

Appendix Yakama Nation Tribal School  
Parent Survey

**Section A: Communication**

1. Please check using the scale of 1 to 5 to evaluate your program-with 5 being very strong in the area described and 1 being very weak.

Strong	Weak				
	1	2	3	4	5
Family members feel welcomed, valued and included.					
Your child is treated with respect by school staff.					
Information from the school is easy to understand.					
Communication between your family and the school.					
You are respected by school staff?					
Teachers, principals, and other school staff communicate with you with respect.					

**Section B: Attendance at Parent/Family Events**

1. The list below contains some of the school or school-related events. Please check how often you attended these events during this past year. (Please check one response for each event.) Approximately how many parent events did you and/or your family attends during this past school year.

Event	0	1-5	6-10	11+
Student Performances				
Sports Events				
Parent Meetings				
Parent/Teacher Conferences				
School Events (e.g. Family Tea, Elder's Dinner)				

2. Why do you attend these events?

- My child(ren) are involved in the event
- My child(ren)'s school is involved with the event
- I/we want to show support for the school district

**Section C: Attendance**

- Does your child attend school on a daily basis?                      Yes              No
- Do you know the Y.N.T.S. attendance policy?                      Yes              No
- Are the phone calls helpful when your student is absent?              Yes              No

What can Y.N.T.S. do to maintain or improve your student attendance?

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YNTS staff makes that cultural connection the families it builds a trusting relation between the school and family.

Indian Students often struggle living in the two worlds. They knew getting an education is important, but carrying on tradition is important too. The Native American student can learn the life-long learning skills of both worlds to live in the 21<sup>st</sup> Century.

highlight in this study. Everyone has an invested interest with the school and students.

### Conclusion

After the study was conducted, data analyzed, and results were studied the null hypothesis was accepted. The study did not support the hypothesis. Parents who were involved with the school did not improve their student's attendance. The parent survey proved there was a good relationship between the school and parents. The school staff treated and respected parents. Majority of the parents attended 1 to 5 school events throughout the school year.

### Recommendations

The researcher of this study would recommend this study be conducted on yearly basis. The data would benefit the school and improve the relationship and communication with the parent. The school and the parents are partners and need to work together for student academic success.

The school also needs to train and hire a culturally sensitive staff. The YNTS staff needs to learn about the student and their families. Yakama Nation Tribal School staff needs to learn about the cultural and traditional ways of the Yakama Nation. Some of the YNTS may be Indian from the Yakama Nation or another Tribe, but sometimes they aren't raised in a traditional home. Once the

The parent survey verified parents had good communication with the school. Most parents felt they were treated with respect by the school staff. This was a positive outcome of the parent survey. Most parents felt valued by school staff. Majority of the parents who took the survey send their students to school on a daily basis and knew the attendance policy. Most parents appreciated the daily phone if their student was absent.

The author focused on the Indian student and the history of Indian education. In chapter two the author included the history and development of educating the Indian student. The study included the era of boarding school and the traumatic actions that happened to them. The boarding schools were harsh on the student. Indian students had to cut their hair, not speak their language, and learn a trade. Basically, America wanted to assimilate the Indian to live like them. This is historic trauma for the Native American Indian. This history did affect the Indian student and their families today.

The NCLB act had a huge impact to mandate schools to improve parent involvement. This allowed parents to be involved with their student's school by volunteering or having a voice with school decisions. Not only were parents being encouraged to be involved, but the community was also invited to part of the school. Collaboration between parents, school, and community was a

## CHAPTER 5

### Introduction

This chapter has been organized around the following topic: (a) introduction, (b) summary, (c) conclusions, (d) recommendations.

The purpose of this study was to determine if parent involvement improved the student's attendance throughout the school year. The student's attendance would be improved if the parents were more involved with the school by attending school activities and parent meetings.

### Summary

The purpose of this study was to verify the hypothesis, that parent involvement did improve the student's attendance. The two factors in this study was the student's attendance and parent involvement. In the study the 30 students were compared to their parent's involvement with the school. Parent involvement was identified as parent/teacher conferences, student performances, sports events, and parent meetings.

According to the correlational study between the parent's involvement and student's attendance there was no correlation. In fact some students that had 90% attendance or better had little to no parent involvement. The students with medium attendance had the highest parent involvement.

### Summary

According to the data the null hypothesis was accepted and the alternative hypothesis was rejected. There is no significant correlation between parent involvement and improved student attendance. Parent involvement did not improve the student's attendance. The social aspects of the survey show that the majority of the parents felt the school treats them with respect. Most parents attended 1 to 5 events throughout the school year. This includes student performances, parents meetings, and sports events.

the parents felt they were treated with respected by the school staff. Figure 9, most parents felt they were communicated with respected by the school staff. The figures 4 through 9 verified that parents were treated with respected by the school staff and the school's information was easily understood by the parents.

In figure 10, it verified most parents attended 1 to 5 student performances. One parent attended 11 or more events. Figure 11, six parents didn't attend any YNTS sports events. Majority of the parents attended at least one or more sporting events. Four parents attended 11 plus sporting events. Figure 12, most parents attended 1 to 5 parent meetings.

### Discussion

The author's null hypothesis was accepted and the hypothesis was rejected according to the results of the data. There was no correlation between the parent's involvement and the student's average daily attendance.

According to table 2 there was no correlational significance between the parents and students. The highest parent involvement was with the students with medium attendance. The lowest parent involvement was with the students with high attendance.

## Findings

There was not a strong correlation but there was strong agreement to the survey questions.

In the table it verified there were 30 students involved with high, medium, and low attendance. In table 1 there was a column with parent involvement, based on a value of parent involvement. In table 2 was a graph with parent involvement and the student's average daily attendance. The table verified there is no significant correlation with the student's attendance and parent involvement.

Figure 1 was a correlational test with students with high attendance. It had correlational value of coefficient of .415. Figure 2 was a correlational test with students with medium attendance. This study had a correlational value coefficient of .043. The last correlational test was students with low attendance in figure 3. The correlational test was .094. These figures do not support the hypothesis.

Figure 4 most parents feel they were welcomed by the school staff. Only a few parents felt they were not welcomed. Figure 5 majority of the parents felt they were treated with respect by school staff. Some parents felt they were not treated with respect by staff. Figure 6, most of the parents felt the school information was easy to understand. In figure 7, majority of the parents felt there was good communication between the school and family. In figure 8, almost all

In the parent survey “Attendance Questions” majority of the parents felt the daily phone calls from the home liaison was helpful when their student was absent. Majority of the parents sent their students to school on a daily basis and they knew the attendance policy.

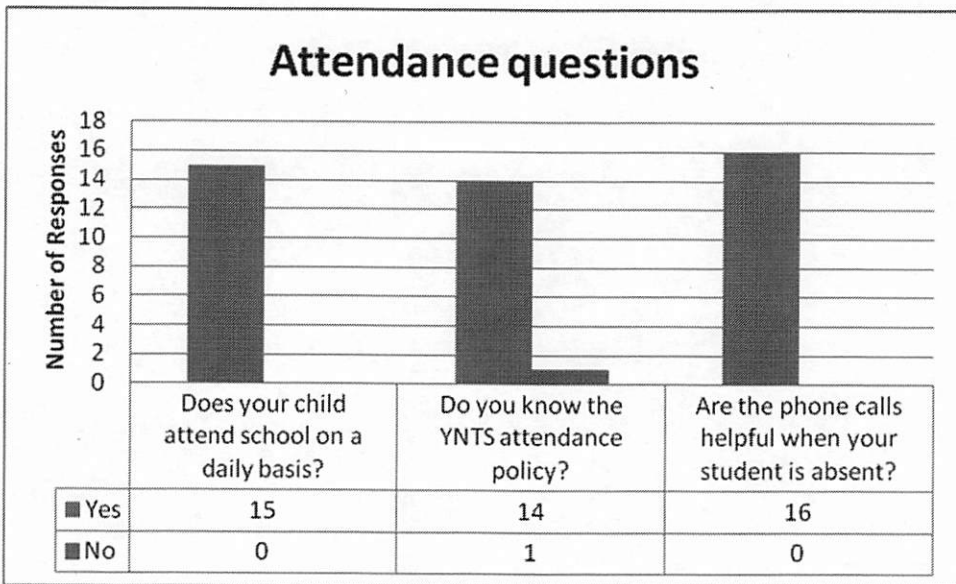


Figure 16. Section C attendance. The parents were asked a yes or no question on three questions. 1. Does your child attend school on a daily basis? 2. Do you know the YNTS attendance policy? 3. Are the phone calls helpful when your student is absent?

In the parent survey “Why do you attend these events” most parents wanted to show support for the school district. The first and second section of the questionnaire the parent response is about equal.

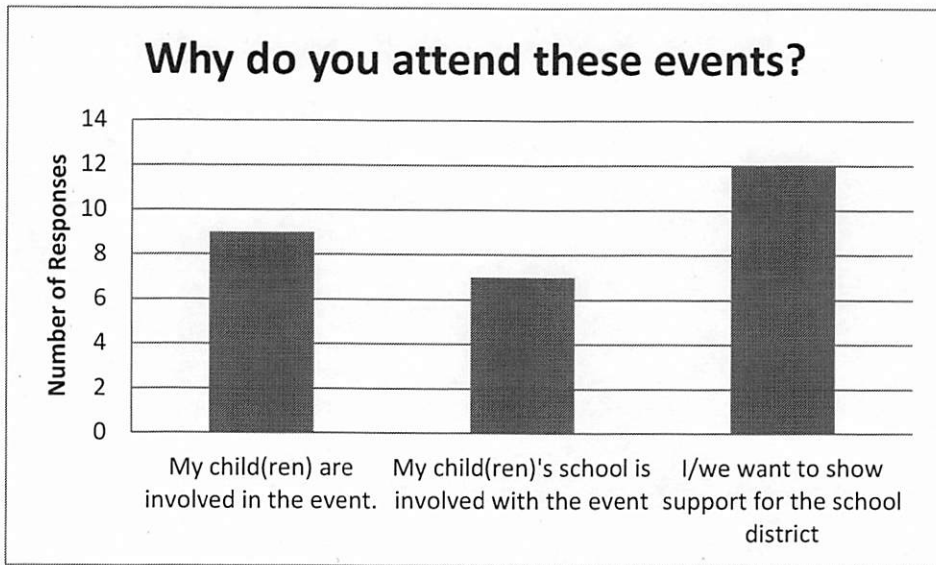


Figure 15. Section C attendance. The question was “Why do you attend these events?” The three responses were: 1. My child(ren) are involved in the event. 2. My child(ren)’s school is involved with the event. 3. I/we want to show support for the school district.

In the parent survey pertaining to “School Events” majority of the parents attended 1 to 5 school events. Only 1 parent attended 6 to 10 school events throughout the school year. Parents who did not attend school events and parents who attended 11 or more school events were equal.

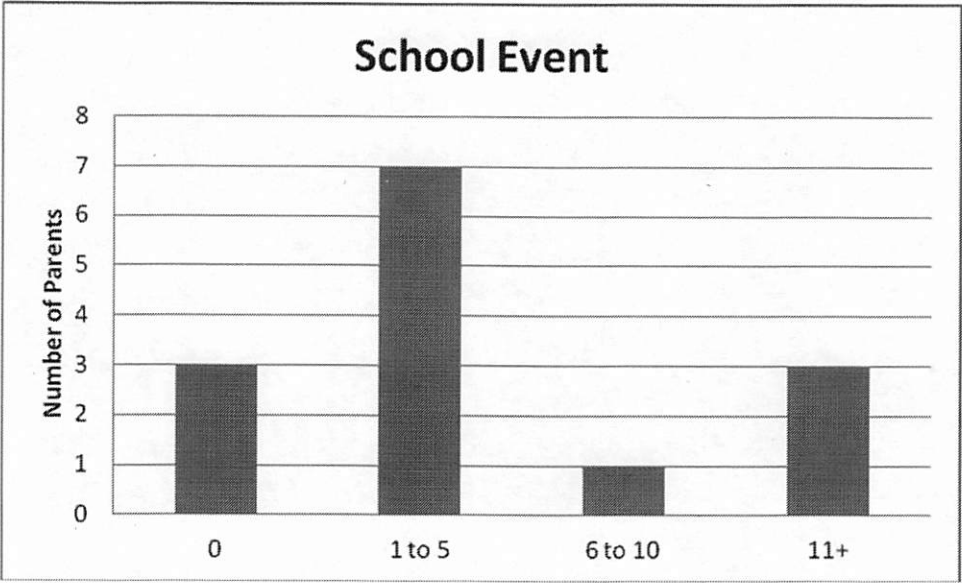


Figure 14. Question in section b: attendance at parent/family events. The question was “approximately how many parents did you and your family attended this past school year that pertained to school events?”

In the parent survey “Parent/Teacher Conferences” almost all parents attended 1 to 5 parents/teacher conferences during the school year. No parents attended 6 to 10 parent/teacher conferences per year. Three parents attended 11 or parent/teacher conferences. One parent did not attend any parent/teacher conferences.

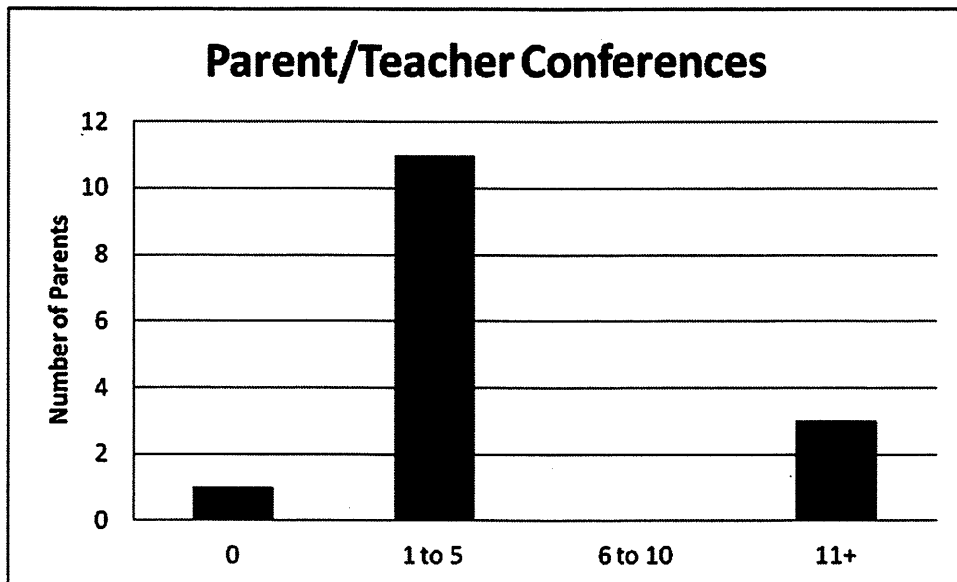


Figure 13. Question in section b: attendance at parent/family events. The question was “approximately how many parent meetings did you and your family attended this past school year that pertained to parent/teacher conferences?”

In the parents survey “Parent Meetings” most parents attended 6 or more parents meetings a year. Only one parent attended 6 to 10 parent meetings in a year. Parents who did not attend any parent meeting or 11 or meeting per years was equal with three parents for each category.

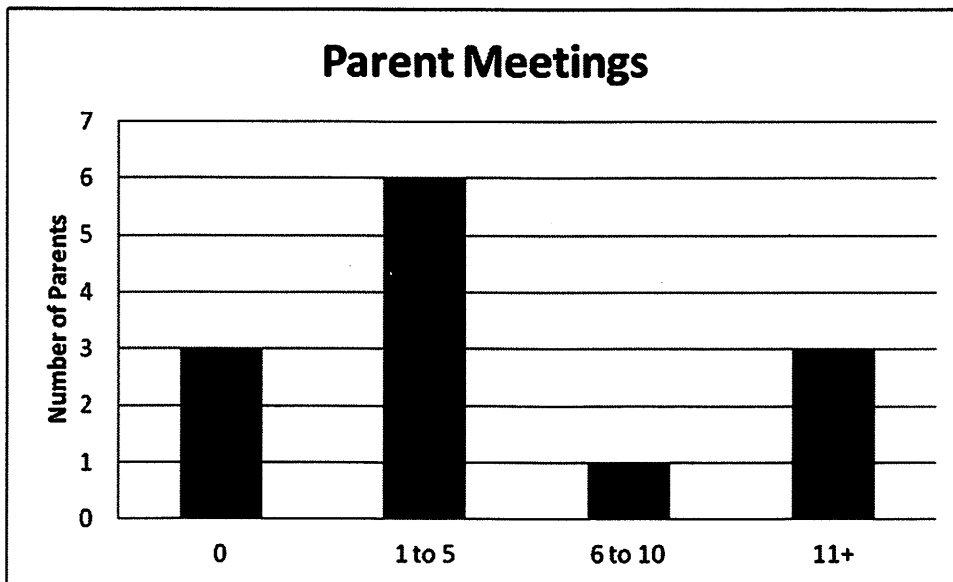


Figure 12. Question in section b: attendance at parent/family events. The question was “approximately how many parents did you and your family attended this past school year that pertained to parent meetings?”

In the parent survey regarding “Sporting Events” the highest outcome was six parents did not attend any sporting events. The second highest outcome was 4 parents attended 11 or more sporting events. Three parents attended 1 to 5 sporting events and 3 parents attended 6 to 10 sporting events.

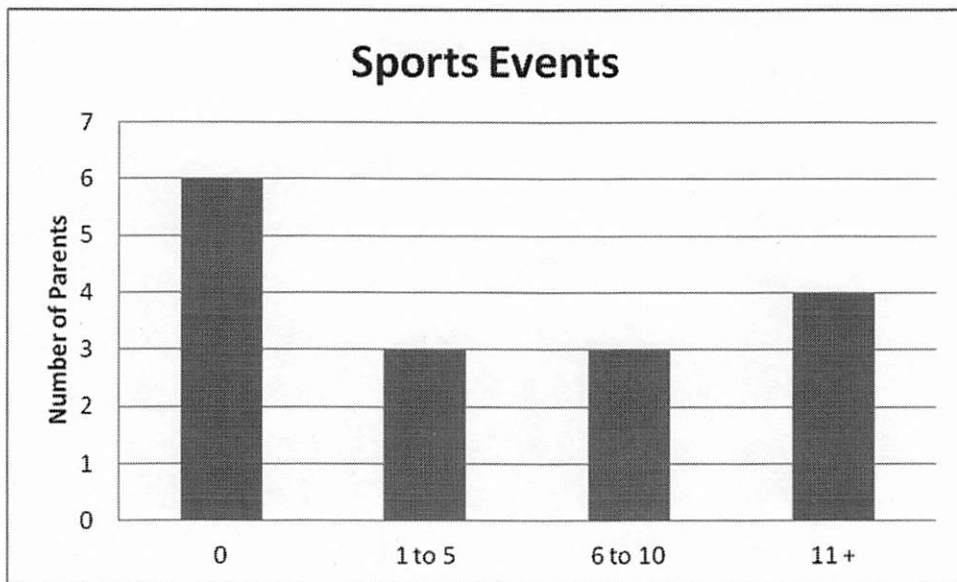


Figure 11. Question in section b: attendance at parent/family events. The question was “approximately how many parents did you and your family attended this past school year that pertained to sports events?”

In the parent survey regarding “Student Performances” the highest group of parents attended 1 to 5 student performances. Three parents did not attend any performances at all. The highest group attended 11 or more student performances. Only one parent attended 6 to 10 student performances.

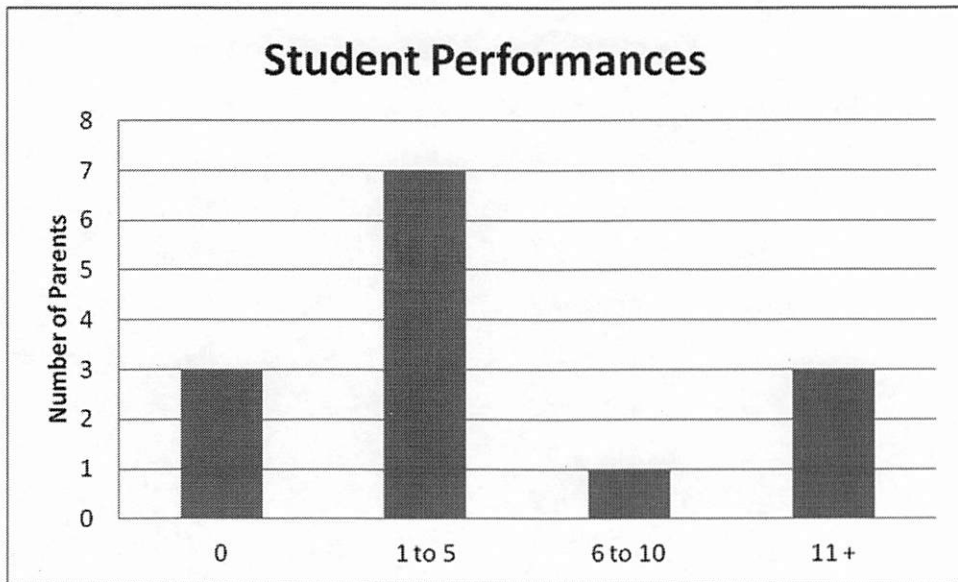


Figure 10. Question in section b: attendance at parent/family events. The question was “approximately how many parents did you and your family attend this past school year that pertained to student performances.”

The parent survey question “Teacher, principal, and other school staff communicate with you with respect” most parents felt the school staff does communicate with them, with respect. Four parents felt there was somewhat respect when staff communicated with them.

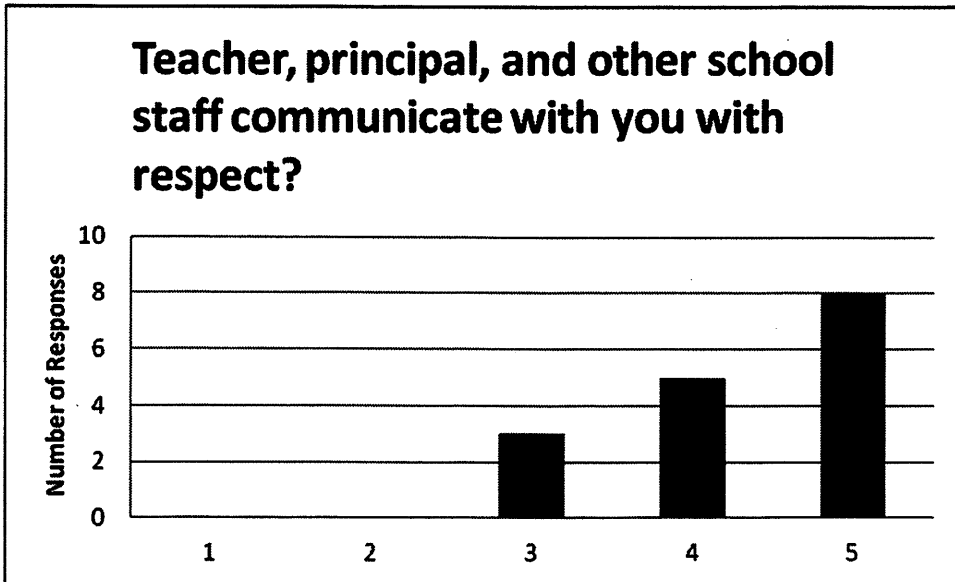


Figure 9. Question in section A: communication to evaluate each question from 1 being weak and 5 being strong. The question was “Teachers, principal, and other school staff communicate with you with respect?”

The parent survey question “You are respected by school staff” almost all of the parents felt they were respected by school staff. There were only two parents that felt they weren’t respected by school staff.

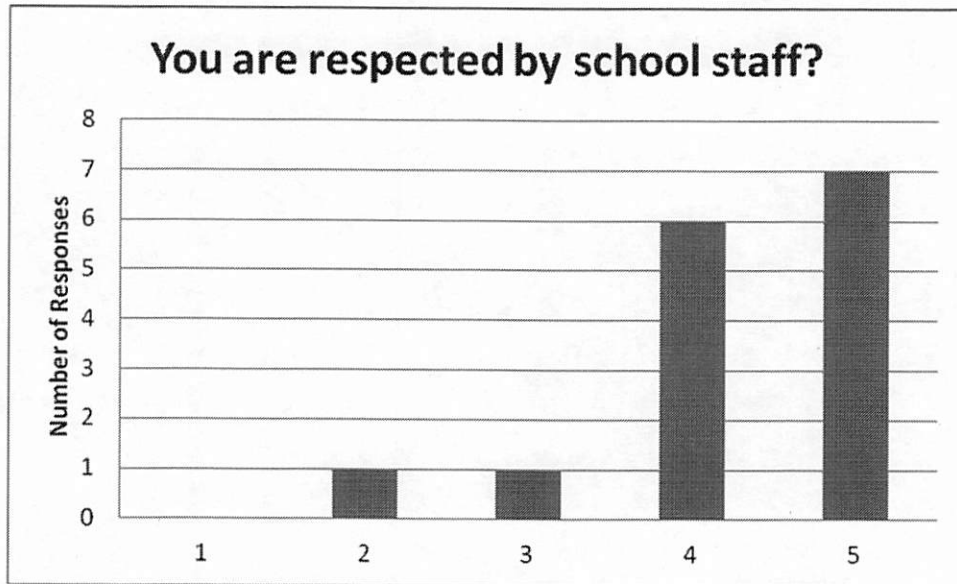


Figure 8. Question in section A: communication to evaluate each question from 1 being weak to 5 being strong. The question was “are you respected by school staff?”

The question “Communication between your family and the school” no parents felt there was not no good communication with the families. Most parent felt there was good communication between the school and families. Only two parents somewhat felt there wasn’t good communication between the school and family.

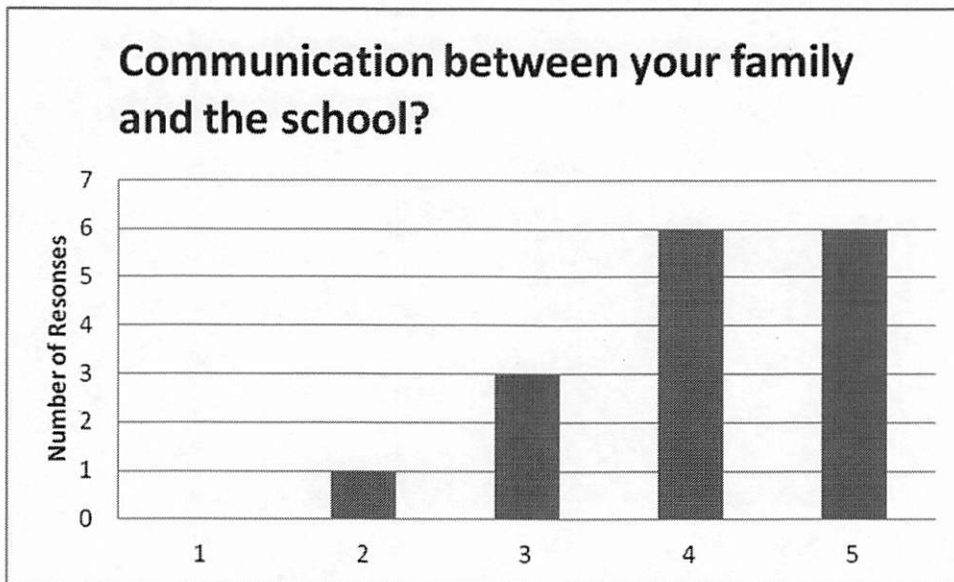


Figure 7. Question in section A: communication to evaluate each question from 1 being weak to 5 being strong. The question was to evaluate the communication between the parent and the school.

To the survey question "Information from the school is easy to understand" no parent felt information was not easy to understand. The majority of the parents felt information was easy to understand with 9 parents reporting high agreement. Only five parents felt the information wasn't easy to understand.

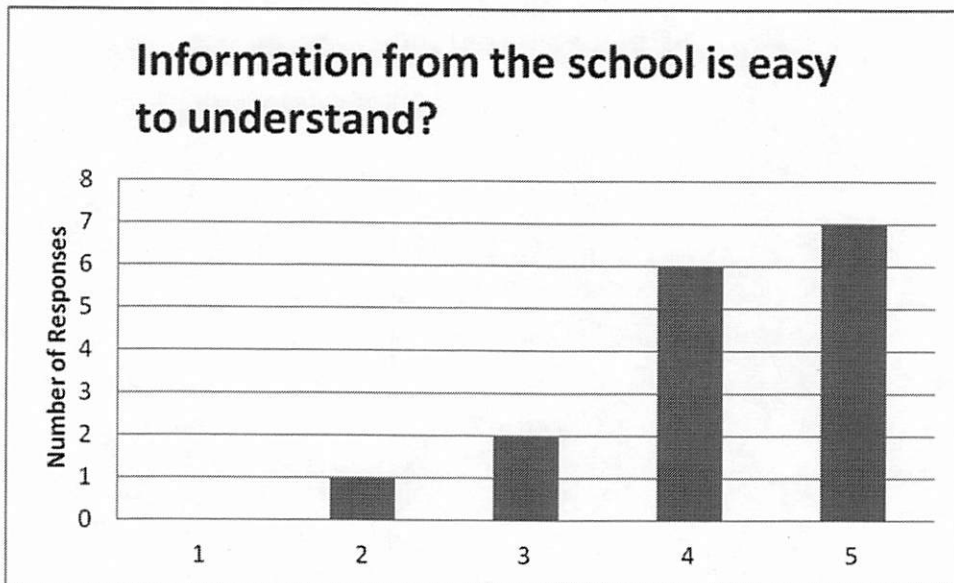


Figure 6. Question in section A: communication to evaluate each question from 1 being weak to 5 being strong. The question was "information from the school is easy to understand."

To the survey question "Your child is treated with respect by school staff" no parent felt their child was not respected at school. The majority of the parents felt their children were treated by respect from school staff with 9 parents in high agreement to the question. There were only two parents that felt their child wasn't respected by school staff.



Figure 5. Question in section A: communication to evaluate each question from 1 being weak to 5 being strong. The question was if the Yakama Nation Tribal School treated your child with respect.

The data in the graph indicated there was not a significance correlation with parent involvement and student attendance. The higher attendance group had a higher level of parent involvement than the medium group.

A survey was done to determine parental participation and attendance. The results were graphed for comparison.

There was a low response to parents not feeling welcomed or valued. There were five parents who marked a four about feeling welcomed or valued in the school. Nine parents felt strong about being valued and welcomed at YNTS. The data showed parents felt welcomed and valued at YNTS.

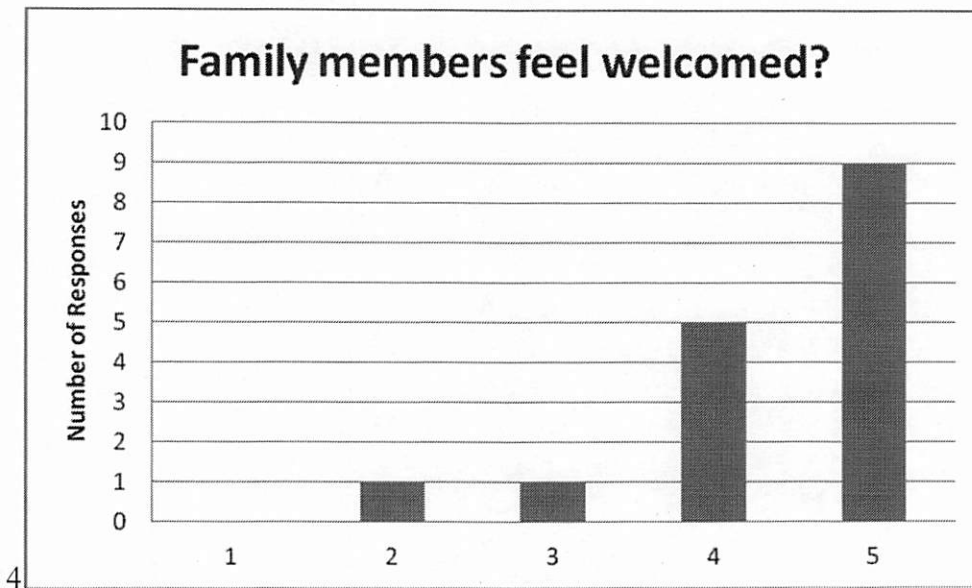


Figure 4. Question in section A: communication to evaluate each question from 1 being weak to 5 being strong. The question was if the Yakama Nation Tribal School made family members feel welcomed, valued, and included.

A correlation was run to determine lower parent involvement and student attendance. The results showed a correlation coefficient of .094.

Methodology and Treatment of Data – Low parental involvement

Null Hypothesis  $H_0: \rho = 0$  (No significant relationship)

Alternative Hypothesis  $H_1: \rho \neq 0$  (Exists a significant relationship)

Critical Values for this research are found by using alpha = .05 and identifying the degrees of freedom.

degrees of freedom = 11 - 12 = 9

Hence the critical values are  $\pm .602$

The test value is calculated by the following:

$$\text{Correlation coefficient} = r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

$r = .094$

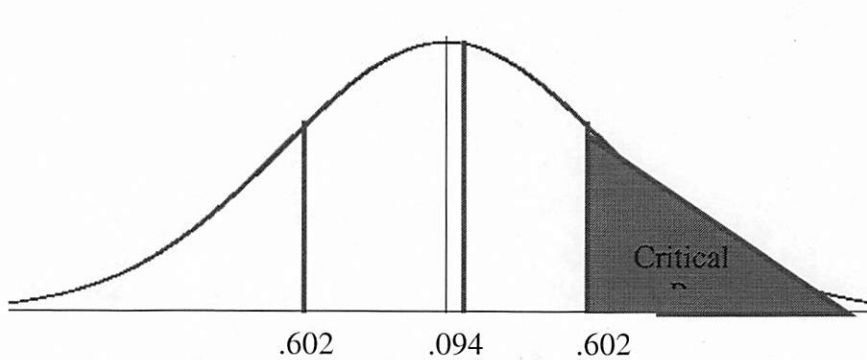


Figure 3. Methodology and treatment of data for low parental involvement.

The test value did not enter the critical region, therefore the researcher was not able to reject the Null Hypothesis. This shows that there was not a significant relationship between low parental involvement and student attendance.

A correlation was run to determine medium parent involvement and student attendance. The results showed a correlation coefficient of .043.

Methodology and Treatment of Data –Medium parental involvement

Null Hypothesis  $H_0: \rho = 0$  (No significant relationship)

Alternative Hypothesis  $H_1: \rho \neq 0$  (Exists a significant relationship)

Critical Values for this research are found by using alpha = .05 and identifying the degrees of freedom.

degrees of freedom = 11 - 12 = 9

Hence the critical values are  $\pm .602$

The test value is calculated by the following:

$$\text{Correlation coefficient} = r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum X^2) - (\sum x)^2][n(\sum Y^2) - (\sum y)^2]}}$$

$r = .043$

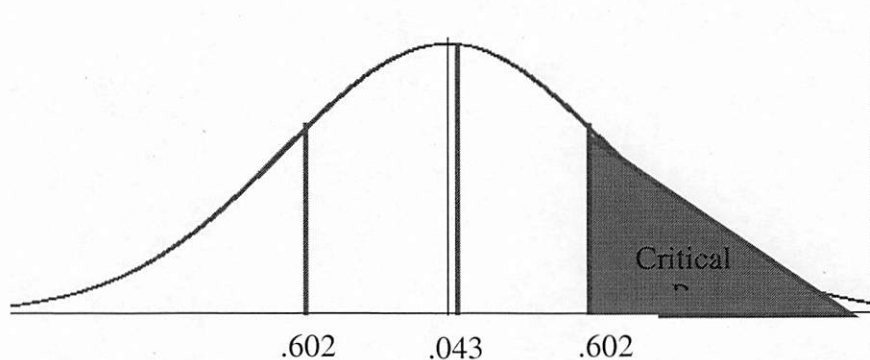


Figure 2. Methology and treatment of data for medium parental involvement.

The test value did not enter the critical region, therefore the researcher was not able to reject the Null Hypothesis. This showed that there was not a significant relationship between medium parental involvement and student attendance.

A correlation was run to determine high parent involvement and student attendance. The results showed a correlation coefficient of .415.

Methodology and Treatment of Data – High parental involvement

Null Hypothesis  $H_0: \rho = 0$  (No significant relationship)

Alternative Hypothesis  $H_1: \rho \neq 0$  (Exists a significant relationship)

Critical Values for this research are found by using alpha = .05 and identifying the degrees of freedom.

degrees of freedom = 11 - 12 = 9

Hence the critical values are  $\pm .602$

The test value is calculated by the following:

$$\text{Correlation coefficient} = r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum X^2) - (\sum x)^2][n(\sum Y^2) - (\sum y)^2]}}$$

$r = .415$

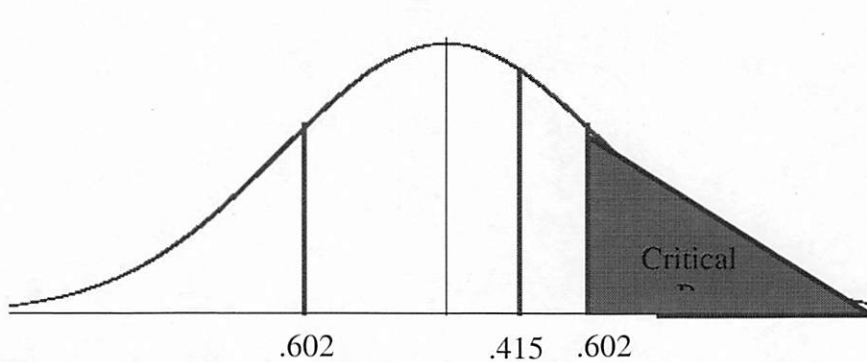


Figure 1. Methodology and Treatment of Data for high parental involvement.

The test value did not enter the critical region, therefore the researcher was not able to reject the Null Hypothesis. This showed that there was not a significant relationship between high parental involvement and student attendance.

The graph in table 2 compares the student's average daily attendance and parent involvement. The top line in the graph indicated the student's average daily attendance. The data begin with student 1 from table 1 and ends with student number 30. The student groups in the graph were left to right with the student's good attendance, the middle group is students with medium attendance, and last set is students with low attendance.

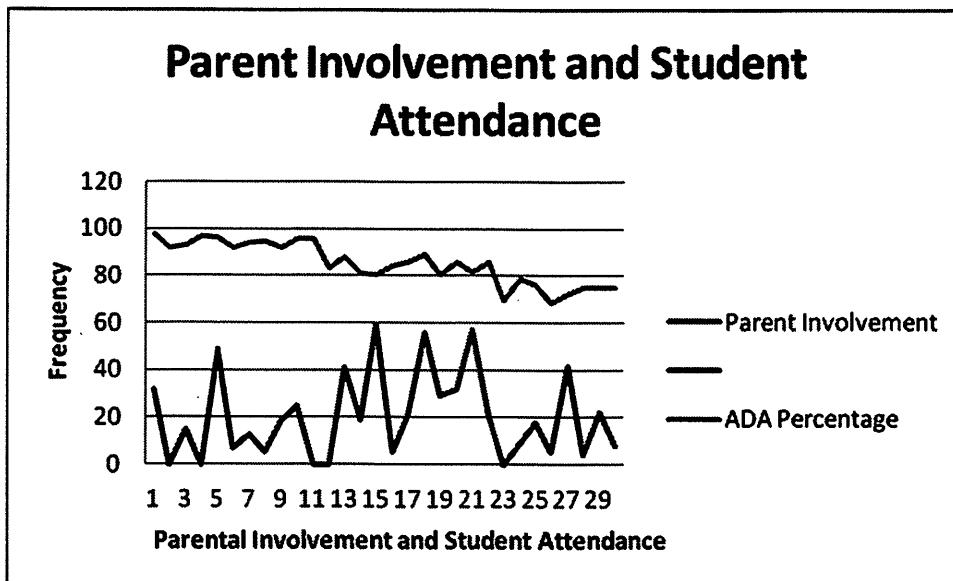


Table 2. A correlation graph comparing parent involvement and student's average daily attendance. The graph included and compared all the data for parents and students.

Table 1

	Parent Involvement	ADA Percentage
Student 1	32	98
Student 2	0	92
Student 3	15	93
Student 4	0	97
Student 5	49	96
Student 6	7	92
Student 7	13	94
Student 8	5	94
Student 9	19	92
Student 10	25	96
Student 11	0	96
Student 12	0	83
Student 13	41	88
Student 14	19	81
Student 15	59	81
Student 16	5	84
Student 17	21	86
Student 18	56	89
Student 19	29	81
Student 20	32	86
Student 21	57	82
Student 22	21	86
Student 23	0	69
Student 24	9	79
Student 25	18	76
Student 26	5	68
Student 27	42	72
Student 28	4	75
Student 29	22	75
Student 30	8	75

Table 1. List of YNTS 2011-2012 students average daily attendance and parent involvement. The table listed the parent involvement data and percentage of the student's average daily attendance.

than 79% attendance. No student had lower than 68% attendance. The parent involvement varied with each student. The lowest parent involvement was zero, with no school participation. The highest parent participation was 59 points.

variable in the study was the parents or guardians participation at the school events.

### Hypothesis

Students whose parents were actively involved in their schooling will have improved attendance when compared to students whose parents were not involved.

### Null Hypothesis

Students whose parents were actively involved in their schooling will not have improved attendance when compared to students whose parents were not involved.

### Results of the Study

The researcher collected data from the student's average daily attendance and parent involvement throughout the school year. The controlled group of the study was listed with the comparison of the parent involvement.

Table 1 listed the 30 selected students with high, medium, and low attendance. The data displayed the parent's involvement and the student's average daily attendance. The first set of 11 students was in the high group with 90% attendance or better. The second set of students 12 through 22 had medium attendance with 80% attendance. The last set of students 24 through 30 had less

## CHAPTER 4

### Analysis of the Data

#### Introduction

Chapter 4 was organized around the following topics: (a) description of environment, (b) hypothesis, (c) results of the study, (d) findings, and (e) summary.

The researcher administered a study with parent involvement and the student's average daily attendance. The study was conducted at Bureau of Indian Education funded school on the Yakama Nation Reservation. The researcher ran a correlation test with the parent's involvement and the student's average daily attendance throughout the school year. The study would signify if parent involvement would improve and maintain student's attendance.

#### Description of the Environment

The study took place at the Yakama Nation Tribal School in Toppenish, Washington. All the participants were enrolled members of the Yakama Nation, descendants, or at least one fourth degree of Indian blood quantum. The study took place at the YNTS with parents and students. The study was to determine if parent involvement improved the student's daily attendance. The dependent variable in the study was the students enrolled at YNTS. The independent

### Treatment of Data

The author collected the data of parent involvement and the student's attendance. The data was analyzed and formulated into graphs. The data was in the form of pie, bar, or line graphs. Each graph included the high, medium, and low attendance for each group of students.

### Summary

By collecting data on parent involvement it didn't prove the students have better attendance. The study proved parents who were actively involved with the school set precedence that attendance was important for student success. Students would gain lifelong learning skills that would benefit them in their future for college or to maintain a full time job. Students would learn by example and encouragement from their parents.

### Design

There were 30 students selected for this study. The students were divided into three categories. The categories were students with high attendance, medium attendance, and low attendance. Each group had 10 selected students based on their average daily attendance. The parent's participation was based on how many events they attended at YNTS. The parents received points based on each activity they participated in at school.

A correlational study was conducted by the researcher comparing the student's average daily attendance and the parent's participation. The correlational study was graphed with the three groups. The graph showed the correlation between the student's average daily attendance and parent participation points.

### Procedure

The researcher compared and contrasted other school's attendance policy with Y.N.T.S. policy. Then the researcher modified the attendance policy that was mandated by Bureau of Indian Affairs and Washington State. After the final draft was done with administrative and school board approval it was presented to the parents. During parent orientation and parent meeting the author introduced the modified attendance policy to the parents. The author informed and educated the parents the importance of average daily attendance.

### Participants

The participants of the study were Native American students who attended the Yakama Nation Tribal School. There were thirty students monitored for the data collection. There were approximately 11 students with good attendance, 11 with medium attendance, and eight with poor attendance. The researcher monitored their attendance and parent contacts on a daily, weekly, and monthly basis.

The other participants included administration, staff, and home liaison. The researcher collaborated with students, parents, and staff when attendance was an issue. Throughout the school year YNTS staff informed the researcher of students who were falling behind due to absences. Parent contact data was collected throughout the year.

### Instruments

Some the instruments that were used were surveys, parent/teacher conferences, and school activities. The survey included parent recommendations or concerns regarding attendance. The surveys were usually done during the Elder's Day Dinner. The researcher also collected parent sign-in sheets during school activities.

student's school activities to improve their attendance. Some of the activities parents got involved in were parent/teacher conferences, parent meetings, social events, and volunteered.

When students were expelled for excessive absences the parent automatically blamed the school system. The blame was placed on administration, teachers, or other school staff. The Y.N.T.S. staff went above and beyond to encourage a student to attend school on a regular basis by contacting the parent and student. Parents needed to realize they were a member of the academic team for student success.

### Methodology

A questionnaire was the tool used to collect data. The researcher devised a questionnaire for parents. At the beginning of the school year the author choose students with excellent attendance from the previous school year. Then the author selected another set of students with adequate and poor attendance.

Each set of selected groups were rated on their attendance. The questions on the survey were relevant to attendance and school activities. The questions pertained to parent involvement at school.

## CHAPTER 3

### Methodology and Treatment of the Data

#### Introduction

This chapter has been organized around the following topics: (a) Methodology, (b) Participants, (c) Instruments, (d) Design, (e) Procedure, (f) Treatment of the Data, (g) Summary.

The author's thesis proposal was to do a study on parent involvement and student's attendance. The researcher did a study at the Yakama Nation Tribal School. The school was a private Bureau of Indian Education school. The school was also operated by the Confederated Tribes and Bands of the Yakama Nation.

The researcher proved parent involvement improved the student's attendance. There were attendance issues with the student's average daily attendance that were enrolled at the Y.N.T.S. Some students enrolled in the school due to attendance or behavior issues while they attended another school.

One factor that may have hindered the student's success was parent involvement. Parents or guardians were an important resource to encourage and support regular attendance. Parents were to ensure their student got the basic needs at home such as diet, rest, and homework skills for student success.

Yakama Nation tribal school parents needed to be more involved with their

concerned other over decades, virtually every area of Indian boarding school was improved.” ( Robbins, Colmant, Dorton, Schultz, Colmant, Ciali. 2006)

Overall, the history of Indian Education has evolved from Indian students being forced to assimilate to the Euro-American way of life. In this decade students were attending boarding for safe environment and continued education. Throughout this journey the Native students still maintained their cultural identity.

### Summary

The author researched articles that pertained to parent involvement. Parent involvement is very important for student success. The No Child Left Behind Act was implemented to improve the relationship between the parents and school. The NCLB was to help improve student achievement.

Another important aspect of the student was collaboration. Collaboration wasn't just between the parent and student, but also included the surrounding community. Collaboration can also be the extended family such as the grandparents, aunts, uncles, and other close relatives.

The researcher focused on the history of the Native American educational system. The included the history of Indian boarding schools that were developed throughout the country. Also the researcher included the historical trauma the Indian students had to go through.

parental discipline and chaotic family environments, to increase children's risk of eventually developing emotional and behavioral problems" (Robbins, Colmant, Dorton, Schultz, Colmant, Ciali, 2006)

Although there some hardships that the Indian students had to endure in the boarding schools. "Nonetheless, readers should be cognizant that in spite of poverty and other limited resources, thousands of American Indian were living fulfilling lives, drawing from a wealth of traditional values such as generosity, connectedness, patience, harmony, humility, humor and the belief that everything is alive." (Robbins, Colmant, Dorton, Schultz, Colant, Ciali, 2006)

Another important trait with the Native American communities was the social ties it has with each other. "Many American Indian uncles, aunts, and grandparents find great pleasure in being responsible and caring for nephews, nieces and grandchildren. American Indian extended families are circles of great strength, providing love and guidance to their children." Parent involvement just doesn't pertain to just the parents, but to the whole family and community.

On the flip side of boarding there has been some positive outcomes with students have attended boarding school in this decade. "Because of constant and dedicated efforts by boarding school staff, teachers, administrators, students and

believed the Indian students were less than the white race. The Indian students were far behind academically, compared to the white students.

The Indian students were abused and neglected while they were housed at the Fort Simcoe Boarding School.

“Two children had died from the effects of the blows inflicted upon them by the superintendent...Motzer (had) whipped their children with a heavy rawhide or riding whip,...beating them until their flesh was black and blue” (Smith, 1993)

This was how the students were treated to assimilate them. Eventually, students were transferred to off reservation boarding school.

For several years there had been disconnect with Indians trusting the White man's education system. “The American Indian experience with academic research stands as the most extreme case of a persistent violation of ethical standards. It would take a long time before Indians trust university people, given the history of this troubled relationship. (Marker, 1997)

There were several boarding schools that are in the United States. Indian students attend the boarding for different reasons. “Low economic status and temperamental characteristics interact complexly with variables, such as, relationship to broken homes, an absent father, parental separation, divorce, harsh

“Indian children can learn and absorb nothing from their ignorant parents but barbarism. Hence the vast importance of detaching them from their parents as soon as they reach school age.” (Smith, 1993)

Agent Milroy also felt it was best to convert the Yakama children to a new culture. “In 1885, Milroy demonstrated contempt for the Yakama parents by employing the Indian police to round up children for schooling. Parents deemed by Milroy to have no acceptable excuse for keeping their children from school” were punished by fine, or imprisonment and labor.” (Smith, 1993)

Milroy’s opinion was to keep the children away from their people, so they couldn’t speak their native language.

“It is plain that they should be kept separate from their people till they have so thrown off their language as to think in English, as well as to swap ideas in that language.” (Smith, 1993)

According to Milroy, he wanted to convert the Yakama children to a new culture. “In 1855, Milroy demonstrated contempt for the Yakama parents by employing the Indian police to round up children for schooling. Parents deemed by Milroy to have no acceptable excuse for keeping their children from school” were punished by fine, or imprisonment and labor.” (Smith 1993) Milroy also

There were several boarding schools established across the country. There was a boarding school that was established on the Yakama Nation Reservation in the mid 1800's. The Yakama Nation Reservation is located in Washington State. After the Yakama War in the late 1850's, Fort Simcoe was transformed as the Yakima Agency. According to the Yakama Nation Treaty, education was to be provided. A school system was established.

“Industrial schools, where the most promising children may be placed, boarded, and brought under proper discipline, away from their homes and savage associates, presents, in my judgement, the only feasible plan for the accomplishment of valuable results.” (Smith, 1993)

During the civilization process Indian children's names were changed from their traditional names to other names. The Yakama children's ceremonial names were taken away from them. Some of the names were changed to Christopher Columbus, Able Lincoln, and Daniel Boone.

When the boarding school was under the agent James Wilbur there was disease that was spread among the children. When the school was directed by Agent Milroy he's vision was he was saving the children. He also viewed parents as being barbarous.

During the New Deal 1930 to 1945, Congress passed two laws to help improve and weaken the Indian Tribes. The two laws were the Reorganization Act and Johnson O'Malley. The reorganization act allowed the tribes to govern themselves and gave them money for education and health care, and cultural activities.

In 1953 Congress stopped recognizing Indian tribes as being separate. Indians were to be considered as everyone else. This was call the termination period. "This period ended with the passage of the Economic Opportunity Act and the channeling of federal community actions funds to the tribes, which became more autonomous and began to mobilize for self-determinations."

(Washington D.C., NEA, 1982)

Self-Determination began and the termination was ended. The United States started working with tribes and implementing programs for them. Some of the programs that were implemented were the Indian Education Act and Tribally Controlled Community Colleges. "Two presidents' executive orders resulted in the collection and report of educational data that help to identify successful education strategies and the status of AI/AN early and K-16 education."

(Washington D.C., NEA, 1982)

between the U.S. government and Indians. The next era was the "Removal Era" 1830 to 1850. This era was when settlers wanted to settle on Indian land. Andrew Jackson ordered certain tribes to relocate. The reservation wars were 1850 to 1880 as the settlements moved westward the whites continued to take Indian Land and economic viability of the tribes. The period of Allotment and Assimilation, "to isolate Indians from the whites." (Washington D.C., NEA, 1982)

Between 1850 and 1920 Whites continued to move west and constantly kept having wars with the Indian. "The period ended in 1890 with the Battle of Wounded Knee in South Dakota, in which more than 200 Indians were slaughtered. (Washington D.C., NEA 1982) After this time period the Indians were being forced onto reservations. "During this time, the Bureau of Indian Affairs (BIA) forced Indian Assimilation to White ways: it removed families from their land, sent Indian children to White-run boarding schools, stopped the practice of Indian rituals, and encouraged the spread of Christian churches on reservations." (Washington D.C., NEA, 1982) The Indian New Deal brought the attention of the federal government. Indian children were being mistreated in the public and boarding schools. Programs were implemented to have programs implemented on reservations.

1492. Since then, Native Americans have gone through a series of events to assimilate the Native American into the mainstream society of Euro-America.

In the article, "History Timeline: Selected Dates in Indian History and Indian Education" adapted from "The Quest for Quality Education (Washington D.C: NEA, 1982)".

Before the introduction of the European system, tribal education was the norm in the Americas. Parents and other adult members of the tribe transmitted the people's values, customs, stories, religion, and history to the next generation. They taught children to use that knowledge wisely and responsibility, and they taught them in the language of the tribe.

During the Colonial Period 1492 to 1776 the Jesuits and wanted to civilize and convert the Native Americans. The Jesuits wanted to teach them about religion and making them missionaries. At this time the government was also negotiating treaties. The period of the early United States and Indian relations was when land was needed for settlers and Indian were being allies to fight against the Europeans. Several tribes were forced to sign treaties. The treaties included promises for the U.S. government which included providing education. The government failed to utterly to recognize Indian languages, culture, and history. (Washington D.C., NEA 1982) Still to this day there was a trust relationship

evaluation by parents, teachers, and students in each grade. The teachers did their survey in faculty meetings and the teachers administered the survey to the students. The parents were surveyed by a mail. If the parent did not respond, a staff person interviewed them by phone.

The researchers in this study believed there was a lack of social skills among students. There was a need to promote positive social skills to students. This was also an opportunity to get parents involved with the school system. The Home Note Program was established. Overall the study had a positive impact with parent involvement.

Again, in the study, it stated 92.4% of teachers and 94.3% of parents felt social skills should be taught at school. Epstein (1986) found that when schools made an effort to get parents involved, parents tended to rate school programs more positively. This study found Home Notes to be an acceptable method of involving parents in a primary tier program, teaching social skills to all students.

#### Parent Involvement and Native American Families

Since time immemorial Native American parents, grandparents, and community were always the teachers to their children. The parents were the ones to instill the importance of survival before the arrival of Christopher Columbus in

affected student groups, providing in-school and out-of-school supports for students without them, and creating college access for underrepresented student groups (Bryan & Henry 2012).

The manuscript, "Parent Involvement in School-Wide Social Skills Instruction: Perceptions of a Home Note Program," was written by Michael B. Adams, Sue A. Womack, Ryan H. Shatzer, and Paul Calderella from Brigham Young University (2010). The purpose of this research was to promote social skills with students and parent involvement. Teachers taught students social skills with curriculum and parents were involved with the project. The parents needed to be part of the instruction and reinforce it at home. By collaboration of school, teachers, and parents, the social skills of students improved.

The western school in the study rated the program in the following areas: favorability, effectiveness, ease of use, and desirability of continued use. This program was called the Home Note Program. The students learned social skills at school and then shared them with their parents. Each night the parent needed to sign off on the note and the student would take the note back to school. The evidence proved the collaboration between the teacher, student, and parent.

The study took place at an elementary school, K-6, in Intermountain West. There were 436 students who participated in the study. This included a survey

### Collaboration of Parent Involvement

There were many factors that could be considered parent involvement. The main two sources of parent involvement were the teacher and the parent. There were a variety of types of participation that could be considered parent involvement. Other types that could be considered parent involvement were school personnel and the community.

Collaboration was important for parent involvement in the school. School-family-community partnerships were collaborative initiatives and relationships among school personnel, family members, community members, and representatives of community-based organizations such as universities, businesses, religious organizations, libraries, and mental health and social service agencies (Bryan & Henry, 2012).

Another type of parent involvement was democratic collaboration. Democratic collaboration meant that school; student, family, and community partners shared decision making, ownership, and responsibility for the partnership vision, goals, and outcomes (Bryan & Henry, 2012). The partnership allowed everyone to have a consensus in the child's education. Partnerships focused on social justice. Partners intentionally tackled pressing social justice issues, such as closing achievement gaps, reducing disproportionate disciplinary referrals among

development. Communication between the parent and child vastly improved student progress. (Epstein, 2009)

Parental involvement in the school environment helps their children learn the benefits of volunteering. It helps children understand civic duties. When parents are involved in educational committees it taught children leadership qualities and communication skills. Children have the opportunity to see their parents plan, critique, and make important decision in their educational environment. (Epstein, 2009)

Children learned about community resources and services when their parents volunteer in their immediate community. Parents were vital role models for children to see that they can make a difference

Teachers also needed to have parent involvement important.

“Parent, in turn, was likely to responds to such environments and become more involved in their students’ classroom and school.” (Olmstead, 2013)  
According to Child Trends (2010), “students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance, are more likely to complete secondary school than students whose parents are not involved in their schools.” (Olmstead, 2013)

improving parent involvement and communicating with parents. The article also encouraged parent involvement, and helping families learn at home, and promoting parent involvement to collaborate with the community. The study also provided facts and figures on the outcome of the study in 1996 and 2003 and reinforced the importance of legislation of the No Child Left Behind Act. The act required schools to form partnerships with parents. This could improve the achievement of the students' academic outcomes. The NCLB also offered opportunities for parents to volunteer at the school. Another important requirement of the NCLB act was to provide opportunities for parent-teacher meetings.

There were five dimensional steps to parent involvement, according to (Georgiou and Tourva, 2007). These five dimensions included parents assisting with homework, communicating with the school, volunteering time at the school, and participating in school decision-making, and collaborating with the community (Epstein, 2009).

Parent participation in schools shows active support for their children and their community. To increase the parents' awareness and understanding of their children's physical well-being is often recommended to learn more of child

## Parent Involvement

There were various ways educators considered parent involvement. In the past, it was where the parent volunteered at school or went to parent meetings. Basically, parent involvement was known to help students increase their academics success. One such study stated that parent involvement did increase the ability of students to succeed in school. As the relationship between parents and school became more connected, student achievement increased (Rapp & Duncan, 2011). Contrary to the past, parents helped make the decisions in the educational curriculum.

Since the No Child Left Behind Act (NCLB) of 2001, the government had mandated that schools increase parent involvement within the schools. Parent involvement had been written into law. The ability of schools to establish and maintain collaborative relationships with parents was widely accepted as a sound educational practice (Rodriquez, Blatz, & Elbaum, 2014).

The educational article, "Parents' Reports of School Practices to Provide Information to Families: 1996 and 2003," was written by Nancy Vaden-Kiernan Westat (2004). This article was provided for the National Center for Education Statistics. This was also part of the U.S. Department of Education. The article was a study of parent involvement in 1996 and 2003. The study included

## CHAPTER 2

### Review of Selected Literature

#### Introduction

This chapter has been organized around the following topics: (a) Introduction, (b) Parent involvement, (c) Collaboration of Parent Involvement, (d) Parent Involvement and Native American Families, and (e) summary.

#### Introduction

The premise of this research project was that parent involvement was a very important factor in determining daily attendance of students. Educational scholarly studies proved, when parents were more involved, students were more successful in school. In this study the author provided research to support the author's hypothesis. The author provided research on parent involvement with Native American families and the challenges to parent involvement. Also the author provided research on the collaboration of parent involvement.

Schools that do not meet the AYP guidelines will be reviewed by the Yakama Nation Education committee. This could lead to lower funding and staff reduction.

The Bureau of Indian Affairs. The Bureau of Indian Affairs was managed trust land for Native Americans through the United States Federal Government within the U.S. Department of Interior. The BIA was also under the jurisdiction of the Assistant Secretary for Indian Affairs.

Bureau of Indian Education. The Bureau of Indian Education was operated under the BIA and responsible for monitoring elementary education BIE schools.

The Native American School Information System. The Native American School Information System was to improve data management for BIE schools. The program managed accurate data for attendance, behavior, student achievement, and other data for partnering agencies.

Acronym

AYP. Academic Yearly Progress

BIA. Bureau of Indian Affairs

BIE. Bureau of Indian Education

NASIS. Native American School Information System

YNTS. Yakama Nation Tribal School

tribal school met all the requirements for the Bureau of Indian Education (BIE) parent involvement requirements.

### Procedure

The author presented the proposal to the principal to get permission. The principal gave permission to conduct the study, because it would be beneficial for students, parents, and for reporting purposes.

The students were selected from the Native American School Information System (NASIS). This program was used by all BIE school and the average daily detail was used to select the students and monitor the students. There were three categories that were selected and the survey was conducted. The highest category was with 90% attendance or better and the lowest was 70%. The results were displayed in a graph.

A parent survey would be prepared by the author. The author conducted a parent survey at a school event. The author analyzed the parent survey and developed some graphs according to the data.

### Definition of Terms

Adequate Yearly Progress. Adequate Yearly Progress was accountable for students under Title I of the 2001 No Child Left Behind Act.

long and flexible hours. Their jobs were so demanding that they could not leave work to attend any school functions. Some of the students were filling the role of a parent for younger siblings when their parents were not available, and these students had a lot of added duties placed upon them.

### Hypothesis

Students whose parents were actively involved in their schooling will have improved attendance when compared to students whose parents were not involved.

### Null Hypothesis

Students whose parents were actively involved in their schooling will not have improved attendance when compared to students whose parents were not involved.

### Significance of the Project

The author's study was used for improving parent involvement and decreasing absenteeism. By increased parent involvement and the student's attendance there was an increase of student success. The data was used as evidence of parent participation at the school. The school also had activities or functions at the school to keep parents informed of the events at the school. The

There were various excuses as to why students did not attend school on a regular basis. When excused absence notes were written by parents for the student or phone calls home the excuses were illness, traditional/culture events, or extra-curricular activities. The activities some of the students participated in were pow-wows, rodeos, gathering food for the feasts, or preparing for a memorial. Some of the activities were excusable such as a feast or memorial preparation as outlined in the school policy.

Sometimes it was difficult for students to live in both worlds, the Native American way of life and the Euro-American society. The students were taught to gather food, because it was part of their culture. Then again, on the other side, they recognized the need to get an education.

Another barrier some students had at school was being without a parent or parents. The students were raising themselves or were being raised by extended family. In some cases, the students were already living independently on their own. Some of the students had children to care for as they attempted to go to school.

The parents were the independent variable in the study and they had a significant impact on the student' attendance. There were parents who supported their students, but some parents that did not. There were parents who worked

All the events at the school were rated on a scale of 1 to 5, with 1 not so important and 5 being most important to parent involvement. A parent-teacher conference was a 5, because it concerned the student's academics. When a parent came to the Family Tea it was rated as a 7, because it was considered important to be at a school event. There were hardly any events lower than a 5.

The participants in the study were the students, parents, and the author. The students and parents were the main focus of the study. The study was to determine relationship between parent involvement and student's attendance. The student's days of attendance were related to parent participation in school-sponsored activities.

There were twenty nine students selected for the study. They were categorized into three categories high, medium, low attendance. There were 11 students with high attendance, 11 students with medium attendance, and 8 students with low attendance.

### Assumptions

The school did not make AYP for the past five years due to poor attendance and low academic scores reported by the principal. Eventually the academic scores improved, but not the attendance. Attendance always seemed to be the issue with students.

Also the lack of student attendance decreased their time in the classroom. Then the students would get behind in their academics. When students would get behind in their academics they would get low or no grades. Some students would eventually drop out.

The two variables in the study was the student's daily attendance and how many events the parents were involved in.

#### Purpose of the Project

The purpose of the project was to determine the relationship between parent involvement and attendance at the tribal school. The study was also to include what other causes contributed to absenteeism.

#### Delimitations

The study started at the beginning of the 2011-2012 school years. At the beginning of the school year parents signed the parent compact to support their student and send them to school every day. The compact was the agreement between the school and parent.

In September the author started gathering data. The author had parents sign in at every school activity. The activities included monthly Johnson O' Malley parent meetings, parent/teacher conferences, and all school functions.

their usual and accustomed places. A small group of Yakama member spoke the traditional Sahaptin language.

The school was first established in the mid 1970s by the Yakama Nation Tribal Council for Indian students to have an alternate place to further their education. It was also to meet the neat and unique needs of the Indian student. The tribal school was unique because it offered cultural classes and the core educational classes. The school personnel also provided a cultural sensitive environment due to historical trauma from the history of Indian boarding schools. Students were able to gain the necessary credits for graduation and learn about their Native culture.

#### Statement of the Problem

Students enrolled in the Yakama Nation Tribal School had not been able to meet Adequate Yearly Progress (AYP) for the past five years due to absenteeism. Throughout the school year attendance and academic achievement were below average according to Washington State guidelines. The author sought remedies to improve student achievement by improving school attendance. One such possible remedy was increasing parent involvement within the school and community.

## CHAPTER 1

### Introduction

#### Background for the Project

Some Native American students within the Yakama Nation who were enrolled in the Yakama Nation Tribal had challenges of absenteeism.

Absenteeism was due to the lack of parent involvement and other issues. There were various reasons why Native American students were not successful in the public school. Many Native students opted out of the public school and sought other education opportunities within the community at the tribal school. The tribal school was a fully accredited private Indian school located in Washington State located within the lands of the Confederated Tribes and Bands of the Yakama Nation.

The Yakama Nation was a tribe with over 10,000 enrolled members located in central Washington. The land base for the Yakama Nation was over a million acres and it also includes half of Mt. Adams. The Yakama Nation was a sovereign tribe, which means they govern themselves. The tribe was also a traditional treaty tribe, which interprets as they followed the unwritten laws given to them by the creator. Tribal members exercise their treaty right by practicing their traditional way such as gathering traditional food, hunting, and fishing in

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Kathleen M. Walsey, Author  
12-4-15, Date

## ABSTRACT

Elevating Student Success: Parent Involvement Increases Student Attendance

Researcher: Katrina Walsey, Associate of Arts, Heritage University, Bachelor  
of Arts in Education, Heritage University

Chair Advisory Committee: Robert P. Kraig, PhD.

The author of this study wanted to determine parent involvement increased student attendance at the Yakama Nation Tribal School. The author conducted a correlational study between the student's average daily attendance and parent involvement. The author found there is no significance between the student's average daily attendance and parent involvement.

FACULTY APPROVAL

Elevating Student Success: Parent Involvement Increases Student Attendance

A Master's Special Project

by

Katrina Walsey

Approved for the Faculty

Robert P. Kraig, Faculty Advisor

Dr. Robert P. Kraig

12/10/2015, Date

Elevating Student Success: Parent Involvement Increases Student Attendance

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A Special Project

Presented to

Dr. Robert P. Kraig

Heritage University

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In Partial Fulfillment

of the Requirements for the Degree of

Masters in Education

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Katrina M. Walsey

December 4, 2015