund is 501 3(c) managed through the Northern Georgia Community Foundation. The [Renzulli Academy] Fund directly supports teachers and students at the [Renzulli Academy] for the

enhancement of student education and learning. Proceeds benefit the [Renzulli Academy] Fund" (C8).

Additional instances of fundraising include preordering a Chick-Fil-A biscuit every Tuesday morning to be picked up on Wednesday morning, donating to the Christmas fund for teachers and staff, Happy Fall [Renzulli Academy] Fundraiser, using a Publix shopping card provided in the report card envelop, and shopping in the school's museum shop or from the school's new Technology Design Catalogue.

Another unconventional way the school has raised funds is to swap donated items for volunteer hours. This was introduced October 2013. "For anyone not able to volunteer during the school day, the following items are needed: 36 sections fence $10; 30 bags mulch $2.50 a bag; 2 knock out roses at $17.00 each; 1 or 2 flats of pansies at 12.00 each" (C265). "All of those things were donated by parents in lieu of time because we found that sometimes parents would prefer to donate in lieu of coming in" (I4-5). While the exchange rate was not made explicit in the newsletter, due to the sensitive nature of schools and funding, an interviewee disclosed that the exchange rate was 2 volunteer hours per $25.00 (I5).

Through volunteer opportunities, donation of items, and financial support, parents supply a great deal that is necessary to running the school. In the same vein, Posey-Maddox (2013) noted, "Parent volunteerism and involvement is increasingly employed as a key intervention in contemporary school reform efforts. Many parents are helping fill the gaps left by state and local governments through their fundraising, grant writing, and volunteerism in urban public schools" (p. 235). For example, Renzulli Academy has an estimated 240 students, which renders a minimum of 4800 volunteer hours. Divide these

hours by 36 weeks, approximately the number of weeks in an academic year, and Renzulli Academy has an average of 133 volunteer hours per week. This is roughly equivalent to three full time personnel. When these hours of service are distributed amongst many diverse parents, with vastly different skills sets, and at varying times according to the parents' schedule, every parent has an opportunity to be involved. For many schools, parental participation at school permitted school personnel to perform their jobs more efficiently (Williams & Sanchez, 2012). Based on the effusive praise noted in the correspondence, Renzulli Academy absolutely finds this to be true.

In addition to the hours served, Renzulli Academy families contributed funds that allow the school to benefit without the oversight of the having to conform to State and Federal guidelines. Parents donated over $1200 to a Christmas fund for school personnel and close to $32,000 have been distributed to the school from the [Renzulli Academy] Fund.

Correspondence - Team

Team was a concept derived from a list of codes, some of which include: collaborative, engaged, invested, and communication. As the emails, attachments, newsletters and announcements are written and submitted by the entire school community as a whole, including county personnel, school personnel, community associates and families; this demonstrates the commitment that Renzulli Academy gives to including all partners in the involvement of the school. It also means that extrapolation to the macro school level is easy given that the authors of the various components of the correspondence are so varied in their role within the school.

On the first page of the correspondence, amongst many housekeeping details, was the notation of the price of parent breakfast and lunch (C1) giving the impression from the first page that parents are welcome in the school and that there are mechanisms in place to encourage such participation.

One of the many illustrations of collaboration are "Hello all, This Friday, our 8th graders will be building their last museum exhibit! We need your help to assist them in making it their best exhibit here at [Renzulli Academy]. We will begin at 8:30 and go until the end of the day. Anyone who can shop, paint, build, hang, supervise, draw….the list goes on, please email and let me know you can come. Thanks so much" (C22). The school invites parents to participate, telling them their help is vital in the success of the museum, indicating that without their part in this team approach, the projects would be subpar.

In the same vein, "The teachers have worked very hard to ensure a great experience for [Renzulli Academy] students but so many of the wonderful things that happen at [Renzulli Academy] are possible because of your hard work and support. Thank you" (C24). Team is indicated in this way by the school showing the parents appreciation for their support and it implies that the school could not function properly without the parents. This is a much different tone than simply saying we welcome you here. Renzulli Academy takes this a giant step forward, and effectively says, we need you here and without you we cannot be successful.

In March 2013, a notice (C184) was sent to parents of rising 7th and 8th grade students. "As outgoing 8th grade parents, we need YOUR help! We invite you to join us to learn more about the many unique parent groups, committees, and volunteer positions

that make [Renzulli Academy] the wonderful place it is! (*And some great ways to earn those volunteer hours!*)" This is also indicative of the collaborative team approach that the school depends on as part of its identity. In this organizational structure, parents lead and mentor other parents, in order to maintain continuity for the advancement of the school. In addition, parents are welcomed into the school not only to volunteer but to participate in events such as Museum Open Houses and Curriculum Nights.

In 2012, Curriculum Night was advertised and parents were encouraged to attend. In 2013, the parents were informed that this is a most important evening and two hours of volunteer time was granted to each family in attendance. Again, these are ways that the school consistently and frequently tells parents that they are partners in the school, part of the team, co-collaborators, and vital to the running of the school. Jeynes (2010), a prolific parental involvement researcher, in considering the results of many of his past meta-analyses declares "the prominent role of qualities such as love, respect, and sensitivity becomes evident" (p. 768) when studying the relationship amongst parents and schools.

Interviews

The three concepts revealed from the interviews are: Team, Propinquity and Volunteer Opportunities. This table illustrates that each interviewee mentioned each code during the dialogue.

Table 1

Results from Interviews

	Team	Propinquity	Volunteer Opportunities
Interviewee 1	**X**	**X**	**X**
Interviewee 2	**X**	**X**	**X**
Interviewee 3	**X**	**X**	**X**
Interviewee 4	**X**	**X**	**X**
Interviewee 5	**X**	**X**	**X**

Interview - Team

Some of the codes that incorporated into the concept team are: invested, responsive, partnering, community, cohesive, and inclusive. Several of the interviewees attributed the success of Renzulli Academy to the impact of parental involvement, also noting that parental involvement beyond the elementary years is rare but necessary. One person described the community environment created by this partnership and another said that the cohesiveness contributes directly to students' achievement. Additionally, parents were praised for their active role, and one said that "firsthand knowledge is always best" (I13). Further, parents do not have to provide proof of their hours; they just need to report them to the school administrative assistant to record. Thus team was indicated by the shared responsibilities between the school, parents and students creating a community

feel within the school. One person linked this community directly to the achievement of the students.

Phrases such as we value parents, we couldn't do it without parents, we need parents are peppered throughout the interview transcripts. One illustration of the way the interviews revealed the concept team is when an interviewee was describing the historical roots of the school, noting, "It goes back to the history of [Renzulli Academy], excellent education on a budget…we didn't have a lot of the things that a regular school has so we the only way to make it work would be to have parents partnering with the school" (I32). Similarly, one parent stated that the school succeeds when "the teachers and the staff and the parents and the students are working together as a cohesive group to ensure that the kids did well" (I24). In the beginning of the school, Renzulli Academy operated at 60% of a public middle school's budget, as the school didn't offer services such as a library, cafeteria, nurse, counselor, resource officer or maintenance on site. Thus, the parents and school faculty worked diligently together the entire summer prior to opening to get the building ready for students. This included carpentry, painting, arranging, and cleaning. Now, as the school has evolved, it does offer all of the amenities of a public middle school but the parents are there to supervise and to work alongside the employees, contributing to the climate by sharing the work.

Secondly, "An email went out asking for volunteers to help paint the museum. In two days, "I've already got 25 people signed up…that kind of outpouring tells me that they are needing some Saturday opportunity…it's hard for them to be here during the day and I understand this" (I6). Team is exemplified by the coming together of the various partners within the school at a convenient time for all concerned. Renzulli Academy has

many parents in the school each day helping with the daily operations of the school such as manning the school store or supervising the use of the microwaves in the cafeteria. However, the school recognizes that if they only offered these opportunities during the school day, that they would be remiss in not utilizing the gifts of those who would be available on the weekend. Thus, school personnel offer Saturday opportunities that are filled quite quickly. As the interviewee noted, the speed in which the parents respond indicate their willingness to serve in this capacity.

Both of these speak to the mutual responsiveness and investment amongst parents and the school. The school needs the parental involvement to be successful and they require the hours. Further, the parents are responsive to the needs the school advertises, and both parties are willing to come to the school on a Saturday for a work day.

Interview - Propinquity

The researcher noted that proximity was oftentimes mentioned as a construct demonstrating a positive aspect of parental involvement. While proximity is understood to be two entities existing in the same space, propinquity is relational proximity, meaning there is a correlation between the two entities (Thesaurus.com). All of the interviewees mentioned this in some form. Some of the codes that were extrapolated to the concept propinquity are: building, familiarity, hallways, first impression, alongside, ownership, setting, and environment. Both a parent and a teacher noted that when parents are in the building, they can ask the teachers about their child, and the converse is true; if a teacher needs to discuss an issue with a parent, and sees that parent in the school, this type of communication easily takes place. One school personnel exclaimed, “I love it when I see

a parent coming through the door!" (I14). The school is saying, in an unrestrained way, that they welcome parents and are pleased they are here. Further, this is indicative of the overwhelmingly positive attributes that are associated with parental involvement from the perception of the school personnel. If parents being in the building created animosity, the school personnel would be less effusive in their declarations of joy at seeing a parent enter the school.

Another interviewee noted that the conversations between parents and teachers are informal, and more collegial than confrontational, attributing this approach to the community or partnership environment engendered by propinquity. Additionally, Thapa et al. (2013) conclude that "one of the most important aspects of relationships in schools is how connected people feel to one another" (p. 363). As the parents work alongside the teachers, and relationships are formed, the spirit of collegiality prevails, eliminating many of the barriers parents typically cite for their lack of involvement in a school.

Several reported that parents working alongside students contribute positively to motivation, pride in the school, behavior and achievement. One of the comments illustrating this concept: "They see the teachers, the teachers know them, if there's a problem, they can grab you and say, hey, I need to talk to you" (I27). Burgoon et al. (2002) declared, "Proximal interaction was superior for generating involvement and mutuality and for yielding more favorable social judgments" (p. 671). The presence of parents in the building gives the opportunity to discuss matters, both serious and trivial, in a much more conducive, and less confrontational, environment. This interaction takes place in an informal fashion, without having to make an appointment and without having

to summon a parent to the school or without a parent establishing formal contact with a teacher.

Similarly, “When their children see their parents in here alongside with them working on their museum projects, I think it provides a huge motivation for their child and it makes them feel connected” (I10). Likewise, Korchmaros and Kenny (2006) state, “This research also suggests that people can become ‘like family’ in terms of their patterns of behavior because it is not degree of genetic relatedness per se that guides helping, but it is emotional closeness and obligation, which are influenced by social interaction” (pp. 41-42). Several of the interviewees mentioned that they have noticed the impact of having parents in the building has on the children overall, creating a climate of proper behavior and pride in the school. Additionally, all three parents interviewed discussed the joy that comes from interacting with their child’s peers, helping them collectively move toward a goal. One parent relished hugs from her daughter’s friends and another stipulates that volunteer means helping all students not merely your own. The propinquity that develops as a result of being in the school building, actively helping students, creates this relationship that would not be cultivated otherwise without the interaction.

Both of these quotes elucidate propinquity in that they describe how positive interchange takes place, amongst parents, teachers and students, when parents are in the building, and oftentimes these same types of messages would not be conveyed without the propinquity.

Interview - Volunteer Opportunities

Codes that emerged to classify volunteer opportunities are: volunteerism, needs, purposeful, opportunities, flexible, and wide variety. As this is a study of requisite parental involvement, obviously the school has myriad ways for the parents to be involvement in some way. Renzulli Academy is very flexible in that it offers opportunities during the school day, in the evening, on weekends and holidays, and some hours are gained while working from home. Further, some parents earn their hours in large chunks at one time, while others accrue hours from a regularly scheduled responsibility, and still others drop in as they have time available. An estimated 80% of all parents complete their minimum hours, with numerous parents going well beyond the 20 hours. One interviewee noted that because she often accrues upwards of 200 hours, she will donate hours to other families in need who may work two jobs. Another interviewee noted that volunteerism contributes positively to the school as a whole, the students and to the parent, in that parents benefit from contributing to a community effort. Another mentioned that she has suggested requisite parental involvement in her son's high school and this is currently under consideration.

A few examples of the ways volunteer opportunities were portrayed in the interviews: "Parents completely run the school store, museum, drama, selling spirit wear" (I36). "Odyssey of the Mind, drama, paint party, museum, Saturday work day" (I6). "It's the needs throughout the year that are so critical. We have a grandparent who has been the purchaser of our school's store for supplies for two years and she's now trying to hand that job off as the grandchild will be graduating" (I7). Similar to the data from the correspondence, the interview data also yielded a comprehensive array of volunteer

opportunities for parents, during the school day, in the evening, on the weekend and from home. The school makes great effort in allowing parents to participate in ways they feel most comfortable, utilizing unique skills, and allowing parents to volunteer at a time convenient to them. A complete list of all volunteer opportunities mentioned in each of the data sets is in the section regarding research question three about the role conceptualization of parents.

Survey

There were 18 survey responses submitted - 12 parent and 6 teacher submissions. All 12 parents and 5 of the 6 teachers are female. 8 of the 12 parents had children who attended Renzulli Academy last year while the remaining 4 are new to the school this year. Six of the 8 who attended last year reported completing at least the minimum 20 hours while the other two came close to the minimum with 15 and 16 hours reported. The remaining 4 project they will reach the minimum reporting they anticipate providing 20, 20, 30 and 40 hours. The teachers all have advanced degrees, with 4 having a Master's degree and 2 having a Specialist degree. Two teachers have 6-10 years' experience and 4 of the teachers have 10+years' experience.

Table 2

Quantitative Survey Results

		Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
Requisite Parental Involvement has impacted students' grades/GPA in a positive manner						
Total			3 (17%)	3 (17%)	5 (28%)	7 (38%)
	Teachers			1 (17%)	2 (33%)	3 (50%)
	Parents		3 (25%)	2 (17%)	3 (25%)	4 (33%)
Requisite Parental Involvement has impacted students' standardized test scores in a positive manner						
Total			3 (17%)	4 (22%)	8 (44%)	3 (17%)
	Teachers			1 (17%)	4 (66%)	1 (17%)
	Parents		3 (25%)	3 (25%)	4 (33%)	2 (17%)
Requisite Parental Involvement has impacted students' retention of information in a positive manner						
Total			3 (16%)	5 (28%)	5 (28%)	5 (28%)
	Teachers			2 (33%)	3 (50%)	1 (17%)
	Parents		3 (25%)	3 (25%)	2 (17%)	4 (33%)
Requisite Parental Involvement has impacted students' educational aspirations in a positive manner						
Total			2 (11%)	1 (6%)	6 (33%)	9 (50%)
	Teachers			1 (17%)	2 (33%)	3 (50%)
	Parents		2 (17%)		4 (33%)	6 (50%)
Requisite Parental Involvement has impacted school morale in a positive manner						
Total				1 (6%)	3 (17%)	14 (77%)
	Teachers				2 (33%)	4 (67%)
	Parents			1 (8%)	1 (8%)	10 (84%)
Requisite Parental Involvement has impacted communication in a positive manner						
Total				1 (6%)	3 (17%)	14 (77%)
	Teachers				2 (33%)	4 (67%)
	Parents			1 (8%)	1 (8%)	10 (84%)
Requisite Parental Involvement has impacted communication in a positive manner						
Total					3 (17%)	15 (83%)
	Teachers				2 (33%)	4 (67%)
	Parents				1 (8%)	11 (92%)
Requisite Parental Involvement has impacted a sense of belonging in a positive manner						
Total				3 (17%)		15 (83%)
	Teachers			1 (17%)		5 (83%)
	Parents			2 (17%)		10 (83%)

The Qualitative Results of the Survey

The surveys were coded separately from the correspondence and interviews. The text boxes of prose from the surveys yielded a long list of48 codes. Three concepts emerged after coding the surveys: Needs, Team and Propinquity. This table illustrates the responses from each survey participant and whether the respondent addressed the concept.

Table 3

Results From Qualitative Responses

	Team	Propinquity	Needs
Respondent 1	X	X	X
Respondent 2	X	X	
Respondent 3	X		X
Respondent 4	X	X	X
Respondent 5	X	X	X
Respondent 6	X		
Respondent 7	X		X
Respondent 8	X	X	X
Respondent 9	X	X	X
Respondent 10	X	X	X
Respondent 11			X

Respondent 12	**X**		**X**
Respondent 13	**X**	**X**	**X**
Respondent 14	**X**	**X**	**X**
Respondent 15	**X**	**X**	**X**
Respondent 16	**X**	**X**	**X**
Respondent 17	**X**	**X**	**X**
Respondent 18		**X**	**X**

Survey - Needs

Some of the codes that emerged into needs are: duties, supplies, donated items, funds and volunteer opportunities. Many parents and teachers stated they agreed that the requisite parental involvement is a positive aspect to Renzulli Academy, and it allows many programs and events to take place that wouldn't be possible otherwise. A few parents noted that the hours elicit STRESS (personal communication S3); they are not properly thanked; and it is difficult to meet all 20 hours. Still other parents stated that the requisite component allowed them to be involved in ways they wouldn't otherwise, and that while difficult to get in the hours, the sacrifice is worth it. Most felt the 20 hours were appropriate but a few noted that perhaps 15 hours would be better, and one parent wished for a way to donate financially in lieu of service hours. Numerous volunteer opportunities were identified in the survey, such as organizing a classroom, helping in the museum, landscaping, copying, and installing shelves. A comprehensive list of the

volunteer opportunities from all the data sets are compiled and listed in the following section.

Some of the respondents wrote: “We need our parents!” (S13); “The school needs outside help in order to function as [Renzulli Academy]…there are not enough hours in the day for the few teachers to do all the ‘extras’” (S3); and “Lots of ways! I have had parents help install shelves, move, copy, clean, landscape, move planter boxes, built the planters, gotten soil, donated a refrigerator etc!” (S15). These are indicative of the ways both parents and teachers articulate how parents meet the needs of the school as well as how they accomplish their mandated hours.

While the tone of the surveys regarding needs and volunteer opportunities was overwhelmingly positive, one parent indicated her negative feelings toward being asked to contribute financially, noting “Specifically, I think the school depends on parents MATERIALLY (personal communication S10) and has little need for parents willing to help in the classroom or with academics. They want stuff and are even willing to take stuff in exchange for hours.” (S10). Based on the data, the school asks for those who are willing to provide these needs.

Survey - Team

The codes that emerged into team are: community, unified, our school, collaborating, partner and welcome. Team emerged as a result of phrases like we all are there for each other, community spirit, great way to welcome parents into the school community, students and parents are proud and invested partners in the school.

One survey respondent stated, “The service hours are a great way to welcome [Renzulli Academy] parents into the school community” (S14) while another said, “This makes the school stronger and more united” and “It feels like ‘our school’ not just ‘the school’” (S9). This person is reiterating the feeling of partnership amongst the parents, students and teachers at Renzulli Academy. None of the respondents indicated that the requisite parental involvement should be abolished and while some indicated that it was a challenge to meet the hours, they found ways to do it. Moreover, the teachers indicated several times how much they valued the parents and all the parents did to make the school successful. Further, one respondent indicated that the requisite parental involvement makes parents a “partner in their child’s learning” (S17).

Survey - Propinquity

The codes that emerged into propinquity are: alongside, students see parents are serious, motivation, crucial to school climate, discipline issues and ease to discuss issues. Propinquity is relational proximity; a way to explain that when people work closely together toward a common goal, they develop a relationship. Both parents and teachers remarked that having parents in the building has a positive influence on the school, the teachers, the parents and the students. One respondent said she liked seeing her child in a different setting. One parent revealed she liked getting to know her child’s peers and another stated that although she works full time, volunteering sends her son the message that he, and his education, is important. Another declared that parents are much more aware of the school’s expectations as a result of spending time there. Similarly, both parents and teachers said that being in the building allowed each to contact the other if

issues arise. A smattering of ways the survey bore this out: “They make my teaching easier. If parents are vested, it flows to students taking school more seriously. Discipline problems are non-existent, therefore I can teach twice the intensity and depth of a normal classroom. Parents are in the building, which helps set a familial tone as well. Education becomes a community effort - as it is meant to be” (S17); “If you have involved parents, they will make sure their children succeed” (S6). Again, both parents and teachers are making the connection between the parents’ physical presence in the school and that impact upon school climate and student achievement.

The data sets were coded independently for triangulation, fit and consistency. Glaser and Strauss (1967) indicate that a theory “must fit the situation being researched, and work when put into use. By ‘fit’ we mean that the categories must be readily (not forcibly) applicable to and indicated by the data under study; by ‘work’ we mean that they must be meaningfully relevant to and be able to explain the behavior under study (p. 3). After utilizing the constant comparison method, (Glaser, 1967) each data set yielded a comprehensive list of codes that were then condensed into properties of that particular data set. These properties were then compared.

Table 4

Table of Properties

Correspondence	Interviews	Surveys
Regard	Propinquity	Propinquity
Needs	Volunteer Opportunities	Needs
Team	Team	Team

Research Questions

Research Question 1 - What is the perceived impact of parental involvement as it relates to student achievement in a magnet middle school?

Although the plethora of scholarship indicates a very strong relationship between parental involvement and student achievement, there was less of a relationship indicated by the survey responses. While 83% of teachers agree or strongly agree that parental involvement impacts a student's grades or GPA, parents were much less certain, with only 58% perceiving their involvement has a positive impact. Thus, just under half of the parents surveyed indicated no opinion or that they disagree with the impact their service has on achievement. There was even more discrepancy between the perceptions of teachers and parents regarding impact upon standardized test scores, with 83% of teachers agree or strongly agree while only half of the parents did. The least impact, as evidenced by answers from both teachers and parents, was the impact upon students' retention of information. Lastly, the parents and the teachers were in total agreement regarding education aspirations, with both populations reporting 83% agree or strongly agree.

In the survey text boxes where the person was asked to directly comment on perceived impact of parental involvement up student achievement, only 8 of the 18 mentioned any positive correlation between the two. Additionally, 5 of the 18 expressed doubt that the requisite component contributed positively to their child's academic success. Further, another 5 of the text boxes mentioned a school climate factor in their evidence of how student achievement is positively impacted. This demonstrates the interconnectedness of the two constructs of student achievement and school climate.

There were five survey respondents who expressed their opinion that parental involvement does not positively impact student.

> Volunteering does not impact academics but lets the child realize that the parent is connected to his education. Being in-touch with a child's academics is most valuable than volunteering unless volunteering becomes more directed to her classrooms and not directed toward planting landscape, cleaning a closet, supplying art supplies. Those things have nothing to do with a gifted child's educational future. It is busy work that makes some parents have a chance to socialize, "helicopter" the child and his teacher, and assuaged his own conscience. (S10).

In the correspondence, there were 73 mentions of some type of activities directly related to student achievement. Such illustrations as: “School schedule” (C2); “Curriculum Night” (C10, C12, C255); Museum Open House (C16, C17, C25, C42, C67, C125, C175, C263); “All of the exhibits feature standards based, hands-on exhibits appropriate for grades K-10 (C18); Acknowledgement of students’ achievement in academics (C218, C276); “8th grade AP Statistics parent seminar” (C78).

All five of the interviewees cited many positive perceptions of the impact parental involvement has upon student achievement. One parent said it’s her job to be involved in her child’s education and another said the parental involvement was vital, both to the student’s achievement and to the school overall.

> I think it's huge and I tell all the visiting teachers that come and systems and students and education students and everyone that, comes I just had the Chamber of Commerce folks here and one of the main things I said to them is that this is about community and is about parents and that we could not do it without our parents and when their children see their parents in here alongside with them working on their museum projects working on their school I think that that that provides a huge motivation for their child it makes them feel connected and I think anything that that that makes child feel secure connected and motivated in the school can only have positive benefits on their academic (I10).

Research Question 2 - What is the perceived impact of parental involvement as it relates to school climate in a magnet middle school?

In both the interviews and survey responses, most of the respondents spoke of the positive way parental involvement has impacted school climate. Oftentimes, words such as community, camaraderie, our school, supportive, team, beautify, upbeat environment, and pride were used in discussing school climate. The survey results were much more unified regarding perceptions of the impact of parental involvement on school climate than the results regarding student achievement. Of the four questions regarding climate, the least percentage of those who agree or strongly agree was 83%, and it pertained to the sense of belonging. On this question, no respondent disagreed but three had no opinion, two parents and one teacher. Of the respondents, 94% agree or strongly agree on two questions, the impact upon communication and morale. With resounding universal approval, 100% of the respondents agree or strongly agree regarding the impact upon school resources/facilities.

While most of the text boxes indicated a positive response to the impact of parental involvement upon school climate, two of them mentioned student achievement factors in their evidence. Like the text boxes indicated following the student achievement section, the interconnectedness of the constructs appeared in the school climate section as well. Further demonstrating the difficulty it is to isolate one from the other.

One text box gave a negative view of how parental involvement impacts the school climate: “I do not feel especially welcome or a part of [Renzulli Academy]. Maybe is some kind of club, and I never got invited to join. The central reason, I think, is

that there is no one person in charge. The secretary is nice, but is she the head of the school. It seems she is, but is that fair or appropriate?" (S10)

A positive impact on behavior was a common refrain: "they cannot go home and play and tell things that are not happening in school because the parents are completely involved they they completely aware what's going on so as a teacher that's a wonderful resource and a wonderful way for in all for the students to the be doing what they're supposed to" (I19). Additionally, a teacher remarked that she is able to teach "twice the intensity and depth" (I17) as she doesn't have to stop and deal with behavior issues. Several times it was mentioned that parents are respectful of teachers, and teachers are respectful of parents.

In the correspondence there were 57 blurbs pertaining to school climate. One blurb announced the Museum Open House and asked parents to stop by the café to relax before going home. Another flyer advertised visitation days for the school, in both English and Spanish.

Landscaping earned several mentions in all three of the data sets. One interviewee stated that the extra landscaping at the entrance set the tone for visitors to have a favorable first impression as well as making the students proud of the school. There were some landscaping work days on a Saturday, offering opportunities for families who cannot serve during the school day. Additionally, there were several costly plants and supplies that were needed and parents were able to donate these in lieu of service. However, one text box from the survey indicated that landscaping should be the sole responsibility of the school system, not parents.

Research Question 3 - How do stakeholders view parental involvement as it relates to student achievement and school climate in a magnet middle school?

From all three data sets, parents are valued, needed, wanted, welcomed and vital to the success of Renzulli Academy. Several teachers articulated how much they value parents and the work they do. Likewise, many of the parents indicated they appreciated being asked and enjoyed helping in the school.

Two interviewees mentioned how astonishing it is that parents respond so rapidly and abundantly to requests. One of them said she needed 12 volunteers for a project, and within a day, 16 had signed up. She also mentioned that a teacher had a list of supplies needed for a project and she emailed it out. The needs were covered so quickly and plentifully that the teacher asked her to email the parents requesting that they not send in any more as she had too much. This was also evident in the correspondence with the Faculty/Staff appreciation luncheons and with the take home projects.

Two narratives were extraordinary examples of the far reaching impact of social and economic capital at Renzulli Academy. One example is from the person who set up the [Renzulli Academy] Fund. This organization manages a $25 million dollar endowment. They handle all the paperwork, tax preparation and managing of the fund for smaller nonprofit organizations. The school gains in two ways; they are not responsible for the paperwork associated with managing a nonprofit organization but they reap the benefit of being able to spend the donated funds in any manner they choose, without the oversight of system and state spending limitations. Donations to the fund are tax deductible. Over $32,000 has been distributed to Renzulli Academy. That’s quite an amount for any school. Then, take into account that the school is Title I and the needs

that have been exhaustively discussed that parents have provided, this takes on a magnitude of importance. The second example is how the only adolescent Tyrannosaurus Rex ever found spent a year at Renzulli Academy. This event was shared with the researcher during one of the interviews. The interviewee had developed a rapport with many of the students and they knew her love of dinosaur hunting. As she was conversing with one student, he remarked that for his museum project, he'd like to create a Tyrannosaurus exhibit. He then asked her what she thought. The interviewee admits she didn't think it would happen, but she knew a local paleontologist, so she mentioned the student's request to him. The paleontologist had a friend who had the only adolescent Tyrannosaurus Rex ever found, and its owner agreed to allow Renzulli Academy to borrow his artifacts. The interviewee's husband rented a truck, and drove to Pennsylvania to secure the dinosaur, which was contained in 50 boxes. Her husband drove through the night, without stopping to sleep, as the cargo he was transporting in that rented truck was worth $7 million dollars and he was afraid someone might steal the truck. Through donations, Renzulli Academy raised $4000.00 to create the exhibit and install the two security systems needed to maintain safety. The interviewee was unassuming in her retelling of this event, summing it up by saying, "We opened it and the Lieutenant Governor was here and it made the Wall Street Journal…so that kid's dream, that one child's dream come to being, because all it takes is one parent to say 'ok, I'll help you'" (I47).

While the hours are a requirement, and in the application, parents agree to volunteer at least 20 hours, there is no consequence if the hours are not met. One interviewee mentioned suggested that a peer committee be formed so that parents can

guide other parents, removing the responsibility from the school and placing it back on parents to encourage the 20% to complete their hours. However, another interviewee mentioned that having parents in the building has an air of celebration, and is not intended to be retaliatory. The number of hours completed are listed on the child's progress and report cards. One survey respondent stated her daughter did not like this at all and this respondent was one of the two who did not fulfill the 20 hours commitment but did do 16. Conversely, one interviewee mentioned that having zero hours performed written on the report card serves as a reminder that the parent needs to complete the hours, but more than that, she believes it sends a message to the parents that all parents are welcome and needed in the school.

Many data points made the suggestion that the number of volunteer hours should be reduced for the 2014-2015 school year to 15 as 20 seemed to be difficult for some to meet as mentioned in both the interviews as well as survey respondents (I2, I3, I26, I33, S4, S12, S14). For the 2014-2015 school year, the sibling application to Renzulli Academy lists a requirement of only 15 hours. (C282); "We felt that if we dropped it to 15 so the parents who are having a hard time wouldn't feel so frantic about trying to get that time in" (I2).

This is an alphabetical, comprehensive list of volunteer opportunities as compiled from all the data: arranging; academic projects; building panels, little tables, display boxes, planter boxes; Café; chaperoning; clean lockers; cleaning and scrubbing; computer work; cookout; copies; costumes; cutting; develop a rapport with other students; Drama; drilling holes; facilitate students' ideas and bring to fruition; Field Day; Fun Food Fridays; Fundraising; Gift Shop; hanging items; install shelves; laminate; landscaping;

microwaves; move items; move planter boxes; moving classrooms; Museum; Odyssey of the Mind; organize classrooms; organize school dances; painting; participate in classroom activities; participate in unit roll outs; pasting; School Store; school luncheons; school office; summer; supporting kids; transporting; and willing to help every child.

CHAPTER 5

DISCUSSION

The five concepts that emerged from the data are: Regard, Team, Volunteer Opportunities, Propinquity and Needs. From these concepts the core variable of Capital was abstracted. Capital in this discussion has two primary forms: financial and non-financial. Following is a discussion of each of these themes and how each may inform the three research questions as well as how each is connected to the core variable of Capital.

Regard

From the data, school personnel have deep respect for parents. In return, parents are also respectful of the personnel. Students are respectful to each other and to the adults they interact with in the school. Problems are addressed as needed but due to the regard evident in the interactions, it is more conciliatory than accusatory. Behavior issues are almost nonexistent from the students. Teachers and parents speak highly of one another, supporting each other while maintaining high expectations of the other. These are observances of social capital.

The correspondence frequently thanks parents for their contribution and parents hold events and raise money to show their appreciation of the teachers. A school of approximately 240 students raised $1200.00 to give gift cards at Christmas. Both luncheons to celebrate the teachers mentioned in the correspondence had all of the food, beverages and drink needs addressed and taken care of via email within a day of posting. This instance is evidence of both types of Capital. Pride in the overall mission of the school and its achievements are shared between the teachers, parents and students. “The

café will be open for the Museum opening. Hope you can stop and enjoy a hot beverage and relax after your visit to the exhibit!" (C78). The regard in the quote is evident. It demonstrates that the school welcomes parents, and even encourages them to stay longer in the building to relax after an evening event. The Museum Open Houses are the opportunity for the students to demonstrate their cross-curricular projects for family and friends. These students are also docents of their projects, presenting to groups as varied as kindergartners from a neighboring county, to state government officials, to a contingent of superintendents who flew from a western state to see the school, to a prominent gifted education pioneer and his entourage of teachers. Capital, both social and economic is fundamentally intertwined in every facet of this evening. Parents must have the economic capital to provide the items requested for loan or donation to the Museum event. Students must demonstrate social capital to be able to present to such a diverse group of audience members. The school demonstrates social capital in being able to attract attention of local, state and national educational leaders. The school solicits the economic capital of the parents and students in buying drinks at the café.

Team

From the perspective of the school personnel, there were no reported significant difficulties in requiring parental involvement over the last five years. This speaks to all three research questions. It is surprising that from the six faculty members who completed the survey, there was not any who reported the parents to be wearisome or intrusive. Anecdotally, and in scholarship, there is oftentimes a conflict between parents and teachers. Teachers often associate a child's lack of academic motivation or

achievement with a poor home environment or lack of parental involvement (Epstein & Becker, 1982; Hill & Taylor, 2004; Larocque, Kleiman, & Darling, 2011; McCoach et al., 2010; Schempp, Sparkes & Templin, 1993). In fact, the researcher mentioned both power and lack of capital as barriers to parental involvement in schools. Renzulli Academy has taken the concept of parental involvement, invited the parents into every facet of the school, with open arms and a sincere welcome, and in so doing, allocating social capital and power to every parent. The school personnel indicated repeatedly that they both wanted and needed the input from the parents and that the school simply could not perform as well without the parents. Parents are an integral part of Renzulli Academy, as they profusely contribute both social capital and economic capital.

Multiple data points used words like cohesive, unified, community, caring, succeed, invested, community spirit, crucial, and collaborative to describe the partnership among parents and teachers. One parent admitted she donates her hours to families who have a difficult time meeting the requirement. These inform both the climate of the school and the stakeholder's view of parental involvement, as well as indicate that parents utilize both social capital and economic capital in being a part of the Renzulli Academy team.

The school wanted to facilitate communication amongst the faculty, parents and students regarding their museum projects. In previous years, the parents were informed by their student what was needed, and then the parents had a chance to view the museum project at the open house. The staff decided a preemptory meeting was appropriate so that parents and students could discuss amongst each other the direction of the project, how to divvy up responsibilities, exchange phone numbers and begin a plan to complete the

project. This speaks to all three research questions, in that student achievement is foremost, but the climate was also impacted as the school was responsive to a perceived issue and stayed in the evening to facilitate a meeting to avoid this issue in the future, and the parents' appropriate role in development of the project was conveyed in the process. Both social capital and economic capital were evident in this exchange.

The benefits of the requisite parental involvement impacted the school and the students. However, there were also benefits revealed for the volunteer. The requisite piece gives a way for volunteers to be connected, to have a sense of completion, to feel important and connectedness to the school, and to the community at large. Also, the time in the school allows parents to see their children in a different way. Some are surprised to find that their child is the class clown or is quieter and more reserved in the school setting than at home. Volunteers also talked about developing a rapport with other students helping them achieve their goals and getting to know them on a personal level, even getting a hug from a child's friend. Being in the school also allows parents to be privy to communication that their student may not share with them. Specifically, this speaks to social capital and propinquity.

Several pieces of correspondence let the parents know that the Criterion-Referenced Competency Tests (CRCT) and End of Course Testing (EOCT) would occur. Four notifications were sent regarding the CRCT, two official full pages from the County School System in English and in Spanish (C193, C194), a full page from Renzulli Academy utilizing whimsical fonts and graphic (C207), and a blurb in a newsletter (C195). For the CRCT, parents were asked to "help your child do their best by getting a good nights (sic) sleep, have a good breakfast, bring 2 pencils and bring a book, avoid

checking your child out before noon" (C207). For the EOCT, one blurb appeared in the newsletter (C212), "Parents of 8th grade students: EOCT's are the week of May 6th after lunch. Attendance is extremely important." EOCT was not spelled out to indicate what the acronym stood for yet the school knew that the parents had enough social capital to understand this one blurb. Additionally, several times in the correspondence the newly offered AP Statistics course was publicized. Thus, the school does have to conform to statewide testing mandates, but they also present many opportunities for students to begin their high school and even college coursework early. These advancements give students capital in their educational future. Jeynes (2011b) asserts, "Ultimately, schools must acknowledge that they cannot alone ensure a child's success in school, but schools working with parents and communities can help students achieve success" (p. 39).

Volunteer Opportunities

Within the correspondence, there were 178 solicitations for volunteer opportunities. Hours may be completed by anyone on behalf of the child. Parents, grandparents, aunt, and uncle were all relations mentioned in the data as participating in the involvement. It was also clear that having a set role makes the volunteer opportunities more fulfilling because the expectations are clear, the time commitment set and the skill set is easily matched to the duty performed, thus creating a space for varied ways to be involved. One parent, in discussing her impact of service upon her child's academic achievement, said, "It's not the volunteerism it's just the person who volunteers also helps" (I43). This indicates that it is not the act of volunteering that has the most impact,

but that volunteering encourages other forms of involvement. This also speaks to social capital and stakeholder's view of parental involvement.

One parent has suggested requisite parental involvement for her son's high school and claims this is now under consideration. Numerous groups from around the country have visited Renzulli Academy and have emulated the program into their schools. Renzulli Academy enjoys being a trend setter in this endeavor. This demonstrates social capital at work in disseminating and replicating the tenets of the program. Andrews (2012) concurs, "Given the centrality of volunteering to the concept of social capital, empirical evidence on the service quality effects on volunteerism would cast light on an important aspect of the social capital performance relationship" (p. 59).

Propinquity

One interviewee stated, "When their children see their parents in here alongside with them working on their museum projects working on their school I think that that that provides a huge motivation for their child it makes them feel connected and I think anything that that that makes child feel secure connected and motivated in the school can only have positive benefits on their academic" (I10). Having parents in the building offers a two-way communication between parents and school personnel. Any time either party has a need to communicate to the other; this is facilitated much more easily and informally from the proximity of being in the school. This speaks to social capital and to the ways that a positive school climate impacts student achievement.

In addition, with the proximity of the parents in the school, oftentimes a data point addresses to how this simultaneously impacts both student achievement and school

climate. When asked how parental involvement impacts student achievement, one interviewee began with behavior instead of academics. Another cited test scores and grades when asked how parental involvement impacts the climate of the school. These two constructs are so closely intertwined it is difficult to separate at times, making isolating the impact between the two problematic. This seems to translate to the results of the quantitative survey data when just over half of respondents felt it had a positive impact upon students' retention of information.

Needs

Needs is defined as some sort of financial contribution, either expenditure of funds or donation or loan of items. In the correspondence, there were 370 requests for economic needs, averaging more than one request per page of correspondence sent to parents. On two occasions, a blurb began with an announcement regarding student achievement, but then tied it to some need. On (C42), the top of the page advertises the Museum Open House but over half the page discusses the Silent Auction, the extensive list of items to bid upon, and the ways it benefits the [Renzulli Academy] Fund. Similarly, on (C105), there was the blurb, "Progress reports went home yesterday. Two Publix cards were put in each envelope. Please use those when shopping at Publix or pass them along to friends and relatives that would use them." These are two illustrations of the impact of economic capital in the school.

What was glaringly absent from the correspondence was any mention of a school-wide, mandated fundraising effort such as selling wrapping paper or cookie dough. Posey-Maddox (2013) asserts, "Bake sales and car washes are a thing of the past in a

growing number of public schools, as parent-led fundraising efforts now include online donor-campaigns, strategic marketing, and silent auctions" (p. 236). Renzulli Academy seems to follow this guidance. Thus, parents who lack economic capital are not forced to participate while other families who prefer to contribute in this manner are given numerous, and often times, tax deductible ways to donate. Parents' role conceptualization is impacted as well as there is no stereotype a parent must fit in order to be involved. Some parents may respond to the needs utilizing economic capital while others contribute utilizing social capital. Both are needed, and based on the three data sets, neither is better than the other, so that parents are able to contribute in ways they most feel comfortable and rewarding.

The Core Variable and the Grounded Theory

The core variable of this study is: Capital. The grounded theory of this study is: Social and economic capital informs requisite parental involvement in a magnet middle school, and its perceived impact upon student achievement and school climate. As a grounded theorist, the role of the researcher "is not to provide a perfect description of an area, but to develop a theory that accounts for much of the relevant behavior" (Glaser & Strauss, 1967, p. 30). Further, "The generated theory explains the preponderance of behavior in a substantive area with the prime mover of this behavior surfacing as the main concern of the primary participants. It is not findings, not accurate facts, and not description. It is just straightforward conceptualization integrated into theory" (Glaser & Holton, 2007, p. 56).

Capital

Posey-Maddox (2013) states, “Middle class parents can employ their social, cultural, and economic capital to secure much-needed resources for public schools, increasing the quality of academic programs in ways that benefit low-income students as well” (p. 236). From the five themes listed, using grounded theory methodology and extrapolating to another level, these five can all be explained by the construct capital, specifically social (non-financial) and economic (financial) capital. These two fit broadly into Bourdieu’s (1977) definition of economic (money and property) capital and social (acquaintances and networks) capital.

Bourdieu (1977) avers, “The sociology of educational institutions is capable of making a decisive contribution to the science of structural dynamics of class relations” (p. 487). Bourdieu (1991) held, “The active properties that are chosen as principles of the construction of the social space are the different kinds of capital or power that are current” (p. 230). He further stipulates that the “educational system reproduces all the more perfectly the structure of the distribution of cultural capital among classes in that the culture which it transmits is closer to the dominant culture” (Bourdieu, 1977, p. 493). Stated another way, Bourdieu (1991) noted that this “mechanism provides a practical justification of the established order. It enables those who benefit most from the system to convince themselves of their own intrinsic worthiness, while preventing those who benefit least from grasping the basis of their own deprivation” (p. 25). He further instructs that “those least inclined and least able to accept and adopt the language of the school are also those exposed for the shortest time to this language” (Bourdieu, 1991, p.

62). Bourdieu (1977, 1993) maintains that the educational system perpetuates the dominant culture while disallowing those who would benefit from participation, noting that “schooling serves to reinforce, rather than diminish, social differences” (1993. p. 23). Swartz (1997) states that Bourdieu attributes “the idea of capital to all forms of power, whether they be material, cultural, social, and symbolic resources in order to maintain and enhance their positions in the social order” (p. 73).

Regarding school correspondence, Bourdieu (1991) maintains that “every linguistic interaction, however personal and insignificant it may seem, bears the traces of the social structure that it both expresses and helps to reproduce” (p. 2). Moreover, Bourdieu (1991) states that every “linguistic exchange – a relation of communication between a sender and a receiver – are signs of wealth, intended to be evaluated and appreciated, and signs of authority, intended to be believed and obeyed” (p. 66).

Bourdieu (1993) asserts that it is “obvious how difficult it is to break the sequence of the cumulative effects which cause cultural capital to attract cultural capital” (p. 233). While Bourdieu finds this to be a negative, Renzulli Academy uses the gifts of each family to benefit the school as a whole. The two examples of the astounding use of capital from the last chapter that resulted in Renzulli Academy having the only adolescent Tyrannosaurus Rex exhibit in the country as well as being able to disperse over $30,000 into the school reveal that perhaps capital does attract capital. For Renzulli Academy these two illustrations are a positive for the entire school.

Epstein's Theory

Epstein (2008) found, "Educators at all school levels know that successful students have families who stay informed and involved in their children's education. Yet many middle level and high school teachers report that the only time they contact families is when students are in trouble" (p. 9). Additionally, Sheldon and Epstein (2002) assert that "parenting and volunteering were the most predictive of reducing the percentages of students who received disciplinary actions" (p. 22). Appendix B demonstrates the intersection of family, school and community. In the vortex, where all three partners interconnect, is an excellent illustration of requisite parental involvement at Renzulli Academy. Epstein (1985) avers that the "traffic patterns at the intersection of yesterday's traditions, today's demography, and tomorrow's technology are indeed risky. But, if we can improve schools and student learning by improving school and family connections, we must not be chicken to cross the road" (p. 39).

Rosner's Theory

Social and economic capital informs requisite parental involvement in a magnet middle school, and its perceived impact upon student achievement and school climate. Rosner's theory of capital and how it relates to requisite parental involvement bridges the research between Bourdieu and Epstein. Similar to Bourdieu, this theory discusses capital and the use of both social and economic capital by parents as they serve in a magnet middle school. Additionally, in agreement with Bourdieu, the concepts that emerged attributed power to each form of capital. In contrast to Bourdieu, however, this theory does not stipulate that the school is perpetuating the dominant social class.

Moreover, as this is a Title I school, and every family is welcomed and expected to participate, this differentiates it further from Bourdieu. Epstein acknowledges the vortex of the intersection of school family and community partnerships and while Renzulli Academy does not use this vernacular, it is an example of Epstein's model. Rosner's theory has more clearly defined this vortex, conceptualizing that in a magnet middle school that has a requisite parental involvement component, the use of Capital defines part of that vortex. Thus, Rosner's theory is situated among the theory of School, Family and Community Partnerships of Epstein and the theory of Capital from Bourdieu.

Limitations

As there was just one school site, the conceptualizations generated from this study are not universally transferable.

There was a surprising lack of robust connection between requisite parental involvement and student achievement in the survey data collected given that the prolific research bears this correlation so strongly (Blackmore & Hutchinson, 2010; Christenson & Sheridan, 2001; Epstein, 2010, 2001a, 2001b; Fan, 2001; Fan & Chen, 2001; Henderson & Mapp, 2002; Hill & Taylor, 2004; Hoerr, 2005; Hoover-Dempsey, Bassler, & Brissie, 1987; Hoover-Dempsey & Sandler, 1997; Hong & Ho, 2005; Jeynes, 2012, 2007, 2005, 2003; Kyriakides, 2005; Lea, Thompson, McRae-Williams, & Wegner, 2011; Lee & Bowen, 2006; Lloyd-Smith & Baron, 2010; McCoach et al., 2010; Mutch & Collins, 2012; Rich, 1987; Rutherford & Edgar, 1979; Ryan, 2006; St. Clair, Jackson, & Zwieback, 2012; Wilcox & Angelis, 2012; Wyrick & Rudasill, 2009). From the information on the website, the students at Renzulli Academy are all considered to be

motivated learners. While this sets the academic playing field on an even keel, it may also mask the benefits of the involvement of their parents. There was also a distinct difference between the perceptions of teachers and parents regarding student achievement. From the quantitative survey data, 83% of teachers strongly agree or agree that parental involvement has a positive impact upon grades or GPA while only 58% of parents perceive this to be true. Further, while zero teachers indicated disagree to this question, three parents chose this answer. This could be explained by the fact that parents may underestimate their impact, while the teachers, all of whom have earned advanced degrees, are much more aware of the scholarship positively linking parental involvement with student achievement.

Finally, the small sample size of respondents is a limitation. There were 18 surveys submitted, 12 from parents and 6 from teachers. Thus, the parent surveys represent a dismal 5% return rate and the teacher survey responses represent a 33.3% return rate. The researcher noted that in the year previous, there were 127 pages of correspondence for Fall 2012, 126 pages of correspondence for Spring 2013 while there were only 48 pages of correspondence for Fall 2013. Additionally, in 2012, a newsletter was sent almost every week, while only two newsletters were published in the five weeks the survey was open in 2013. Thus, parents during the Fall 2013 semester had considerably less interaction with this form of electronic communication. Conversely, several instances were noted where a need was presented to the parents at large, and this need was addressed rather quickly, oftentimes within a day. Perhaps these parents felt the repeated solicitation to complete the survey was redundant. Lastly, it was estimated that 80% of the parents complete at least the minimum hours. This represents approximately

192 parents. As these parents are actively involved in the school, perhaps their communication pertinent to their child comes first hand, and not from automated correspondence.

Implications for Future Research

The grounded theory of capital seemed to have been perceived to have more impact on school climate than student achievement in this study. Future research could explore whether capital plays a role in non-mandated parental involvement. Additionally, future researchers could isolate student achievement and delve into this aspect much more deeply, finding a better way to gauge the correlation between capital and student achievement. Finally, all of the interviewees, and all but one survey were submitted by females. Future research could focus on how males perceive capital impacting student achievement and school climate.

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APPENDIXES

APPENDIX A

Interview Protocol

Interview Questions for school personnel and parents of Renzulli Academy

1. In terms of requisite parental involvement, what was the initial conceptualization Renzulli Academy? [stakeholder's view of parental involvement] Are there written policies and procedures that explain the history of the requisite parental involvement component? If so, could you assist me in attaining a copy?

2. What was the reason for the requisite hours of services for parents? [stakeholder's view of parental involvement]

   a. In what ways did the founders envision this would look? How does it look today?

   b. How were the number of hours determined, and the timeframe in which to complete these hours?

   c. What happens if parents cannot or will not participate?

3. As a school personnel member or parent in a magnet middle school, in what ways, if any, do you believe requisite parental involvement impacts student achievement? [student achievement]

4. As a school personnel member or parent in a magnet middle school, in what ways, if any, do you believe requisite parental involvement impacts the climate of the school? [school climate]

5. What have been the barriers regarding requisite parental involvement? What are the negative aspects of the Renzulli Academy model in contrast to a traditional school? [all three research questions]

6. What has surprised you most regarding requisite parental involvement? [all three research questions]

APPENDIX B

Following is a graphic of Epstein's model of school, family, and community partnerships as well as tables with evidence supporting each concept, each research question and the results of the survey with text box data.

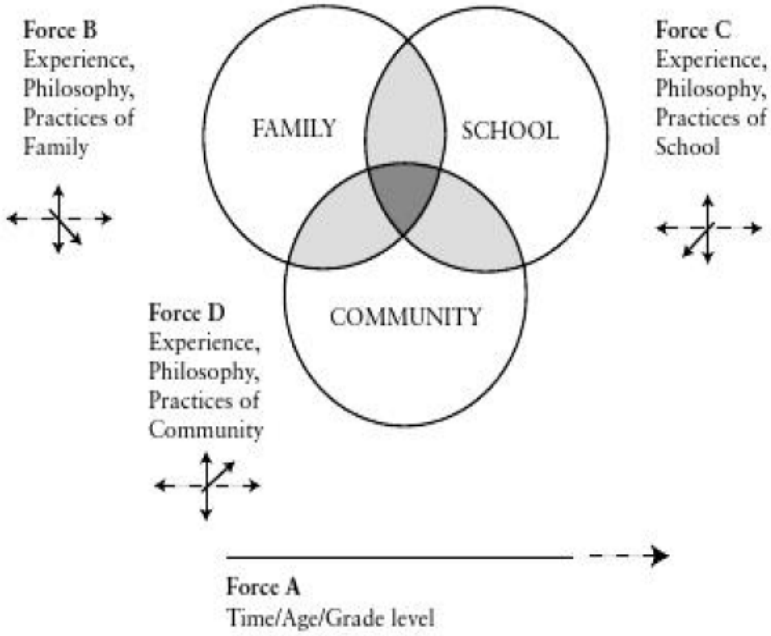

FIGURE 2.1 Overlapping Spheres of Influence of Family, School, and Community on Children's Learning (External Structure of Theoretical Model)

Epstein's (2010) model of School, Family and Community Partnerships (p. 32).