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Parent Expectations of Elementary Schools and The Leaders, Teachers, and Staff: An Examination of Elementary Schools in a Southeastern Georgia School District

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PARENT EXPECTATIONS OF ELEMENTARY SCHOOLS AND THE LEADERS,
TEACHERS, AND STAFF: AN EXAMINATION OF ELEMENTARY SCHOOLS IN A
SOUTHEASTERN GEORGIA SCHOOL DISTRICT

by

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(Under the Direction of Brenda Marina)

ABSTRACT

Public schools are experiencing major demographic shifts in the school-age population (Hardy, 2004; Hartman, 2002; Olson, 2005; Rodriguez, 2002; Zehr, 2000). As schools attempt to address the challenges that accompany increasing demographic changes in public schools, a key component of their efforts should include determining parental expectations and how those expectations differ and are influenced by demographics such as race and ethnicity, SES, and level of educational attainment of the parents. Elementary schools must respond to parental expectations in a manner that helps to establish a foundation for students to reach their academic potential, thus providing a quality of education that transcends demographic boundaries and closes the achievement gap between students.

This study explored parent expectations of elementary schools and sought to examine the similarities and differences in parent expectations based on the race and ethnicity of the parent, the socioeconomic status of the parent, and the level of educational attainment of the parent. Data was collected from parents who had children in grades 3, 4, or 5 in public elementary schools in a Southeast Georgia school district. This research was driven by the existence of an ever-changing demographic population, Epstein's Model of Parent Involvement which supports strong partnership between the school and the parents, and the Vygotskyan perspective which supports the manifestation of parents' aspirations for children as a result of their communication

of expectations to the child. Descriptive statistics were generated for analysis along with frequency tables and a one-way ANOVA to determine if significant differences existed between participant responses within demographic groups.

The researcher used a quantitative research method with a researcher-created survey. Survey results determined that parent expectations of elementary schools were similar in most areas of School-Parent Relationships, Curriculum, Culture and Climate, Educational Level and Achievement (Growth in Learning), and Parent Involvement. Significant differences were found in the each demographic area which was targeted in the research.

INDEX WORDS: Elementary Schools, Parents, Expectations, Parent Involvement, Achievement Gap, Socioeconomic Status, Race and Ethnicity, Educational Attainment. Growth in Learning, Curriculum, Culture and Climate

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by

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DEDICATION

This dissertation is dedicated

to my mother, Mrs. Amanda Stevens

and

to my father, the late John Stevens.

I am the product of your strength and sacrifice.

Thank you.

In honor of those who made the greatest sacrifice of all,

Terrence Molean Green, Sr.

and

two of the most loving and understanding children I know,

Amanda and Terrence, Jr.,

I dedicate this work to each of you.

You inspire me to no end!

ACKNOWLEDGMENTS

Thou shalt decree a thing, and it shall be established unto thee: and the light shall shine upon thy ways. Job 22:28

It is undeniable that this dissertation is the product of all who supported me in my quest for understanding of parent expectations of elementary schools and my desire to give voice to those expectations. Thank you to all who unselfishly assumed my cause and supported me in this research. I could not have done it without you. Please know that I deeply appreciate all that you did to help me. It is my prayer that God will bless you all beyond measure.

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CHAPTER I

INTRODUCTION

"The job of the school is to teach so well that family background is no longer an issue"

-Dr. Martin Luther King, Jr.

The above statement speaks to the reality of Dr. Martin Luther King, Jr.'s desire that students will experience a level of teaching which transcends the racial and economic boundaries that have resulted in differences in the educational attainment levels of students. Demographic information evaluated by Crouch (2007) examined the changing school population of the United States. The author found that although there is overall improvement in the education levels in the United States, disparities in those levels exist by race and ethnic group. Another poignant finding by the author is that the changing demographic face of our nation is especially evident in public school classrooms. Therefore, schools must be equipped to address the needs of an increasingly diverse population.

There are several ways to address the needs of the diverse population of students, including one strategy that places the needs of the students at the center of discussion. This strategy is the establishment of effective communication between parents and schools. Effective communication between parents and schools "helps children learn and succeed" (p. 1) and is essential for children as noted in a study by Kreider, Mayer, and Vaughan (1999). In order to establish effective communication, schools must know what parents expect. Since the changing demographics of the student population are emerging, it follows that the parent population is demographically diverse as well. Therefore, it is important that school leadership, teachers, and

staff gather appropriate and relevant information from parents about their expectations of elementary schools.

While the temptation to place parent expectations of schools into one overall category exists, the changing demographics of the nation and thus its public schools, encourages the results of an examination of parental expectations to be classified into the appropriate demographic categories (Crouch 2007). The demographic categories separate participants' survey responses into the areas of race and ethnicity of the parent, socioeconomic status (SES) of the parent, and level of educational attainment of the parent. These demographic categories are important because they represent the changes that exist in the current school population. Howard (2007) stated that "many school districts nationwide are experiencing rapid growth in the number of students of color, culturally and linguistically diverse students, and students from low-income families" (p. 16). According to Crouch (2007), the most diverse population is the youngest population with forty-five percent of children under five belonging to a racial and ethnic minority group. As these and other racially and ethnically diverse students approach elementary school age, schools must prepare to meet their needs.

One way that school administrators and teachers can determine the needs of the students is by examining the expectations of the parents. This study examined parental expectations of elementary school parents across racial and ethnic lines, socioeconomic status, and levels of educational attainment. Identification of commonalities in expectations within each demographic group was the focus of the research. The findings of the study are expected to benefit school leaders, teachers, and staff members who are striving to provide an educational experience that transcends disparities in student background and serves to help close the achievement gap between students.

Background

This section gives an overview of the literature on issues surrounding the challenge of addressing the parental expectations of elementary schools. It provides an updated look at how the expectations of parents have evolved in the 21st century. Topics include demographics of schools and communication, the role that parents' race and ethnicity plays in their expectations, the role that parents' socioeconomic status plays in their expectations, and the role that parents' level of educational attainment plays in their expectations for their child(ren).

Exclusive information regarding parent expectations of elementary schools across demographic lines is not readily available. Research on the differences in parental expectations of students and their effect on student achievement is more plentiful. Parent beliefs about how far they think their child will go in education "has proved to be an important predictor of children's achievement over time" (Berthelsen & Walker, 2008, p. 37). However, the changing face of the student population has provided new challenges for schools in meeting the needs of an increasingly diverse population. Elementary schools are held accountable for meeting the needs of students regardless of changing demographics, as noted through recently published target performance achievement goals for all students and for each racially demographic group of students (Georgia Department of Education, 2013). Davis-Kean and Sexton (2009) emphasized that implications for future research should focus on the "roles that SES indicators, race and ethnicity, and immigrant status may play in the expectations that parents have toward their children's future success in schooling" (p. 311).

The Changing Demographics of Schools

"It is important for teachers to be aware of the family compositions of their students. This information can be used to better communicate with the children and their parent(s), and to

incorporate children's experiences into the discussions" (Forrest & Alexander, 2004, p. 2). By the year 2020, almost half of the school-aged population will be made up of students of color (Allison, 2003). More recently, Cardenas (2012) found in an examination of data from the Census Bureau that in America's 100 largest metro areas, public school enrollment for the year 2008-09 already had a 55% nonwhite student enrollment. This effectively makes students of color a majority in many public schools around the nation. Today's classrooms have evolved to include students who come from a vast array of backgrounds. Students come from households of different race and ethnic groups, various levels of SES, and different levels of educational attainment. Cardenas (2012) emphasizes that Census Bureau projections for 2050 indicate that 62% of the nation's youth population is expected to be children of color. This trend requires that the success of children of color be made a priority in order to ensure the success of our nation (Cardenas, 2012)

Parents' Race and ethnicity and Expectations

There is evidence that educational expectations are important predictors of educational attainment for youth of White and Non-White ethnicities (Feliciano, 2006). Studies have shown that educational expectations are formed differently for minorities, including immigrants, as compared to the white majority group (Feliciano, 2006). A research review conducted by Yamamoto & Holloway (2010) describes parental expectations that vary by racial and ethnic group. "Parental expectations are based on an assessment of the child's academic capabilities as well as the available resources for supporting a given level of achievement," (Yamamoto & Holloway, 2010, p. 191). Hanson (1994) found that nonwhite educational expectations were not affected by SES but educational expectations of whites were affected by socioeconomic status. While the timeframe of Hanson's research on expectation and attainment is more applicable to

earlier times, more current research containing the aforementioned aspects of whites and nonwhites could not be located. Hanson's study also indicated that high expectations do not necessarily result in high attainments for some minority students. The cause of the lack of high attainment was attributed to the emphasis that minority students placed on the concept of racial consciousness as opposed emphasis placed on socioeconomic background (Feliciano, 2006). The existence of disparities in student achievement underscores the importance of the responsibility placed on schools to seek to understand the racial and ethnic backgrounds of their students. Knowing the characteristics of parental expectations among racial and ethnic groups will be instrumental in the school's efforts to provide educational services that meet students' needs and establish effective communication between school and home. Effective communication is defined by Courtney (2009) as "a two-way process sending the right message that is also being correctly received and understood by the other person(s)".

Parents' Socioeconomic Status and Expectations

Research conducted through this study on elementary school parental expectations according to their SES can provide the impetus that the school, as an institution, needs to help with embracing the challenge of adapting school practices so that the needs of stakeholders are addressed. One aspect of parental expectations that is influenced by the SES of parents is the contributions of schools to the psychological wellness of the students. Parents from varying SES backgrounds have different views about how schools contribute to the psychological wellness of their child (Jutras & Lepage, 2006). "Perceptions about what favors or hinders wellness (of children) at school vary according to the socioeconomic group of parents" (Jutras & Lepage, 2006, p. 320). Parents from disadvantaged neighborhoods perceived themselves as not contributing to the child's wellness at school. They were more likely to name services such as

those provided by the social worker or psychologist as contributors to wellness. Jutras and Lepage (2006) placed value on relationships that are of good quality between the school and parents. Knowledge of parental expectations concerning the contributions of the school to the psychological wellness of the child can be used by schools when they communicate with parents regarding student needs.

Another area of study in the role of parent expectations and SES is parent choice of teachers. Parent choice of teachers is significantly different across SES boundaries. Jacob and Lefgren (2007b) found that "Low-income and minority families strongly value student achievement and are essentially indifferent to the principal's report of a teacher's ability to promote student satisfaction. The results are reversed for higher-income and non-minority families" (p. 1605). Parent preferences and family circumstances are likely determinants of what parents expect from school (Jacob & Lefgren, 2007a) and because of this, parents of high SES and parents of low SES show particular differences in regard to expectations from the school. Knowledge about the SES differences in parental expectations when choosing teachers is valuable information to be used when school-level decisions are made for placement of students into teachers' classrooms. When the school makes the effort to accommodate the values of the parent, this creates another opportunity to encourage the parent to become more involved in the child's education.

Research has found a positive correlation between parent involvement and student achievement. In a dissertation which examined parent involvement and the value-added impact of increasing parental involvement, Iawaoka (2008) found that "parent involvement is value-added to student achievement outcomes." (p. 104). The study characterizes parent involvement as adding value to student achievement (Iawaoka, 2008). Additionally, Cheung & Pomerantz

(2011) determined that when parents become involved with their child's education both at home and at school, the child's achievement is augmented in adolescent years as well as in other stages of development. The likelihood of parents becoming involved is increased when they feel that they have a voice in school decisions concerning their child. Therefore, schools that are striving for improvement in academic achievement must create avenues for parents to communicate their expectations.

Parents' Level of Educational Attainment and Expectations for their Child(ren)

Davis-Kean (2005) reported that the level of education that parents have attained indirectly influences children's achievement. This is supported through the existence of parental expectations for the child's education, whether or not the child is read to in the home, level of warmth between parent and child, and play activities between parent and child (Davis-Kean & Sexton, 2009), all factors that have been found to have a positive effect on student achievement. The importance of the role that parents play in their child's educational attainment is emphasized in a study conducted by Phillipson (2009) on academic achievement in Hong Kong. This study explained that "parents, and especially parental expectations, play an important role in children's academic achievement…" (p. 447).

Delving into the underlying issues that are encountered by parents of varying levels of education will help teachers and administrators operate more effectively with parents and students. Phillipson (2009) has discussed the need to accommodate parental expectations in SES groups where need is evident. According to the author,

> "Practitioners must align their practices with schools' and parents' social and cultural characteristics in order to facilitate better home–school engagement. Practitioners in a school where the parents are of a relatively low SES level, for example, may have to

approach home–school cooperation differently than practitioners in a school with parents with high SES, as this study has shown that the school with lower SES parents has lower parental involvement not only at home but also at school. Practitioners at such a school will therefore need to consider ways to secure resources in order to educate lower SES parents on the importance of communicating parental expectations that influence their children's achievement. Hence, the lesson from the present study in Hong Kong is that the motto 'One size fits all' should be set aside" (p. 466).

Meeting the needs of children is important. A constant reexamination of school practices and procedures in schools will help address the demands of the current generation. One size fits all is no longer effective. Schools must now prescriptively approach the education of children.

Additionally, the influence of parents' level of educational attainment has been shown to have a positive effect on student achievement (Davis-Kean, 2005). Parents who have a higher level of educational attainment have the ability to form academic expectations of their children which accurately reflected the child's academic performance. Conversely, parents with a lower level of educational attainment were less able to form academic expectations which were accurate reflections of the child's academic performance (Davis-Kean & Sexton, 2009).

An examination of the effect of parents' educational attainment on students' successful academic performance shows that parents' educational level is one factor that is instrumental in predicting children's educational expectations as well as academic success (Vartanian, Karen, Buck & Cadge, 2007). This study compared the educational attainment of Asian-Americans to other ethnic groups. The success of Asian-American children was found to be influenced by the high educational levels of their parents (Vartanian, et. al, 2007). Another study of Hmong refugees living in the United States supported the finding as well by demonstrating that "the

parents of the higher academic achieving students were younger, had higher levels of education, and had better relationships and trust with the students" (Lee & Green, 2008, p. 91). Davis-Kean and Sexton (2009) concluded in their study that the educational attainment of parents uniquely influenced the parents' educational beliefs and behavior. Therefore, parents' educational level merits consideration when administrators seek to improve the relationship of parents with the school.

The existence of the connection between parents' educational attainment and children's academic performance brings this area of need to the forefront so that teachers, counselors, or Parent Involvement Coordinators can intervene and assist parents with forming appropriate expectations for children. Subsequently, research to determine parental expectations of schools based on the parents' race and ethnicity, SES, and level of educational attainment will contribute to the development of strategies designed to improve school leadership, teaching quality and the level of communication between schools and parents.

Problem Statement

Public schools are experiencing major demographic shifts in the school-age population (Hardy, 2004; Hartman, 2002; Olson, 2005; Rodriguez, 2002; Zehr, 2000). As schools attempt to address the challenges that accompany increasing demographic changes in public schools, a key component of their efforts should include determining parental expectations and how those expectations differ and are influenced by demographics such as race and ethnicity, SES, and level of educational attainment of the parents. Elementary schools must respond to parental expectations in a manner that helps to establish a foundation for students to reach their academic potential, thus providing a quality of education that transcends demographic boundaries and

closes the achievement gap between students. Research conducted by Vartanian, Karen, Buck, & Cadge (2007) determined that a positive relationship exists between parent educational expectations and student level of educational attainment. A longitudinal study conducted by Rutchick, Smyth, Lopoo, & Dusek (2009) on how child behavior problems affect educational expectations and student achievement determined that parental expectations have a powerful influence on student expectations and achievement. However, there has been little exploration of parental expectations and how those expectations differ within racial and ethnic lines, socioeconomic status, and level of educational attainment of the parent. Therefore, the purpose of this study was to examine parents of students in grades 3, 4, and 5, and what those parents expect from elementary school leaders, teachers and staff. Findings from this study have the potential to improve communication between home and school and, perhaps, improve student performance.

Research Questions

In this study, the researcher surveyed elementary school parents in a medium-sized school district located in Southeast Georgia. Participants responded to questions designed to determine their expectations of the elementary school which their child(ren) attends. The purpose of this study was to examine parent expectations of public elementary schools. The overarching question was, "What do parents of elementary students expect from public elementary school leaders, school teachers and school staff?" There were several key questions which stem from the characteristics of parents who were involved in this study. Parent expectations were disaggregated using the characteristics of race and ethnicity, SES, and educational level of the parents. The researcher intended to answer the overarching question with the three sub-questions listed below.

1. Considering the parent's race and ethnicity as a factor, what do parents of elementary school children expect from public school leaders, teachers, and staff?

2. Considering the parent's socioeconomic status as a factor, what do parents of elementary school children expect from public school leaders, teachers, and staff?

3. Considering the parent's level of educational attainment as a factor, what do parents of elementary school children expect from public school leaders, teachers, and staff?

Significance of the Study

Given the changing demographics of the school-age population, elementary schools are facing many challenges. The goal of this research was to provide valuable information that may help elementary schools to provide a level of education that addresses student needs and to establish a healthy connection between home and school. Efforts to address the needs of a diverse population of students can be aided by examining parental expectations of the schools. Elementary schools strive to achieve the goals of providing a quality education for all students and establishing effective communication with parents. Knowledge of parental expectations will help with accomplishing these two goals. Recognizing and addressing the differences that exist between parent expectations across demographic lines is part of the missing piece that elementary schools need to help close the achievement gap. By knowing, understanding, and acting upon the information revealed in this research, educational leaders, teachers, and staff can be prepared to meet the needs of the children who are the most important stakeholders of all.

Procedures

Research Design

There is a relationship between parental expectations and student achievement. Benner & Mistry (2007) identify the significant influence that adult expectations have on how youth perceive their ability to perform academically. This is a descriptive study that examined the parent expectations of elementary school leaders, school teachers, and school staff in the public schools in a medium-sized Southeast Georgia school district. Quantitative research is used when research seeks to determine if a relationship exists between variables (Hopkins, n.d.). The use of quantitative research aided the researcher in determining the significance of parental expectations based on race and ethnicity, SES, and level of educational attainment. Creswell (2009) defined quantitative research as a means for examining variable relationships. The researcher utilized a survey which contained a Likert rating scale for participant responses. Information obtained from the survey assisted the researcher with determining the expectations of parents of elementary school students and how those expectations may or may not differ in regard to the race and ethnicity, SES, and level of educational attainment of the parents.

Additionally, the researcher examined a cross-section of the elementary school population in the district which identified relationships between variables after a single sampling of the subjects (Hopkins, n.d.). The outcome of this study is a non-experimental descriptive examination, which is appropriate since the researcher sought to generalize sample results to the school district's population. From the generalization of the results, the researcher made inferences (Creswell, 2009) about the parental expectations of school leaders, teachers and staff from various socioeconomic groups.

Sample and Sampling

Elementary school parents of students in grades 3, 4, and 5 comprise the sample for this study. There are 6,184 elementary school students in this medium-sized school district located in the Southeast Georgia. There are a total of 3034 students in grades 3, 4, and 5 in the school district. The targeted grade level represents 49% of the total elementary school population and will provide a sample that is representative of the demographic population in the school district. The researcher originally chose to distribute 3034 surveys for this study but ultimately distributed 2643 since nine of the ten schools solicited agreed to participate. The sample size has been calculated using an online sample size calculator ("Raosoft"). The calculated sample size for 2643 students with a confidence level of 95% and a margin of error $\pm$ 5 is 336 participants. The confidence level indicates that the researcher can be 95% confident "that the results in the population will be the same as in the sample plus or minus the sampling error" (deVaus, 2002).

The researcher used convenience and purposive sampling to obtain information from the elementary school parents in the chosen school district. A convenience sample facilitated this study and is most plausible to the researcher since availability of the participants is paramount to the study. A purposive sample is a type of non-probability sample where the participants are representative of the population and are selected based on criteria set by the researcher (deVaus, 2002). For this research study, parents of elementary school children within the district were selected as participants.

Pilot Study

Prior to execution of the research procedures, a focus group pilot study was conducted with a minimum of 6 to12 participants as recommended for focus group pilot testing (Zikmund and Babin, 2007). The pilot study was conducted on a small sample of elementary school

parents within the school district. These parents were not included in the researcher's sample group.

After the pilot study was completed and adjustments made to the survey based on the results, the researcher proceeded with the next phase of research. In order to encourage a 20% return rate, the researcher provided incentives in the form of a $25 Wal-Mart gift card drawing and a $25 Target gift card drawing. A meta-analysis on the benefits of offering internet incentives for web survey has shown that response rates can be increased and dropout rates can be decreased if a material incentive is utilized (Goritz, 2006). Therefore, it is generally recommended to use material incentives in Web surveys.

Instrumentation

The overarching research question and the sub-questions for this study was addressed with a Likert scale survey developed by the researcher. Parent Involvement Coordinators throughout the district served on a panel to provide feedback on the survey questions for face validity since they have interactions with parents on a daily basis and conduct annual surveys of parents to collect feedback on the services they provide through parent involvement resources. The Parent Involvement Coordinators provided feedback on the items to determine if the information obtained by participant's responses will yield appropriate information on parental expectations of elementary schools. A pilot study of the items was then conducted on a focus group consisting of a small sample of elementary school parents within the school district. These parents' responses and feedback was used to make revisions to the survey and were not included in the researcher's subsequent sample for data collection. At the conclusion of the pilot study, the researcher made survey revisions based on feedback from the parents and the Parent

Involvement Coordinators. Each of the aforementioned steps in the instrument construction process helped to ensure content validity (deVaus, 2002).

A demographic section on the survey was included to provide further information about the participants. The demographic data included: sex; age; race and ethnicity; marital status; occupation; income bracket; highest educational level attained; number of children in the household; number of children currently attending elementary school; and, current educational level of children who are not attending elementary school. The survey concluded with a final thank you statement to communicate the researcher's appreciation for the participant's cooperation.

Data Collection

After permission to conduct the study was obtained from the Institutional Review Board (IRB) of Georgia Southern University, the researcher will proceed with collecting information for the study. Permission to conduct the research was sought from the Executive Director of Early Academics/Intervention Programs in the Office of the Superintendent via response to a request submitted by email as well as a person-to person meeting if deemed necessary by the Office of the Superintendent. The researcher also requested permission to communicate with the principals via email to explain the purpose of the research and the data collection process.

Researcher-created flyers containing instructions for accessing the survey were distributed to the 3rd, 4th, and 5th grade Instructional Coach at each elementary school. The flyer also contained information about the availability of paper copies of the survey which parents could choose to complete in lieu of responding via the internet. The Instructional Coach distributed the flyers to students. In order to avoid duplication of survey responses, parents were asked to complete only one survey per household. At the end of the online survey, the parents

were given the option of participating in the drawing by entering their address and telephone number on a separate page. This page was not connected in any way to participant responses.

Paper copies of the survey and return envelopes were provided to the Instructional Coaches of each school as well. The surveys were enclosed in a larger appropriately sized envelope. Parents who preferred a paper survey could request that a copy of the survey, along with a return envelope, be sent home to them via their child by checking the box on the flyer and returning it to the school's Instructional Coach. The paper version of the survey contained an information sheet on a separate page which instructed participants to provide their phone number and address if they chose to enter the drawing for one of the $25 gift cards. Participants were asked to return this page in the envelope along with the completed survey. Each school was also provided with a supply of the Spanish version of the informed consent and the survey to be made available to participants as needed.

After a one-week period, a reminder in the form of a flyer was sent to parents encouraging them to respond to the survey within one week if they have not yet done so. Participants who chose the paper survey were instructed to send the completed survey, sealed in the return envelope, to their child's school. Collected surveys were turned in to the Instructional Coach who then deposited the sealed envelopes into the larger appropriately sized envelope and delivered the envelope to the school's researcher at the end of the second week.

Each information page from the internet surveys and the paper surveys was deposited into a single container for the drawing. The researcher withdrew the two winning information pages from the container. The winners of the $25 gift cards were notified via the telephone number provided on the information sheets. A translator was utilized if the parent did not speak

English. The researcher arranged to meet the selected parents at a designated time to award the gift cards to them.

Data Analysis

Quantitative data was collected from the survey. Descriptive statistics is defined by deVaus (2002) as "statistics that summarize the characteristics of a sample" (p. 358). Survey results were analyzed and presented in tables using descriptive statistics in the form of frequency, percentages and means. Quantitative data was analyzed using version 21.0.0 of the IBM Statistical Package for Social Sciences (SPSS). Results are presented in various tables and graphs as appropriate. An interpretation of the results is provided by the researcher.

Limitations, Delimitations, and Assumptions

This study explored parental expectations of elementary school leaders, teachers, and staff and how those expectations differ based on the race and ethnicity of the parent, SES of the parent, and level of educational attainment of the parent. The study was conducted in a medium-sized school district in Southeast Georgia. A limitation of this study is that due to the size of the district and the culture and traditions of the people in the geographic area, generalizability of results is limited for school districts of similar sizes and locations. Additionally, although participant responses remain anonymous, the researcher must assume that participants responded objectively and honestly to the survey questions. This study is delimited to the parents of elementary school students in grades 3, 4, and 5 in the chosen school district. Time and financial constraints also contributed to the researcher's decision to delimit the research to parents of elementary schools in grades 3, 4, and 5. The assumption is that the survey serves as a sounding board for several parents, thus their responses to survey questions are assumed to be honest.

Definition of Terms

Achievement gap. For the purpose of this study, the achievement gap is defined as "the difference in performance between low-income and minority students compared to that of their peers on standardized tests" Retrieved 9/29/12 from http://www.education.com/definition/achievement-gap/

Educational attainment. For the purpose of this study, educational attainment is defined as "the highest level of schooling each parent attended and successfully completed" (education.com, n.d.).

Effective Communication. For the purpose of this study, effective communication is defined as "a two-way process – sending the right message that is also being correctly received and understood by the other person/s" (Courtney, 2009).

Ethnicity. For the purpose of this study, ethnicity is "a group sharing a similar cultural background, usually due to a common ancestry or geographical background" (education.com, n. d.). Participants in this study will be classified based on self-identification of ethnic categories as listed by the United States Census Bureau. Ethnicity will be used in conjunction with race in this study.

Parents(Guardians). For the purpose of this study, "The term "parents" refers to biological parents, adoptive and stepparents, and primary caregivers (e.g., grandmother, aunt, brother)." (Pate & Andrews, 2006).

Parental expectations. For the purpose of this study, parental expectations is defined as "parents' beliefs in regard to the future achievements of their children as evidenced in academic grades, attainment level of schooling, or college attendance" (Alexander,

Entwisle & Bedinger, 1994; Glick & White, 2004; Goldenberg, Gallimore, Reese & Garnier, 2001).

Parental involvement. For the purpose of this study, parental involvement is defined 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 Elementary and Secondary Education Act (ESEA)" Section 9101(32).

Race. For the purpose of this study, race is a "concept used to describe people who are united or classified together on the basis of genetically transmitted physical similarities deriving from their common descent, and who are also frequently thought to share cultural and social traits" (education.com, n.d.). Participants in this study will be classified based on race categories as listed by the United States Census Bureau. Race will be used in conjunction with ethnicity in this study.

Socioeconomic status. For the purpose of this study, socioeconomic status is defined by the American Psychological Association as "a group's or individual's social class often determined by levels of education, income, and occupation" (apa.org, n.d.). In this study, participants will be classified as high, middle or low socioeconomic status based on income level.

Summary

While America's public schools are growing in diversity, the need for greater understanding of the expectations of parents is growing as well. Schools have evolved to include parents of various races and ethnicities, levels of socioeconomic status, and levels of educational attainment. This study explored parental expectations of elementary school leaders, teachers, and staff as it relates to the race and ethnicity of the parent, the SES of the parent, and the level of educational attainment of the parent. Information derived from the study will benefit educational leaders' efforts to seek a greater understanding of parents' perceptions of the role of the school in the education of children. The research design for this study is quantitative. A convenience and purposive sample was drawn from the parent population of elementary school students in a medium-sized Southeast Georgia school district. Data from the survey was analyzed using descriptive statistics and are presented in various tables and graphs as appropriate.

CHAPTER II

LITERATURE REVIEW

Information abounds in research on parent expectations of students and parent expectations of teachers. An editorial written by Marshall (2010) commented on research from an independent charity called RISE (Research and Information on State Education). A summary of the organization's review revealed that "it is still not entirely clear what parents actually want from their children's schools" (Marshall, 2010, p. 25). When considering overall parental expectations of elementary schools, specific, current research is sparse. This literature review will examine parental expectations of students as it applies to the parents' race and ethnicity, socioeconomic background, and finally, the level of educational attainment of the parent.

The scarcity of research which exclusively examines parental expectation of elementary schools has influenced the perspective of this literature review. A search for parental expectations of elementary schools frequently results in an abundance of information on parental involvement or parental aspirations for students' educational attainment level. While the intent of this literature review was to remain exclusive of parental involvement and of parental expectations of students, their prevalence in the research has prompted further investigation of how the two are connected to parental expectations of elementary schools.

The minority population in the United States is expected to increase from its current 30 percent to 50 percent by the year 2050 (Kotkin, 2010). Rapidly changing demographics within schools increases the urgency to learn about the children and to understand the current educational level and the factors in their lives that contribute to their educational achievement

(Freeman-Loftis, 2011). The challenge of educating a student body with changing demographics provokes school personnel to increase their knowledge of the social and cultural behaviors of students (Matuszny, Banda and Coleman, 2007). In order to determine how to meet the needs of children, schools must access the most informative source of information; the parents (Brendtro & Mitchell, 2011). Parents are instrumental in that information about the student's life at home can be learned via the relationships that schools form with parents. Brendtro and Mitchell (2011) stress the importance of schools building relationships through partnerships with parents. They embrace Bronfenbrenner's concept of ecological treatment which emphasizes the development of strong relationships between the family, school, peers, and community of the child (Bronfenbrenner, 2005). The formation of partnerships between parents and schools may be facilitated when accompanied by a careful examination of the expectations of parents and how those expectations are characterized by the race and ethnicity, socioeconomic status, and/or the educational level of attainment of the parent. Delving into the current expectations of parents has the potential to expose crucial evidence such as what barriers hinder parents' school-based involvement in their child's education. School-based involvement is defined by Altschul (2011), as whether or not parents attend scheduled parent conferences, school meetings, and participate in parent organizations sponsored by the school. According to Brendtro and Mitchell (2011), it is the responsibility of the educators to initiate contact with parents and to work to make them feel comfortable. Schools are further challenged to empower the parent as a child advocate. This can be assisted by the development of a strong relationship between parents and professionals in the school system. Therefore, it is important to know what parents expect. Schools must take the initiative to reach out to parents and address their needs in regard to educational expectations.

Race/Ethnicity and Parent Expectations

An examination of parental aspirations for their children's education showed that the ethnicity of parents along with their education level play an important role in defining their expectations of educational attainment (Spera, Wentzel, & Matto, 2008). In an examination of parental aspirations over time, Raleigh and Kao (2010) found that differences in parental aspirations existed between immigrant parents and native-born minority parents. Immigrant parents were found to maintain high aspirations consistently over time, from Kindergarten to Third Grade to Fifth Grade, when compared to minority parents (Raleigh and Kao, 2010).

Both African-American and Hispanic parents view education as a priority, are concerned about issues that surround education, and have educational aspirations that are similar to those of non-minority parents (Stevenson, Chen, & Uttal, 1990). An example of this similarity is found in a comparison of mother's expectations for their child's future. Hispanic mothers' "expectations for their child's future were lower than those of the black and white mothers, but nevertheless were high" Stevenson et al., p.520). The importance of education to minority parents is also attributed to the perception of education as means of upward mobility (Delgado-Gaiten & Trueba, 1991). The historical precedence set by earlier research which emphasizes the importance of parental expectations and its effects on student achievement is reinforced by Spera et al.'s (2008) research which concluded that all parents, regardless of ethnicity had high expectations of their children. These high aspirations correlated positively with parental education and children's level of academic performance (Spera et al., 2008). Interestingly, Spera et al. (2008) also found that how parents perceive factors about the school such as "quality, safety, and climate… may also influence the educational aspirations they develop for their children" (p. 1141). This finding supports the necessity of determining parents' perceptions and

expectations of the school since these factors play an important role in parental aspirations for their children, which research has shown to be positively correlated to student achievement.

SES and Parent Expectations

Social and cultural differences of parents must be taken into account when school professionals make decisions about how to facilitate the development of the home-school relationship (Phillipson, 2009). Phillipson (2009) found that when attempting to facilitate the home-school relationship, parents who had a low SES level needed to be approached differently from parents who had a high SES level. Berthelsen & Walker's (2008) research found that parents in low SES families often have fewer years in education than parents in high SES families and conversely have had more school experiences that were negative. Parents with low SES who come from variant cultures find it more challenging to become involved and maintain involvement in their child's educational experiences (Lee & Bowen, 2006). The diverse social and cultural backgrounds possessed by some parents with low SES is accompanied by diverse expectations concerning the education of their child (Berthelsen & Walker, 2008). This research is similar to Phillipson (2009) in that it emphasizes the need to recognize and address the differences that exist among parents of low SES in a manner conducive to forming a strong home-school relationship. Research by Jacob & Lefgren (2007a) has shown that parents in high-poverty schools value the teacher's ability to improve student performance more than parents in low-poverty schools. According to Jacob & Lefgren (2007a), parents with higher SES prefer teachers who have the ability to improve student satisfaction. Jacob & Lefgren (2007a) attribute parent expectations to the specific situation in which they find themselves. In a subsequent study of what parents value, Jacob and Lefgren (2007b) reflect on the reason that parents of varying SES tended to be homogeneous in their preference for the type of school that their child attends.

Jacob and Lefgren (2007b) believe that a homogeneous school choice indicates the parents' preference to associate themselves with other families which happen to have the same priorities and the socioeconomic status to which they aspire. Parents tend to make educational choices for their children depending upon what is perceived as a need. They expect the school to provide what is lacking in the child's educational experience (Jacob & Lefgren, 2007b). School leaders, teachers, and staff who are knowledgeable about parents' expectations are better equipped to address the needs of the students.

Data from the National Educational Longitudinal Study (NELS) has shown that there is a vast difference in the parental expectations of children from lower SES backgrounds (Rouse & Barrow, 2006). Roper (2008) acknowledged that in African-Americans, parents with a higher SES had comparable expectations for their children. Despite the expressed desire for the attainment of higher levels of education among African-American parents, Roper (2008) found that the parents' level of expectation was only 62% for college attendance and graduation at the baccalaureate or graduate level. Knowledge about the specific expectations that these parents hold could prove invaluable to school personnel seeking to develop positive home-school relationships.

Magnuson and Duncan (2006) conducted a comprehensive review of studies that examined the achievement gap between families with varying SES levels. The results of their review showed family income levels were partly attributable to but not necessarily causal of the racial achievement gap. Fryer and Levitt's (2004) research is referenced in the review as one study that builds a strong case for socioeconomic background as the cause for achievement gaps but is unable to deny the possibility that other family characteristics may contribute to the racial achievement gap. (Magnuson and Duncan, 2006). Fryer and Levitt (2004) attribute the growth

in the achievement gap in the early years of a child's education to attendance and lower quality

schools. Admittedly, although this hypothesis receives empirical support, additional data is

needed to study the schools and the general environment that the students encounter as part of

their daily life before the hypothesis can be substantiated (Fryer and Levitt, 2004). Magnuson

and Duncan (2006) conclude that although an examination of SES as a factor in student

achievement reveals a .4-.5 standard deviation, this does not qualify SES to be isolated as the

cause for achievement gap among Black and White students. Research is unable to isolate SES

as the single causal factor in the student achievement gap due to family characteristics which can

affect student performance as well (Magnuson and Duncan, 2006).

Conversely, Mandara, Varner, Greene, and Richman (2009) concluded that the SES of

the parents contributed to the achievement gap. The "direct path between ethnicity and parents'

SES" explains the reason that White children enjoy a higher achievement level than Black

children since parents with higher SES levels were found to be more likely to use parenting

practices which center on the academic achievement of the child (p. 276). Ultimately, Mandara

et al., (2009) concluded that the factors that contributed to the Black-White achievement gap

were social and therefore modifiable. This finding reinforces the need to examine the

expectations of parents. Identifying the expectations of parents could provide insight into their

needs. Therefore, schools will be equipped to address the challenge of improving academic

achievement through working to alleviate the effects of parental barriers which may occur during

their child's academic experience.

In a study which examined the role of the parent on the academic achievement of the

child, Grace, Jethro and Aina (2012) found that SES does not accurately predict student

achievement. A home environment that encourages learning along with high expectations for

educational attainment most accurately predicts a child's achievement in school (Grace et al., 2012). Grace et al., (2012) identifies parent involvement as the factor which has a major influence on the student's educational attainment level. Parent involvement is defined as "a catch-all term for many different activities including at 'home,' good parenting, helping with homework, talking to teachers, attending school functions, through to taking part in school governance" (p. 196). Conversely, Do and Mancillas (2006) concluded in their examination of Latino children and their parents that SES plays a major role in school performance. They emphasized that although the role of SES in student achievement is influential, many low SES children can and do overcome the barriers to academic achievement which often accompany their SES level (Do & Mancillas, 2006). Finally, Do and Mancillas (2006) found that the parents' level of expectation communicated to the children is often attained by the children and is critical in determining their level of academic achievement.

Parent's Level of Educational Attainment

A landmark study by Berlin and Sum (1988) identified the underlying causes of the achievement gap. The two causes identified in the study are 1) the amount of time that students spent on vacation and 2) the education level of the mother. In a study on family predictors of the Black-White Achievement Gap, Mandara et al., (2009) determined adolescent achievement was affected by the mother's education level which was in turn influenced by the mother's SES. Berlin and Sum (1988) noted that an increase in the mother's education level, even if that increase occurred during the child's academic experience, had a positive effect on the child's level of educational attainment.

In Phillipson' (2010) study of a Hong Kong primary school which compared student ability levels in relation to parent's roles in achievement found that parents who had lower

expectations of academic achievement for their children were less likely to be involved in school activities. Phillipson' (2010) study revealed that Chinese parents who held high expectations emphasized the importance of effort in achievement to their children on a daily basis. Phillipson' study is supported by Davis-Kean's (2005) research which found that parents with higher educational levels had higher levels of expectation for their children's educational attainment. Additionally, Asian-American parents were found to be more actively involved in their child's education at home and at school (Phillipson, 2010).

Subsequently, parent's educational level has been proven over time to influence the educational attainment level of the child. The existence of a mother's low educational level has been shown to contribute to the achievement gap (Berlin and Sum, 1988). A positive correlation exists between higher educational levels of parents and higher levels of expectations for student performance (Davis-Kean, 2005).

Parent Involvement

"It has been proven that parent involvement transcends many of the barriers that contribute to the achievement gap, such as socio-economic status, ethnic/racial background, and the parents' level of education."

National PTA President Linda Hodge

from *What is the achievement gap and why should I care?*(2011, Parents section, para. 2)

An examination of parent expectations of elementary schools encourages an acknowledgement of the importance of parent involvement. Berthelsen and Walker (2008) emphasize the responsibility of the schools to take the initiative to explore the suggestions and concerns of parents and to respond in ways that make parents feel more confident, comfortable

and empowered. Parents have expectations of schools regardless of their level of involvement in their child's educational experience. Worth noting is the positive relationship that exists between parent involvement and academic achievement. Jeynes (2005) recognizes the relationship between the two regardless of the gender, race, socioeconomic status and academic ability of students. When parents of minority students are highly involved in their education, those students' academic achievement is more favorable than the academic achievement of minority students whose parents are less involved (Jeynes, 2005). Jeynes (2005) found this to be true among African-American, Latino, and Asian-American ethnicities. The results of Jeynes' (2005) analysis indicate that parent involvement may be an effective tool to help close the achievement gap. Specific levels and types of parent involvement have been found through research to yield some positive results in student achievement (Bower & Griffin, 2011). The meta-analysis on parental involvement included a diverse sample of participants from various cultures and lifestyles, yet resulted in the identification of a positive correlation between parental involvement and school achievement (Jeynes, 2005). The researcher emphasizes that there is a distinct difference between styles of parental involvement which prove beneficial and those which do not yield desired results.

> Most notably parental expectations and style each demonstrated a strong relationship with scholastic outcomes. Thus, it was not particular actions such as attending school functions, establishing household rules, and checking student homework that yielded the statistically significant effect sizes. Rather, variables that reflected a general atmosphere of involvement produced the strongest results. Parental expectations and style may create an educationally oriented ambience, which establishes an understanding of a certain level of support and standards in the child's mind (Jeynes, 2005, p.262).

Schools that are equipped with such profound knowledge about parents' style of parental involvement can make strides toward presenting themselves as an educational resource to parents. Schools can serve as an educational resource that strategically designs programs which teach parents how to be involved in their child's education in ways that deliberately improve their child's academic performance.

Joyce Epstein, a renowned parent involvement researcher, has developed a parent involvement framework called the Epstein Model of Parental Involvement which illustrates six types of parent involvement: parenting, communicating, volunteering, learning at home, decision making, and collaboration with community. These six types of parental involvement have been noted to assist educators in their effort to develop partnerships between school and family (Michigan Department of Education, 2002). The National Parent-Teacher Association (National PTA) has developed standards of excellence based on Epstein's model (Michigan Department of Education, 2002). A close examination of the standards of excellence reveals a focus on empowering the parent as a partner in the education of the child. This reinforces the need to conduct a diligent examination of current parent expectations of elementary schools. The results of this study will include an assessment of parent perceptions of the school's ability to effectively involve them in the education of their child. Grace et al.'s, (2012) research on parent roles in elementary students' academic performance noted that in some cases parents felt discouraged from involvement due to negative experiences with the teachers. Despite the feeling of discouragement, Grace et al., (2012) emphasized that parents feel more involved when their children are in primary and secondary schools. A child's academic performance in school is found to be higher when the parent becomes involved in the early stages of the child's educational experience (Gadsden, 2003). This finding counteracts earlier research conducted by

Singh, Bickley, Keith, Keith, Trivette, &Anderson (1995) which determined that achievement was not affected by parent involvement.

Parent Involvement and the Achievement Gap

Colombo (2006) characterizes parental involvement as the missing link in school achievement. Larocque, Kleiman, & Darling (2011) assert that improving schools requires the participation of stakeholders such as community and family. The dilemma surfaces when defining the role of the stakeholders. The diverse backgrounds of students and their families must be considered when educators enlist the help of parents in improving the academic performance of their child. Diversity in student backgrounds is accompanied by diversity in academic achievement. Reasons for disparity in achievement vary. Increasing parental involvement is cited as one of the keys to increasing student achievement (Larocque et al., 2011). Larocque et al. discusses barriers to increasing parental involvement. One barrier is described as lack of knowing how to become meaningfully involved in the child's education. A decrease in involvement of parents with diverse backgrounds is a result of the parents' uncertainty of how to become involved in ways that are valuable to the school (Larocque et al., 2011). Phillipson (2009) noted that parent involvement in low SES schools was lower than parent involvement in schools with a high socioeconomic status. Logistical barriers in the form of employment issues are also noted to cause a decrease in parental involvement. Parents who have hourly jobs with more rigid scheduling are less able to participate in parent conferences or other school activities compared to parents with employment that provides a more stable salary, health insurance, and benefits (Larocque et al., 2011). Despite lack of involvement of parents with diverse cultural backgrounds, Larocque et al., (2011) note that "Parents want the best for their children; however, they are sometimes not able to articulate this value on the basis of their cultural mores and

norms" (p. 117). Thus, it is incumbent upon schools to assist parents with the articulation of their desire to have what is best for their children by first examining what they expect from the school as a whole.

Grace, et al., (2012) cites the creation of an achievement-oriented home environment and high expectations of achievement as most influential on children's achievement. Educators have a responsibility to become more knowledgeable about the cultural diversity that exists within the school building. An examination of the parents' perspective on their child's education could provide information which can become a part of the school's efforts to build strong partnerships with parents. As educational and logistical barriers to parent involvement are addressed, communication between parents and schools may be strengthened. Larocque et al., (2011) emphasize that there needs to be a relationship between schools and parents that is viewed by both parties as good. A good parent-teacher relationship is described as parents' values for their children's achievement and education coupled with the teacher's values for the student's achievement and education in a way that produces a clear understanding of the roles that parents and teachers play in the education of the child (Larocque et al., 2011).

In a study on the types of involvement, Overstreet, Devine, Bevans, and Efreom (2005) found that getting parents involved in school-related activities both at school and at home was more strongly related to positive academic outcomes; especially in low-income African-American families. This finding emphasized the importance of schools seeking ways to improve parental involvement by focusing on the expectations of parents from diverse racial/ethnic, socioeconomic, and educational backgrounds. Parents from diverse backgrounds are often perceived to be nonchalant and uninvolved in their child's education (Carlisle, Stanley, & Kemple, 2006). While some parents' level of involvement may be less direct than what

educators are accustomed to, this is not an indicator that the parents place less value on the education of their child (Larocque et al., 2011). Building trust and mutual respect is also noted by Larocque, et al. (2011) as a way to overcome the negative perceptions of parents' involvement in their child's education.

A study of a Hong Kong primary school which compared student ability levels in relation to parent's roles in achievement showed that Chinese parents who held higher expectations for the academic performance of their children were more active in their educational experiences at home and at school (Phillipson, 2010). Because these parents are more active in the school setting, assessing their expectations of schools could provide valuable information for educators on how to address the varying needs of the school population.

Phillipson's (2010) research embraces the Vygotskyan perspective on child development which posits that "cultural and psychological beliefs are passed on to students through a filtering framework that mature mediators including parents see fit for their children's development" (p. 85). The expectations for children's educational attainment are communicated by parents to the children who, in turn, are likely to internalize and later manifest the desired outcome of the educational values of their parents (Phillipson, 2009). Since parents are in a position to greatly influence the academic futures of their children, schools have a responsibility to ensure that the school's sphere of parental influence contributes positively to the development of healthy perceptions of the role of the school in the child's life. One way to obtain information about parent perceptions of the school's role is through inquiry from the educational institution which is associated with the child's educational experience. Therefore, an exploration into the parental expectations of schools is supported for the purpose of equipping schools with information which can be used to positively influence each student's educational journey.

Summary

Demographic changes in schools are predicted to increase in years to come. Schools must respond to this predicted growth in diversity by engaging parents in the educational experiences of their child. Parent expectations play an integral part in the school's efforts to provide an education that meets the needs of each child. Schools are challenged to investigate and address the issues which may raise barriers to students' academic achievement. Once an understanding of the culture and beliefs of the student population is obtained through the investigation of parental expectations, schools will be more equipped to develop and implement strategies that will assist in closing the academic achievement gap between all races and classes of students.

While there is some research on parental expectations, much of the research focuses on parent expectations of students and parent involvement. Parents' beliefs about students' educational attainment often segue into what parents expect of teachers and ultimately the school. Parent involvement has been shown to be an effective contributor to schools' efforts to close the achievement gap. Not surprisingly, effective parent involvement requires that schools investigate parental expectations. Knowing parental expectations of schools equips schools to plan and implement stronger parent involvement programs.

Research has shown that variance in parental expectations exist between parents who possess a different race and ethnicity, SES, or level of educational attainment. Additionally, some variance exists within the groups of race and ethnicity, SES, or level of educational attainment. Much of this variance is attributable to parents' beliefs about education, how they communicate and/or model those beliefs for their child, and the level of parent involvement in the child's education. Therefore, research has determined that students will likely achieve

academically at the expected level which is communicated to them through significant adults in their lives. This is known as the Vygotskyan perspective.

Several occasions are noted in this literature review to support the premise that parents and their level of involvement in their child's educational experience have a resolute positive correlation to the student's level of academic achievement. It is in the best interests of the schools to take advantage of parents as a resource in the education of their child. Some research refers to parental involvement as the missing link in student achievement. Again, increasing parental involvement requires investigating parent expectations of schools. As schools embrace and act upon this principle, their potential for effectiveness is likely to increase.

Chapter III

METHODOLOGY

Introduction

Schools must be equipped to address the needs of a diverse population. There are several ways to accomplish this goal but there is one strategy that places the needs of the students at the center of discussion. This strategy is the establishment of effective communication between parents and schools. Effective communication between parents and schools is essential for children as noted in a study by Kreider, Mayer, and Vaughan (1999). Communication between home and school "helps children learn and succeed" (p. 1). In order to establish effective communication, schools must know what parents expect.   Since the changing demographics of the student population are emerging, it follows that the parent population is demographically diverse as well. Therefore, it is important that school leadership and staff gather appropriate and relevant information from parents about their expectations of elementary schools.

While the temptation to place parent expectations of schools into one overall category exists, the changing demographics of the nation and thus its public schools, encourages the results of an examination of parental expectations to be classified into the appropriate demographic categories (Crouch 2007). The categories separate participants' survey responses into the areas of race and ethnicity of the parent, socioeconomic status (SES) of the parent, and level of educational attainment of the parent. These demographic categories are important because they represent the changes that exist in the current school population. Howard (2007) stated that "many school districts nationwide are experiencing rapid growth in the number of students of color, culturally and linguistically diverse students, and students from low-income

families" (p. 16). According to Crouch (2007), the most diverse population is the youngest population with forty-five percent of children under five belonging to a racial and ethnic minority group. As these and other racially and ethnically diverse students approach elementary school age, schools must prepare to meet their needs.

Research Questions

This research is driven by the Vygotskyan perspective on child development which states that parents communicate their expectations for their child's educational attainment to the children, who will likely internalize the expectations and later manifest the desired outcome of the educational values of their parents. Information gleaned from participants in the study provides categorical data which can be used to further the exploration of parents' level of communication of educational expectations to their children and how that level of communication is alike or different within demographic categories. Noting the influence that parents possess in shaping their child's academic future, the researcher sought to provide survey results that would be instrumental in the efforts of public school leaders, teachers, and staff to develop positive, productive relationships between the school as a whole and the parent.

This study is also conceptually connected to Epstein's Model of Parental Involvement which is recognized as instrumental in educators' efforts to develop partnerships between school and family (Michigan Department of Education, 2002). The researcher sought to explore more deeply the characteristics of parents in various demographic categories who may be classified in one or more of the six types of parental involvement from Epstein's model. Parent Involvement initiatives can be designed to strengthen involvement in one of the following six areas: parenting, communicating, volunteering, learning at home, decision making, and collaboration with community. As public school leaders, teachers, and staff learn more about the expectations of

parents in elementary schools, they may be better equipped to develop parent involvement initiatives which are tailored to the explicit needs of the parents as expressed in their responses to the survey.

This study is driven by the overarching question: What do parents of elementary students expect from public elementary school teachers, school leaders and school staff?" In order to answer this question, the following sub-questions and null hypotheses (H_0) have been developed to assist with accomplishing this task:

1. Considering the parent's race and ethnicity as a factor, what do parents of elementary school children expect from public school leaders, teachers, and staff?

   $H_0 1$: There will be no differences in what parents of elementary school children expect from public school leaders, teachers, and staff when the parent's race and ethnicity is considered as a factor.

2. Considering the parent's socioeconomic status as a factor, what do parents of elementary school children expect from public school leaders, teachers, and staff?

   $H_0 2$: There will be no differences in what parents of elementary school children expect from public school leaders, teachers, and staff when the parent's socioeconomic status is considered as a factor.

3. Considering the parent's level of educational attainment as a factor, what do parents of elementary school children expect from public school leaders, teachers, and staff?

   $H_0 3$: There will be no differences in what parents of elementary school children expect from public school leaders, teachers, and staff when the parent's level of educational attainment is considered as a factor.

Research Design

The research design of the study is a descriptive study. Valdez (2012) describes descriptive research as the process of gathering factual and accurate data for exploration of naturally occurring characteristics and relationships of a target population. The descriptive research approach was chosen for this study because it enabled the researcher to understand the relationship between parents' demographic characteristics and their expectations of elementary schools. The research does not involve experimentation and does not seek to control situations or variables involved in the study. The outcome of the study is expected to provide a description of the targeted population's responses through the use of descriptive statistics. Questions 1, 2, and 3 are descriptive in that the researcher is searching for similar or dissimilar characteristics within the responses of the chosen demographic groups. Ultimately, the researcher examined the data that exists in relation to parent expectations within the noted demographic groups. This research does not attempt to determine causation of any data that is collected.

Sampling and Participants

The sample for this study is taken from the population of elementary school parents in a medium-sized school district in Southeast Georgia. The selected school district has 6,184 elementary school students. The researcher chose to survey parents of students in Grades 3, 4, and 5 for this study. This population was chosen to assist the researcher in avoiding duplication of parent survey responses. The existence of siblings among the grade levels may occur more frequently if the grade span included parents of students in all grade levels K-5. Additionally, the researcher examined a cross-section of the elementary school population in the district. The researcher conducted a comparison of race/ethnicity of the total K-5 student population to the

total population of students in grades 3, 4, and 5. A Student Enrollment Summary Report was generated via the countywide Infinite Campus database. The Infinite Campus database houses student information for each child in the county. Based on a comparison of percentages of each demographic group in the Student Enrollment Summary Report for the school district, the researcher found that the grades 3, 4, and 5 percentages are almost equivalent to the total K-5 elementary population and therefore provide a sample that is representative of the demographic population in the school district. The similarity of percentages in the demographic statistics is depicted in Table 1:

Table 1

Comparison of Demographic Statistics of Students in the Targeted Population

Race/Ethnicity	% of Total Elementary Population	% in Grades 3, 4, and 5 Population
Hispanic/Latino	11.1	10.3
Asian	1.2	1.4
Black/African-American	34.6	33
White	48.9	46.4
American Indian or Alaskan Native	.19	.16
Hawaiian Pacific Islander	.26	.33

Nine of the ten elementary schools in the district participated in the study. The researcher has calculated the sample size using an online sample size calculator. The calculated sample size for 2643 students with a confidence level of 95% and a margin of error $\pm$ 5 is 336 participants. (http://www.raosoft.com/samplesize.html). In order to increase the likelihood of obtaining the desired sample size, the researcher chose to distribute 2643 surveys for this study.

Instrumentation

A self-developed survey to focus on the three sub-questions of the study was developed by the researcher. The survey was then translated into Spanish by the Migrant Student Services Provider for the district (see Appendices F and G). Ten demographic questions about elementary school parents were included in the survey for data collection. The demographic data includes: sex; age; race and ethnicity; marital status; occupation; income bracket; highest educational level attained; number of children in the household; number of children currently attending elementary school; and, current educational level of children who are not attending elementary school. The survey also included four open-ended questions designed to allow parents to voice their perceptions of the school as well as list any expectations that they might have which were not addressed in the survey. The open-ended responses allowed the researcher to ascertain the perceptions of parents without the aid of preconceived notions (Patton, 2002). Patton (2002) further states that it is the responsibility of the researcher to create an avenue for participants to respond genuinely to the topic that is presented. It was the researcher's aim to provide an avenue which allowed additional information to be gleaned from participants. The final section of the survey contained a battery of 31 Likert scale questions relating to the parents' expectations of elementary schools. The Likert Scale survey was utilized since the aim of the research was to determine whether or not the participants respond favorably or unfavorably toward a presented topic (Kothari, 2009). Additionally, the Likert scale allowed the researcher to examine "how responses differ between people"(Kothari, 2009, p.86). The questions explored parent expectations regarding communication, parent involvement, school climate, and parent beliefs regarding education. These categories were selected based on the researcher's classification of information learned in the literature review (See Appendix M). The researcher was interested in

participant response to questions within these categories addressing specific information on expectations of school leaders, teachers, and staff from parents of elementary school students in grades 3, 4, and 5. Participants were asked to respond to questions on a rating scale of 1 to 5. A rating of 1 on the Likert scale means Strongly Disagree, 2 means Disagree, 3 means Neither Agree Nor Disagree, 4 means Agree, and a rating of 5 means Strongly Agree. The survey concluded with a final thank you statement to communicate the researcher's appreciation for the participant's cooperation. All participants who completed the survey were afforded the opportunity to win one of two $25 gift cards from Wal-Mart and Target. The two gift card winners were drawn from the addresses and phone numbers submitted by participants who completed the survey. The researcher used the address and/or phone number provided on the winning entry to contact the recipients. Arrangements were made to meet each recipient at their child's school or at a place which is convenient for the recipient. Proof of address was provided to the researcher before the gift card was awarded.

Parent Involvement Coordinators are liaisons between the school and parents. They are responsible for working with teachers and staff to provide guidance for working and communicating with parents effectively. Parent involvement Coordinators are also responsible for maintaining a Parent Resource Center within the school which provides resources to educate parents and connect them with available community services. The parents also learn how the educational system works via the Parent Involvement Coordinator. Parent Involvement Coordinators throughout the district were utilized to review the survey questions for face validity since they have interactions with parents on a daily basis and conduct annual surveys of parents to collect feedback on the services they provide through parent involvement resources. Shuttleworth (2009) describes face validity as a measure of how representative a research project

is 'at face value,' and whether it appears to be a good project. The Parent Involvement Coordinators assessed the questions to determine if the information obtained by participant's responses would yield the desired information on parental expectations of elementary school leaders, teachers and staff. Feedback from Parent Involvement Coordinators and participants in the pilot study were used to make necessary revisions to the survey.

Validity and Reliability

Validity and reliability of the survey was enhanced through a focus group pilot study. Survey revisions were made based on feedback from the results of the pilot study and from the Parent Involvement Coordinators. Each of the aforementioned steps in the instrument construction process helped to ensure content validity (deVaus, 2002). The validity of this survey was determined using measures of content validity. Content validity is defined as the extent to which a measurement instrument contains items that represent an adequate sample of the construct assessed (Polit and Beck, 2006).

The establishment of a high level of internal consistency among responses to items in the pilot of the survey ensured reliability of the actual survey. The results of Chronbach's alpha was the method used to determine reliability since it works well with researcher-created surveys. The use of Chronbach's alpha has become more common when research involves the measurement of a concept or construct through the use of multiple items (Tavakol and Dennick, 2011). Tavakol and Dennick (2011) further state that Chronbach's alpha requires only one test administration, therefore, it is easier to use in comparison to other estimates of reliability.

Focus Group Pilot Study

An invitation in the form of a flyer (see Appendix J) was extended by the researcher to a cross-section of parents who are representative of the demographics in the school district. The flyer informed potential participants of the date, time and location of the pilot study. Refreshments and the opportunity to participate in a parent discussion with other parents were provided as an incentive for participation. As recommended by Zikmund and Babin (2007), the pilot study consisted of a focus group of 12 parents of elementary students in grades 3, 4, and 5 within the researcher's school district. These parents did not participate in the subsequent research since their responses were used to revise the survey. The pilot study was conducted in the media center of an elementary school in the district since that is easily accessible by the parents (Steward & Shamdasani, 1990). The media center contained a computer lab which was utilized by participants for online completion of the survey. The researcher provided an informed consent document to all participants before the survey was administered (see Appendices C and D). Participants had the option of completing the survey online or on paper. A focus group discussion followed the completion of the survey. Discussion questions aimed to assess overall participant reaction to the survey, determine time needed to complete the survey, and purpose and clarity of the questions contained in the survey (see Appendix G). The survey was then revised as indicated from Parent Involvement Coordinators' feedback and results of the focus group pilot study. The researcher modified the wording of some of the questions and revised the sequencing of questions so that the survey would flow more easily for the respondents. All demographic and open-ended questions were moved to the beginning of the survey. The word "household" was added to improve clarification of the question which requested participant's income, and the category heading "Educational Attainment" was revised to read

"Educational Level and Achievement (Growth in Learning)". No other changes were made to the survey.

Data Collection

The data collected for this study included the tabulation of parent expectations as determined by responses indicated using a Likert scale and open-ended questions. The initial stage of this study included identifying the problem and reviewing the literature that exists on the topic. A survey was then developed for the purpose of addressing the research questions.

The Georgia Southern Institutional Review Board (IRB) was asked for permission to conduct this study. The researcher also obtained written permission from the Superintendent, and from the Executive Director of Early Academics/Intervention Programs (see Appendix D). The Parent Involvement Supervisor was contacted by the researcher via email to submit the survey, explain the research, and to request that the Parent Involvement Coordinators be allowed to provide feedback on the survey to establish face validity.

After modifications to the survey instrument took place, the researcher sent a courtesy email to elementary school principals informing them of the research study and its purpose. The email contained an explanation of the steps in the data collection process. A notification of the dates of the data collection was also included in the email. A flyer (see Appendix K) containing information about the survey, paper copies of the survey in English and in Spanish along with return envelopes was distributed to Instructional Coaches of each of the nine participating elementary schools within the district. Instructional Coaches are the liaisons between the principals and the teachers who work closely with the teachers to support the delivery of quality instruction which meets the needs of all students.

The researcher-created flyers containing instructions for accessing the survey were distributed to the Instructional Coach at each elementary school in accordance with the distribution date sent to the principals. Each elementary school received the appropriate number of flyers per grade level in grades 3, 4, and 5 based on the student enrollment report. Flyers were provided for each student in grades 3, 4, and 5. Instructional Coaches distributed the flyers to students within their grade level classes. In order to avoid duplication of survey responses, parents were asked to complete only one survey per household. At the end of the online survey, the parents were given the option of participating in the drawing by entering their address and telephone number on a separate page.

Paper copies of the survey and return envelopes were provided to the Instructional Coaches of each school as well. The surveys were enclosed in a larger appropriately sized envelope. The flyer contained information about the availability of paper copies of the survey which parents could choose to complete in lieu of responding via the internet. Parents who preferred a paper survey could request that a copy of the survey, along with a return envelope, be sent home to them via their child by checking the box on the flyer and returning it to the Instructional Coach at the school. Survey flyers contained a statement written in Spanish informing parents to place a check in the box provided to request a Spanish version of the survey. Once the flyer was returned, the Instructional Coach sent home a Spanish version of the informed consent and a survey along with a return envelope.

Each paper version of the survey contained an information sheet on a separate page which instructs participants to provide their phone number and address if they chose to enter the drawing for one of the $25 gift cards. Participants were asked to return this page in the envelope along with the completed survey.

After a one-week period, Instructional Coaches distributed a reminder flyer (see Appendix L) to students in grades 3, 4, and 5 to be taken home to parents encouraging them to respond to the survey within one week if they had not yet done so. Participants who chose the paper survey were instructed to send the completed survey, sealed in the return envelope, to their child's school. Surveys were then turned in to the Instructional Coach who deposited the sealed envelopes into the larger appropriately sized envelope and delivered the envelope to the researcher at the end of the second week.

Each information page from the internet surveys and the paper surveys was deposited into a single container for the drawing. The researcher withdrew the two winning information pages from the container. The winners of the $25 gift cards were notified by the researcher via the telephone number provided on the information sheets. A translator was utilized if the gift card recipient did not speak English. The researcher arranged to meet the winning parents at their child's school or other convenient location at a mutually agreed upon time to award the gift cards to them. Once the surveys were collected by the researcher, the process of compiling and analyzing the data began.

Data Analysis

Data was analyzed through the use of descriptive statistics. Descriptive statistics utilize mathematical processes to organize, summarize, and display numerical data provided by participant responses in a given sample (deVaus, 2002; Gall, Gall, & Borg, 2007). Online survey responses were automatically recorded via the use of Qualtrics.com web-based survey software. The researcher used version 21.0.0 of the IBM Statistical Package for Social Sciences (SPSS) to determine the mean, median, and mode of participant responses. Additionally, survey responses were rank-ordered based on frequency of response within the demographic groups. The

frequency distribution for each questionnaire item was determined. Analysis of Variance (ANOVA) is a means of determining if any significant difference exists between means within demographic groups (Statsoft.com, 2013). The use of the ANOVA as opposed to a MANOVA is deemed appropriate since the researcher did not seek to determine causation between the variables and used a relatively small sample size in this study (Bray and Maxwell, 1985). ANOVA is also classified as a statistical model that can be used when simply comparing two or more conditions (Field, Miles, and Field, 2012). Response data was analyzed using version 21.0.0 of the IBM Statistical Package for Social Sciences (SPSS). An ANOVA was conducted to determine if any significant differences existed among parent responses to items in School-Parent Relationships, Curriculum, Culture and Climate, Educational Level and Achievement (Growth in Learning), and Parent Involvement based on the race and ethnicity, SES, and level of educational attainment of the parent. An analysis of variance can detect differences among two or more means through the use of one test, which allows the alpha level to remain constant (Sprinthall, 2003). Acceptance or rejection of the null hypothesis for each research question will be determined using the ANOVA. For this study, the significance level was an alpha of .05. An F-table utilizing degree of freedom (df) between groups and df within groups was used to determine the critical value of F which was compared to the calculated F-value to determine if a significant difference existed between means. Results are presented in Chapter 4 as appropriate. An interpretation of the results is provided by the researcher.

Summary

The instrument in this study was a researcher-developed survey using a Likert scale for participant responses. The survey was subject to a face validity analysis by Parent Involvement Coordinators and a focus group pilot study conducted on a group of 12 parents. The validity and

reliability of the survey was determined at the conclusion of the pilot study using the rational equivalence method which includes Chronbach's alpha.

Upon obtaining permission to conduct the study from the IRB of Georgia Southern University and from the school district, a flyer containing information on how access the survey was distributed by the researcher to the ten elementary schools in the district. Parents were asked to respond to demographic, open-ended, and Likert-scale questions which were designed to gather information in reference to the parents' expectations of elementary school leaders, teachers, and staff. Parents were also provided the opportunity to respond to open-ended questions which seek to identify additional information about parent expectations of elementary school leaders, teachers, and staff that may not have been addressed in the survey. Data was compiled and analyzed once the completed surveys were returned to the researcher.

CHAPTER IV

REPORT OF DATA AND DATA ANALYSIS

Introduction

This study explored parent expectations of elementary schools and sought to examine the similarities and differences in parent expectations based on the race and ethnicity of the parent, the socioeconomic status of the parent, and the level of educational attainment of the parent. Data was collected from parents in public elementary schools in a Southeast Georgia school district. This research was driven by the existence of an ever-changing demographic population, Epstein's Model of Parent Involvement which supports strong partnership between the school and the parents, and the Vygotskyan perspective which supports the manifestation of parents' aspirations for children as a result of their communication of expectations to the child.

The researcher created survey questions and categorized them based on information revealed from a thorough literature review. Validity of the questions was addressed through the use of Parent Involvement Coordinators in the school district who serve as facilitators between the parents and the school. Parent Involvement Coordinators are continually involved with parents and communicate with them on a daily basis. They served as the panel of experts who reviewed the survey for face validity and content validity. Parent Involvement Coordinators provided feedback on the appropriateness of each item in the survey and whether its questions would yield the desired information regarding parent expectations of elementary schools. The instrument was also reviewed for clarity and comprehensiveness to ensure that the survey questions were clearly stated and that the survey was all-inclusive of questions that would provide information to fulfill the purpose of the research. In response to feedback from the Parent Involvement Coordinators, the researcher modified the wording of some of the questions

and revised the sequencing of questions so that the survey would flow more easily for the respondents. A subsequent focus group pilot study was conducted. The pilot study was designed to have a small number of parents who are representative of the school district population respond to and provide feedback on the survey. This group of parents was not included in the population sample for the main study. Feedback was obtained through a focus group discussion which was conducted after they completed the survey. Chronbach Alpha values were calculated to determine internal consistency for questions in the survey and returned a value of .109 which indicates a high level of internal consistency. A final revision was conducted following the completion of the focus group pilot study to improve its clarity and focus. All demographic and open-ended questions were moved to the beginning of the survey. The word "household" was added to improve clarification of the question which requested participant's income, and the category heading "Educational Attainment" was revised to read "Educational Level and Achievement (Growth in Learning)" based on feedback from Parent Involvement Coordinators and parents from the focus group pilot study. No other changes were made to the survey. The process above was utilized to ensure the content validity of the instrument (deVaus, 2002). The final survey instrument contains 10 demographic questions, 4 open-ended questions, and 31 Likert scale questions.

An email was sent to the principal of each of the ten elementary schools in the district. The email provided information about the purpose of the research and requested a response to provide permission for research to be conducted at the principal's school. Of the ten elementary schools solicited, nine of them responded granting permission for the research to be conducted in their school.

A link to the final survey instrument was placed on the Parent Involvement page of the school district's website. Flyers containing information for accessing the survey link were sent to the

Instructional Coach at each elementary school along with paper copies in both English and Spanish. The Instructional Coaches provided a flyer to each student in grades 3, 4, and 5 in their respective elementary schools. After a one week period following the distribution of the flyers, a reminder flyer was sent to the Instructional Coach at each elementary school for distribution to the students. Parent response to paper copies of the survey was much greater than response to the survey link. The researcher provided paper copies to parents as needed. Due to the participation of nine of the ten elementary schools, the researcher distributed a total of 2643 survey flyers. Of the 2643 participants solicited, 340 completed the survey either online or via paper copy for a return rate of 12.86%. Bartlett, Kotrlik and Higgins (2001) provide guidelines for acceptable sample sizes for targeted populations. These guidelines support the researcher's response rate of 12.86% for the targeted population of 2643 participants. Two of the 340 participants received a $25 Target or Wal-Mart gift card as a result of a drawing conducted by the researcher. The gift cards were awarded to the recipients at their child's school or at a convenient location for the recipients since the school year had ended. Data from the collected surveys were analyzed and research findings are delineated in this chapter. This chapter also includes information regarding research questions, research design, and participant demographics. Qualtrics.com and version 21.0.0 of the IBM Statistical Package for Social Sciences (SPSS) was used to calculate descriptive statistics for this study.

Research Questions and Design

The overarching question for this study was "What do parents of elementary students expect from public elementary school leaders, school teachers and school staff?" The research was guided by the three sub-questions and the null hypotheses listed below.

1. Considering the parent's race and ethnicity as a factor, what do parents of elementary school children expect from public school leaders, teachers, and staff?

$H_0$1: There will be no differences in what parents of elementary school children expect from public school leaders, teachers, and staff when the parent's race and ethnicity is considered as a factor.

2. Considering the parent's socioeconomic status as a factor, what do parents of elementary school children expect from public school leaders, teachers, and staff?

$H_0$2: There will be no differences in what parents of elementary school children expect from public school leaders, teachers, and staff when the parent's socioeconomic status is considered as a factor.

3. Considering the parent's level of educational attainment as a factor, what do parents of elementary school children expect from public school leaders, teachers, and staff?

$H_0$3: There will be no differences in what parents of elementary school children expect from public school leaders, teachers, and staff when the parent's level of educational attainment is considered as a factor.

The examination of parent expectations of elementary schools and the leaders, teachers, and staff within them was the primary focus of this study. Information derived from the study will benefit educational leaders' efforts to seek a greater understanding of parents' perceptions of the role of the school in the education of children. The aim was to provide useful information for educators as they strive to build positive partnerships between the schools and the parents of elementary school students. The research design for this study is quantitative. A convenience and purposive sample was taken from the parent population of elementary school students in a Southeast Georgia school district.

Demographic Profile of the Participants

A set of ten demographic questions were included in the survey to further inform the

researcher of the characteristics of the participants. These questions sought to determine the

following demographic data about the participants: sex; age; race and ethnicity; marital status;

occupation; income bracket; highest educational level attained; number of children in the

household; and, number of children currently attending elementary school. A frequency

distribution was determined for items 1-4 and 6-10 through the use of version 21.0.0 of the IBM

Statistical Package for Social Sciences (SPSS). Item number 5 contained nominal data

concerning the participants' occupation and was not included in the frequency distribution. Total

number of respondents was 340. A Summary of demographics for participants in the study are

displayed in Table 2. See Appendix A for a complete table of participant demographics.

Table 2

Frequency Distribution Summary for Elementary Parent Survey Participants

Demographic	N	Percent equivalent
Sex		
Male	53	15.0
Female	287	81.1
Missing	14	4.0
Age		
25-34 years	144	40.7
35-44 years	116	32.8
45-54 years	52	14.7
Race and Ethnicity		
White not Hispanic	139	39.3
Black not Hispanic	173	48.9
Hispanic or Latino	21	5.9

Table 2 (continued)

Frequency Distribution Summary for Elementary Parent Survey Participants

Demographic	N	Percent equivalent
Marital Status		
Single	92	26.0
Married	178	50.3
Divorced	46	13.0
Household Income Level		
$10,000 - $30, 000	130	36.7
$31, 000 - $60, 000	106	29.9
$61,000 and above	59	16.7
Number of Children in Grades 3-5		
1	265	74.9
2	64	18.1
3	7	2.0
4	2	.6
5	2	.6
Parent Education Level		
Less than high school	26	7.3
High school graduate	91	25.7
Some college	147	41.5
Bachelor's degree	49	13.8
Master's degree or higher	24	6.8

Participants in the survey were mostly in the age range of 25-34 years at 40.7%. This represents a total of 144 participants. Participants in the age range of 35-44 years followed closely with 32.8%. Participant totals for Race and Ethnicity were as follows: 139 White not Hispanic (39.3%), 173 Black not Hispanic (48.9%), 21 Hispanic or Latino (5.9%). Slightly more than half of the participants were married. They represented 178 participants. Single participants totaled 92 which represented 26% of the respondents. Household income level was reported as follows: Low SES of $10,000 - $30,000 totaled 130 participants for 36.7%, Middle SES of $31,000 -

$60,000 totaled 106 participants for 29.9%, High SES of $61,000 and above totaled 59 participants for 16.7%. Participants also provided information regarding the grade levels of children in the household. Almost 75% or 265 of the participants had one child in grades 3-5 while 18.1% or 64 participants reported having 2 children in grades 3-5. The final demographic category of Parent Education Level produced a majority of participants who had Some college 147 (41.5%) followed by High school graduate 91 (25.7%). The remaining participants provided the following information: Less than high school 26 (7.3%), Bachelor's degree 49 (13.8%), Master's degree or higher 24 (6.8%).

Survey Results

Survey responses from the hard copies of the surveys were entered by the researcher into the Qualtrics.com web-based survey software. Online survey responses were already housed in the database and were combined with the paper copy responses. All survey data were converted to the SPSS format and downloaded into version 21.0.0 of SPSS. A frequency distribution for each of the survey questions can be found in Table 3 (See Appendix B).

This study was designed to provide the researcher with information regarding the parent expectations of elementary schools. Responses to survey questions were used to determine parent expectations and were analyzed based upon the aforementioned research questions. Data results for each question are displayed below. See Appendix H to refer to the survey questions.

Research Question 1

Considering the parent's race and ethnicity as a factor, what do parents of elementary school children expect from public school leaders, teachers, and staff? Tables 4 -8 display descriptive statistics based on parent responses to survey questions 15 - 45. The researcher used

the mode from descriptive statistics to analyze participant responses to questions. Table 4

presents results for School-Parent Relationships by race and ethnicity.

Table 4

School-Parent Relationships Responses by Race and Ethnicity for Questions 15 – 24

	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24
White	5	5	5	5	4	5	4	3	3[a]	3
Black	5	5	5	5	5	5	4	4	4	4
Hispanic	5	5	5	5	5	5	5	5	5	5
Amer. Ind.	3[a]	5	5	3[a]	5	3[a]	5	5	5	1[a]
Asian	5	5	5	5	5	5	5	5	5	5
Pac. Island.	5	4	3[a]	4	4	5	4	3[a]	3[a]	1[a]
Other	5	5	4	4	4	4	4	4	4	4

a. Multiple modes exist. The smallest value is shown.

Parents across all races and ethnicities, with the exception of American Indian parents,

strongly agree that schools should encourage parents to be partners in the education of their

child. American Indian parents neither agreed nor disagreed with schools encouraging parents to

be partners in their child's education. Parents agreed or strongly agreed with educating staff

about the culture of the students, building strong relationships with the community and building

strong relationships with families. Most races and ethnicities agreed or strongly agreed with

defining teacher and parent roles. The majority of the races and ethnicities of parents in the

study agreed or strongly agreed with schools contacting parents and with schools building strong

relationships with families. Most parents, except White parents and Pacific Islander parents

agreed or strongly agreed that schools should consider parents' race and ethnicity, and social and

cultural differences when building relationships with parents. The consideration of parents'

education level generated varied responses. Hispanic parents and Asian parents strongly agreed

with considering parents' education level when building school-parent relationships, while Black

parents agreed. White parents neither agreed nor disagreed, and American Indian parents and
Pacific Islander parents strongly disagreed with considering their education level in the building
of relationships with schools.

Table 5 presents parent responses by race and ethnicity to Curriculum items within the
survey.

Table 5

Curriculum Responses by Race and Ethnicity for Questions 25-31

	Q25	Q26	Q27	Q28	Q29	Q30	Q31
White	5	1	1	1	5	5	5
Black	5	1	1	1	5	5	5
Hispanic	5	5	3	3[a]	5	5	5
Amer. Ind.	3[a]	5	1[a]	5	5	4	5
Asian	5	5	5	5	5	5	5
Pac. Island.	4	2[a]	1[a]	1[a]	3[a]	4	5
Other	4	4	3	4	4	4	3

a. Multiple modes exist. The smallest value is shown.

Survey items about Curriculum generated varied responses from parents based on their
race and ethnicity. Most parents agreed or strongly agreed that schools should inform them
about what their child is studying. American Indian parents neither agreed nor disagreed that
schools should inform parents about what their child is studying. White parents and Black
parents strongly disagreed that parents' race and ethnicity, socioeconomic status, and education
level should be considered when schools make decisions about how to educate their child.
Hispanic, American Indian, and Asian parents strongly agreed that race should be considered
when educating children. Hispanic parents neither agreed nor disagreed with parents' SES, and
education level as a consideration for schools when making educational decisions for their
children. American Indian parents strongly disagreed with parents' SES being considered when

making educational decisions but they strongly agreed with schools considering parents'

education level when making educational decisions. Asian parents strongly agreed with schools

considering parents' SES, and education level when making decisions about how to educate their

child. The majority of parents strongly agreed or agreed that schools should teach children

information that is appropriate for them, help parents understand CRCT scores and other test

scores, and provide effective special services for their children.

Table 6 provides results in regard to Culture and Climate.

Table 6

Culture and Climate Responses by Race and Ethnicity for Questions 32 - 35

	Q32	Q33	Q34	Q35
White	5	5	5	5
Black	5	5	5	5
Hispanic	5	5	5	5
Amer. Ind.	5	5	4	5
Asian	5	5	4	5
Pac. Island.	5	5	3[a]	5
Other	4	4	4	4

a. Multiple modes exist. The smallest value is shown.

All participants indicated that they either agreed or strongly agreed that schools should

create a safe and orderly environment for children, provide a welcoming environment for

parents, encourage parents to speak up for their child's best interests, and respond to suggestions

and concerns of parents in a positive and timely manner. Pacific Islander parents pose an

exception with their response of neither agree nor disagree with schools encouraging parents to

speak up for the best interests of their child.

Table 7 displays results for parent responses to items about Educational Level and Achievement (Growth in Learning) based on Race and Ethnicity of the parent.

Table 7

Educational Level and Achievement (Growth in Learning) Responses by Race and Ethnicity for Questions 36 - 40

	Q36	Q37	Q38	Q39	Q40
White	5	5	1	3	5
Black	5	5	1	5	5
Hispanic	5	5	1[a]	5	5
Amer. Ind.	5	5	1	3	4
Asian	5	5	3	5	5
Pac. Island.	4	4	2	3	4
Other	4	4	4	4	4

a. Multiple modes exist. The smallest value is shown.

Parents either agreed or strongly agreed that schools should find out what parents think about the factors that affect their child's education, provide more challenging learning experiences, and encourage parents to have high expectations for their children. Most parents strongly disagreed that the learning experience for children should be less challenging. Parent responses range from neither agree nor disagree to strongly agree in regard to schools being responsible for closing the achievement gap between different races of children.

Table 8 displays results from participant responses to parent involvement based on race and ethnicity of the parent.

Table 8

Parent Involvement Responses by Race and Ethnicity for Questions 41 - 45

	Q41	Q42	Q43	Q44	Q45
White	5	4[a]	4	5	5
Black	5	5	5	5	5
Hispanic	5	5	5	5	5
Amer. Ind.	3[a]	5	3[a]	3[a]	4
Asian	5	5	5	5	5
Pac. Island.	4	3[a]	3	4	5
Other	4	4	4	4	4

a. Multiple modes exist. The smallest value is shown.

Several races and ethnicities agreed or strongly agreed that schools should have a strong program that encourages parents to get involved, have flexible scheduling for facilitate parents being involved in school events, teach parents how to become involved in their child's education, increase student achievement by involving parents and the community in school, and seek parental involvement to help with closing the student achievement gap. American Indian parents are an exception since they neither agreed nor disagreed with most Parent Involvement questions.

Research Question 2

Considering the parent's socioeconomic status as a factor, what do parents of elementary school children expect from public school leaders, teachers, and staff? Tables 9 - 13 display descriptive statistics based on parent responses to survey questions 15 - 45. The researcher used the mode from generated from participant survey responses as a means of examining the data.

In Table 9, data shows that parents of all SES levels agreed or strongly agreed that schools should encourage parents to be partners in the education of their child, staff should be educated about the culture of students who attend the school, and the roles of parents and teachers in the education of students should be clearly defined by the school.

Table 9

School-Parent Relationships Responses by Socioeconomic Status for Questions 15 – 24

	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24
Low SES	5	5	5	5	5	5	4	5	4	4
Middle SES	5	5	5	5	4[a]	5	5	3	4	3
High SES	5	5	5	4[a]	5	5	4	3	3[a]	3

a. Multiple modes exist. The smallest value is shown.

Parents also agreed or strongly agreed that schools should initiate parental contact to encourage them to participate in meetings and events as well as build strong relationships with the community. Parents in each SES group strongly agreed that schools should build strong relationships with families. Each SES group of parents agreed or strongly agreed that schools should survey parents to determine their expectations. Low SES parents strongly agreed that schools should consider parents' race and ethnicity when building relationships with parents. Middle and High SES parents neither agreed nor disagreed that schools should consider race and ethnicity when building relationships with parents. Parents either agreed or were neutral in response to the survey question about whether schools should consider parents' social and cultural differences and educational level when building relationships with them.

Table 10 displays responses to Curriculum questions.

Table 10

Curriculum Responses by Socioeconomic Status for Questions 25-31

	Q25	Q26	Q27	Q28	Q29	Q30	Q31
Low SES	5	1	1	1	5	5	5
Middle SES	5	1	1	1	5	5	5
High SES	5	2	2	2	4	5	5

a. Multiple modes exist. The smallest value is shown.

Parents in each SES group agreed or strongly agreed that schools should inform them about what their child is studying and that schools should teach appropriate information for children. Parents also agreed or strongly agreed that schools should help them understand the CRCT test and other tests that are sent home and that schools should provide effective special services for children. All SES groups disagreed or strongly disagreed that schools should consider parents' race and ethnicity, socioeconomic status, and education level when deciding how to educate children.

Participant responses based on SES for Culture and Climate are displayed in Table 11.

Table 11

Culture and Climate Responses by Socioeconomic Status for Questions 32 - 35

	Q32	Q33	Q34	Q35
Low SES	5	5	5	5
Middle SES	5	5	5	5
High SES	5	5	5	5

a. Multiple modes exist. The smallest value is shown.

Culture and climate is an area with which all SES levels of parents strongly agreed that schools should create a safe and orderly environment for children, and an atmosphere that makes parents feel welcome. Parents also strongly agreed that schools should encourage parents to

speak up for what they believe is in the best interests of their child and that schools should

respond to suggestions and concerns of parents in a positive and timely manner.

Table 12 provides an illustration of parent responses to Educational Level and

Achievement based on SES. .

Table 12

Educational Level and Achievement (Growth in Learning) Responses by Socioeconomic Status for Questions 36 - 40

	Q36	Q37	Q38	Q39	Q40
Low SES	5	5	1	3[a]	5
Middle SES	5	5	1	3	5
High SES	5	5	1	3	4

a. Multiple modes exist. The smallest value is shown.

All SES groups of parents want schools to provide a more challenging learning

experience for children as well as encourage parents to have high expectations for their children

Additionally, all SES groups strongly disagreed that schools should provide a less challenging

learning experience for children. All SES parents neither agreed nor disagreed that schools

should be responsible for closing the achievement gap between different races of children. All

SES parents either strongly agreed or agreed that schools should find out want parents think

about the factors that affect their child's education.

Data in Table 13 shows participant responses to parent involvement based on SES.

Table 13

Parent Involvement Responses by Socioeconomic Status for Questions 41 - 45

	Q41	Q42	Q43	Q44	Q45
Low SES	5	5	5	5	5
Middle SES	5	4	4	5	5
High SES	5	5	4	5	5

a. Multiple modes exist. The smallest value is shown.

All SES levels strongly agreed that schools should have a strong program that encourages parents to get involved, that schools should involve parents and the community to help increase student achievement, and that schools should seek parental involvement to help with closing the achievement gap. Parents in all three SES levels agreed or strongly agreed that scheduling for parents to be involved in school events should be more flexible, and that schools should teach parents how to become involved in their child's education.

Research Question 3

Considering the parent's level of educational attainment as a factor, what do parents of elementary school children expect from public school leaders, teachers, and staff? Tables 14 -18 display descriptive statistics based on parent responses to survey questions 15 - 45. The researcher used the mode from generated descriptive statistics to examine participant responses to questions.

Results in Table 14 display parent responses disaggregated based on the education level of

the parent.

Table 14

School-Parent Relationship Responses by Education Level for Questions 15 - 24

	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24
Less than High School	5	5	5	5	5	5	4[a]	1	5	1
High School Graduate	5	5	5	5	5	5	5	1	3	1
Some College	5	5	5	4	4	5	4	3	4	3
Bachelor's Degree	5	5	5	5	5	5	4	3	3	3
Master's Degree or Higher	5	5	5	5	5	5	5	5	5	5

a. Multiple values exist. The smallest value is shown.

The researcher found that parents across all education levels agreed or strongly agreed

with most areas of School-Parent Relationships. Parents of each education level also agreed or

strongly agreed that schools should build strong relationships with the community and families,

and that schools should survey parents to determine their expectations. Parents' opinions vary

concerning the consideration of their race and ethnicity, social and cultural differences, and

educational level when building relationships with parents.

Table 15 shows results of participant responses to Curriculum based on Education Level.

Table 15

Curriculum Responses by Education Level for Questions 25 - 31

	Q25	Q26	Q27	Q28	Q29	Q30	Q31
Less than High School	5	1	1	1	5	5	5
High School Graduate	5	1	1	1	5	5	5
Some College	5	1	1	1	5	5	5
Bachelor's Degree	5	1	1	3	5	5	5
Master's Degree or Higher	5	3	2	2	4[a]	5	5

a. Multiple values exist. The smallest value is shown.

Parents of each education level included in the survey agreed or strongly agreed with schools informing them about what their child is studying, teaching appropriate information to children, helping parents understand the CRCT test scores and other test scores, and providing effective special services for children. The majority of parents strongly disagreed that their race and ethnicity, and socioeconomic status should be considered when schools build relationships with parents. A majority of parents also strongly disagreed with parents' education level being considered when schools make decisions about how to educate their child.

Table 16 displays results that show parents of all education levels strongly agreed with each aspect of Culture and Climate.

Table 16

Culture and Climate Responses by Educational Level for Questions 32 - 35

	Q32	Q33	Q34	Q35
Less than High School	5	5	5	5
High School Graduate	5	5	5	5
Some College	5	5	5	5
Bachelor's Degree	5	5	5	5
Master's Degree or Higher	5	5	5	5

Parents strongly agreed that schools should provide a welcoming environment for parents as well as a safe and orderly environment for children. Parents also strongly agreed that schools should encourage parents to speak up for what they believe is in the best interests of their child and that schools should respond to suggestions and concerns of parents in a positive and timely manner.

Participant responses to survey items about Educational Level and Achievement were disaggregated by Educational Level of the parent and are displayed in Table 17.

Table 17
Educational Level and Achievement (Growth in Learning) Responses by Educational Level for Questions 36 - 40

	Q36	Q37	Q38	Q39	Q40
Less than High School	5	5	1	5	5
High School Graduate	5	5	1	4	5
Some College	5	5	1	3	5
Bachelor's Degree	5	5	1	4	4
Master's Degree or Higher	5	5	1	3	5

Results showed that encouraging parents to have high expectations for their children, providing more challenging learning experiences for children, and finding out what parents think about the factors that affect their child's education are all areas with which parents of each education level agreed or strongly agreed. Additionally, parents of all education levels strongly disagreed that the learning experience of children should be less challenging. Responses are varied on schools being responsible for closing the achievement gap between different races of children. Responses to schools being responsible for closing the achievement gap ranged from strongly agree to neither agree nor disagree.

Parental Involvement results based on education level are displayed in Table 18.

Table 18

Parent Involvement Responses by Education Level for Questions 41 - 45

	Q41	Q42	Q43	Q44	Q45
Less than High School	5	5	5	5	5
High School Graduate	5	5	5	5	5
Some College	5	5	4	5	5
Bachelor's Degree	5	5	4	5	5
Master's Degree or Higher	5	5	4	5	5

Parents of each education level agreed or strongly agreed with all aspects of Parental Involvement included in the survey. They strongly agreed that schools should have a strong program that encourages parents to get involved, provide flexible scheduling for parents to be involved in school events, involve parents and the community in school to increase student achievement, and seek parental involvement to help with closing the student achievement gap. Additionally, parents of education levels Less than High School, and High School Graduate strongly agreed that schools should teach parents how to become involved in their child's education. Parents of all other education levels agreed that schools should teach parents how to become involved in their child's education.

Additional analysis of responses for each section of the survey produced a standard deviation within the range of .479 – 1.442. Participant responses showed a lower level of standard deviation on survey questions pertaining to Culture and Climate, and Parent Involvement. The mean, median, mode, and standard deviation of each section are depicted below in Tables 19-23.

Table 19

Descriptive Statistics for Responses to School-Parent Relationships Questions 15-24

		Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24
N	Valid	339	342	339	339	341	341	340	339	336	338
	Missing	15	12	15	15	13	13	14	15	18	16
Mean		4.73	4.38	4.39	4.43	4.34	4.47	4.20	3.17	3.48	3.22
Median		5.00	5.00	5.00	5.00	4.00	5.00	4.00	3.00	4.00	3.00
Mode		5	5	5	5	5	5	4	3	4	3
Std. Deviation		.550	.822	.815	.690	.745	.725	.845	1.380	1.295	1.361

Table 20

Descriptive Statistics for Responses to Curriculum Questions 25-31

		Q25	Q26	Q27	Q28	Q29	Q30	Q31
N	Valid	339	340	337	333	335	340	339
	Missing	15	14	17	21	19	14	15
Mean		4.61	2.86	2.56	2.51	4.37	4.47	4.43
Median		5.00	3.00	2.00	2.00	5.00	5.00	5.00
Mode		5	1	1	1	5	5	5
Std. Deviation		.649	1.441	1.430	1.413	.819	.658	.813

Table 21

Descriptive Statistics for Responses to Culture and Climate Questions 32-35

		Q32	Q33	Q34	Q35
N	Valid	335	337	334	335
	Missing	19	17	20	19
Mean		4.84	4.76	4.68	4.65
Median		5.00	5.00	5.00	5.00
Mode		5	5	5	5
Std. Deviation		.479	.528	.583	.604

Table 22

Descriptive Statistics for Responses to Educational Level and Achievement (Growth in Learning) Questions 36-40

		Q36	Q37	Q38	Q39	Q40
N	Valid	335	335	333	332	336
	Missing	19	19	21	22	18
Mean		4.63	4.37	2.41	3.58	4.37
Median		5.00	5.00	2.00	4.00	5.00
Mode		5	5	1	3	5
Std. Deviation		.675	.763	1.442	1.180	.758

Table 23

Descriptive Statistics for Responses to Parent Involvement Questions 41-45

		Q41	Q42	Q43	Q44	Q45
N	Valid	334	333	334	335	334
	Missing	20	21	20	19	20
Mean		4.51	4.26	4.15	4.43	4.43
Median		5.00	4.00	4.00	5.00	5.00
Mode		5	5	5	5	5
Std. Deviation		.647	.802	.921	.778	.698

Responses indicated that participants strongly agreed with the statements on a consistent basis. School-Parent Relationships, Curriculum, and Educational Level and Achievement responses returned more variance in the modes and standard deviations. Responses to Curriculum revealed strong disagreement with race and ethnicity, SES, and education level as a consideration when schools make decisions about how to educate children. Mode responses indicated that parents' did not strongly disagree overall with any of the survey items. Mode responses of strongly agree were prevalent in each of the five sections of the survey as depicted in Tables 19 - 23. This indicates that parents feel strongly that the schools have a responsibility to them, the community, and to the students.

The researcher sought to determine if there were any significant differences among participant responses based on demographic groups examined in the study. A one-way ANOVA was conducted to determine if there were any significant differences between means which would cause the null hypothesis to be rejected. Each section of the survey was analyzed using ANOVA with responses separated into categories of Race and Ethnicity, SES, and Education Level of parents. A rejection of the null hypothesis for Research Question 1 was detected in the ANOVA. Five questions (Q22, Q28, Q38, Q39, and Q42) presented a statistically significant difference based on participants' race and ethnicity. Parents of the various races and ethnicities explored in the study had notably different expectations of the schools. Differences in responses existed in regard to efforts that schools make when building relationships with parents, consideration of parents' education level when making curriculum decisions, the provision of a less challenging learning experience for children, closing the achievement gap, and the provision of flexible scheduling for parents to be involved.

A rejection of the null hypothesis for Research Question 2 was detected in the ANOVA. Four questions (Q19, Q29, Q37, and Q38) presented a statistically significant difference based on participants' SES. Parents in each SES level differed in their expectation that schools should build strong relationships with the community, provide an appropriate curriculum for students, and the provision of either a more challenging or a less challenging learning experience for students.

A rejection of the null hypothesis for Research Question 3 was detected in the ANOVA. Four Questions (Q29, Q38, Q44, Q45) presented a statistically significant difference based on participants' Educational Attainment level. Parents of varied levels in this category differed in their expectation that schools provide curriculum that is appropriate, that schools provide a less

challenging learning experience for student, and that schools can increase student achievement and close the achievement gap by involving parents and the community in school.

Interestingly, in Question 38, a rejection of the null hypothesis for all three research questions was found. *Schools should provide a less challenging learning experience for children,* exhibited a significant difference among each demographic group. This indicates variance in parent perceptions of the level of rigor in the students' current educational experience. Some parents feel that the learning experience should be less challenging while other parents feel that the learning experience should be more challenging.

The researcher calculated an ANOVA to detect differences in School-Parent Relationships survey questions 15 – 24 based upon demographic groups for parents' race and ethnicity, SES, and educational attainment level. The researcher's findings for School-Parent Relationships based on Race and Ethnicity are presented in Table 24.

Table 24

Analysis of Variance School-Parent Relationships for Questions 15-24 by Race and Ethnicity

		Sum of Squares	df	Mean Square	F	Sig.(p)
Q15	Between Groups	2.061	6	.344	1.137	.340
	Within Groups	99.974	331	.302		
	Total	102.036	337			
Q16	Between Groups	7.498	6	1.250	1.876	.084
	Within Groups	222.455	334	.666		
	Total	229.953	340			
Q17	Between Groups	1.455	6	.242	.361	.903
	Within Groups	222.545	331	.672		
	Total	224.000	337			
Q18	Between Groups	1.743	6	.291	.605	.726
	Within Groups	158.907	331	.480		
	Total	160.651	337			

Table 24 (continued)

Analysis of Variance School-Parent Relationships for Questions 15-24 by Race and Ethnicity

		Sum of Squares	df	Mean Square	F	Sig.(*p*)
Q19	Between Groups	2.370	6	.395	.707	.644
	Within Groups	186.053	333	.559		
	Total	188.424	339			
Q20	Between Groups	2.614	6	.436	.824	.552
	Within Groups	176.030	333	.529		
	Total	178.644	339			
Q21	Between Groups	2.655	6	.442	.614	.719
	Within Groups	239.103	332	.720		
	Total	241.758	338			
Q22	Between Groups	30.022	6	5.004	2.700	.014
	Within Groups	613.366	331	1.853		
	Total	643.388	337			
Q23	Between Groups	19.155	6	3.192	1.938	.074
	Within Groups	540.326	328	1.647		
	Total	559.481	334			
Q24	Between Groups	13.389	6	2.231	1.212	.300
	Within Groups	607.798	330	1.842		
	Total	621.187	336			

There was a statistically significant difference as determined by a one-way ANOVA ($F_{(6, 331)} = 2.700$, $p = .014$) in parents' race and ethnicity between groups for question 22 which states, *Schools should consider parents' race and ethnicity when building relationships with parents.* A determination of the critical value of F returned a range of $2.12 – 2.14$. The calculated value of F (2.700) is greater than the critical value which indicates a statistically significant difference for question 22. Therefore, the null hypothesis for research question 1 is rejected with respect to question 22 in School-Parent Relationships. In contrast to the other groups, the two largest racial and ethnic groups, Whites and Blacks, did not indicate strong

expectations for schools considering race and ethnicity when building relationships with parents. The remaining questions in School-Parent Relationships did not show a statistically significant difference based on parents' race and ethnicity.

Findings for ANOVA on School-Parent Relationships by SES are presented in Table 25.

Table 25

Analysis of Variance School-Parent Relationships for Questions 15-24 by SES

		Sum of Squares	df	Mean Square	F	Sig.
Q15	Between Groups	1.423	4	.356	1.156	.330
	Within Groups	99.427	323	.308		
	Total	100.851	327			
Q16	Between Groups	6.353	4	1.588	2.368	.053
	Within Groups	218.680	326	.671		
	Total	225.033	330			
Q17	Between Groups	.584	4	.146	.214	.931
	Within Groups	220.291	323	.682		
	Total	220.875	327			
Q18	Between Groups	.753	4	.188	.391	.815
	Within Groups	155.634	323	.482		
	Total	156.387	327			
Q19	Between Groups	7.783	4	1.946	3.555	.007
	Within Groups	177.881	325	.547		
	Total	185.664	329			
Q20	Between Groups	.483	4	.121	.223	.925
	Within Groups	175.650	325	.540		
	Total	176.133	329			
Q21	Between Groups	2.651	4	.663	.917	.454
	Within Groups	234.285	324	.723		
	Total	236.936	328			

Table 25 (continued)

Analysis of Variance School-Parent Relationships for Questions 15-24 by SES

		Sum of Squares	df	Mean Square	F	Sig.
Q22	Between Groups	6.165	4	1.541	.810	.520
	Within Groups	614.944	323	1.904		
	Total	621.110	327			
Q23	Between Groups	1.791	4	.448	.267	.899
	Within Groups	537.366	320	1.679		
	Total	539.157	324			
Q24	Between Groups	2.016	4	.504	.269	.898
	Within Groups	602.852	322	1.872		
	Total	604.869	326			

There was a statistically significant difference as determined by a one-way ANOVA ($F(4, 325) =$ 3.555, $p = .007$) in parents' SES between groups for question 19 which states, *Schools should build strong relationships with the community.* A determination of the critical value of F returned a range of 2.39 – 2.42. The calculated value of F (3.555) is greater than the critical value which indicates a statistically significant difference for question 19. Middle SES parents differed in their response by agreeing as opposed to strongly agreeing that schools should build strong relationships with the community. Therefore, the null hypothesis for research question 2 is rejected with respect to question 19 in School-Parent Relationships. The remaining questions in School-Parent Relationships did not show a statistically significant difference based on parents' SES.

The ANOVA for questions in School-Parent Relationships did not show a statistically significant difference based on parents' Education Level. Parents of the various educational

levels responded similarly to questions about School-Parent Relationships. The researcher's findings are presented in Table 26.

Table 26

Analysis of Variance School-Parent Relationships for Questions 15-24 by Education Level

		Sum of Squares	df	Mean Square	F	Sig.(p)
Q15	Between Groups	1.500	4	.375	1.237	.295
	Within Groups	99.174	327	.303		
	Total	100.675	331			
Q16	Between Groups	5.787	4	1.447	2.145	.075
	Within Groups	222.571	330	.674		
	Total	228.358	334			
Q17	Between Groups	1.637	4	.409	.606	.659
	Within Groups	221.013	327	.676		
	Total	222.651	331			
Q18	Between Groups	3.326	4	.832	1.746	.140
	Within Groups	155.791	327	.476		
	Total	159.117	331			
Q19	Between Groups	4.144	4	1.036	1.866	.116
	Within Groups	182.626	329	.555		
	Total	186.769	333			
Q20	Between Groups	3.499	4	.875	1.657	.160
	Within Groups	173.639	329	.528		
	Total	177.138	333			
Q21	Between Groups	4.598	4	1.150	1.608	.172
	Within Groups	234.483	328	.715		
	Total	239.081	332			
Q22	Between Groups	14.026	4	3.507	1.862	.117
	Within Groups	615.829	327	1.883		
	Total	629.855	331			
Q23	Between Groups	5.082	4	1.270	.756	.555
	Within Groups	544.693	324	1.681		
	Total	549.775	328			
Q24	Between Groups	10.852	4	2.713	1.468	.212
	Within Groups	602.345	326	1.848		
	Total	613.196	330			

The researcher calculated an ANOVA to detect differences in Curriculum survey questions 25 – 31 based upon demographic groups for parents' race and ethnicity, SES, and educational attainment level. The researcher's findings are presented in Table 27.

Table 27

Analysis of Variance Curriculum for Questions 25-31 by Race and Ethnicity

		Sum of Squares	df	Mean Square	F	Sig.(p)
Q25	Between Groups	3.928	6	.655	1.567	.156
	Within Groups	138.300	331	.418		
	Total	142.228	337			
Q26	Between Groups	25.767	6	4.294	2.102	.053
	Within Groups	678.151	332	2.043		
	Total	703.917	338			
Q27	Between Groups	18.340	6	3.057	1.509	.174
	Within Groups	666.585	329	2.026		
	Total	684.926	335			
Q28	Between Groups	30.117	6	5.019	2.586	.018
	Within Groups	630.880	325	1.941		
	Total	660.997	331			
Q29	Between Groups	3.875	6	.646	.962	.451
	Within Groups	219.562	327	.671		
	Total	223.437	333			
Q30	Between Groups	2.125	6	.354	.814	.560
	Within Groups	144.412	332	.435		
	Total	146.537	338			
Q31	Between Groups	5.772	6	.962	1.465	.189
	Within Groups	217.296	331	.656		
	Total	223.068	337			

There was a statistically significant difference as determined by a one-way ANOVA ($F(6, 325) = 2.586$, $p = .018$) in parents' race and ethnicity between groups for question 28 which

states, *Schools should consider parents' education level when deciding how to educate their child.* A determination of the critical value of F returned a range of 2.12 – 2.14. The calculated value of F (2.586) is greater than the critical value which indicates a statistically significant difference for question 28. Therefore, the null hypothesis for research question 1 is rejected with respect to question 28 in Curriculum. White, Black, and Pacific Islander parents strongly disagreed with considering educational level of the parents when schools make decisions about their child's education. Hispanic, American Indian, Asian, and Other parents' responses ranged from neither agree nor disagree to strongly agree. The remaining questions in Curriculum did not show a statistically significant difference based on parents' race and ethnicity.

The researcher's ANOVA findings are presented in Table 28 based on parents' SES for Curriculum questions.

Table 28

Analysis of Variance Curriculum for Questions 25-31 by SES

		Sum of Squares	df	Mean Square	F	Sig.(p)
Q25	Between Groups	.679	4	.170	.392	.814
	Within Groups	139.796	323	.433		
	Total	140.476	327			
Q26	Between Groups	13.796	4	3.449	1.673	.156
	Within Groups	667.773	324	2.061		
	Total	681.568	328			
Q27	Between Groups	5.148	4	1.287	.629	.642
	Within Groups	656.585	321	2.045		
	Total	661.733	325			
Q28	Between Groups	9.508	4	2.377	1.194	.313
	Within Groups	630.840	317	1.990		
	Total	640.348	321			

Table 28 (continued)

Analysis of Variance Curriculum for Questions 25-31 by SES

		Sum of Squares	df	Mean Square	F	Sig.(*p*)
Q29	Between Groups	6.799	4	1.700	2.558	.039
	Within Groups	211.951	319	.664		
	Total	218.750	323			
Q30	Between Groups	2.055	4	.514	1.190	.315
	Within Groups	139.860	324	.432		
	Total	141.915	328			
Q31	Between Groups	.574	4	.144	.215	.930
	Within Groups	215.950	323	.669		
	Total	216.524	327			

There was a statistically significant difference as determined by a one-way ANOVA ($F(4, 319) = 2.558$, $p = .039$) in parents' SES between groups for question 29 which states, *Schools should teach my child information that is appropriate for him/her.* A determination of the critical value of F returned a range of 2.39-2.42. The calculated value of F (2.558) is greater than the critical value which indicates a statistically significant difference for question 29. Therefore, the null hypothesis for research question 2 is rejected with respect to question 29 in Curriculum. Low and Middle SES parents felt strongly that schools should teach an appropriate curriculum. High SES parents agreed that the curriculum should be appropriate. The remaining questions in Curriculum did not show a statistically significant difference based on parents' socioeconomic status.

Table 29 displays ANOVA results for Curriculum based on parents' Education Level.

Table 29

Analysis of Variance Curriculum for Questions 25-31 by Education Level

		Sum of Squares	df	Mean Square	F	Sig.(p)
Q25	Between Groups	.819	4	.205	.478	.752
	Within Groups	140.058	327	.428		
	Total	140.877	331			
Q26	Between Groups	3.317	4	.829	.397	.811
	Within Groups	685.248	328	2.089		
	Total	688.565	332			
Q27	Between Groups	2.402	4	.601	.293	.882
	Within Groups	665.661	325	2.048		
	Total	668.064	329			
Q28	Between Groups	.973	4	.243	.122	.975
	Within Groups	642.417	321	2.001		
	Total	643.390	325			
Q29	Between Groups	6.542	4	1.636	2.454	.046
	Within Groups	215.284	323	.667		
	Total	221.826	327			
Q30	Between Groups	.750	4	.187	.426	.790
	Within Groups	144.229	328	.440		
	Total	144.979	332			
Q31	Between Groups	5.321	4	1.330	2.031	.090
	Within Groups	214.221	327	.655		
	Total	219.542	331			

There was a statistically significant difference as determined by a one-way ANOVA ($F(4, 323) = 2.454$, $p = .046$) in parents' education level between groups for question 29 which states, *Schools should teach my child information that is appropriate for him/her.* A determination of the critical value of F returned a range of 2.39-2.42. The calculated value of F (2.454) is greater than the critical value which indicates a statistically significant difference for question 29. Therefore, the null hypothesis for research question 2 is rejected with respect to

question 29 in Curriculum. There was strong agreement among parents in all educational levels with the exception of Master's Degree or Higher who simply agreed with question 29. The remaining questions in Curriculum did not show a statistically significant difference based on parents' education level.

The researcher calculated an ANOVA to detect differences in Culture and Climate survey questions 32 – 35 based upon demographic groups for parents' race and ethnicity, SES, and educational attainment level. The researcher's findings are presented in Tables 30 – 32 respectively.

Table 30

Analysis of Variance Culture and Climate for Questions 32 – 35 by Race and Ethnicity

		Sum of Squares	df	Mean Square	F	Sig.(*p*)
Q32	Between Groups	1.218	6	.203	.881	.509
	Within Groups	75.371	327	.230		
	Total	76.590	333			
Q33	Between Groups	1.456	6	.243	.868	.519
	Within Groups	92.017	329	.280		
	Total	93.473	335			
Q34	Between Groups	2.687	6	.448	1.324	.246
	Within Groups	110.286	326	.338		
	Total	112.973	332			
Q35	Between Groups	.968	6	.161	.437	.854
	Within Groups	120.745	327	.369		
	Total	121.713	333			

Table 31

Analysis of Variance Culture and Climate for Questions 32 – 35 by SES

		Sum of Squares	df	Mean Square	F	Sig.(*p*)
Q32	Between Groups	.391	4	.098	.418	.796
	Within Groups	74.582	319	.234		
	Total	74.972	323			
Q33	Between Groups	1.261	4	.315	1.124	.345
	Within Groups	90.076	321	.281		
	Total	91.337	325			
Q34	Between Groups	1.140	4	.285	.826	.509
	Within Groups	109.727	318	.345		
	Total	110.867	322			
Q35	Between Groups	1.142	4	.286	.769	.546
	Within Groups	118.447	319	.371		
	Total	119.590	323			

Table 32

Analysis of Variance Culture and Climate for Questions 32 – 35 by Education Level

		Sum of Squares	df	Mean Square	F	Sig.(*p*)
Q32	Between Groups	.833	4	.208	.901	.464
	Within Groups	74.948	324	.231		
	Total	75.781	328			
Q33	Between Groups	.806	4	.202	.715	.582
	Within Groups	91.859	326	.282		
	Total	92.665	330			
Q34	Between Groups	.195	4	.049	.141	.967
	Within Groups	111.549	323	.345		
	Total	111.744	327			
Q35	Between Groups	.962	4	.240	.650	.627
	Within Groups	119.841	324	.370		
	Total	120.802	328			

Questions in Culture and Climate did not show a statistically significant difference based on parents' demographic groups. All groups were similar in their responses to questions about Culture and Climate. This indicates that a welcoming, safe, orderly environment is what parents feel the school should provide. Parents also want schools to address their concerns in a timely and responsive manner.

The researcher calculated an ANOVA to detect differences in Educational Level and Achievement (Growth in Learning) survey questions 36 – 40 based upon demographic groups for parents' race and ethnicity, SES, and educational attainment level. The researcher's findings for responses to Educational Level and Achievement based on Race and Ethnicity are presented in Table 33.

Table 33

Analysis of Variance Educational Level and Achievement (Growth in Learning) for Questions 36 – 40 by Race and Ethnicity

		Sum of Squares	df	Mean Square	F	Sig.(p)
Q36	Between Groups	1.645	6	.274	.595	.734
	Within Groups	150.573	327	.460		
	Total	152.219	333			
Q37	Between Groups	1.860	6	.310	.528	.787
	Within Groups	192.104	327	.587		
	Total	193.964	333			
Q38	Between Groups	38.106	6	6.351	3.176	.005
	Within Groups	649.810	325	1.999		
	Total	687.916	331			
Q39	Between Groups	39.666	6	6.611	5.086	.000
	Within Groups	421.120	324	1.300		
	Total	460.785	330			
Q40	Between Groups	4.845	6	.807	1.414	.208
	Within Groups	187.257	328	.571		
	Total	192.101	334			

A determination of the critical value of F returned a range of 2.12 – 2.14 for both question 38 and 39. The calculated values of F (3.176 and 5.086 respectively) are greater than the critical value which indicates a statistically significant difference for both questions. Therefore, the null hypothesis for research question 1 is rejected with respect to questions 38 and 39 in Educational Level and Achievement. There was a statistically significant difference as determined by a one-way ANOVA ($F(6, 325) = 3.176$, $p = .005$) in parents' race and ethnicity between groups for question 38 which states, *Schools should provide a less challenging learning experience for children.* Most racial and ethnic groups strongly disagreed with the exception of Asian, Pacific Islander, and Other which represent the smallest number of participants in this demographic. Participant responses ranged from agree to disagree among the smallest racial and ethnic groups. There was also a statistically significant difference as determined by a one-way ANOVA ($F(6, 324) = 5.086$, $p = .000$) in parents' race and ethnicity between groups for question 39 which states, *Schools should be responsible for closing the achievement gap between different races of children.* The second largest racial and ethnic group, White, were neutral in their response to this survey question while the largest group, Black, strongly agreed. Responses ranged from neither agree nor disagree in 3 of the 7 groups to strongly agree in 3 of the 7 groups. The remaining questions in Educational Level and Achievement (Growth in Learning) did not show a statistically significant difference based on parents' race and ethnicity.

Table 34 presents ANOVA based on Educational Level and Achievement according to the parents' SES.

Table 34

Analysis of Variance Educational Level and Achievement (Growth in Learning) for Questions 36 – 40 by SES

		Sum of Squares	df	Mean Square	F	Sig.(p)
Q36	Between Groups	.943	4	.236	.513	.726
	Within Groups	146.613	319	.460		
	Total	147.556	323			
Q37	Between Groups	6.289	4	1.572	2.786	.027
	Within Groups	180.016	319	.564		
	Total	186.306	323			
Q38	Between Groups	41.213	4	10.303	5.164	.000
	Within Groups	632.492	317	1.995		
	Total	673.705	321			
Q39	Between Groups	4.839	4	1.210	.870	.482
	Within Groups	439.386	316	1.390		
	Total	444.224	320			
Q40	Between Groups	2.390	4	.598	1.027	.393
	Within Groups	186.207	320	.582		
	Total	188.597	324			

A determination of the critical value of F produced a range of 2.39 – 2.42 for questions 37 and 38. The calculated values of F (2.786 and 5.164 respectively) are greater than the critical value for questions 37 and 38 which indicates a statistically significant difference for both questions. Therefore, the null hypothesis for research question 2 is rejected with respect to questions 37 and 38 in the area of Educational Level and Achievement. There was a statistically significant difference as determined by a one-way ANOVA ($F(4, 319) = 2.786$, $p = .027$) in parents' SES between groups for question 37 which states, *Schools should provide a more*

challenging learning experience for children. There was also a statistically significant difference as determined by a one-way ANOVA ($F(4, 317) = 5.164$, $p = .000$) in parents' race and ethnicity between groups for question 38 which states, *Schools should provide a less challenging learning experience for children.* Although the mode responses for Questions 37 and 38 were consistent, there was a marked difference in the mean square between groups and within groups for each question. Responses for Question 37 were strongly agree in all groups. Responses for Question 38 were strongly disagree in all groups. The remaining questions in Educational Level and Achievement (Growth in Learning) did not show a statistically significant difference based on parents' socioeconomic status.

There was a statistically significant difference as determined by a one-way ANOVA ($F(4, 322) = 3.178$, $p = .014$) in parents' education level between groups for question 38 which states, *Schools should provide a less challenging learning experience for children.* The researcher's findings are presented in Table 35.

Table 35

Analysis of Variance Educational Level and Achievement (Growth in Learning) for Questions 36 – 40 by Education Level

		Sum of Squares	df	Mean Square	F	Sig.(*p*)
Q36	Between Groups	1.900	4	.475	1.034	.390
	Within Groups	148.860	324	.459		
	Total	150.760	328			
Q37	Between Groups	2.611	4	.653	1.158	.329
	Within Groups	182.653	324	.564		
	Total	185.264	328			
Q38	Between Groups	25.605	4	6.401	3.178	.014
	Within Groups	648.506	322	2.014		
	Total	674.110	326			
Q39	Between Groups	6.260	4	1.565	1.132	.341
	Within Groups	443.755	321	1.382		
	Total	450.015	325			
Q40	Between Groups	1.523	4	.381	.655	.623
	Within Groups	188.840	325	.581		
	Total	190.364	329			

A determination of the critical value of F produced a range of 2.39 – 2.42. The calculated value of F (3.178) is greater than the critical value for questions 38 which indicates a statistically significant difference for this question. Therefore, the null hypothesis for research question 3 is rejected with respect to question 38 in Educational Level and Achievement. Although the mode responses for each education level in Questions 38 were strongly disagree, there was a marked difference in the mean square between groups and within groups for each question. The results produced a large *F* score, indicating that the groups are significantly different from each other. The remaining questions in Educational Level and Achievement (Growth in Learning) did not show a statistically significant difference based on parents' education level.

The researcher calculated an ANOVA to detect differences in Parent Involvement survey questions 41 – 45 based upon demographic groups for parents' race and ethnicity, SES, and educational attainment level. Results for race and ethnicity are presented in Table 36.

Table 36

Analysis of Variance Parent Involvement for Questions 41 – 45 by Race and Ethnicity

		Sum of Squares	df	Mean Square	F	Sig.(p)
Q41	Between Groups	2.472	6	.412	.982	.437
	Within Groups	136.759	326	.420		
	Total	139.231	332			
Q42	Between Groups	12.392	6	2.065	3.334	.003
	Within Groups	201.330	325	.619		
	Total	213.723	331			
Q43	Between Groups	6.457	6	1.076	1.271	.270
	Within Groups	276.035	326	.847		
	Total	282.492	332			
Q44	Between Groups	2.971	6	.495	.813	.560
	Within Groups	199.080	327	.609		
	Total	202.051	333			
Q45	Between Groups	2.073	6	.346	.705	.646
	Within Groups	159.788	326	.490		
	Total	161.862	332			

There was a statistically significant difference as determined by a one-way ANOVA ($F(6, 325) = 3.334$, $p = .003$) in parents' race and ethnicity between groups for question 42 which states, *Scheduling for parents to be involved in school events should be more flexible.* A determination of the critical value of F returned a range of 2.12 – 2.14. The calculated value of F (3.334) is greater than the critical value for question 42 which indicates a statistically significant difference for this question. Therefore, the null hypothesis for research question 1 is rejected with respect to research question 42 in Parent Involvement. All racial and ethnic groups agreed

or strongly agreed in flexible scheduling with the exception of the Pacific Islander group who neither agreed nor disagreed with flexible scheduling for parents. The remaining questions in Parent Involvement did not show a statistically significant difference based on parents' race and ethnicity.

The ANOVA for questions in Parent Involvement did not show a statistically significant difference based on parents' socioeconomic status. The researcher's findings are presented in Table 37.

Table 37

Analysis of Variance Parent Involvement for Questions 41 – 45 by SES

		Sum of Squares	df	Mean Square	F	Sig.(p)
Q41	Between Groups	.745	4	.186	.456	.768
	Within Groups	129.875	318	.408		
	Total	130.619	322			
Q42	Between Groups	4.691	4	1.173	1.814	.126
	Within Groups	204.915	317	.646		
	Total	209.606	321			

Table 37 (continued)
Analysis of Variance Parent Involvement for Questions 41 – 45 by SES

		Sum of Squares	df	Mean Square	F	Sig.(p)
Q43	Between Groups	2.304	4	.576	.672	.612
	Within Groups	272.563	318	.857		
	Total	274.867	322			
Q44	Between Groups	5.761	4	1.440	2.396	.050
	Within Groups	191.745	319	.601		
	Total	197.506	323			
Q45	Between Groups	.473	4	.118	.239	.916
	Within Groups	157.100	318	.494		
	Total	157.573	322			

The null hypothesis for research question 2 is accepted in the area of Parent Involvement.

Results indicate that all races and ethnicities of parents want to be involved in their child's

educational experience and feel that parent involvement should be involved in the schools'

efforts to close the achievement gap.

In Table 38 the data shows a statistically significant difference for questions 44 and 45.

Table 38

Analysis of Variance Parent Involvement for Questions 41 – 45 by Education Level

		Sum of Squares	df	Mean Square	F	Sig.(p)
Q41	Between Groups	.379	4	.095	.222	.926
	Within Groups	137.618	323	.426		
	Total	137.997	327			
Q42	Between Groups	2.092	4	.523	.810	.519
	Within Groups	207.841	322	.645		
	Total	209.933	326			

Table 38 (continued)

Analysis of Variance Parent Involvement for Questions 41 – 45 by Education Level

Q43	Between Groups	6.331	4	1.583	1.884	.113
	Within Groups	271.349	323	.840		
	Total	277.680	327			
Q44	Between Groups	7.519	4	1.880	3.155	.015
	Within Groups	193.053	324	.596		
	Total	200.571	328			
Q45	Between Groups	4.793	4	1.198	2.488	.043
	Within Groups	155.594	323	.482		
	Total	160.387	327			

A determination of the critical value of F returned a range of 2.39-2.42. The calculated values of F (3.155 and 2.488 respectively) are greater than the critical value which indicates a statistically significant difference for both questions. Therefore, the null hypothesis for research question 3 is rejected with respect to questions 44 and 45 in Parent Involvement. A statistically significant difference was detected by a one-way ANOVA ($F(4, 324) = 3.155$, $p = .015$) in parents' education level between groups for question 44 which states, *Involving parents and the community in school will increase student achievement.* There was also a statistically significant difference as determined by a one-way ANOVA ($F(4, 323) = 2.488$, $p = .043$) in parents' educational level between groups for question 45 which states, *Schools should seek parental involvement to help with closing the achievement gap.* Both questions reject the null hypothesis for research question 3 in parent involvement. Parents of various education levels provided responses that revealed a difference in their perceptions of the community's role in parent involvement and in the role of parent involvement in closing the achievement gap. The

remaining questions in Educational Level and Achievement (Growth in Learning) did not show a statistically significant difference based on parents' educational level.

Analysis of Research Findings

The researcher examined the expectations of parents of elementary school students in grades 3, 4, and 5 in a mid-sized Southeast Georgia school district to determine what parents of elementary schools expect from public school leaders, teachers, and staff based on parents' race and ethnicity, parents socioeconomic status, and parents level of educational attainment. In response to the overarching question, "What do parents of elementary students expect from public elementary school leaders, school teachers and school staff?" the researcher made the following determinations: On questions about School-Parent Relationships, the mean scores of parent responses ranged from 3.17 to 4.73 with standard deviations ranging from .550 to 1.380, indicating that parents prefer a strong relationship with the school but remain neutral regarding parents' race and ethnicity or educational level as considerations for schools when building strong relationships with parents. On questions about Curriculum, the mean scores of parents' responses ranged from 2.51 to 4.61 with standard deviations ranging from .649 to 1.441, indicating that parents disagreed with parents' race and ethnicity, SES, or education level as considerations for schools when building strong relationships with parents. However, parents agreed with being informed about what their child is studying, teaching appropriate information to children, providing effective special services for children, and helping parents understand CRCT and other test scores that are sent home. On questions about Culture and Climate, the mean scores of parents' responses ranged from 4.65 to 4.84 with standard deviations ranging from .479 to .604, indicating that parents expect the environment of the school to be safe, orderly and conducive to freedom of expression of the parent regarding what parents feel is in the best

interests of their child. Parents also expect the school to provide positive and timely responses to parent concerns, and suggestions. On questions about Educational Level and Achievement (Growth in Learning), the mean scores of parents' responses ranged from 2.41 – 4.63 with standard deviations ranging from .675 to 1.442, indicating that parents have high expectations for their children and expect schools to provide a more challenging learning environment that involves parents in decision-making about their child's education and about closing the achievement gap. It should be noted that the mean score of 2.41 and the standard deviation of 1.442 pertain to the survey question "*Schools should provide a less challenging learning experience for children*". On questions about Parent Involvement, the mean scores of parents' responses ranged from 4.15 to 4.51 with standard deviations ranging from .647 to .921, indicating that parents expect schools to encourage them to be involved in school events, in increasing student achievement, and in closing the achievement gap.

Sub-questions were analyzed using descriptive statistics and a one-way ANOVA. The first sub-question pertained to parent expectations of elementary school leaders, teachers, and staff considering parents' race and ethnicity as a factor. Parent responses based on race and ethnicity produced mode scores which revealed that parents expect schools to build strong school-parent relationships with them, provide a curriculum that is appropriate for children, and provide effective special needs services for students. Parents also expect schools to offer assistance with understanding standardized test scores such as the CRCT and other test scores that are sent home. Additionally, parents expect that race and ethnicity, SES, and educational attainment level of the parent should not be a major consideration when schools decide how to educate their child. Parents of all races and ethnicities examined in the survey feel that the culture and climate of the school should be welcoming and safe. The culture and climate of the

school should also encourage parent input and positive and timely response from the school regarding parent suggestions and concerns. All races and ethnicities of parents in the survey responded that schools should encourage them to have high expectations of their children, provide a challenging learning experience, close the achievement gap, and consult with parents about factors that affect their child's education. The Parent Involvement section of the survey returned mode scores which revealed that parents want schools to have strong parent involvement programs with flexible scheduling for parents to attend meetings and events. Parents want to learn how to become involved in their child's education and expect schools to involve them and the community in the schools' effort to close the achievement gap.

The second sub-question pertained to parent expectations of elementary school leaders, teachers, and staff considering parents' socioeconomic status (SES) as a factor. Parent responses based on SES produced mode scores which revealed that parents expect schools to build strong school-parent relationships but are divided in regard to schools considering race and ethnicity when building school-parent relationships. Low SES parents strongly agreed with race and ethnicity being considered in school-parent relationships while middle and high SES parents neither agreed nor disagreed with race and ethnicity being considered in building school-parent relationships. Curriculum questions for parents' SES provided disagreement with parents of all levels when considering race and ethnicity, SES, and educational attainment level of the parent when schools make decisions about curriculum. Conversely, all SES levels agreed that they should be informed of the curriculum and provided assistance with understanding their child's performance on CRCT scores and other test scores. Parents also agreed that schools should provide effective special services for their children. Research results produced data which showed that parents of all SES levels expect schools to provide a safe, orderly, and welcoming

environment, respond to parent suggestions and concerns in a positive and timely manner, and encourage parents to speak up for their child's best interests. In the area of educational level and achievement (growth in learning), parents expect schools to encourage them to have high expectations for their children, provide challenging learning experiences, and find out what parents think about factors that affect their child's education. Low SES parents expect schools to be responsible for closing the achievement gap while middle and high SES parents responded neutrally regarding schools being responsible for closing the achievement gap. Parent Involvement and SES of the parents produced results that showed that parents expect a strong parent involvement program that is flexible and teaches them how to become involved in their child's education. Parents also expect schools to involve the community and parents' help with increasing student achievement, and involve parents to help with closing the student achievement gap.

The third sub-question pertained to parent expectations of elementary school leaders, teachers, and staff considering parents educational attainment level as a factor. Parent responses based on educational attainment level produced mode scores which revealed that most parents expect strong school-parent relationships but either disagreed or were neutral in regard to race and ethnicity, SES, or educational attainment level of the parent as a consideration when schools build relationships with parents. Parents with Master's Degree or Higher strongly agreed with considering race and ethnicity, SES, or educational attainment level of that parent as a consideration when schools build relationships with parents. Parents with an education level Less than High School strongly agreed with SES being considered in the building of school-parent relationships. Curriculum results showed that parents' expectations are similar. Parents expect to be informed of what their children are studying, and that the information taught to the

children should be appropriate. They also expect schools to assist parents with understanding CRCT scores and other test scores sent home as well as provide effective special services for children. Parents in all educational attainment levels expect that parents' race and ethnicity, SES, or educational attainment levels should not be considered by schools when deciding how to educate their children. Culture and Climate produced mode scores which were the same for parents of all educational levels. An environment that is safe, orderly, and welcoming, as well as responsive to parent concerns and suggestions that are timely comprise what parents at various educational levels expect from schools. Parents in this demographic also expect schools to encourage them to speak up for the best interests of their child. The Educational Level and Achievement (Growth in Learning) section of the survey returned results which show that, based on parents' educational attainment level, parents expect schools to encourage them to have high expectations of their children. They expect the schools to provide a more challenging learning experience for children, work to close the achievement gap, and find out parents' thoughts about factors that affect their child's education. Parent Involvement is again an area where parent expectations are the same within the demographic. Parents expect that schools should provide a strong parent involvement program that encourages parents to get involved. Flexible scheduling for parent involvement is also an expectation. When schools address student achievement, the expectation is that involving parents and the community will increase student achievement. Parents believe that they are instrumental in the schools' efforts to close the achievement gap and expect to be involved with schools as they work toward this goal.

An analysis of responses to open-ended questions in the survey (See Appendix H) returned interesting results. The data gathered from parents provides more specific areas which will allow school leaders, teachers, and staff to drill down and identify categories that will

provide a starting point for schools to ascertain parents' perception of overall strengths and weaknesses of elementary schools in the district. Responses to the first open-ended question "My child's school does a good job with…" were heavily weighted in the areas of communication with 27% of parents responding that schools do well with communication. The second highest category is the teaching of subjects to students with 19% of parents expressing that the schools do a good job in this area. The remaining category comprised 15% of the parents surveyed who believe that the school does a good job with accessing the strengths and weaknesses of the students and encouraging them to do their best to improve their academic performance.

Two open-ended questions were about areas of improvement in the area of academics, communication, and safety in the school. Parents were asked to provide their thoughts on what the schools needed to improve in these areas. In the area of academics, 12% of the parents said that schools should teach more academics, such as foreign languages, more social studies, and more in-depth math and reading. More individualized teaching such as tutoring and one-on-one teaching was another area that parents felt needed attention. This area scored 13% of the responses. The third academic area for improvement scored 14% in the category described by parents as "less testing/more (challenging) learning". Parents feel that learning time is being compromised with the time spent testing and are expecting that more time be spent on providing challenging learning experiences for students. The second area of communication returned 68%, emphasizing that communication has room for improvement even though their previous responses show that schools are doing a good job with communication. Other areas of communication that parents believe could use improvement are more parent involvement, specifically teaching parents how to help their child at 11% and "listen to kids more" at 9.5%.

The final area of improvement was safety which scored the need to address bullying at 25%, the need for resource officers at 22%, and safer drop-off/pickup procedures at 10%.

Discussion of Research Findings

Exclusive information on parent expectations of elementary schools is sparse. This research was conducted to examine parent expectations of elementary schools and the leaders, teachers, and staff. Additionally, this research was considered to provide more current information on parent expectations since much of the information found during the researcher's review of the literature was applicable to earlier times. Marshall's 2010 review of RISE (Research and Information on State Education) determined that "it is still not entirely clear what parents actually want from their children's schools" (Marshall, 2010, p. 25). With this in mind, this research was conducted with the consideration of parents' race and ethnicity, SES, and educational attainment level as factors in parent expectations of elementary schools. Parents responded to five categories which were identified as a result of the researcher's thorough review of the literature. The five categories that were explored in this study were School-Parent Relationships, Curriculum, Culture and Climate, Educational Level and Achievement (Growth in Learning), and Parent Involvement. The researcher found that overall parent expectations were very similar within race and ethnicity, SES, and educational attainment level.

Some differences surfaced when parents were asked about the inclusion of race and ethnicity, SES, and educational attainment level of the parent in educational decision-making. Five questions in the study returned significant differences based on parents' race and ethnicity as a factor. These five questions emphasized the areas of school-parent relationships, considering parents education level when making educational decisions about children, less challenging learning experiences for children, responsibility for closing the achievement gap,

and flexible scheduling for parent involvement. Data analyzed based on race and ethnicity of the parent determined that parents expect that race and ethnicity should not be considered a factor in educational decisions on curriculum but that school-parent relationships should consider race and ethnicity to some degree.

Four questions in the study returned significant differences in parent expectations when considering parents' SES as a factor. These four questions emphasized schools building strong relationships with the community, an appropriate curriculum for children, and more challenging vs. less challenging learning experiences for children. Although significant differences exist in parents' level of expectation for these questions, data still shows that parents of all levels in the SES demographic present some degree of affirmation that schools should provide these educational experiences for their children.

Four questions in the study returned significant differences in parent expectations when considering parents' educational attainment level as a factor. These four questions emphasized an appropriate curriculum for children, less challenging learning experiences for children, involving parents and community in school to increase student achievement, and seeking parent involvement to help with closing the achievement gap. Although significant differences exist in parents' level of expectation for these questions, data still shows that overall, parents in the educational attainment level demographic present some degree of affirmation that schools should provide these educational experiences for their children with the exception of providing a less challenging learning experience for children. Parent responses indicate that they oppose this prospect.

Summary

The researcher conducted a quantitative study to examine parent expectations of elementary schools and the leaders, teachers, and staff in a mid-sized Southeast Georgia school district. Parents of students in grades 3, 4, or 5 were the target population for this study. The researcher's aim was to provide foundational evidence of parent expectations to be used as a resource for schools working to develop strong partnerships with parents for student education.

The researcher-created survey examined parent expectations in the areas of School-Parent Relationships, Curriculum, Culture and Climate, Educational Level and Achievement (Growth in Learning), and Parent Involvement. Data from parent responses was disaggregated based on parents' race and ethnicity, SES, and Educational Attainment Level. Results of the research revealed that parents within the demographic groups shared many of the same expectations. Admittedly, not all parent expectations within the demographic groups were the same. The research revealed that significant differences existed within each demographic group targeted by the research questions.

Much of the information gained from the study served as confirmation to previous research investigated in the researcher's literature review, however, some discoveries in the study challenge previous research. This study makes a foundational contribution to education administration and serves to provide more current information on parent expectations of elementary schools.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This research study was conducted for the purpose of examining parent expectations of elementary schools and the leaders, teachers, and staff within them. The survey utilized was a researcher-created survey which was designed based on information gathered in a thorough literature review. The survey contained a series of demographic questions designed to aid the researcher with identifying specific demographic categories of respondents for disaggregation of the data. The survey instrument explored parent expectations in the areas of School-Parent Relationships, Curriculum, Culture and Climate, Educational Level and Achievement (Growth in Learning), and Parental Involvement. A pilot study of the survey instrument returned a Chronbach's alpha score of .109, indicating a high level of internal consistency. The item analysis determined that exclusion of any question in the survey would produce minimal change in the internal consistency within the survey instrument. The target population for this research was comprised of 3034 elementary school parents with students in Grades 3, 4, or 5 attending any of the ten elementary schools in a mid-sized Southeast Georgia school district. Nine of the ten schools elected to participate in the study therefore, 2643 parents of the target population were solicited for participation in the research. Of the 2643 parents, 340 responded to the survey. The overarching research question addressed in this study was the following: "What do parents of elementary students expect from public elementary school leaders, school teachers and school staff?" The following sub-questions were also addressed:

1. Considering the parent's race and ethnicity as a factor, what do parents of elementary school children expect from public school leaders, teachers, and staff?

2. Considering the parent's socioeconomic status as a factor, what do parents of elementary school children expect from public school leaders, teachers, and staff?

3. Considering the parent's level of educational attainment as a factor, what do parents of elementary school children expect from public school leaders, teachers, and staff?

Upon receiving approval from the Superintendent of the school system, and from the Georgia Southern University Institutional Review Board, the researcher proceeded with administration of the survey and analyzed the resulting data.

The findings of this study align with past research conducted by Brendtro and Mitchell (2011) that showed that parents are instrumental in the education of children because they serve as a source of information for schools working to build strong partnerships with them. Additionally, this study revealed information on School-Parent Relationships that supports Matuszny, Banda and Coleman's (2007) determination that as part of educating students, school personnel is provoked to increase and improve their knowledge of the social and cultural behavior of students. Brendtro and Mitchell's (2011) position that parents are the most informative source of information for schools, and that their views should be accessed as part of the schools' education efforts is also supported by survey results of this study.

Phillipson's (2010) research embraces the Vygotskyan perspective on child development which asserts that the expectations for children's educational attainment are communicated by parents to the children who, in turn, are likely to internalize and later manifest the desired outcome of the educational values of their parents (Phillipson, 2009). Parents are in a position to greatly influence the direction of their child's education. Therefore, schools have a responsibility to engage positively with parents and work toward the development of healthy perceptions of the role of the school in the child's educational experience. The building of

strong school-parent relationships, the inclusion of parents in decisions about the curriculum, the provision of a safe, orderly and welcoming culture and climate, the inclusion of parents and community stakeholders in efforts to improve student achievement, and helping parents to become effectively involved in their child's education are all expectations of parents revealed by the researcher in this study.

Parent race and ethnicity is important in defining parents' aspirations for their child's education (Spera, Wentzel, & Matto, 2008). This research has shown that overall, parents were either neutral or did not agree with schools' consideration of race and ethnicity when partnering with parents or when deciding how to educate children. Spera et al. (2008) found that all parents, regardless of ethnicity had high expectations of their children. This finding is supported by this study through parents responding that they strongly agreed with schools encouraging them to have high expectations for their children and with schools providing a more challenging learning experience for children.

Previous research has also found that social and cultural differences of parents should be considered when schools work to develop home-school relationships (Phillipson, 2009). In this research, parents expect schools to consider parents' social and cultural differences when building school-parent relationships. The researcher also found that overall, parents expect schools to build strong school-parent relationships but are not enthusiastic about schools considering parents' race and ethnicity, or educational level when developing these relationships.

Grace et al., (2012) identified parent involvement as a factor which has a major influence on student achievement. In this research, parents' expectations for parent involvement is consistent with Grace et al., (2012) in that it shows that parents strongly agreed with schools encouraging and teaching them to be involved in their child's education. The research shows

that parents also connect parent involvement with increasing student achievement and helping to close the achievement gap.

Davis-Kean's (2005) research found that parents with higher educational levels had higher levels of expectation for their children's educational attainment. The researcher's study revealed that parents across all educational levels strongly agreed with schools encouraging them to have high expectations for their children and desired a more challenging learning experience for their children. This challenges Davis-Kean's (2005) finding that higher educational levels of parents correlates with higher levels of expectation for student performance since parents of all educational levels were found to have the same level of expectation for student achievement. It is worth noting that Roper (2008) acknowledged the existence of comparable expectations of African-American parents who had a higher SES but that these high expectations were not sustained through college attendance and graduation at the baccalaureate or graduate level. Additionally, this parent expectation research challenges Rouse and Barrow's (2009) conclusion where data from the National Educational Longitudinal Study (NELS) revealed that parent expectations differ vastly for children from lower SES backgrounds.

The importance of parent involvement is emphasized by Berthelsen and Walker (2008) which emphasized that parent concerns and suggestions should be explored by the schools in an environment that makes parents feel confident, comfortable, and empowered. Results of this research showed that parents expect schools to provide a safe, orderly, and welcoming environment which is positively responsive to their concerns and suggestions.

This research provides evidence that is in accordance with Jeynes (2005) which acknowledges the positive relationship that exists with parent involvement and student achievement. Parents' recognition of this relationship is supported in this study in that parents

strongly agreed that involvement of parents and the community will increase student achievement. Parents also expect schools to involve them in efforts to close the student achievement gap. This finding also supports Jeynes' (2005) results which reports that parent involvement may play an effective role in closing the achievement gap.

Epstein's six types of parent involvement have been recognized as instrumental for schools in their efforts to develop partnerships between school and family (Michigan Department of Education, 2002). The results of this study show that parents expect and believe that schools can effectively involve them in the education of their child. Parents repeatedly expressed the expectation to be included in decisions about curriculum, educational achievement, and parental involvement for their child. Additionally, parents expect that the roles of the parents and teachers in the education of the child should be clearly defined by schools. This supports Larocque et al.'s (2011) description of a good parent-teacher relationship which includes a clear understanding of parent and teacher roles in students' education.

Larocque et al.'s (2011) research revealed parents' lack of knowledge of how to become meaningfully involved in their child's education. Results of this current study support parent expectations of including community and family in building strong school-parent relationships, assistance from schools with understanding CRCT test scores and other test scores, and teaching parents how to become involved in their child's education. Parents also expect to be encouraged by schools to become partners in the education of their child. Larocque et al. emphasized that rigid scheduling on the part of the school contributed to lack of parent participation in parent conferences or school events. In this study, parents revealed the expectation that schools should provide more flexible scheduling for parents to attend school events.

Examination of parent expectations of elementary schools and the leaders, teachers, and staff is important. Although parent expectations are generally the same within demographic categories, there are some important inconsistencies that exist among the demographics as well. While most parents agreed that the five categories, namely School-Parent Relationships, Curriculum, Culture and Climate, Educational Level and Achievement (Growth in Learning), and Parent Involvement examined in this research should exist and that it is the responsibility of the schools to initiate contact with parents to include them in these categories, there are several instances where expectations differ among the demographic groups.

Implications

Aside from the areas of significant differences, parent expectations were largely similar within demographic categories.   In this research, parents have provided feedback on specific categories which will serve to enlighten those who are seeking a starting point for positive change in their relationships with parents. This research confirms findings of earlier research regarding parents and their aspirations for their child's education and serves to help fill the gap with more current information. Another contribution of this study is the characteristics of the target population. Currently, this study is the first quantitative study of its kind to target expectations of upper elementary parents, namely students in grades 3, 4, or 5, with data disaggregated based on demographic categories of parents' race and ethnicity, SES, and educational attainment levels.   The following implications should be considered by school leaders, teachers, and staff who work to educate students:

- School-Parent Relationships – Work to develop strong relationships with parents and other stakeholders through encouragement, and education about the culture of students who attend the school. While race and ethnicity, and educational level of the parent

should not be a major consideration when developing these partnerships, they should not be disregarded. Socioeconomic status of the parent should be considered in the forming of school-parent relationships. This is a critically important area for school leaders, teachers and staff.

- Curriculum – Develop curriculum based on the premise of the provision of a strong program that keeps parents informed and educated about what their child is learning. The curriculum must provide effective special services as needed. Parents expect that educational decisions made for children should be void of race and ethnicity, SES, or educational attainment level of the parent as a basis for curriculum development. It is critical that school leaders are cognizant of parent expectations about Curriculum.

- Culture and Climate – School leaders, teachers, and staff should strive to develop and maintain a welcoming environment that is safe and orderly and exhibits a connection to parents through positive and timely response to their suggestions or concerns.

- Educational Level and Achievement (Growth in Learning) – Providing a rigorous educational program with parents as a component to aid in fostering high expectations of students and to address factors that affect children's education is a critical area for school leaders and teachers. The educational program should also address efforts to close the achievement gap between different races of students.

- Parent Involvement – School leaders and staff are an integral part of the expectation that schools provide a parent involvement program that encourages parents and the community to get involved and accommodates them through flexible scheduling. The program should also provide parent education and involve parents in the schools' efforts to increase student achievement and to close the achievement gap.

Recommendations

Information gained in this study provides insight into parent expectations of elementary

schools from an exploratory perspective. The intention of this research study was to examine the

similarities and differences that exist between parents of various races and ethnicities,

socioeconomic status, and levels of educational attainment. This research has provided

information that lays the groundwork for additional research on parent expectations of

elementary schools. As noted below, several opportunities for additional research present

themselves.

1. Additional research should be conducted to determine causality of the differences within
   the demographic groups of parents. Further examination would foster a more in-depth
   look at variables which may or may not affect student performance and provide answers
   for educators on how to best address educational decisions for students.

2. Additional research should be conducted to examine if any correlation exists between
   parents with two or more demographic characteristics as a factor. For example, research
   on middle SES parents disaggregated by race would provide information that is beneficial
   to educators about the idiosyncrasies which may or may not exist within each
   demographic category.

3. Additional research should be conducted targeting other grade levels in elementary,
   middle or high school to determine if parent expectations are the same or different among
   parents who have a potentially different level of experience and expectation from the
   parents who participated in this study. Results should be disaggregated based on race and
   ethnicity.

The researcher acknowledges the potential for parental expectations to change as time progresses. It is recommended that school leaders, teachers, and staff remain cognizant of this potential for change and work together to address the needs of the students who are a part of the school. Parent expectations are integral in that they provide a perspective which will either challenge or confirm previously conceived notions of how schools can best address the needs of the students. School leaders, teachers, and staff are admonished to remain flexible and receptive to change as parent expectations evolve over time.

Dissemination

The results of this study will be shared with the Superintendent of the participating school district. A copy of the dissertation will be made available at the Georgia Southern University Zach S. Henderson Library. The dissertation will also be accessible through the GALILEO Interconnected Library Universal Catalog in an electronic format. The results of this study will also be shared with colleagues who seek an additional resource that will provide current information on parental expectations of elementary schools. Results of this study contribute to the educational system and will be used as a resource for advocacy for different populations with which school personnel seek information to aid in improving communication between home and school. The researcher will also pursue avenues for publication of all or portions of the research findings in a peer-reviewed educational journal.

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Appendix A

Frequency Distribution for Elementary Parent Survey Participants

Table 2

Frequency Distribution for Elementary Parent Survey Participants

Demographic	N	Percent equivalent
Sex		
Male	53	15.0
Female	287	81.1
Missing	14	4.0
Age		
20-24 years	5	1.4
25-34 years	144	40.7
35-44 years	116	32.8
45-54 years	52	14.7
55-64 years	16	4.5
65-75 years	2	.6
75+ years	3	.8
Missing	16	4.5
Race and Ethnicity		
White not Hispanic	139	39.3
Black not Hispanic	173	48.9
Hispanic or Latino	21	5.9
American Indian	3	.8
Asian	3	.8
Pacific Islander	3	.8
Other	1	.3
Missing	11	3.1
Marital Status		
Single	92	26.0
Married	178	50.3
Divorced	46	13.0
Widowed	8	2.3
Separated	17	4.8
Missing	13	3.7

Table 2 (continued)

Demographic	n	Percent equivalent
Household Income Level		
$10,000 - $30, 000	130	36.7
$31, 000 - $60, 000	106	29.9
$61,000 and above	59	16.7
None	23	6.5
Other	15	4.2
Missing	21	5.9
Number Of Children In Household		
1	46	13.0
2	130	36.7
3	103	29.1
4	41	11.6
5	16	4.5
6+	3	.8
7	3	.8
Missing	12	3.4
Number of children in Grades K-2		
0	2	.6
1	130	36.7
2	13	3.7
3	3	.8
Number of Children in Grades 3-5		
1	265	74.9
2	64	18.1
3	7	2.0
4	2	.6
5	2	.6
Children not attending school yet	59	16.7

Table 2 (continued)

Demographic	N	Percent equivalent
Children in Pre-Kindergarten	33	9.3
Children in Middle School	97	27.4
Children in High School	66	18.6
Children in College/University	16	4.5
Parent Education Level		
Less than high school	26	7.3
High school graduate	91	25.7
Some college	147	41.5
Bachelor's degree	49	13.8
Master's degree or higher	24	6.8
Missing	17	4.8

Appendix B

Frequency Distribution of Parent Expectations of Elementary Schools Survey Items

Table 3

Frequency Distribution of Parent Expectations of Elementary Schools Survey Items

	Strongly Disagree (1)		Disagree (2)		Neither Agree nor Disagree (3)		Agree (4)		Strongly Agree (5)	
Item	N	%	n	%	n	%	N	%	n	%
Q15	2	.6	0	0	6	1.7	70	19.8	261	73.7
Q16	4	1.1	5	1.4	36	10.2	110	31.1	187	52.8
Q17	5	1.4	4	1.1	30	8.5	116	32.8	184	52.0
Q18	1	.3	5	1.4	18	5.1	139	39.3	176	49.7
Q19	3	.8	3	.8	29	8.2	145	41.0	161	45.5
Q20	3	.8	2	.6	23	6.5	117	33.1	196	55.4
Q21	5	1.4	8	2.3	40	11.3	149	42.1	138	39.0
Q22	59	16.7	47	13.3	85	24.0	74	20.9	74	20.9
Q23	42	11.9	28	7.9	79	22.3	102	28.8	85	24.0
Q24	58	16.4	35	9.9	93	26.3	78	22.0	74	20.9
Q25	2	.6	4	1.1	7	2.0	97	27.4	229	64.7
Q26	88	24.9	55	15.5	76	21.5	60	16.9	61	17.2
Q27	111	31.4	68	19.2	65	18.4	44	12.4	49	13.8
Q28	113	31.9	72	20.3	57	16.1	48	13.6	43	12.1
Q29	3	.8	6	1.7	37	10.5	108	30.5	181	51.1
Q30	0	0	2	.6	25	7.1	123	34.7	190	53.7
Q31	5	1.4	1	.3	37	10.5	95	26.8	201	56.8
Q32	2	.6	0	0	4	1.1	37	10.5	292	82.5
Q33	2	.6	0	0	4	1.1	65	18.4	266	75.1
Q34	1	.3	1	.3	11	3.1	79	22.3	242	68.4
Q35	2	.6	1	.3	8	2.3	89	25.1	235	66.4
Q36	0	0	1	.3	10	2.8	86	24.3	234	66.1
Q37	1	.3	7	2.0	31	8.8	123	34.7	173	48.9
Q38	126	35.6	77	21.8	45	12.7	38	10.7	47	13.3
Q39	22	6.2	33	9.3	99	28.0	87	24.6	91	25.7
Q40	3	.8	3	.8	30	8.5	131	37.0	169	47.7
Q41	1	.3	1	.3	19	5.4	120	33.9	193	54.5
Q42	2	.6	3	.8	54	15.3	122	34.5	152	42.9
Q43	8	2.3	7	2.0	51	14.4	129	36.4	139	39.3
Q44	2	.6	6	1.7	30	8.5	104	29.4	193	54.5
Q45	1	.3	1	.3	31	8.8	120	33.9	181	51.1

Appendix C

INSTITUTIONAL REVIEW BOARD APPROVAL

INSTITUTIONAL REVIEW BOARD APPROVAL

Georgia Southern University Office of Research Services & Sponsored Programs
Institutional Review Board (IRB)

Phone: 912-478-0843		Veazey Hall 2021 P.O. Box 8005
Fax: 912-478-0719	IRB@GeorgiaSouthern.edu	Statesboro, GA 30460

To: Ella Green
Dr. Brenda Marina

CC: Charles E. Patterson
Vice President for Research and Dean of the Graduate College

From: Office of Research Services and Sponsored Programs
Administrative Support Office for Research Oversight Committees
(IACUC/IBC/IRB)

Initial Approval Date: 04/16/13

Expiration Date: 09/30/13
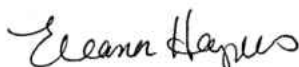
Subject: Status of Application for Approval to Utilize Human Subjects in Research

___

After a review of your proposed research project numbered **H13397** and titled **"Parent Expectations of Elementary Schools and the Leaders, Teachers, and Staff Within Them: An Examination of Elementary Schools in a Southeast Georgia School District,"** it appears that (1) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable. You are authorized to enroll up to a maximum of **3,034** subjects.

Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that the Institutional Review Board has approved your proposed research.

If at the end of this approval period there have been no changes to the research protocol; you may request an extension of the approval period. Total project approval on this application may not exceed 36 months. If additional time is required, a new application may be submitted for continuing work. In the interim, please provide the IRB with any information concerning any significant adverse event, **whether or not it is believed to be related to the study**, within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator **prior** to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.
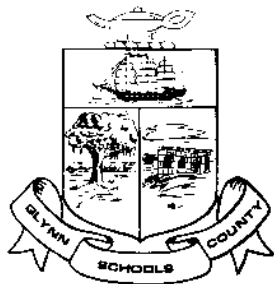
Sincerely,

Eleanor Haynes
Compliance Officer

Appendix D

School District Permission Letters

Glynn County Schools

Howard Mann
Superintendent

Ricky Rentz
Assistant Superintendent for Student Achievement

Sung Hui Lewis
Executive Director of Early Academics/InterventionPrograms

March 28, 2013

To Whom It May Concern:

The purpose of this letter is to inform you that I give Ella B. Green permission to conduct the research titled *Parent Expectations of Elementary Schools and the Leaders, Teachers, and Staff Within Them* in the Glynn County School District.   This also serves as assurance that this school district complies with requirements of the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA) and will ensure that these requirements are followed in the conduct of this research.

Sincerely,

Mrs. Sung Hui Lewis,
Executive Director of Early Academics & Intervention Programs
Glynn County Schools
1313 Egmont Street
Brunswick, Georgia 31520

Office: 912-267-4100, ext. 1142
Work cell: 912-223-3662

shlewis@glynn.k12.ga.us

1313 Egmont Street, P.O. Box 1677, Brunswick, GA 31521   (912) 267-4100 x 1516 FAX (912) 264-9733
Equal Opportunity Employer
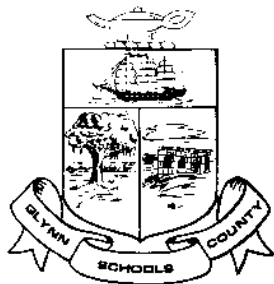
Glynn County Schools

Howard Mann
Superintendent

Ricky Rentz
Assistant Superintendent for Student Achievement

Sung Hui Lewis
Executive Director of Early Academics/InterventionPrograms

March 29, 2013

To Whom It May Concern:

The purpose of this letter is to inform you that I give Ella B. Green permission to conduct the research titled *Parent Expectations of Elementary Schools and the Leaders, Teachers, and Staff Within Them* in the Glynn County School District.   This also serves as assurance that this school district complies with requirements of the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA) and will ensure that these requirements are followed in the conduct of this research.

Sincerely,

Mr. Howard Mann
Superintendent
Glynn County Schools
1313 Egmont Street
Brunswick, Georgia 31520

Office: 912-267-4100, ext. 1516

hmann@glynn.k12.ga.us

Appendix E

INFORMED CONSENT

COLLEGE OF EDUCATION
DEPARTMENT OF LEADERSHIP, TECHNOLOGY, & HUMAN DEVELOPMENT

Dear Participant,

My name is Ella Green. I am a graduate student at Georgia Southern University pursuing my Doctorate in Educational Administration. To complete my program requirements, I am carrying out a research study. The purpose of this research study is to determine parental expectations of elementary school leaders, teachers, and staff.

Participation in this research will include completion of a survey. Participants will not be required to identify themselves in the survey and survey responses will in no way be connected to individual students.

This study will benefit leaders, teachers, staff and students in elementary school. Parent expectations of students in grades 3, 4, and 5 will be revealed and available for use in decision-making about curriculum and other programs related to the education of students. Students will benefit from any changes brought about as a result.

The survey questions will take less than 15 minutes to complete. Participants who complete the survey will be offered a chance to participate in a drawing for one of two $25 gift cards. Only the researcher will have access to the survey information. Data from the survey will be discarded three years from completion of the survey. To access the survey, simply visit www.glynn.k12.ga.us, click the link for Parents and Parent Involvement. You will see the Parent Expectations of Elementary Schools Survey link on this page.

Participants have the right to ask questions and have those questions answered. If you have questions about this study, please contact the researcher named above or the researcher's faculty advisor, whose contact information is located at the end of the informed consent. For questions concerning your rights as a research participant, contact Georgia Southern University Office of Research Services and Sponsored Programs at 912-478-5465.

Participation is not required and you may stop participating at any time by telling the researcher or not submitting the survey instrument. There is no penalty for deciding not to participate in the study. You may decide at any time that you don't want to participate further and may withdraw without penalty or retribution.

You will be given a copy of this consent form to keep for your records. This project has been reviewed and approved by the GSU Institutional Review Board under tracking number H_____.

Title of Project: Parent Expectations of Elementary Schools and the Leaders, Teachers, and Staff Within Them: An Examination of Elementary Schools in a Southeast Georgia School District

Principal Investigator: Ella Green 114 Chelsea Avenue Brunswick, GA 31525 (912)342-7137
egreen@glynn.k12.ga.us

Faculty Advisor: Dr. Brenda Marina 3105 College of Education Building, Georgia Southern University, Statesboro, GA 30460 912-478-5600
bmarina@georgiasouthern.edu
By completing this survey, the participant agrees to the informed consent.

I, the undersigned, verify that the above informed consent procedure has been followed.

Ella B. Green_____   Date: March 26, 2013
Investigator Signature

Appendix F

INFORMED CONSENT (Spanish)

DEPARTAMENTO DE EDUCACIÓN DE LIDERAZGO, TECNOLOGÍA & DESARROLLO HUMANO

Querido Participante,

Mi nombre es Ella Green. Soy estudiante de postgrado en la Universidad meridional de Georgia perseguir mi doctorado en administración educativa. Para completar los requisitos de mis programa, estoy llevando a cabo un estudio de investigación. El propósito de esta investigación es determinar las expectativas de los padres de líderes de la escuela primaria, maestros y personal.

Participación en esta investigación incluirá la realización de una encuesta. Los participantes no estarán obligados a identificarse en la encuesta y las respuestas de ninguna manera se conectarán a estudiantes individuales.

Este estudio beneficiará líderes, maestros, personal y estudiantes en la escuela primaria. Las expectativas de los padres de los estudiantes en los grados 3, 4 y 5 será revelada y disponibles para su uso en la toma de decisiones sobre el currículo y otros programas relacionados a la educación de los estudiantes. Los estudiantes se beneficiarán de cualquier cambio que se produjo como resultado.

Las preguntas de la encuesta llevará a menos de 15 minutos para completar. Los participantes que completen la encuesta se ofrecerá la oportunidad de participar en un sorteo de una de las dos tarjetas de regalo de $25. Sólo el investigador tendrá acceso a la información de la encuesta. Datos de la encuesta se descartará a tres años de realización de la encuesta. Para acceder a la encuesta, visite www.glynn.k12.ga.us, Haga clic en el enlace para los padres y seleccione la participación de los padres. Usted verá el enlace de las expectativas de padres de escuelas primarias encuesta en esta página.

Los participantes tienen derecho a hacer preguntas y han respondido a estas preguntas. Si tienes preguntas sobre este estudio, póngase en contacto con el investigador mencionado anteriormente o consejero de la Facultad de la investigadora, cuya información de contacto se encuentra en el extremo del consentimiento informado. Cuestiones relativas a sus derechos como participante de una investigación, proveedor de servicios de investigación de oficina Georgia Southern University y programas patrocinados por en 912-478-5465.

No se requiere la participación y usted puede dejar de participar en cualquier momento por contar el investigador o no presentar el instrumento de la encuesta. No existe ninguna sanción para decidir no participar en el estudio. Usted puede decidir en cualquier momento que no desea participar más y puede retirar sin pena o castigo.

Se le dará una copia de este formulario de consentimiento para sus registros. Este proyecto ha sido revisado y aprobado por la Junta de revisión institucional de GSU bajo número H___ de seguimiento.

Título del proyecto: Las expectativas de las escuelas primarias y los líderes, maestros y personal de los padres dentro de ellos: un examen de las escuelas primarias en un distrito escolar de Georgia sureste

Investigador principal: Ella Green 114 Chelsea Avenue Brunswick, GA 31525 (912) 342-7137
egreen@glynn.k12.ga.us

Tutor: Dr. Brenda Marina 3105 College de edificio de educación, Georgia Southern University, Statesboro, GA 30460 912-478-5600
bmarina@georgiasouthern.edu
Completando esta encuesta, el participante acepta el consentimiento informado. El abajo firmante, verificar que se ha seguido el procedimiento de consentimiento fundamentado previo anterior.

Ella B. Green   Fecha: 26 de marzo de 2013
 firma del investigador

Appendix G

Focus Group Pilot Study Questions

Focus Group Pilot Study Questions

       The purpose of the Focus Group is to help me evaluate the effectiveness of the survey questions that you have just completed. Your responses to the following questions will provide valuable information to me as I work to revise the survey before making it available to participants in the study. I have provided you with a paper copy of the survey so that you may refer to it as I ask questions. Please feel free to answer candidly as all information will remain confidential.

1. Are the questions in the survey clear and easy to understand? (If the participants answer "yes" proceed to question 3.)

2. Please tell me specifically which question(s) could be rewritten to help other parents understand the question(s) more easily.

3. What do you think about the length of the survey?

4. Is the layout of the survey easy to navigate? Please explain.

5. Are the background colors distracting to you? Please explain.

6. Were the response choices acceptable in that they helped you to accurately express your views? For example, if you had intense views about a topic, was response choice 1 or 5 effective in helping you express your views?

7. Is there anything else that we have not discussed that you feel will help me in determining parent expectations of elementary schools?

Thank you for your time and participation. You have been very helpful to me. Have a wonderful day!

Appendix H

Parent Expectations of Elementary Schools Survey

Parent Expectations of Elementary Schools Survey

The purpose of this survey is to determine the expectations of elementary school parents of children in Grades 3-5. Please complete this survey and return it to your child's school. Completed surveys must be returned and sealed in the enclosed envelope.

1. What is your gender? Please circle one.

    Male   Female

2. What is your age? Please circle one.

    15 – 19 years   20 – 24 years

    25-34 years   35 – 44 years

    45-54 years   55-64 years

    65-75 years   75+ years

3. Please circle your race and ethnicity:

    White not Hispanic

    Black not Hispanic

    Hispanic or Latino

    American Indian

    Asian

    Pacific Islander

    Other: _____

4. What is your marital status? Please circle one.

    Single   Married

    Divorced   Widowed

    Separated

5. What is your occupation?

    _____

6. Please circle your household income level.

    $10,000 – $30,000

    $31,000 - $60,000

    $61,000 and above

    None

    Other: (please write below)
    _____

7. How many children are in your household? _____

8. How many children in your household currently attend elementary school in the following grade levels?

    Grades K-2_____

    Grades 3-5_____

9. Other children in my household who do not attend elementary school are in one or more of the following categories: Circle all that apply.

    Not attending school yet

    Pre-Kindergarten

    Middle School

    High School

    College/University

10. Please circle the highest level of education that you have completed:

    Less than high school

    High school graduate

    Some college

    Bachelor's degree

    Master's degree or higher

11. My child's school does a good job

with_____

_____

_____

_____

_____

12. One thing that I would improve about my child's school in the following areas is:

Academics_____

_____

_____

Comunication_____

_____

_____

Safety_____

_____

_____

13. Another expectation that I have of my child's elementary school in the following areas is:

Academics_____

_____

_____

Comunication_____

_____

_____

Safety_____

_____

_____

14. Who plays the most important role(s) in your child's education? Rank each category on a scale of 1 to 5 with 1 being the most important.

_____ Child/Student

_____ Parents

_____ Teachers

_____ Principals

_____ Community

Please **circle** a number from 1 to 5 that shows to what degree you feel your child's elementary school should provide the following: 5 – Strongly Agree 4 – Agree 3 – Neither Agree Nor Disagree 2 – Disagree 1 – Strongly Disagree	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
School-Parent Relationships					
15. Schools should encourage parents to be partners in the education of their child.	5	4	3	2	1
16. School staff should be educated about the culture of the students who attend the school.	5	4	3	2	1
17. Roles of parents and teachers in the education of students should be clearly defined by the school.	5	4	3	2	1
18. Schools should initiate parental contact to encourage parents to participate in school meetings and events.	5	4	3	2	1
19. Schools should build strong relationships with the community.	5	4	3	2	1
20. Schools should build strong relationships with families.	5	4	3	2	1
21. Schools should survey parents to determine their expectations.	5	4	3	2	1
22. Schools should consider parents' race and ethnicity when building relationships with parents.	5	4	3	2	1
23. Schools should consider parents' social and cultural differences when building relationships with parents.	5	4	3	2	1
24. Schools should consider parents' educational level when building relationships with parents.	5	4	3	2	1
Curriculum					
25. Schools should inform me about what my child is studying.	5	4	3	2	1
26. Schools should consider parents' race and ethnicity when deciding how to educate their child.	5	4	3	2	1
27. Schools should consider parents' socioeconomic status (income level) when deciding how to educate their child.	5	4	3	2	1
28. Schools should consider parents' education level when deciding how to educate their child.	5	4	3	2	1
29. Schools should teach my child information that is appropriate for him/her.	5	4	3	2	1
30. The school should help me understand the CRCT test scores and other test scores that are sent home.	5	4	3	2	1
31. Schools should provide effective special services for my child (English as a Second Language, Special Ed services, Gifted services, etc…).	5	4	3	2	1

Culture and Climate					
32. Schools should create a safe and orderly environment for my child.	5	4	3	2	1
33. Schools should provide an environment that makes parents feel welcome.	5	4	3	2	1
34. Schools should encourage parents to speak up for what they believe is in the best interests of their child.	5	4	3	2	1
35. Schools should respond to suggestions and concerns of parents in a positive and timely manner.	5	4	3	2	1
Educational Level and Achievement (Growth in Learning)					
36. Schools should encourage parents to have high expectations for their children.	5	4	3	2	1
37. Schools should provide a more challenging learning experience for children.	5	4	3	2	1
38. Schools should provide a less challenging learning experience for children.	5	4	3	2	1
39. Schools should be responsible for closing the achievement gap between different races of students.	5	4	3	2	1
40. Schools should find out what parents think about the factors that affect their child's education.	5	4	3	2	1
Parent Involvement					
41. Schools should have a strong program that encourages parents to get involved.	5	4	3	2	1
42. Scheduling for parents to be involved in school events should be more flexible.	5	4	3	2	1
43. Schools should teach parents how to become involved in their child's education.	5	4	3	2	1
44. Involving parents and the community in school will increase student achievement.	5	4	3	2	1
45. Schools should seek parental involvement to help with closing the student achievement gap.	5	4	3	2	1

Thank you for taking the time to complete this survey!

If you would like to enter the $25 gift card drawing, please enter your address and telephone number below.

Street Address_____

City, State, ZIP Code_____

Phone (Home)_____

Phone (Cell)_____

Phone (Other)_____

Appendix I

Parent Survey (Spanish)

Encuesta de expectativas de escuelas de padres

El propósito de esta encuesta es determinar las expectaciones de los padres de niños que están en los grados 3 a 5. Por favor complete esta encuesta y regréselo a la escuela de su hijo. Encuestas completadas deben volvió y selladas en el sobre adjunto.

1. ¿Cuál es su género?

    Hombre   Mujer

2. ¿Cuál es su edad? Por favor, marque uno.

    15 – 19 años   20 – 24 años

    25-34 años   35 – 44 años

    45-54 años   55-64 años

    65-75 años   75$^+$ años

3. Por favor marque su raza / origen étnico:

    Blancos no hispanos

    El negro no hispano

    Hispano o Latino

    indio Americano

    asiático

    Islas del Pacífico

    Otro:

    _____

4. ¿Cuál es su estado civil? Marque uno.

    Soltero   Casado

    Divorciado   Viudo

    Separado

5. ¿Cuál es su ocupación?

    _____

6. Por favor marque su nivel de ingresos.

    $10,000 – $30,000

    $31,000 - $60,000

    $61,000 o mas

    Ninguno

    Otro

    _____

7. ¿Cuántos niños hay en su hogar?

    _____

8. ¿Cuántos niños en su casa actualmente asisten a la escuela primaria en los siguientes niveles de grado?

    Grados K-2_____

    Grados 3-5_____

9. ¿Cuál es el nivel educativo de los niños que no asisten a la escuela primaria?

    No asisten a la escuela todavía

    Pre-Kindergarten

    Escuela Intermedia

    Escuela Segundaria

    Colegio / Universidad

10. Por favor marque el nivel más alto de educación que ha completado:

Menos de escuela segundaria
Graduado de escuela segundaria
Algunos años de universidad
Bachillerato
Grado de maestría o más alto

11. La escuela de mi hijo hace un buen trabajo con

_____
_____
_____
_____
_____

12. Una cosa que me gustaría mejorar en la escuela de mi hijo en las siguientes areas es

Académico_____
_____
_____

Comunicación_____
_____
_____

Seguridad_____
_____
_____

13. Otra expectativa que tengo de la escuela primaria de mi hijo en las siguientes areas es

Académico_____
_____
_____

Comunicación_____
_____
_____

Seguridad_____
_____
_____

14. ¿Quién juega el papel más importante (s) en la educación de su hijo? Fila de cada categoría en una escala de 1 a 5, con 1 siendo la más importante.

_____ Niño / Estudiante
_____ Los padres
_____ Maestros
_____ Los directores
_____ Comunidad

Por favor **circule** el número del 1 al 4 que muestra mejor en qué grado te sientes escuela primaria de su hijo debe proporcionar lo siguiente: 5 –Muy de acuerdo 4 – De acuerdo 3 – Ni de acuerdo ni en desacuerdo 2 - En desacuerdo 1 - Totalmente en desacuerdo	Muy de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
Relaciones entre la Escuela y Padres					
15. Las escuelas deberían alentar a los padres a ser socios en la educación de sus hijos	5	4	3	2	1
16. El personal escolar debe ser educado sobre la cultura de los estudiantes que asisten a la escuela.	5	4	3	2	1
17. Los roles de padres y maestros en la educación de los estudiantes debe estar claramente definida por la escuela.	5	4	3	2	1
18. Las escuelas deben iniciar contacto con los padres para alentar a los padres a participar en las reuniones escolares y eventos.	5	4	3	2	1
19. Las escuelas deben construir relaciones sólidas con la comunidad.	5	4	3	2	1
20. Las escuelas deben construir relaciones sólidas con la familias.	5	4	3	2	1
21. Las escuelas deben hacer encuestas de los padres para determinar sus expectativas.	5	4	3	2	1
22. Las escuelas deberían considerar la raza de los padres / etnia en la construcción de relaciones con los padres.	5	4	3	2	1
23. Las escuelas deben considerar las diferencias sociales y culturales de los padres en la construcción de relaciones con los padres.	5	4	3	2	1
24. Las escuelas deben considerar el nivel educativo de los padres en la construcción de relaciones con los padres.	5	4	3	2	1
Curriculum					
25. Las escuelas deben informarme acerca de lo que mi hijo está estudiando.	5	4	3	2	1
26. Las escuelas deberían considerar la raza/etnia de los padres cuando deciden cómo educar a sus hijos.	5	4	3	2	1
27. Las escuelas deben considerar el estado socioeconómico (nivel de ingresos) de los padres cuando deciden cómo educar a sus hijos.	5	4	3	2	1
28. Las escuelas deben considerar el nivel de educación de los padres cuando deciden cómo educar a sus hijos.	5	4	3	2	1
29. Las escuelas deberían enseñar a mi hijo información que es apropiado para él / ella.	5	4	3	2	1

30. La escuela debe ayudar a entender los resultados de los exámenes CRCT y resultados de otras pruebas que se envían a casa.	**5**	**4**	**3**	**2**	**1**
31. Las escuelas deben proporcionar eficaces servicios especiales para mi hijo (Inglés como Segundo Idioma, servicios de educación especial, los servicios de superdotados, etc ...).	**5**	**4**	**3**	**2**	**1**
Cultura y Ambiente					
32. Las escuelas deben crear un ambiente seguro y ordenado para mi hijo.	**5**	**4**	**3**	**2**	**1**
33. Las escuelas deben proporcionar un ambiente que hace que los padres se sientan bienvenidos.	**5**	**4**	**3**	**2**	**1**
34. Las escuelas deberían alentar a los padres a hablar de lo que ellos creen es en el mejor interés de su hijo.	**5**	**4**	**3**	**2**	**1**
35. Las escuelas deben responder a las sugerencias e inquietudes de los padres de una manera positiva y oportuna.	**5**	**4**	**3**	**2**	**1**
Nivel de Educación y Logros (Crecimiento en Aprende)					
36. Las escuelas deberían alentar a los padres a tener altas expectativas para sus hijos.	**5**	**4**	**3**	**2**	**1**
37. Las escuelas deben proporcionar una experiencia de aprendizaje más difícil para los niños.	**5**	**4**	**3**	**2**	**1**
38. Las escuelas deben proporcionar una experiencia de aprendizaje menos difícil para los niños.	**5**	**4**	**3**	**2**	**1**
39. La escuela debe ser la encargada de cerrar la brecha de rendimiento entre las diferentes razas de los estudiantes.	**5**	**4**	**3**	**2**	**1**
40. Las escuelas deben averiguar qué piensan los padres sobre los factores que afectan la educación de sus hijos.	**5**	**4**	**3**	**2**	**1**
Participación de los Padres					
41. Las escuelas deben tener un fuerte programa que anima a los padres a involucrarse.	**5**	**4**	**3**	**2**	**1**
42. Programación de los padres a que participen en eventos de la escuela debe ser más flexible.	**5**	**4**	**3**	**2**	**1**
43. Las escuelas deben enseñar a los padres cómo involucrarse en la educación de sus hijos.	**5**	**4**	**3**	**2**	**1**
44. La participación de los padres y la comunidad en la escuela aumentará el rendimiento estudiantil.	**5**	**4**	**3**	**2**	**1**
45. Las escuelas deben buscar la participación de los padres para ayudar a cerrar la brecha de logros de los estudiantes.	**5**	**4**	**3**	**2**	**1**

Gracias por tomarse el tiempo para completar esta encuesta

Si desea entrar en contacto con el dibujo de tarjeta de regalo de $25, introduce tu dirección y número de teléfono a continuación.

Sustantivo direccion_____

Ciudad, Estado, ZIP codigo_____

Telefono (Casa)_____

Telefono (Celular)_____

Telefono (Otro)_____

Appendix J

Pilot Study Survey Flyer

COME JOIN ME!

WHAT: Pilot Study/Focus Group

Parent Expectations of Elementary Schools and the Leaders, Teachers, and Staff within Them

WHEN: _____

WHERE: _____

TAKE THIS ANONYMOUS SURVEY AND GIVE ME YOUR FEEDBACK!

Take the survey at the following website:

www.glynn.k12.ga.us
Click the Parents tab
The survey link is located under Parent Involvement

Please complete only ONE survey per household. You can enter the drawing for a $25 Wal-Mart or a $25 Target gift card after completing the survey.

Refreshments will be served!!!

For more information: Contact Ella Green at (912)342-7137 or (912)506-8649

Appendix K

Survey Flyer

I Want to Hear From You!

TAKE THIS ANONYMOUS SURVEY...

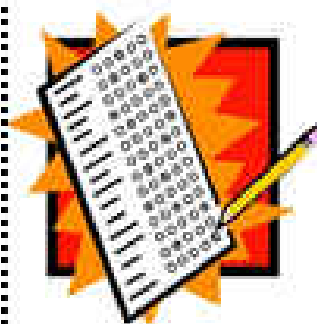**Parent Expectations of Elementary Schools and the Leaders, Teachers, and Staff within them...**

Take the survey at the following website:

www.glynn.k12.ga.us

Click the Parents tab

The survey link is located under Parent Involvement

Please complete only ONE survey per household. You can enter the drawing for a $25 Wal-Mart or a $25 Target gift card after completing the survey.

Si usted necesita una versión en Español de la encuesta, por favor marque la casilla de abajo y devuelva este folleto la esquela de su hijo. Inicio se enviará una versión en Español de la encuesta a usted.

☐ Me gustaría tener una versión en Español de la encuesta de expectativa de los padres.

If you prefer to have a paper copy of the survey in English, please check the box below and return this flyer to your child's school. A paper copy of the survey will be sent home to you.

☐ I would like to have a paper version in English of the Parental Expectation Survey

For more information: Contact Ella Green at (912)342-7137 or (912)506-8649

THANKS FOR YOUR PARTICIPATION!!!

Appendix L

Reminder Survey Flyer

REMINDER:

Have you completed your survey yet?
The deadline for completing the survey and entering the drawing is coming soon!

Surveys must be completed by _____

TAKE THIS ANONYMOUS SURVEY...

Parent Expectations of Elementary Schools and the Leaders, Teachers, and Staff within Them...
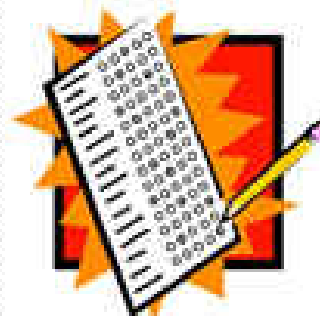
Take the survey at the following website:
Don't miss your chance to win!
www.glynn.k12.ga.us
Click the Parents tab
The survey link is located under Parent Involvement
Please complete only ONE survey per household.
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Appendix M

Correlation of Survey Questions with Research Questions and Literature Review

Correlation of Survey Questions with Research Questions and Literature Review

Survey Item	Research Question	Literature Review
School-Parent Relationships		
1. Schools should encourage parents to be partners in the education of their child.	1, 2, 3	Michigan Departement of Education, 2002; Grace, Jethro & Aina, 2012; Gadsden, 2003
2. School staff should be educated about the culture of the students who attend the school.	1, 2, 3	Matuszny, Banda, & Coleman, 2007; Larocque, Kleiman, & Darling, 2011
3. Roles of parents and teachers in the education of students should be clearly defined by the school.	1, 2, 3	Larocque, et al., 2011
4. Schools should initiate parental contact to encourage parents to participate in school meetings and events.	1, 2, 3	Brendtro and Mitchell, 2011
5. Schools should build strong relationships with the community.	1, 2, 3	Bronfenbrenner, 2005
6. Schools should build strong relationships with families.	1, 2, 3	Bronfenbrenner, 2005
7. Schools should survey parents to determine their expectations.	1, 2, 3	Berthelsen and Walker, 2008
8. Schools should consider parents' race and ethnicity when building relationships with parents.	1	Spera, Wentzel, & Matto, 2008; Magnuson and Duncan, 2006; Raleigh and Kao, 2010
9. Schools should consider parents' social and cultural differences when building relationships with parents.	1, 2	Phillipson, 2009; Berthelsen and Walker, 2008; Jacob and Lefgren, 2007; Carlisle, Stanley, & Kemple, 2006; Phillipson, 2010
10. Schools should consider parents' educational level when building relationships with parents.	3	Lee and Bowen, 2006; Delgado-Gaiten and Trueba, 1991; Carlisle, et al., 2006
Curriculum		
11. Schools should inform me about what my child is studying.	1, 2, 3	Spera, Wentzel, & Matto, 2008;
12. Schools should consider parents' race and ethnicity when deciding how to educate their child.	1	Spera, Wentzel, & Matto, 2008; Magnuson and Duncan, 2006; Raleigh and Kao, 2010

Correlation of Survey Questions with Research Questions and Literature Review (contd.)

Curriculum (contd.)		
13. Schools should consider parents' socioeconomic status when deciding how to educate their child.	2	Jacob and Lefgren, 2007; Roper, 2008; Magnuson and Duncan, 2006; Mandara, Varner, Greene, & Richman, 2009; Phillipson, 2010
14. Schools should consider parents' education level when deciding how to educate their child.	3	Magnuson and Duncan, 2006; Mandara, Varner, Greene, & Richman, 2009; Phillipson, 2010, Berlin and Sum, 1988; Davis-Kean, 2005
15. Schools should teach my child information that is appropriate for him/her.	1, 2, 3	Magnuson and Duncan, 2006; Mandara, Varner, Greene, & Richman, 2009; Phillipson, 2010, Berlin and Sum, 1988; Davis-Kean, 2005; Jacob and Lefgren, 2007; Roper, 2008; Spera, Wentzel, & Matto, 2008; Raleigh and Kao, 2010
16. The school should help me understand the CRCT test scores and other test scores that are sent home.	1, 2, 3	Lee and Bowen, 2006; Delgado-Gaiten and Trueba, 1991; Carlisle, et al., 2006
17. Schools should provide effective special services for my child (English as a Second Language, Special Ed services, Gifted services, etc…).	1, 2, 3	Magnuson and Duncan, 2006; Mandara, Varner, Greene, & Richman, 2009; Phillipson, 2010, Berlin and Sum, 1988; Davis-Kean, 2005; Jacob and Lefgren, 2007; Roper, 2008; Spera, Wentzel, & Matto, 2008; Raleigh and Kao, 2010
Cultute and Climate		
18. Schools should create a safe and orderly environment for my child.	1, 2, 3	Brendtro and Mitchell, 2011
19. Schools should make parents feel welcome.	1, 2, 3	Brendtro and Mitchell, 2011
20. Schools should encourage parents to speak up for what they believe is in the best interests of their child.	1, 2, 3	Brendtro and Mitchell, 2011
21. Schools should respond to suggestions and concerns of parents in a positive manner.	1, 2, 3	Berthelsen and Walker, 2008

Correlation of Survey Questions with Research Questions and Literature Review (contd.)

Educational Attainment and Achievement		
22. Schools should encourage parents to have high expectations for their children.	1, 2, 3	Grace, et al., 2012; Rouse and Barrow, 2006
23. Schools should provide a more challenging learning experience for children.	1, 2, 3	Berthelsen and Walker, 2008
24. Schools should provide a less challenging learning experience for children.	1, 2, 3	Berthelsen and Walker, 2008
25. Schools should be responsible for closing the achievement gap between different races of students.	1, 2, 3	Larocque, et al., 2011
26. Schools should tap into parents' views about the factors that affect their child's education.	1, 2, 3	Brendtro and Mitchell, 2011
Parental Involvement		
27. Schools should have a strong program that encourages parents to get involved.	1, 2, 3	Jeynes, 2005
28. Scheduling for parents to be involved in school events should be more flexible.	1, 2, 3	Larocque, et al., 2011
29. Schools should teach parents how to become involved in their child's education.	1, 2, 3	Larocque, et al., 2011
30. Involving parents and the community in school will increase student achievement.	1, 2, 3	Larocque, et al., 2011
31. Schools should seek parental involvement to help with closing the student achievement gap.	1, 2, 3	Gadsden, 2003