

# Research on the Positive Effects of Parent Engagement in Student Achievement

Berlin Berlin Borough School District

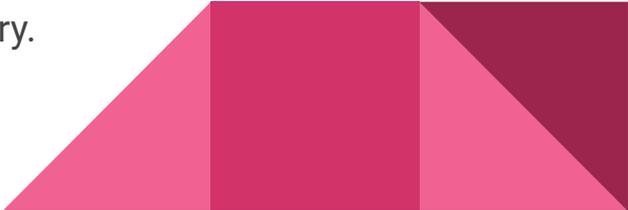
“Parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.”[1]

[1] National Coalition for Parent Involvement in Education, 2006.



“Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.”[2]

[2] Henderson, A.T., and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory.



“The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child’s achievement, and becomes involved in the child’s education at school.”[3]

[3] National PTA. 2000. Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs. Bloomington, Indiana: National Education Service, 11–12.



“When parents are involved at school, the performance of all the children at school, not just their own, tends to improve. The more comprehensive and well planned the partnership between school and home, the higher the student achievement.”[4]

[4] Henderson, A.T., and Nancy Berla. 1995. A New Generation of Evidence: The Family Is Critical to Student Achievement. Washington, DC: Center for Law and Education, 14–16.



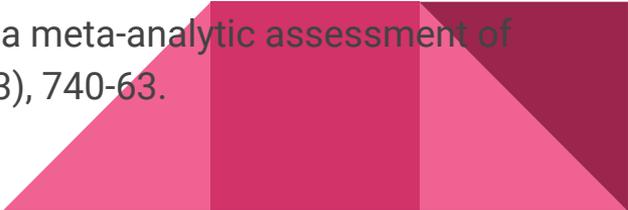
“Parent involvement in a child's early education is consistently found to be positively associated with a child's academic performance.”[5]

[5] Hara & Burke, 1998; Hill & Craft, 2003; Marcon, 1999; Stevenson & Baker, 1987



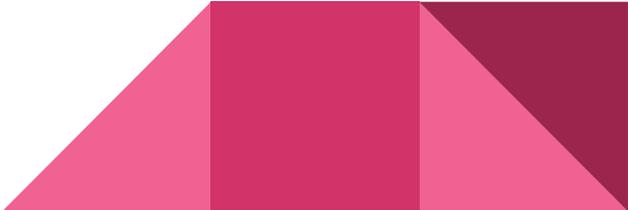
“Across fifty different studies on parental engagement, educational researchers found a connection between family involvement and academic achievement.”[6]

[6] Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: a meta-analytic assessment of the strategies that promote achievement. *Developmental psychology*, 45(3), 740-63.



“And the earlier educators establish parent engagement, the more effective they are in raising student performance. Parent partnerships formed during elementary school years build a strong foundation for student success and future engagement opportunities.”[7]

[7] Dearing, E., Kreider, H., Simpkins, S., & Weiss, H. B. (2006). Family involvement in school and low-income children’s literacy performance: Longitudinal associations between and within families. *Journal of Educational Psychology*, 98, 653-664.



Children with engaged parents are more likely to:

- “Earn higher grades or test scores.” [8]
- “Graduate from high school and attend post-secondary education.” [9]

[8] American Psychological Association. Parent Engagement in Schools. Retrieved from apa.org:

<https://www.apa.org/pi/lgbt/programs/safe-supportive/parental-engagement/default.aspx>

[9] Grand Rapids Public School District. What Is Parental Engagement? Retrieved from grps.org:

<https://www.grps.org/parents/parental-engagement>



Children with engaged parents are more likely to (cont'd):

- “Develop self-confidence and motivation in the classroom.” [10]
- “Children are likely to excel in academics when their parents' actively participate in their education.” [11]

[10] Wairimu, M.J., Macharia, S.M., Muiru, A. (2016, November 27). Analysis of Parental Involvement and Self-Esteem on Secondary School Students in Kieni West Sub-County, Nyeri County, Kenya. *Journal of Education and Practice*, Vol 7. (82-98)

[11] Bryan, J. B. (2005). Fostering educational resilience and achievement in urban schools through school-family-community partnerships. *Professional School of Counseling*, 8, 219-227

