

Relationships between Home School Collaboration (Homelink), Public Education  
and Student Success in the Classroom

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A Special Project

Presented to

Dr. Mel Mangum

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Masters of Education

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FACULTY APPROVAL

Relationships between Home School Collaboration (Homelink), Public Education  
and Student Success in the Classroom

Approved for the Faculty

\_\_\_\_\_, Faculty Advisor

## ABSTRACT

The study was conducted through a review and analysis of current research and literature related to home school collaboration. The study focused on the importance of home school collaboration in student achievement and reviewed past research efforts in the area. The additional principle was a study that investigated how the perceptions held by parents and educators related to the collaboration influences and academic success achieved by students in the classroom.

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## CHAPTER 1

### Introduction

#### Background for the Project

Many states, including Washington, require students to pass a high school graduation examination, for example the Washington State Assessment for Student Learning (WASL), before granting graduates a diploma. With the increased emphasis on accountability and measurement of standards in education (Teed, 2002), educators have been searching for ways to improve student success in the classroom. Home school collaboration has required intensive effort, but research has shown that collaboration must be present for an effective process to help students achieve optimal success in school (e.g., Christenson, 2002; Elizalde-Utnick, 2002).

"Home school collaboration requires recognition by all involved, that educational outcomes are influenced by events in the home, by events in school, and by the continuity between home and school environments" (Christenson, 1995, pg. 25). Home school collaboration has been a dynamic process that enabled parents and educators involved to work together to create solutions (Sheridan, 1992).

The partnership between home and school has contacted the capability to impact a student's grades, behavior within the classroom, attendance, test scores, and self-esteem. Home and school have traditionally been viewed as two separate

systems with separate roles and responsibilities in educating children (Marti & the Conjoint Behavioral Consultation (CBC) Research Group, 2000). In order for a successful home school collaboration to develop, parents and educators have been obligated to identify, break down, and remove barriers which possibly have impeded the process.

Socio-economic level, chaotic home situations, cultural differences, and level of parental education have often been perceived by educators as barriers to establishing successful home school collaborations (Knoff & Raffaele, 1999). Educators needed to re-examine the

"misconceptions about the ways families support children's learning, fear of reaching out to families due to cultural or linguistic differences, stereotypes about poor, minority families, and/or pitying families for their situations and therefore holding lower expectations for children's performance" (Esler, Godber, & Christenson, 2002, pg. 396) .

So educators have been more receptive to including all families in the collaboration process. Children from families at risk frequently struggled with academic, behavioral, or social difficulties in school (Christenson, 1995; Esler, et al. 2002). Parents from families considered at risk wanted to be a part of children's schooling but have often been at a loss for how to get involved (Lewis & Forman, 2002). Home school collaboration began early in a child's schooling and was an integral part of the school climate (Knoff & Raffaele, 1999).

Components that aided in creating a climate that encouraged parental involvement included social activities, families and schools, and reaching out into the community to establish more informal contacts with families. Making school more family-friendly by offering after-school programs that involved parents, educators, and community volunteers to recognize and celebrate the diversity within a school, among a variety of other initiatives, contributed to the effective collaboration (Esler, et al. 2002).

"Nowhere is the task of creating the conditions necessary for school and parent partnerships more challenging than in schools already struggling under persistent low academic achievement, principal instability, real or perceived violence, and disengaged students, parents and teachers" (Nichols-Solomon, 2001). Educators and parents have worked together to change the status quo without placing blame for the past.

While parent and educator participation have been essential to home school collaboration, the responsibility for establishing a successful system rested with the educators (Marti & CBC Research Group, 2000, pg. 3). Educators needed to examine the organizational climate that existed within schools and the messages about involvement that were sent to parents (Knoff & Raffaele, 1999, pg. 449). The collaboration process has been pro-active, with a systematic approach taken to offer opportunities for parents to come into school to learn about the collaboration process, and, if that was not possible, efforts should have

been made to make contact with parents at home and in the community. While parents may have felt unqualified to make an impact on children's educational experience, adults who lived and interacted with children were involved in the process on some level (Doxie, 2001).

### Statement of the Problem

In that more and more citizens have home schooled in rejection of the nonbeliever agenda among other shocking constitutional rights violations, public schools have become concerned. Home schooled children on the average scored higher on tests than public school children, and job fairs looked to hire the home schooled much more frequently than the public schooled.

Both the number and the proportion of students in the United States who were being home schooled increased between 1999 and 2003. Approximately 1.1 million students (1,096,000) were being home schooled in the United States in the spring of 2003, an increase from the estimated 850,000 students who were being home schooled in the spring of 1999 (Bielick, Chandler, and Broughman, 2001). In addition, the percentage of the entire student population who were being home schooled increased from 1.7 percent in 1999 to 2.2 percent in 2003 (Bielick, Chandler, and Broughman, 2001).

### Purpose of the Project

The purpose of this study was to explore the issue of home and school collaboration. The study focused on the importance of home school collaboration

in student achievement and the differences in public education. The study has also documented how the perceptions held by parents and educators related to this collaboration influenced the academic success achieved by students in the classroom. The study has been conducted through a review and analysis of current research and literature related to home-school collaboration.

### Delimitations

The study sample has been comprised of parents and educators, to include regular education teachers, special education teachers, principals, and the district superintendent. The school district asked to participate in the study was Walla Walla, including the Homelink Program. These samples represented only the elementary school age levels.

Homelink has been a Parent Partnership program with approximately 86 students in grades K-8. Students attended classes on campus two days per week for a maximum of 9 hours and accessed off campus classes through partnership with parents and teacher consultants for the remaining required hours.

Each student's parent has been partnered with one Homelink consultant to create a Student Learning Plan (SLP) based on the Washington State Essential Academic Learning Requirements (EALRs) and Walla Walla Public Schools (WWPS) curriculum. Parents have met six times per year with consultants to make sure that student's have made progress towards achieving the goals set forth

in the SLP. The Homelink program had moved to a new elementary school in the fall of 2006 and was under the supervision of a different principal at the same time.

The author also assumed that while parents and educators all believed the best interest of students was at heart; there had been frequent disagreement on what was best. There had also been disagreement about which methods were best to use in order to assist students in achieving better education. The researcher hoped parents and educators would be in agreement for the best methods to be used, but the author also assumed, based on current literature and research (Knoff & Raffaele, 1999, Elizalde-Ultnick, 2002, Sheridan, et al. 1997) there has been a collaboration gap between parents and educators that must be reduced.

### Assumptions

This researcher assumed this study at the schools included an ample and representative sample size of students attending the school in a small, rural town in Eastern Washington. This researcher assumed all students at this participating school had equal opportunity regardless of race, sex, or socioeconomic background. This researcher assumed the teaching staff graded all participants fairly. The researcher assumed all the participants were properly placed according to the educational needs and the same kind of instruction was given to all the participants.

### Hypothesis

1. There are significant differences in the perceptions held by educators and parents on the relationship between home school collaboration and academic success in the classroom.

### Null Hypothesis

1. There are no significant differences in the perceptions held by educators and parents on the relationship between home school collaboration and academic success in the classroom.

### Significance of the Project

In that more and more citizens have home schooled children, there have been important understandings in the significance of collaboration between the parents and educators. Since many states, including Washington, have required students to pass a high school graduation examination before granting graduates a diploma, the collaboration gap must be reduced.

### Procedure

The materials used for the procedure of this experiment were conclusive of the WASL testing scores for Homelink and WWPS grades three and four from the 2005-06 educational duration. This as a result, showed percentage comparisons and documentation of the intelligent differences of the program and district.



## Definition of Terms

Educators. This term "is used to emphasize that collaboration involves the entire school community, not just teachers" (National Association of School Psychologists (NASP), 2002, pg. 4).

Home school collaboration. Home school collaboration focused on the relationship between home and school and how parents and educators worked together to promote the social and academic development of children (Elizalde-Ultnick, 2002).

Homelink. Homelink has been a program that involved parent's partnership with a public school system.

## Acronyms

WASL. Washington State Assessment for Student Learning

CBC. Conjoint Behavioral Consultation

SLP. Student Learning Plan

EALRs. Essential Academic Learning Requirements

WWPS. Walla Walla Public Schools

NASP. National Association of School Psychologists

OSPI. Office of Superintendent of Public Instruction

MAP. Measurement of Academic Progress

## CHAPTER 2

### Review of Selected Literature

#### Introduction

The review of current literature has discussed the importance of establishing a solid framework over which successful home school collaboration could be built. Additionally, the principles that comprised such a framework have been outlined and discussed. Adopting a systematic problem-solving approach has eliminated many of the stumbling blocks, which often impeded the development and implementation of solutions. A discussion of selected collaboration attempts have illustrated how some schools have succeeded in creating successful partnerships with school families, while others have tried, and failed.

#### Establishing the Foundation

Home school collaboration depended on a belief that was shared responsibility for all educational outcomes (Christenson, 1995). Changes that were made within the educational process focused not only on the role of the school, but recognized the influence parents contributed to children's academic success (Marti & the CBC Research Group, 2000). Parents and educators recognized and embraced the positive contributions made to the educational experience of a child. Sheridan, et al. (1997) discussed a study by Henderson and Berla that compiled the results of 15 studies which all indicated there was a correlation between student achievement and the intensity and duration of parent

involvement (Sheridan, et al. 1997). From these studies Henderson and Berla concluded student achievement increased to higher levels when the relationship between families and schools was more collaborative and comprehensive (Sheridan, et al. 1997). "Student achievement not only improves for low-income students, but reaches levels that are standard for middle income students when programs are designed to be full partnerships" (Sheridan, et al. 1997, pg. 113)

In 1997, the NASP sponsored a study that collected data about parent involvement in school activities (Sheridan, et al. 1997). Parents were asked to rank 33 family involvement activities in order of preference. School psychologists were asked to rank the same activities in order of feasibility. Findings from the study included: parents wanted to be more involved in children's education than school psychologists thought feasible; and there was agreement between parents and school psychologists regarding the importance of activities related to parents becoming more educated about children's learning and behavior in school, community resources, and the education process. The authors concluded "the goal in planning involvement programs is to achieve a match between what parents want (would use) and what schools perceive as feasible in supporting student performance" (Sheridan, et al. 1997, pg. 127).

By working together, parents and educators have accomplished more positive results than when working alone (Rosenthal & Sawyers, 1996). With efforts focused on the student and not differences which have existed between

parents and educators a successful collaboration occurred. The growth was increasingly apparent that the more families and schools were able to collaborate, the more likely benefits were noticed for not only students, but also families and schools (Esler, et al. 2002). "It is noteworthy that these benefits create conditions that facilitate the effectiveness of home-school connections" (Sheridan, et al. 1997, pg. 112).

In Christenson's presentation to the 2002 Invitational Conference: The Future of School Psychology, Sandra Christenson discussed three reasons for the interest and focus on the development of policies and programs to increase family involvement in education (Christenson, 2002). First, current research reported the significant impact home influences made in student progress. Christenson's research cannot be ignored. Student attitudes, attendance, behavior, grades, and test scores have been shown to improve as a result of parental involvement in a student's educational experience. Also, the time a student spent out of school contributed to the achievement level in school (Christenson, 2002).

Second, without the support and reinforcement of parents, changes that were made within school and teacher practices did not result in the level of anticipated improvement (Christenson, 2002). Research was also shown that behavioral interventions implemented across home and school environments have been more successful than public school instruction (Christenson, 2002).

Third, changes in the structure and make-up of families had educators questioning the ability of families to understand and impact academic achievement. With more single parent or dual income households, the amount of time available for parental support and involvement was in jeopardy. "The loss of quality student-adult interaction and time was a primary reason for declines in school performance" (Christenson, 2002, pg. 7).

#### Principles of Home School Collaboration

Before beginning work within a collaboration framework, parents and educators had to outline the principles under which the collaboration would be guided. Regardless of where parents and educators were implemented, the basic principles of home school collaboration remained the same (Hagen-Burke & Martin, 2002).

The U.S. Department of Family School Partnership stated home school collaboration principles as:

(see Appendix A)

By empowering parents and welcoming them into the heart of the school community, all participants have benefited from the collaboration, which has helped all students achieve at higher levels (Davies, 2000).

#### Problem-Solving Within the Collaboration

Educators who have been proactive in sharing information with parents regarding children's educational and developmental progress, and who have been

willing to involve parents in the process of resolving concerns related to a child's school performance, have been more likely to establish a successful collaboration with parents. Christenson (1995) presented a problem solving sequence implemented to design collaborative interventions between home and school:

Introduction Stage:

(see Appendix B)

Home school collaboration was an attitude, not simply an activity. The occurrences when parents and educators shared common goals, were seen as equals, and were contributing to the process (Christenson, 1995).

#### Home School Collaboration in Practice

Home school collaboration had many faces (Jayanthi, Patton & Polloway, 2001). The collaboration had dealt with very specific student problems, but also has effective ongoing tasks such as homework (Jenson, Sheridan, Olympia, & Andrews, 1994). Homework provided a discernable link between home and school and offered parents an opportunity to exert influence and help the school (Jayanthi, et al. 2002). For families with issues of time and availability, homework had often been the primary way in which parents could connect with children's school experience (Jayanthi, et al. 2002)

Effective communication has been essential to creating successful homework collaboration (Bos, Nahmias, & Urban, 2001). In 2002, Jayanthi, et al. summarized recent research related to communication problems associated with

homework. Jayanthi's results showed that communication related factors were perceived as paramount by the various parties when problems with homework occurred (Jayanthi, et al. 2001).

Another factor that has influenced the success of a homework specific collaboration has been the development and acceptance by all parties of interventions. "Effective home school partnerships have clearly articulated objectives, roles, and responsibilities" (Jenson, et al. 1994, pg. 546). To accomplish this collaboration, parents and educators should work in partnership to:

1. Identify the problems related to homework.
2. Develop interventions to be used in the home and school settings.
3. Monitor the effects of the intervention.
4. Modify the intervention if needed.
5. Evaluate the overall outcome of the intervention.

(adapted from Jenson, et al. 1994)

To achieve a sustained level of communication between home and school, "both parents and teachers need to communicate with each other early, frequently and on an ongoing basis" (Jayanthi, et al. 2001, pg. 241). Successful home school collaborations involve shared responsibility and decision making in order to enhance a child's learning across home and school (Esler, et al. 2002).

Home school collaboration has also increased involvement in individual-level, problem-solving and judgment making (Esler, et al. 2002). With developed and monitored positive behavioral interventions, schools have included parents by creating opportunities for exchange of information by asking parents, sharing expectations and goals for the child, and inviting assistance in addressing the concern (Esler, et al. 2002).

Conjoint Behavioral Consultation had a systematic approach developed to help parents and educators address the behavioral needs of students (Marti & the CBC Research Group, 2000). The process placed responsibility on all parties involved and consisted of the following four steps:

1. Problem Identification: the problem was defined in behavioral terms, a goal was reached for behavior change, and a plan for collecting baseline data was made.
2. Problem Analysis: the baseline data were analyzed to confirm correct identification of the problem and an intervention plan was developed.
3. Treatment (Plan) Intervention: the intervention was implemented and monitored and training provided to teachers and families if necessary.
4. Treatment (Plan) Evaluation: the families and educators decide if the behavior goals have been met and discuss ways to modify, continue or terminate the intervention.

(Esler, et al. 2002)



Home school collaboration had been an essential component of the CBC model. Parent's expert knowledge of their child's behavior allows them to be a co-equal part of the CBC process (Marti & the CBC Research Group, 2000). The goal of home school collaboration has been to build positive relationships between parents and educators as a means to encourage students to be learners both at home and at school (Esler, et al. 2002).

Home school collaboration has been pro-active rather than reactive, required sensitivity to and respect for cultural differences, recognized and valued the important contributions parents had to make to the educational process, and generated parental empowerment (Knoff & Raffaele, 1999). Whether working together on a specific behavioral issue or ongoing school tasks, Christenson (1995) stated:

The major point is that for home school partnerships to promote student success a concerted effort and leadership are required. While they do not happen automatically, there is a solid literature base and resources to provide the basis for successful implementation of such programs (pg.265).

### Summary

The review of selected literature has discussed the importance of establishing a solid framework over which successful home school collaborations can be built. The principles that comprised such frameworks were outlined,

discussed, and elaborated on. A discussion of preferred collaboration attempts have illustrated how some schools have succeeded in creating successful partnerships with school families.

## CHAPTER 3

### Methodology and Treatment of Data

#### Introduction

The author of this study compared the results of the WASL test between Homelink and WWPS students. These results were based upon the 2005-06 school year for the reason that Homelink did not thrive until this current year. The methodology explained in immense detail the operation of the Homelink program.

#### Methodology

The mission of WWPS Homelink Program has been to create a partnership with dedicated teachers, students and families to design quality educational opportunities and resources in an alternative school environment.

Homelink has been a Parent Partnership program with approximately 86 students in grades K-8. Students attend classes on campus two days per week for a maximum of 9 hours and access off campus classes through partnership with parents and teacher consultants for the remaining required hours.

The author of this research gathered all of the data with a variety of different internet websites. The data graphs that compare the two samples of students on the following pages showed the difference between the Washington state Assessment of Student Learning (WASL) results. The Homelink program has only been in full operation since the late spring of 2003, the only results

available were from the years 2004-2005 and 2005-2006; whereas WWPS graph has a total of three years to account for, with a range from 2002 to 2006.

The researcher compared the following test result percentages for the reading, math and writing portions of the WASL assessment during the 2005-06 school year using a correlation approach. The conclusion for both programs demonstrated a wide spread of statistics in every category of the WASL. The 3<sup>rd</sup> grade results presented a split with Homelink receiving an advanced score of 78.6% in reading and a less significant score of 57.1% in writing. While the non-home schooled results showed 70.0% in reading and 61.6% in writing. The 4<sup>th</sup> grade results offered the non-home schooled students with more high scores than the Homelink program. The Homelink 4<sup>th</sup> grade outcomes were a lower score of 81.8% in reading, a higher score of 70.0% in math and again a lesser score of 50.0% in the writing section. The non-home schooled results for the 4<sup>th</sup> grade WASL confirmed 82.6% in reading, 53.5% in math and 54.7% in writing (OSPI, 2007).

### Participants

Homelink participants have been compiled of 86 students in grades kindergarten through 8<sup>th</sup>, with 48.8% male and 51.2% female. The ethnicity counts were 1.2% Asian, 2.3% Black, 4.7% Hispanic and 91.9% White. WWPS had been compiled of 6,059 students in grades kindergarten through 12<sup>th</sup>, with

50.7% male and 49.3% female. The ethnicity counts were 1.9% Asian, 1.3% Black, 29.8% Hispanic, 65.8% White and 1.1% American Indian/Alaskan Native.

Homelink has had few special programs in the past which include 27.2% free or reduced lunches, 0% special educations, 0% transitional bilinguals and 0% migrants. WWPS possessed 50.5% free or reduced lunches, 11.2% special educations, 11.2% transitional bilinguals and 0.0% migrants.

Table 1

*Student Demographics*

Homelink		Walla Walla School District	
<b>Enrollment</b>		<b>Enrollment</b>	
Student Count	86	Student Count	6,059
<b>Gender</b>		<b>Gender</b>	
Male	48.8%	Male	50.7%
Female	51.2%	Female	49.3%
<b>Ethnicity</b>		<b>Ethnicity</b>	
Asian	1.2%	Asian	1.9%
Black	2.3%	Black	1.3%
Hispanic	4.7%	Hispanic	29.8%
White	91.9%	White	65.8%
		American Indian/Alaskan Native	1.1%
<b>Special Programs</b>		<b>Special Programs</b>	
Free or Reduced-Price Meals	27.2%	Free or Reduced-Price Meals	50.5%
Special Education	0.0%	Special Education	11.2%
Transitional Bilingual	0.0%	Transitional Bilingual	11.2%
Migrant	0.0%	Migrant	0.0%

(OSPI, 2007)

### Instruments

The author of this research gathered all data with a variety of different internet websites, frequently including [www.ospi.k12.wa.us.org](http://www.ospi.k12.wa.us.org) . The validity and reliability of this site was particularly rational with this being the office of superintendent of public instruction (OSPI) for the schools located in the state of Washington's individual website. The author found all of the WASL reports, data, charts and graphs from the OSPI site.

### Design

This study utilized the correlation approach to evaluate the WASL test results between Homelink and WWPS students. The 2005-06 WASL testing year was used as it was the most current product available.

### Procedure

The materials used for the procedure of this experiment were conclusive of the WASL testing scores for Homelink and WWPS grades three and four from the 2005-06 educational duration. This as a result, showed percentage comparisons and documentation of the intelligent differences of the program and district.

### Treatment of the Data

The researcher compared the following test result percentages for the reading, math and writing portions of the WASL assessment during the 2005-06 school year. The conclusion for both programs demonstrated a wide spread of

statistics in every category of the WASL. The 3<sup>rd</sup> grade results presented a split with Homelink receiving an advanced score of 78.6% in reading and a less significant score of 57.1% in writing. While the non-home schooled (WWPS) results showed 70.0% in reading and 61.6% in writing. The 4<sup>th</sup> grade results offered the non-home schooled students with more high scores than the Homelink program. The Homelink 4<sup>th</sup> grade outcomes were a lower score of 81.8% in reading, a higher score of 70.0% in math and again a lesser score of 50.0% in the writing section. The non-home schooled results for the 4<sup>th</sup> grade WASL confirmed 82.6% in reading, 53.5% in math and 54.7% in writing.

#### Summary

The previously stated information was acquired by the author following the WASL examination which was distributed during the 2005-06 school year and specifically compared all results for only the 3<sup>rd</sup> and 4<sup>th</sup> grades of Homelink and WWPS students.

## CHAPTER 4

### Analysis of the Data

#### Introduction

This chapter outlined the studied set of sample environment's, stated the hypothesis and null hypothesis, gave results of the WASL test using tables and figures, then confirmed the data analysis.

#### Description of the Environment

The study sample has been comprised of parents and educators, to include regular education teachers, special education teachers, principals, and the district superintendent. The school district that participated in the study was chosen as Walla Walla, including the Homelink Program. The school district and the Homelink Program represented only the elementary school age levels for this study.

Homelink has been a Parent Partnership program with approximately 86 students in grades K-8. Students attended classes on campus two days per week for a maximum of 9 hours and accessed off campus classes through partnership with parents and teacher consultants for the remaining required hours.

Each student's parent has been partnered with one Homelink consultant to create a SLP based on the Washington EALR's and WWPS curriculum. Parents have met six times per year with consultants to make sure that student's have



made progress towards achieving the goals set forth in the SLP. The Homelink program had moved to a new elementary school in the fall of 2006 and was under the supervision of a different principal at the same time.

### Hypothesis

1. There are significant differences in the perceptions held by educators and parents on the relationship between home school collaboration and academic success in the classroom.

### Null Hypothesis

1. There are no significant differences in the perceptions held by educators and parents on the relationship between home school collaboration and academic success in the classroom.

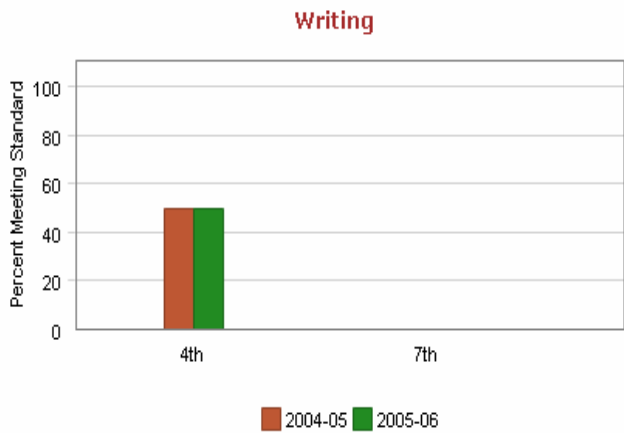
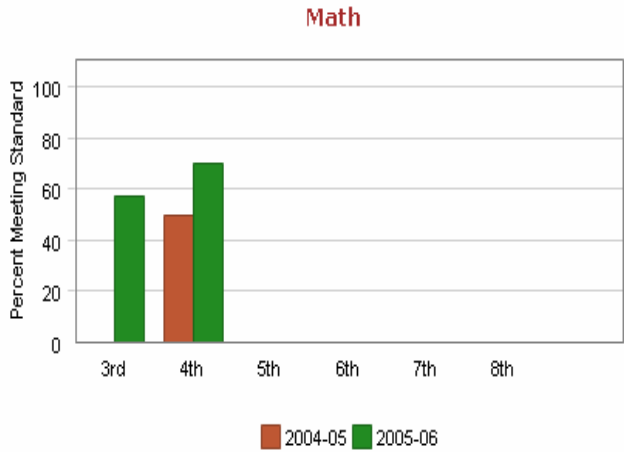
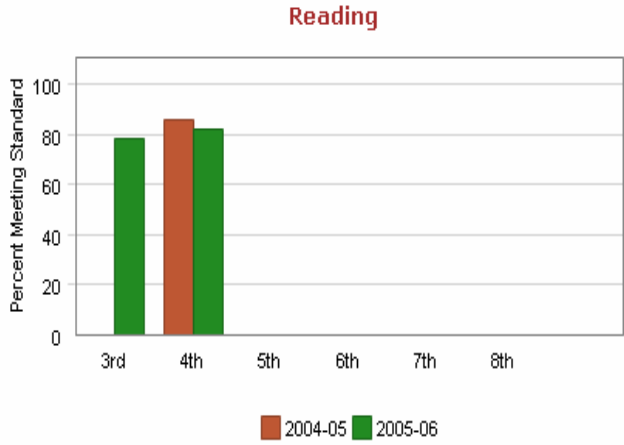
### Results of the Study

The results from the 2005-2006 school year for both programs demonstrated a large spread of data in all three sections of the WASL. The 3<sup>rd</sup> grade results presented a split with Homelink receiving a higher score of 78.6% in reading and a lower score of 57.1% in writing. While the non-home schooled (WWPS) results showed 70.0% in reading and 61.6% in writing. The 4<sup>th</sup> grade results offered the non-home schooled students with more high scores than the Homelink Program. The Homelink 4<sup>th</sup> grade outcomes were a lower score of 81.8% in reading, a higher score of 70.0% in math and again a lower score of

50.0% in the writing section. The non-home schooled results for the 4<sup>th</sup> grade WASL demonstrated 82.6% in reading, 53.5% in math and 54.7% in writing.

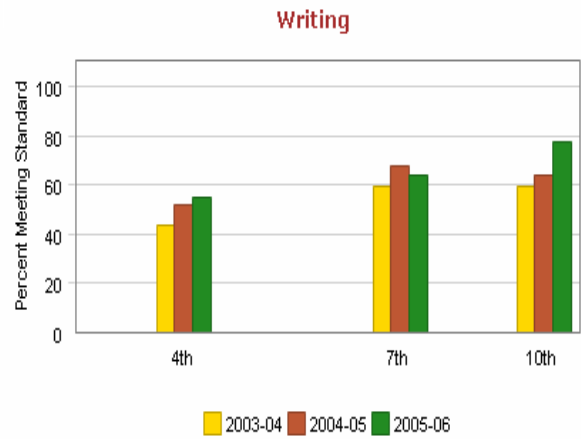
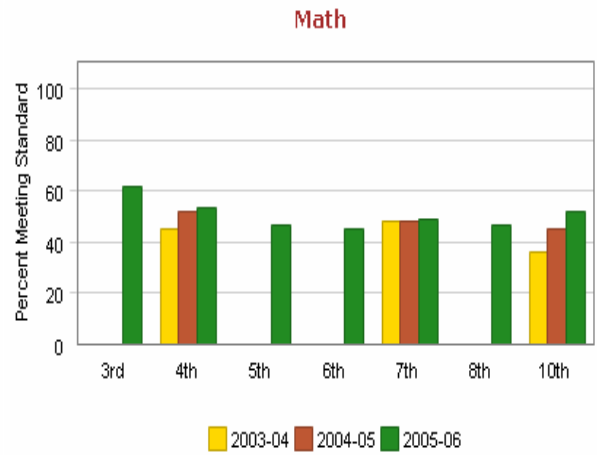
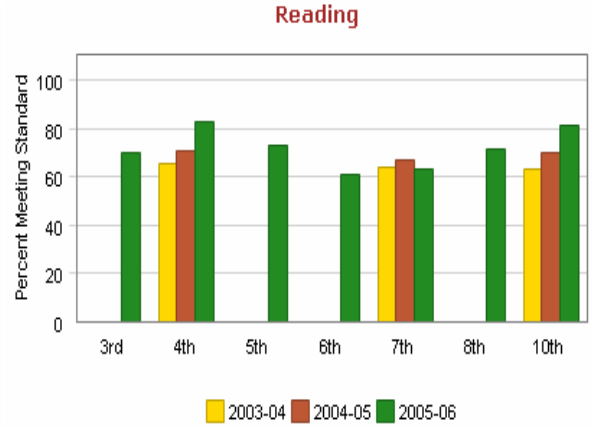
Figure 1  
Homelink 2005-06 WASL Results

Grade Level	Reading	Math	Writing
3rd Grade	78.6%	57.1%	
4th Grade	81.8%	70.0%	50.0%



WWPS 2005-06 WASL Results

Grade Level	Reading	Math	Writing
3rd Grade	70.0%	61.6%	
4th Grade	82.6%	53.5%	54.7%



for further information see Appendix C  
(OSPI, 2007)

### Findings

Given the analysis of the previous data as well as the testing of the hypothesis and null hypothesis, the author found the hypothesis to be supported and the null hypothesis to be rejected from all the research gathered.

### Discussion

The author expected to find that the home schooled students would have had better scores than non-home schooled when analyzing the WASL results. Unpredictably, the opposite was found especially when looking at the 4<sup>th</sup> grade outcomes. Although the unexpected occurred, the complete research supports the hypothesis and rejects the null hypothesis.

### Summary

From this chapter, the author gave details to Homelink's and WWPS WASL scores using descriptive writing, tables, charts and figures. The hypothesis was sustained by all of the research and therefore the null hypothesis was declined.

## CHAPTER 5

### Summary, Conclusions and Recommendations

#### Introduction

In this chapter, the author summarized, concluded, and made recommendations pertaining to this study.

#### Summary

In that more and more citizens have home schooled in rejection of the skeptic agenda among other shocking constitutional rights violations, public schools have become concerned. Home schooled children on the average scored higher on tests than public school children, and job fairs looked to hire the home schooled much more frequently than the public schooled.

The purpose of this study was to explore the issue of home and school collaboration. The study focused on the importance of home school collaboration in student achievement and the differences in public education. The study has also documented how the perceptions held by parents and educators related to this collaboration influenced the academic success achieved by students in the classroom. The study has been conducted through a review and analysis of current research and literature related to home-school collaboration.

#### Conclusions

In reference to the breakdown of the earlier figures as well as the testing of the hypothesis and null hypothesis, the investigator found the hypothesis to be

supported and the null hypothesis to be rejected. Figure one shows that the third grade home schooled students received better scores and the fourth grade home schooled children demonstrated the exact opposite with WWPS receiving higher scores.

### Recommendations

When the researcher began teaching for the Homelink program in Walla Walla two years ago, she was unfamiliar with home schooling and had perceptions about it; she had attended only public schools herself. After two years of teaching science to her students in the Homelink program, she is aware of a huge diversity between the two samples. Homelink students have few behavior problems, they love learning and many are bright. Whereas, the public schooled students can run trouble quite often.

The author recommends that further research could be done using other data and tests including Measurement of Academic Progress (MAP), which is given several times throughout the school year rather than just once like the WASL. These results may show more growth within the samples and give greater detail.

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## Home School Collaboration Principles

1. There is a shared responsibility between the school and the home in order to provide students with a better education and a good start in life.
2. The schools will welcome families and reach out to them before problems manifest themselves.
3. The schools will help families to be included in the decision-making process.
4. The schools will organize tutoring and other such experiences to improve student learning.
5. Families will monitor student's attendance, homework completion, and television watching, and take the time to listen to and communicate with their children.
6. Families will engage in literacy experiences (e.g., reading to a young child) with their children.
7. Families will become acquainted with teachers and other school personnel.
8. Families will participate in the decision making process.
9. There will be effective two-way communication between schools and families. This is accomplished by schools minimizing the use of educational jargon and breaking down cultural and language barriers, and by families maintaining contact with the schools.

10. There will be opportunities for families to learn how to help their children succeed in school and for school staff to work with families.

(Elizalde-Utnick, 2002, pp. 414-415)

## Christenson's (1995) Collaborative Interventions Between Home and School

### Introduction Stage

1. Take time to build a positive rapport between parents and educators. This will bring trust to the problem solving process.
2. Use "specific, behavioral, observable language" when describing the problem/concern being presented. Reframe problems to reduce negative reactions.
3. Focus the purpose of collaboration on finding solutions to the presenting problem, not on placing blame.

### Identification Stage:

1. Have all participants in the collaboration share their concerns and perspective on the problem. Individual perceptions can greatly influence the attitude held regarding a problematic situation.
2. Identify a mutual goal for the student and reach consensus. Discuss how the accomplishment of the goal will be measured.
3. Clarify the desired behavior or outcome.

### Solution Stage:

1. Break down the goal and determine who is responsible for the various components. Determine the time-line for accomplishing the goal, and discuss how results will be reported.

2. Discuss and determine what resources will be needed to accomplish the desired outcome, and who will provide these resources.

Implementation Stage:

1. Reiterate the presenting problem, the desired goal, who will accomplish the goal, the time-line for accomplishing the goal, how the goal will be measured, and how the results will be reported.
2. Monitor progress on accomplishing the stated goal.
3. Meet to discuss the results. If the goal is not accomplished, do not engage in blaming; discuss ways to modify or change the goal and ways to accomplish it. If the goal is achieved - celebrate! (adapted from Christenson, 1995)

Walla Walla School District 2005-05 WASL Results

Grade Level	Reading	Math	Writing	Science
3rd Grade	70.0%	61.6%		
4th Grade	82.6%	53.5%	54.7%	
5th Grade	73.0%	46.9%		36.3%
6th Grade	61.3%	45.1%		
7th Grade	63.0%	49.0%	64.1%	
8th Grade	71.6%	46.5%		47.3%
10th Grade	81.7%	52.1%	77.6%	44.3%

**Science**

