

# **Chicago Longitudinal Study: Family Support Mediators**

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**CLS Family Support Overview:** The following report reviews the family support mediators (including parent involvement) in the Chicago Longitudinal Study (CLS). Data sources include teacher reports of parent involvement for grades K-6, parent reports of parent involvement for grades 2, 4, 6 and 11, and student reports of parent involvement for grades 3-6.

**Indicators:** Table 1 reports descriptive statistics and reveals the following: Parents of children who attended CPC (Child Parent Center) programs had significantly higher expectations for their children's school performance (during grades 2-6) than those who did not. Similarly, parent expectations of children who attended the CPC school-age program were significantly higher than the scores of children who did not attend the school-age program. In addition, parent expectations for females were significantly higher than for males.

At grade 2, teachers reported that parents of children who attended CPC programs and school-age programs communicated significantly more with school than parents of children who did not.

Teachers rated parents of children who attended CPC programs, as well as those who attended a school-age program as showing significantly more interest in their children's school progress across grades 1-5, being significantly more involved in school across grades K-6, and participating significantly more in school activities across grades 1-6. In addition, parents' interest in school progress across grades 1-5, involvement in school across grades K-6, and participation in school activities across grades 1-6 for females was significantly greater than for males. Parents of children who attended CPC and school-age programs also reported being involved significantly more in grades 2, 4, and 6. Again, parents' involvement for females was significantly higher than for males. In addition, parents of children who attended CPC programs, as well as those who attended a school-age program were rated by teachers as having above average participation across grades 1-6 in school more years than those who did not attend the programs. Parents of females were rated as having above average participation across grades 1-6 in school more years than parents of males.

Teachers in grade K rated parents of children who attended CPC programs as being significantly more involved in school activities at home than those who did not attend the programs. Parents of children who attended the school-age program were also rated by teachers in grade K as being significantly more involved in school activities at home than parents of those children who did not attend the program. At grade 2, teachers reported that parents of children who attended the CPC program, as well as those that attended the school-age program, provided significantly more learning experiences at home than parents of children who did not attend the programs. Over grades 2-11, there were significantly more parents of children that attended the CPC program that rated their involvement in school activities at home as high than parents of children that did not attend the program. In addition, there were significantly more parents of children who attended the school-age program that rated their involvement at home as high than parents of children who did not attend the program.

Parents and teachers in grades K-6 rated parents of children who attended the CPC program, as well as the school-age program as being significantly more involved in both school and home activities than parents of children who did not attend the programs. In addition, parents and teachers in grades K-6 rated parents of girls as being significantly more involved in both school and home activities than parents of boys. Lastly, the human capital investment of family's at age

8 and 12 was significantly greater for family's of children who attended the CPC program, as well as the school-age program, than those who did not.

**Correlates:** Table 2 reports correlations between select explanatory variables and eight parent involvement mediators. Two of the explanatory measures: family risk index, and maternal high school completion correlate significantly with all eight of the outcomes: above average parent expectations in grades 2-4, parent communication with school at grade 2, average parent interest in school progress grades 1-5, early parent involvement in school (grade 1 and below), number of years parent participation was above average in grades 1-6, parent participation in school grades 1-6, average parent involvement in school activities at home in grade K, and overall school involvement in school and home activities in grades K-6. Single parent status is significantly correlated with all eight of the outcomes, except early parent involvement in school (grade 1 and below). Excluding above average parent expectations in grades 2-4, maternal age at child's birth (<18) correlates significantly with the other seven outcomes as well. With the exception of parent participation in school in grades 1-6, TANF participation also correlates with the remaining seven outcomes. Maternal employment is significantly associated with six of the outcomes; it is not significantly associated with early involvement in school (grade 1 and below) or parent participation in school in grades 1-6. Free lunch status is significantly associated with four of the outcomes: above average parent expectation in grades 2-4, parent communication with school in grade 2, average parent interest in progress in grades 1-5, and overall school involvement at home and in school in grades K-6. Lastly, poverty in school attendance area is significantly correlated with parent communication with school in grade 2 and average parent involvement at home in grade K.

**Subgroup Comparisons:** Tables 3a, b, and c show the mean overall involvement at home and in school, early parent involvement in school (grade 1 and below), and early involvement in school in grade 1, respectively, in the CLS sample as they vary by important background characteristics. Patterns are consistent within the dichotomized risk and protective factors, with parents of children in the disadvantaged group scoring lower on overall involvement at home and in school. The largest differences in Table 3a are seen across the following variables: maternal high school completion, free lunch status, risk level, social and emotional adjustment, reading scores, school mobility, and child welfare case history. With regard to Table 3b, the largest differences are seen across the following variable: race, maternal high school completion, maternal age at child's birth (<18), TANF participation, social and emotional adjustment, reading scores, retention, and child welfare case history. The largest differences in Table 3c are seen across the following variables: maternal high school completion and employment, free lunch status, risk level, social and emotional adjustment, reading scores, retention, and child welfare case history.

Table 1 Parent Involvement/ Family Support in the Chicago Longitudinal Study (December, 2004)

	Range	Reliability	Total Sample	Boys	Girls	CPC Preschool		School-age program		CPC Extended Intervention			
		$\alpha$				N	Mean	Any	None	Any	None	4-6 years	1-3 years
<b>Parent Expectations</b>													
Parent expectations (P) 2-6	1-5	.43	947	4.1	4.0**	4.3	4.2**	4.0	4.2*	4.1	4.3**	4.1	4.0
Number of years teacher rates parent expectations above ave. (T)	0-3		1339	.95	.84**	1.05	1.04**	0.78	1.05**	0.81	1.17**	0.81	0.79
Parent expectations (T) 2-4	1-5	.67	1339	3.4	3.2**	3.5	3.4*	3.2	3.4**	3.2	3.5**	3.2	3.2
Parent expectations (P) 4-11	1-7	.64	1043	4.5	4.3**	4.6	4.5+	4.4	4.5+	4.4	4.6**	4.4	4.4
Average parent expectations (S) 3-6	1-3		1332	2.80	2.79	2.82	2.81	2.78	2.82	2.78	2.84	2.77	2.78
<b>Parent Communication with School</b>													
Parent communicates with school regularly (T) G2	1-5		946	3.0	2.9	3.0	3.0**	2.8	3.0**	2.8	3.2**	2.8	2.8
Parent communicates with school regularly (P or T) G2	1-5	.35	1065	2.9	3.0	2.9	3.0**	2.8	3.0+	2.8	3.1**	2.7	2.9
Parent communication with school (P) 2, 4, 6	1-3	.33	941	2.3	2.3	2.3	2.3	2.3	2.3+	2.3	2.4+	2.3	2.3
Parent communication with school (P) 2, 4, 6, 11	1-4	.40	1146	2.6	2.7+	2.6	2.6	2.7	2.6	2.6	2.7	2.6	2.7
<b>Parent Involvement in School</b>													
Parent interest in school progress (T) 1-3	1-5		1420	3.2	3.1**	3.3	3.3**	3.0	3.3**	3.1	3.5**	3.1	3.1
Parent participates in school activities G1 (T)	1-5		1239	2.6	2.5**	2.7	2.7**	2.3	2.7**	2.3	2.9**	2.3	2.3
Ave. parent involvement in school (P) 2,4,6	1-7	.32	947	2.1	2.1	2.2	2.2*	2.0	2.2**	2.0	2.4**	2.0	2.1
Parent interest in School Progress (T) 4-5	1-5		1089	3.3	3.1**	3.4	3.4**	3.1	3.4*	3.2	3.5**	3.1	3.2
Average Parent interest in Progress (T) 1-5	1-5	.65	1442	3.3	3.1**	3.4	3.3**	3.1	3.3**	3.1	3.5**	3.1	3.1

	Range	Reliability $\alpha$	N	Total Sample Mean	Boys	Girls	CPC Preschool		School-age program		CPC Extended Intervention		
							Any	None	Any	None	4-6 years	1-3 years	None
Ave. of parent picked-up report cared at least once 1-6	0-1		1193	0.8	0.8**	0.8	0.8*	0.8	0.8	0.8	0.9**	0.8	0.8
Parent involvement in school G1 (T)	2-10	.82	1239	5.7	5.4**	5.9	6.0**	5.1	6.0**	5.3	6.3**	5.3	5.2
Early parent involvement in school (T) 1 or K	1-5	.38	1412	2.8	2.8	2.9	3.0**	2.7	2.9	2.8	3.0**	2.8	2.7
Early parent involvement in school (P&T)	1-5	.58	1470	3.1	3.1	3.2	3.3**	2.9	3.2**	3.1	3.3**	3.1	2.9
Ave. parent participation in school (P & T) 1-6	2-12	.72	947	3.7	3.5**	3.9	3.9**	3.4	3.9**	3.4	4.2**	3.4	3.4
Ave. parent participation in school (T) 1-3	1-5	.60	1429	2.6	2.4**	2.7	2.7**	2.3	2.7**	2.3	2.9**	2.3	2.3
Ave. parent participation in school (T) 4-6	1-5	.60	1221	2.5	2.4**	2.6	2.6**	2.4	2.6**	2.4	2.7**	2.3	2.4
Number of years teacher rates parent participation ave. or better (T) 1-6	0-6		1447	2.1	2.1**	2.2	1.0**	0.6	2.0**	2.3	1.3**	0.6	0.7
Number of years teacher rates parent participation above ave. (T) 1-6	0-6		1447	0.87	0.72**	1.02	1.00**	0.63	1.02**	0.66	1.26**	0.59	0.69
Ave parent participation in school (T) 1-6	1-5	.70	1447	2.5	2.4**	2.7	2.7**	2.3	2.7**	2.3	2.8**	2.3	2.4
Parent involvement in PreK or K (T or P)	1-5	.30	1242	4.5	4.5	4.5	4.6**	4.4	4.5*	4.4	4.6**	4.5	4.4
<b>Parent Involvement at Home</b>													
Ave. parent involvement at home (T) K	1-7	.81	935	5.9	5.9	5.9	6.1**	5.7	6.0*	5.8	6.2**	5.7	5.8
Parents provide learning experiences G2	1-5		885	2.6	2.5+	2.6	2.6**	2.5	2.7**	2.5	2.8**	2.4	2.5
Parent reads to child G 4 or 2 (P)	0-1		947	0.48	0.49	0.47	0.47	0.50	0.48	0.48	0.47	0.48	0.50
Ave. parent involvement at home 2, 4,	1-4	.60	1146	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.24+	3.16	3.20

	Range	Reliability $\alpha$	N	Total Sample Mean	Boys	Girls	CPC Preschool		School-age program		CPC Extended Intervention		
							Any	None	Any	None	4-6 years	1-3 years	None
6, 11 (P)													
Parent involvement at home is rated high (2-11)	0-1	.60	1146	0.72	0.71	0.73	0.72*	0.70	0.72	0.71	0.74*	0.70	0.71
Parent involvement at home (S) 3-4	1-3	.44	1224	2.2	2.2**	2.3	2.2**	2.3	2.2	2.2	2.2	2.2	2.2
Ave. parent involvement at home (S) 5-6	1-4	.46	1055	3.5	3.4**	3.5	3.5	3.4	3.5+	3.4	3.5	3.4	3.4
<b>Human Capital (Overall Involvement)</b>													
Human Capital (P) 2, 4, 6	0-1	.56	947	0.48	0.46+	0.49	0.49	0.45*	0.50**	0.45	0.51**	0.46	0.44
Human Capital (T) 2, 4, 6,	0-1	.80	1330	0.39	0.36**	0.41	0.42**	0.33	0.41**	0.35	0.45**	0.34	0.34
Human Capital (P & T) 2, 4, 6	0-1	.82	1369	0.39	0.36**	0.42	0.42**	0.33	0.41**	0.35	0.45**	0.35	0.34
Human Capital –home (P&T) K-6	0-1	.63	1470	0.74	0.76**	0.73	0.76**	0.72	0.75+	0.73	0.77**	0.72	0.74
Human Capital – school (P&T) 1-6	0-1	.86	1458	0.58	0.61**	0.55	0.60**	0.53	0.60**	0.54	0.64**	0.53	0.55
Human Capital – school and home (P&T) K-6	0-1	.89	1506	0.69	0.71**	0.66	0.70**	0.65	0.70**	0.66	0.73**	0.65	0.67
Human Capital – family cluster (age8)	1-4		1338	2.76	2.7*	2.8	2.9**	2.6	2.9**	2.6	3.1**	2.5	2.6
Human Capital – family cluster (age12)	1-4		1340	2.73	2.7	2.8	2.8**	2.6	2.9**	2.5	3.1**	2.5	2.6

*Table 2 Parent Involvement Correlation Matrix*

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Family risk index																
2. Single parent status	.45**															
3. Mother is less than 18	.40**	.23**														
4. Mother did not completed HS	.55**	.12**	.34**													
5. Mother not employed	.70**	.18**	.07*	.18**												
6. 4 or more children in household	.12**	-.22**	-.20**	-.06*	.00											
7. TANF/AFDC participation	.72**	.25**	.11**	.20**	.67**	-.05										
8. Eligible for free lunch	.54**	.12**	.06*	.16**	.33**	.02	.40**									
9. 60% or greater poverty in school attendance area	.32**	.07**	-.02	.04	.09**	.04	.08**	.06*								
10. Above ave. parent expectations 2-4 (T)	-.20**	-.07*	-.06	-.18**	-.14**	-.03	-.16**	-.14**	-.02							
11. Parent communicates with school G2 (P & T)	-.18**	-.06*	-.09*	-.18**	-.08**	-.02	-.12**	-.08**	-.07*	.40**						
12. Ave. parent interest in progress 1-5 (T)	-.27**	-.13**	-.09**	-.24**	-.15**	-.04	-.20**	-.15**	-.04	.65**	.55**					
13. Early parent involvement in school (P or T)	-.12**	-.03	-.07*	-.17**	-.03	.00	-.08**	-.03	-.01	.25**	.29**	.45**				
14. Number of years parent participation is rated above ave. (T) 1-6	-.16**	-.13**	-.08**	-.20**	-.07**	.02	-.10**	-.05	-.04	.55**	.45**	.60**	.41**			
15. Parent participation in school 1-6 (P&T)	-.12**	-.10**	-.09**	-.12**	-.01	.02	-.05	-.01	-.05	.41**	.49**	.53**	.41**	.61**		
16. Ave. parent involvement at home (T) K-6	-.23**	-.10**	-.10**	-.16**	-.13**	.03	-.15**	-.03	-.19**	.21**	.17**	.23**	.28**	.21**	.19**	
17. Human Capital – school and home K-6 (P&T)	-.24**	-.11**	-.10**	-.22**	-.14**	-.01	-.17**	-.12**	-.04	.50**	.54**	.71**	.41**	.47**	.62**	.50**

Table 3a. Proportions of CLS Sample with Human Capital (School and Home) K-6

Factor Age 0-3	Total Sample N=1506	Mean	Gender		CPC Preschool		School Age		CPC Extended Intervention		
			Males	Females	Any	None	Any	None	4 to 6	1 to 3	0
Black	1404	0.68	0.66	0.70	0.70	0.65	0.70	0.66	0.73	0.65	0.66
Other	100	0.73	0.69	0.78	0.77	0.67	0.77	0.69	0.80	0.70	0.68
Male	751	0.66	--	--	0.68	0.62	0.67	0.65	0.70	0.63	0.64
Female	753	0.71	--	--	0.72	0.68	0.73	0.68	0.76	0.67	0.69
Single-Parent Family	1106	0.67	0.64	0.69	0.69	0.63	0.69	0.64	0.72	0.63	0.65
Other Family Structure	314	0.72	0.70	0.74	0.74	0.69	0.74	0.70	0.77	0.70	0.69
Mother Not H.S. Graduate	783	0.64	0.61	0.67	0.66	0.61	0.66	0.61	0.70	0.61	0.62
Mother H.S. Graduate	618	0.73	0.71	0.75	0.75	0.70	0.74	0.72	0.76	0.71	0.71
Mother Not Employed FT/PT	841	0.66	0.63	0.69	0.68	0.62	0.68	0.63	0.72	0.63	0.63
Mother Employed FT/PT	472	0.72	0.70	0.74	0.73	0.70	0.74	0.70	0.76	0.69	0.71
Mother Teen Parent < 18	247	0.64	0.62	0.67	0.66	0.61	0.67	0.60	0.71	0.60	0.62
Mother Not Teen Parent < 18	1140	0.69	0.67	0.71	0.71	0.66	0.70	0.67	0.73	0.66	0.67
Four or More Children	251	0.68	0.67	0.69	0.70	0.64	0.70	0.66	0.72	0.63	0.63
Less Than Four Children	1135	0.68	0.66	0.71	0.70	0.65	0.70	0.65	0.77	0.73	0.73
Free/Reduced Lunch	1192	0.67	0.64	0.70	0.69	0.63	0.69	0.64	0.72	0.64	0.64
No Free/Reduced Lunch	230	0.74	0.73	0.75	0.75	0.72	0.74	0.74	0.77	0.69	0.76
60% K School Poverty	1141	0.68	0.65	0.70	0.70	0.63	0.70	0.65	0.73	0.65	0.64
< 60% K School Poverty	337	0.70	0.66	0.74	0.71	0.69	0.70	0.69	0.75	0.64	0.72
AFDC Receipt	892	0.66	0.63	0.69	0.68	0.61	0.68	0.62	0.71	0.62	0.62
No AFDC Receipt	521	0.73	0.70	0.75	0.74	0.71	0.74	0.71	0.76	0.70	0.72
Four or More Risks	1094	0.66	0.63	0.69	0.68	0.62	0.68	0.63	0.71	0.70	0.64
Less Than Four Risks	412	0.75	0.73	0.77	0.76	0.72	0.75	0.74	0.74	0.65	0.66
SEMAT16ND < avg.	1172	0.65	0.64	0.67	0.83	0.77	0.67	0.63	0.69	0.62	0.64
SEMAT16ND > avg.	240	0.82	0.81	0.82	0.66	0.63	0.82	0.80	0.84	0.80	0.77
ITBS6 Read < 88 norms	589	0.63	0.62	0.64	0.65	0.59	0.64	0.61	0.66	0.62	0.59
ITBS6 Read ≥ 88 norms	620	0.74	0.73	0.75	0.74	0.74	0.75	0.72	0.77	0.69	0.75
ITBS8 Read < 88 norms	665	0.62	0.60	0.64	0.64	0.59	0.64	0.60	0.67	0.59	0.60
ITBS8 Read ≥ 88 norms	679	0.75	0.73	0.76	0.75	0.73	0.78	0.73	0.77	0.72	0.73
School mobility (age 4-8), ≥ 3	128	0.59	0.54	0.66	0.62	0.57	0.59	0.59	0.69	0.54	0.60
School mobility (age 4-8), < 3	1230	0.69	0.67	0.71	0.71	0.67	0.71	0.67	0.73	0.66	0.67
Retained ≥ 1 grade	392	0.57	0.58	0.57	0.59	0.55	0.59	0.56	0.60	0.57	0.56
Not retained	1114	0.72	0.70	0.74	0.74	0.69	0.73	0.72	0.76	0.69	0.72
Child welfare case history	58	0.61	0.58	0.64	0.67	0.55	0.65	0.56	0.73	0.62	0.51
No child welfare case history	1347	0.69	0.66	0.71	0.70	0.65	0.70	0.66	0.73	0.65	0.67



Table 3b. Proportions of CLS Sample with Early Parent Involvement in School (P&amp;T)

Factor Age 0-3	Total Sample N=1470	Mean	Gender		CPC Preschool		School Age		CPC Extended Intervention		
			Males	Females	Any	None	Any	None	4 to 6	1 to 3	0
Black	1376	3.16	3.11	3.20	3.30	2.90	3.20	3.10	3.35	3.12	2.92
Other	94	2.95	2.97	2.92	3.09	2.70	3.01	2.88	3.26	2.74	2.76
Male	733	3.10	--	--	3.26	2.85	3.09	3.11	3.24	3.11	2.88
Female	737	3.19	--	--	3.32	2.92	3.27	3.06	3.43	3.09	2.94
Single-Parent Family	1081	3.12	3.09	3.14	3.28	2.82	3.14	3.08	3.31	3.07	2.90
Other Family Structure	309	3.22	3.06	3.37	3.35	3.00	3.36	3.01	3.47	3.19	2.85
Mother Not H.S. Graduate	765	2.95	2.92	2.97	3.10	2.71	2.95	2.95	3.13	2.94	2.73
Mother H.S. Graduate	606	3.36	3.26	3.46	3.47	3.12	3.45	3.23	3.56	3.25	3.14
Mother Not Employed FT/PT	821	3.13	3.06	3.18	3.31	2.75	3.19	3.03	3.36	3.09	2.75
Mother Employed FT/PT	462	3.19	3.14	3.24	3.26	3.06	3.23	3.12	3.35	3.11	3.04
Mother Teen Parent < 18	239	2.96	2.89	3.05	3.10	2.75	3.03	2.87	3.25	2.79	2.85
Mother Not Teen Parent < 18	1118	3.17	3.10	3.24	3.33	2.87	3.22	3.10	3.36	3.15	2.88
Four or More Children	249	3.15	3.10	3.18	3.38	2.77	3.22	3.05	3.32	3.29	2.69
Less Than Four Children	1109	3.14	3.06	3.21	3.27	2.88	3.19	3.06	3.35	3.05	2.92
Free/Reduced Lunch	1162	3.11	3.01	3.16	3.25	2.85	3.17	3.02	3.33	3.04	2.91
No Free/Reduced Lunch	227	3.22	3.27	3.20	3.43	2.86	3.29	3.12	3.44	3.22	2.86
60% K School Poverty	1111	3.12	3.12	3.13	3.27	2.85	3.17	3.06	3.32	3.11	2.83
< 60% K School Poverty	333	3.16	3.00	3.35	3.31	2.91	3.20	3.09	3.41	2.95	3.10
AFDC Receipt	870	3.05	2.97	3.13	3.22	2.74	3.13	2.95	3.29	2.99	3.75
No AFDC Receipt	511	3.26	3.20	3.32	3.37	3.05	3.31	3.19	3.45	3.21	3.04
Four or More Risks	1065	3.12	3.08	3.15	3.27	2.83	3.15	3.07	3.32	3.07	2.86
Less Than Four Risks	405	3.22	3.15	3.29	3.33	3.01	3.27	3.14	3.39	3.19	3.00
SEMAT16ND < avg.	1141	2.98	2.96	3.02	3.12	2.76	3.75	3.33	3.17	2.97	2.75
SEMAT16ND > avg.	234	3.62	3.93	3.51	3.78	3.15	3.04	2.91	3.88	3.39	3.18
ITBS6 Read < 88 norms	571	2.95	2.92	2.99	3.13	2.66	3.00	2.89	3.12	3.03	2.60
ITBS6 Read ≥ 88 norms	606	3.37	3.39	3.36	3.46	3.16	3.43	3.26	3.55	3.19	3.21
ITBS8 Read < 88 norms	644	2.93	2.87	3.00	3.10	2.67	2.95	2.89	3.08	3.00	2.63
ITBS8 Read ≥ 88 norms	665	3.32	3.34	3.30	3.43	3.06	3.39	3.18	3.51	3.19	3.07
School mobility (age 4-8), ≥ 3	118	2.88	2.72	3.11	3.08	2.73	2.84	2.92	3.10	2.89	2.78
School mobility (age 4-8), < 3	1208	3.15	3.10	3.20	3.29	2.85	3.21	3.05	3.35	3.10	2.85
Retained ≥ 1 grade	379	2.77	2.75	2.83	2.97	2.52	2.77	2.78	2.85	2.93	2.51
Not retained	1091	3.27	3.28	3.27	3.38	3.05	3.30	3.24	3.45	3.17	3.11
Child welfare case history	55	2.87	2.71	3.02	2.94	2.78	3.02	2.64	3.18	2.80	2.67
No child welfare case history	1318	3.14	3.08	3.21	3.29	2.86	3.20	3.06	3.35	3.08	2.88

Table 3c. Proportions of CLS Sample with Early Parent Involvement in School GI (T)

Factor Age 0-3	Total Sample N=1239	Mean	Gender		CPC Preschool		School Age		CPC Extended Intervention		
			Males	Females	Any	None	Any	None	4 to 6	1 to 3	0
Black	1160	5.69	5.44	5.93	5.89	5.14	5.95	5.26	6.30	5.28	5.21
Other	79	5.73	5.55	5.95	6.12	5.07	5.92	5.39	6.56	4.79	5.25
Male	605	5.44	--	--	6.22	5.35	5.61	5.16	5.88	5.27	4.79
Female	634	5.93	--	--	5.74	4.94	6.28	5.37	6.69	5.26	5.44
Single-Parent Family	916	5.59	5.35	5.82	5.90	4.99	5.83	5.19	6.20	5.16	5.14
Other Family Structure	261	6.03	5.71	6.32	6.28	5.58	6.35	5.51	6.66	5.57	5.47
Mother Not H.S. Graduate	640	5.28	5.81	6.42	6.41	5.47	6.41	5.61	6.69	5.61	5.60
Mother H.S. Graduate	523	6.13	5.08	5.50	5.55	4.88	5.51	4.95	5.88	4.94	4.92
Mother Not Employed FT/PT	705	5.48	5.13	5.77	5.86	4.72	5.75	5.00	6.15	5.04	4.84
Mother Employed FT/PT	398	6.04	5.86	6.23	6.21	5.76	5.93	5.70	6.54	5.61	5.72
Mother Teen Parent < 18	206	5.46	5.14	5.82	5.64	5.18	5.74	5.04	6.08	5.04	5.23
Mother Not Teen Parent < 18	955	5.74	5.45	6.00	6.07	5.10	5.98	5.32	6.34	5.29	5.20
Four or More Children	206	5.71	5.62	5.78	6.05	5.19	6.03	5.20	6.17	5.62	5.13
Less Than Four Children	956	5.69	5.38	5.98	5.97	5.12	5.93	5.26	6.32	5.17	5.24
Free/Reduced Lunch	1009	5.61	5.29	5.89	5.89	5.05	5.86	5.19	6.18	5.24	5.10
No Free/Reduced Lunch	187	6.19	6.04	6.36	6.60	5.48	6.43	5.77	6.94	5.42	5.74
60% K School Poverty	918	5.59	5.38	5.78	5.95	4.89	5.90	5.08	6.27	5.24	4.86
< 60% K School Poverty	306	5.94	5.54	6.38	6.08	5.72	6.05	5.76	6.47	5.18	6.18
AFDC Receipt	744	5.42	5.09	5.72	5.79	4.72	5.71	4.92	6.09	4.99	4.81
No AFDC Receipt	445	6.16	5.91	6.42	6.37	5.78	6.37	5.84	6.69	5.76	5.79
Four or More Risks	884	5.52	5.27	5.75	5.88	4.86	5.81	5.04	6.19	5.13	4.93
Less Than Four Risks	355	6.11	5.84	6.40	6.29	5.80	6.32	5.79	6.60	5.66	5.81
SEMAT16ND < avg.	989	5.34	7.47	6.94	5.57	4.96	5.53	5.06	5.82	5.05	5.04
SEMAT16ND > avg.	211	7.08	5.22	5.48	7.40	6.04	7.43	6.09	7.70	6.46	5.81
ITBS6 Read < 88 norms	493	5.10	4.99	5.25	5.34	4.75	5.30	4.83	5.51	4.96	4.74
ITBS6 Read ≥ 88 norms	536	6.37	6.23	6.46	6.59	5.83	6.57	5.95	6.86	5.77	5.97
ITBS8 Read < 88 norms	590	6.28	4.88	5.25	5.35	4.57	5.31	4.65	5.63	4.75	4.63
ITBS8 Read ≥ 88 norms	545	5.04	6.09	6.41	6.49	5.77	6.48	5.89	6.72	5.86	5.79
School mobility (age 4-8), ≥ 3	100	5.28	4.81	5.93	5.92	4.69	5.46	5.10	6.57	5.02	4.84
School mobility (age 4-8), < 3	1045	5.71	5.46	5.95	5.98	5.16	5.98	5.25	6.27	5.25	5.22
Retained ≥ 1 grade	311	4.59	4.59	4.59	4.78	4.36	4.80	4.37	4.85	4.57	4.38
Not retained	928	6.06	5.87	6.20	6.33	5.49	6.26	5.68	6.64	5.52	5.65
Child welfare case history	48	5.21	5.47	5.98	6.01	5.14	5.97	5.28	6.30	5.26	5.24
No child welfare case history	1132	5.71	5.04	5.39	5.48	4.86	5.57	4.61	6.31	4.83	4.75

## Appendix: Descriptions of Family Support Variables

### Parent Expectations:

1. **Pexpp26** Mean parent rating of parent expectations in grades 2-6. This variable was created by taking the mean of responses to items p2q4i and p46q36r. In question 2 of parent survey Grade 2 (p2q4i), parents rated “chances of entering high school without being held back” on a five point scale. (1=poor, 2=below average, 3=average, 4=good, 5=excellent). Missing values were coded 2. In question 36 of parent survey Grade 4 & 6 (p46q36), parents rated “How far in school will child get on a seven point scale. (1=Grade 8, 2=some high school, 3=complete high school, 4=some college, 5=complete 4-year college, 6=some graduate work, 7=complete graduate degree). P46q36 was recoded as p46q36r on a 5 point scale so that 1 = 1; 2 = 2; 3 = 3; 4 = 4; 5, 6 & 7 = 5.
2. **Tpexp24a** Number of times teachers rated parent expectations above average from Grade 2 to Grade 4. In question 9s of teacher survey Grade 2, 3 and 4 (t2q9, t3q9 and t4q9), teachers rated parents’ expectations of child on a five point scale. (1=poor/not at all, 2=below average, 3=average/satisfactory, 4=above average/good, 5=excellent/much). To determine the number of times a parent’s expectation was rated above average, this measure was calculated by counting ratings of above average or better (4&5) from Grade 2 to Grade 4.
3. **Pexptp24** Mean teacher rating of parent expectations in Grade 2, 3, 4. This measure was created by taking the mean of the items t2q9, t3q9 & t4q9 (the same items used in Tpexp24 a).
4. **Pexp411** Mean parent rating of parent expectation of children’s educational attainment in Grades 4, 6 and 11. In question 36 of parent survey Grades 4&6(p46q36), parents rated “How far in school will child get?” on a seven point scale. “Grade 8” was coded “1”. “Some high school” was coded “2”. “Complete high school” was coded “3”. “Some college” was coded “4”. “Complete 4-year college” was coded “5”. “Some graduate work” was coded “6”. “Complete graduate degree” was coded “7”. In question 39 of parent survey Grade 11, parents rated “level school child probably will achieve” on a seven point scale. “Some high school” was coded “1”, “high school graduate only” was coded “2”, “Finish vocationally trained school” was coded “3”, “1 or 2 years college” was coded “4”, “Finish college” was coded “5”, “Masters degree” was coded “6”, “Ph. D, M.D. or equivalent” was coded “7”. In question 40 of parent survey Grade 11, parents rated “level school you would like child achieve” on the same seven point scale as that of question 39. P46q36, p11q39 and p11q40 were recoded as p46q36i, p11q39i and p11q40i respectively so that missing values like “Do not know” and “Refused/ missing” were coded as 2. This measure was created by taking the mean of the variables p46q36i, p11q39i & p11q40i.
5. **Pexps36** Mean student rating of parent expectations in Grades 3, 4, 5, 6. Students rated “my parents want me to do well in school” in question 24 of student survey Grade 3(s3q24) and in question 15 Grade 5(s5q15). In question 22 Grade 4(s4q22) and question 8 Grade 5(s5q8), students rated “when I do well in school, my parent is happy”. S3q24 and s4q22 were coded on a three point scale. “not much” = “1”, “some” = “2”, “a lot” = “3”. They were recoded as s3q24i and s4q22i so that missing values = 1. In question 19 Grade 6(s6q19), students rated “my parent expects me to go to college”. S5q8, s5q15 and s6q19 were coded on a four point scale. “strongly disagree”= “1”, “disagree” = “2”, “agree” = “3”, “strongly agree” = “4”. They were recoded as s5q8r, s5q15r and s6q19r on a three point scale so that “strongly disagree” and “disagree” = “1”, “agree” = “2”, “strongly agree” = “3” and missing values = 1. This measure was created by taking the mean of s3q24i, s4q22i, s5q8r, s5q15r & s6q19r.

### Parent Communication with School

1. **T2q14** Teachers’ rating of parent’s communication with school in grade 2. In question 14 Grade 2(p2q14), teachers rated “parent communicates with school regularly on a five points scale. “1” = “poor/not at all”, “2” = “be average/some”, “3” = “average/satisfactory”, “4” = “above average/good”, “5” = “excellent/much” and missing values = “-1”.

2. **Pcomptp2** Parent's communication with school from both parent survey and teacher survey in Grade 2. In question 14 Grade 2 (p2q14), parents rated their communication with child's school on a seven points scale. "1" = "never", "3" = "monthly", "5" = "weekly", "7" = "everyday" and missing values = "2". P2q14 was recoded as p2q14i so that missing values equal "2". T2q14 was coded on the same seven point scale as p2q14. This measure was created by averaging teacher and parent ratings in p2q14i & t2q14.
3. **Pcomp26** Mean parent rating of parent communication with school in Grades 2, 4, 6. In question 17 Grade 2 (p2q17) and question 29 Grade 4(p4q29), parents rated "talking with teacher about child". In p2q17, parents rated on a seven point scale. "1" = "never". "3" → "monthly". "5" → "weekly" and "7" = "everyday". This variable was recoded as p2q17r on a three point scale. "1" = "1", "2,3,4" = "2", "5, 6, 7" = "3". In p4q29, parents rated on a three point scale. "1" = "never", "2" = "sometimes", "3" = "often". P4q29 was recoded as p4q29i so that missing values = "2". This measure was created by taking the mean of parents' ratings above 1 (2&3).
4. **Pcomp211** Mean parent rating of parent communication with school in Grades 2, 4, 6, 11. In question 14 Grade 2 (p2q14), parents rated their communication with child's school on a seven point scale. "never" = "1", "monthly" = "3", "weekly" = "5", "everyday" = "7". P2q14 was recoded as p2q14r on a three point scale. "1" = "1", "2,3, 4" = "2", "5, 6, 7" = "3". P2q17r and P2q29i were the same as those in pcomp26. In question 11 Grade 11 (p11q32), parents rated "talk to a teacher about a child's progress" on a four point scale. "1" = "never", "2" = "sometimes", "3" = "often", "4" = "always". P11q32 was recoded as p11q32i so that missing values equal "2". This measure was created by taking the mean of p2q14r, p2q17r, p2q29i & p11q32i.

#### **Parent Involvement in School:**

1. **Pint13cu** Mean teacher's rating of parent interest in child's school progress from Grade 1 through Grade 3. In question 15 Grade 1(t1q15), question 11 Grade 2(t2q11), and question 11 Grade 3(t3q11), teachers rated parent's interest in child's school progress on a five points scale. "poor/not at all" = "1", "below average" = "2", "average/satisfactory" = "3", "above average" = "4" and "excellent" = "5". Missing values equal "-1". This measure was created by taking the mean of t1q15, t2q11 & t3q11.
2. **Pint45cu** Mean teacher's rating of parent interest in child's school progress in Grades 4 and 5. In question 11 Grades 4 & 5 (t4q11 and t5q11), teachers rated parent's interest in child's school progress. The coding of teachers' ratings and creation of this measure were the same as that of pint13cu (above).
3. **Pintpt15** Mean teacher rating of parent's interest in child's school progress from Grade 1 through Grade 5. In items t1q15, t2q11, t3q11, t4q11 & t5q11, teachers rated parents' interest in child's school progress on the same five point scale as Pint13cu and Pint45cu (above).This measure was created by taking the mean of t1q15, t2q11, t3q11, t4q11 and t5q11.
4. **Pinvsp261q** Mean parent rating of parent involvement in school in Grades 2, 4 and 6. In question 15 Grade 2 (p2q15) and question 30 Grades 4 & 6 (p46q30), parents rated their participation in school activities. In p2q15, parents rated on a seven point scale. "never" = "1", "monthly" = "3", "weekly" = "5", and "everyday" = "7". It was recoded as p2q15r on a three point scale so that "1" = "1", "2, 3, 4" = "2" and "5, 6, 7" = "3". In p46q30, parents rated on a three point scale. "never" = "1", "sometime" = "2", "often" = "3". P46q30 was recoded as p46q30i so that missing values was coded "2". This measure was created by taking the mean of p2q15r and p46q30i.
5. **Reportca** Teachers' survey of average number of "Parent picked-up report card at least once from Grade 1 through Grade 6". Teachers rated "parent picked up report card at least once form" in question 20 Grade 4 (t4q20), question 21 Grade 5 (t5q21) and question 13 Grade 6 (t6q13). Teachers' ratings were dichotomized. "Yes" = "1" and "No" = "2". This measure was created by taking the mean of the total number of all "Yes" (1) responses.

6. **Tpine** Teacher's rating of parent participation in school in Grade 1 or kindergarten. In question 16(t1q16), teachers rated parents' participation in school activities in Grade 1 on a five point scale. "Poor/not at all" = "1", "below average" = "2", "average/satisfactory" = "3", "above average/good" = "4", "excellent/much" = "5". In question 8 (tkq8), teachers rated students "attends regularly" in kindergarten on a seven point scale. "1" = "never", "4" = "sometimes" and "7" = "always". Tkq8 was recoded as tkq8r into a five point scale so that 1=1, 2=2, 3=3, 4 & 5=4, 6&7=5. Missing values in t1q16 were recoded as tkq8r2 using values of tkq8r. Tkq8r2 was used if values in t1q16 were missing.
7. **Einvs** Measure of early parent involvement in school. Mean of tpine and cpcinv2. Tpine(early measure of parent participation in school) was recoded as above. Cpcinv was Grade 11 parent report of involvement in CPC by items 10a, c, e, g, i, k, m and o. It was created by counting the number of "Yes" (1) responses. Cpcinv2 was recoded from cpcinv on a five point scale so that 0-2=1, 3-4=2, 5=3, 6=4, 7&8=5.
8. **Tpins1** Total teacher rating of parent participation in school in Grade 1. In question 15(t1q15) and question 16(t1q16) Grade 1, teachers rated parents' interest in child's progress and parents' participation in school activities on a five point scale. "1" = "poor/not at all", "below average/some" = "2", "average/satisfactory" = "3", "above average/good" = "4", "excellent/much" = "5" and missing values = "2". This measure was created by adding up teachers' ratings in question 15 & 16.
9. **Pinvs16** Mean teacher rating of parent involvement in school in Grades 1-6. In question 16 Grades 1, 2, 3, 4 & 5 and in question 7 Grade 6, teachers rated parents' participation in school activities on a five point scale. "poor/not at all" = "1", "below average/some" = "2", "average/satisfactory" = "3", "above average/good" = "4", "excellent/much" = "5". This measure was created by taking the mean of teacher's ratings from Grade 1 to Grade 6.
10. **Pinvspt16** Sum of mean parent and teacher rating of parent participation in school from Grade 1 through Grade 6. This measure was created by adding up mean teacher's ratings of parent participation in school from Grade 1 through Grade 6 (Pinvs16, see above variable #9) and mean parent's ratings of parent participation in school in Grades 2, 4, 6 (pinvsp261q, see above variable #4).
11. **Pinvsh16** Mean rating of parent participation in school using dummy code. This variable was created by dummy coding Pinvs16 so that "4 & 5" (above average/good and excellent/much) = "1" and others equal "0".
12. **T16q16aa** Number of times teacher rated parents as participating above average in Grades 1-6. This measure was created by counting the number of times that teachers' ratings were "above average/good" and "excellent/much" (4&5) in question 16 from Grade 1 to Grade 5 and question 7 Grade 6.
13. **Pinvs13** Mean teacher rating of parent involvement in school in Grades 1-3. In question 16 Grades 1, 2, 3 (t1q16, t2q16 & t3q16), teachers rated parents' participation in school on a five point scale. "poor/not at all" = "1", "below average/some" = "2", "average/satisfactory" = "3", "above average/good" = "4", "excellent" = "5. T1q16 and t3q16 were recoded as t1q16i and t3q16i so that missing values equal "2". This measure was created by taking the mean of teachers' ratings of parent participation in Grades 1, 2 and 3.
14. **Pinvs46** Mean teacher rating of parent involvement in school in Grades 4, 5, 6. In question 16 Grades 4 & 5 and in question 7 Grade 6, teachers rated parents' participation in school on a five point scale. "poor/not at all" = "1", "below average/some" = "2", "average/satisfactory" = "3", "above average/good" = "4", "excellent" = "5. T4q16, t5q16 & t6q7 were recoded as t4q16i, t5q16i and t5q7i so that missing values were recoded as "2". This measure was created by taking the mean of teachers' ratings from Grade 4 through Grade 6.
15. **Prekinvs** Mean teacher or parent ratings of parent involvement in preschool or Kindergarten. In question 9 Grade 11, parents rated "How often participate preschool or kindergarten?" on a five point scale. "weekly or more" = "1", "2 or 3 times a month" = "2", "once a month" = "3", "less

than once a month” = “4”, “Never” = “5”, “don’t know” = “8” and “Refused/missing” = “9”. Parents’ ratings were recoded as p11q9i so that “missing values and “refused” = “2”, “don’t know” = “3”. In question 8 (tkq8r) and question 9 (tkq9) Kindergarten, teachers rated “attends regularly” and “comes to school on time” on a seven point scale. “never” = “1”, “sometimes” = “4” and “always” = “7”. Both tkq8 and tkq9 were recoded as tkq8r and tkq9r on a five point scale. “1” = “1”, “2” = “2”, “3” = “3”, “4&5” = “4” and “6&7” = “5”. This measure was created by taking the mean of p11q9i, tkq8r and tkq9r.

16. **Npsch** – Number of years parents had a rating of average or better by teachers or parents, Grade 2 through Grade 6. In question 15, Grade 2 (p2q15), parents rated “How frequently do you participate in school activities?” (“Never” = “1”, “Monthly” = “3”, “Weekly” = “5” and “Everyday” = “7”). In question 30, Grade 4 (p4q30) parents rated “How often do you participate in school activities?” (“Never” = “1”, “Sometimes” = “2”, and “Often” = “3”). In question 16, in Grades 2, 3, 4, and 5, teachers rated participation in school on a five point scale. “poor/not at all” = “1”, “below average/some” = “2”, “average/satisfactory” = “3”, “above average/good” = “4”, “excellent” = “5. This measure was created by counting the number of times that parents’ scores were above average (scores 4 or higher on p2q15 and scores 2 or higher on p4q30) or teachers’ ratings were “above average/good” and “excellent/much” (scores 4 or 5).
17. **Npschi** Imputation - Number of years parents had a rating of average or better by teachers or parents (npsch), Grade 1 through Grade 6. (scores were imputed for missing items p2q15, p4q30, t2q16, t3q16, t4q16, t5q16, and t6q7).
18. **Pt14pi** - Number of times parent involvement in school was rated average or better Grade 1 through Grade 4. In question 15, Grade 2 (p2q15), parents rated “How frequently do you participate in school activities?” (“Never” = “1”, “Monthly” = “3”, “Weekly” = “5” and “Everyday” = “7”). In question 30, Grade 4 (p4q30) parents rated “How often do you participate in school activities?” (“Never” = “1”, “Sometimes” = “2”, and “Often” = “3”). In question 16, in Grades 1, 2, and 3 teachers rated participation in school activities on a five point scale. “poor/not at all” = “1”, “below average/some” = “2”, “average/satisfactory” = “3”, “above average/good” = “4”, “excellent” = “5. This measure was created by counting the number of times that parents’ scores were above average (scores 4 or higher on p2q15 and scores 2 or higher on p4q30) or teachers’ ratings were “above average/good” and “excellent/much” (scores 4 or 5 t1q16, t2q16, and t3q16).
19. **Pt14pii** MI pt14pi - Number of times parent involvement in school was rated average or better Grade 1 through Grade 4. In question 15, Grade 2 (p2q15), parents rated “How frequently do you participate in school activities?” (“Never” = “1”, “Monthly” = “3”, “Weekly” = “5” and “Everyday” = “7”). In question 30, Grade 4 (p4q30) parents rated “How often do you participate in school activities?” (“Never” = “1”, “Sometimes” = “2”, and “Often” = “3”). In question 16, in Grades 1, 2, and 3 teachers rated participation in school activities on a five point scale. “poor/not at all” = “1”, “below average/some” = “2”, “average/satisfactory” = “3”, “above average/good” = “4”, “excellent” = “5. This measure was created by counting the number of times that parents’ scores were above average (scores 4 or higher on p2q15 and scores 2 or higher on p4q30) or teachers’ ratings were “above average/good” and “excellent/much” (scores 4 or 5 t1q16, t2q16, and t3q16). Multiple imputation was used to impute missing scores from pt14pi.
20. **T14q16av** Number of average or above average parent involvement in school, teachers’ ratings Grade 1 through Grade 4. In question 16, in Grades 1, 2, 3, and 4 teachers rated participation in school activities on a five point scale. “poor/not at all” = “1”, “below average/some” = “2”, “average/satisfactory” = “3”, “above average/good” = “4”, “excellent” = “5. This measure was created by counting the number of times that teachers’ ratings were “above average/good” and “excellent/much” (scores of 4 or 5) in question 16 from Grade 1 to Grade 4.
21. **T14q16ai** MI t14q16av– Number of average or above average parent involvement in school, teachers’ ratings Grade 1 through Grade 4. Number of average or above average parent involvement in school, teachers’ ratings Grade 1 through Grade 4. In question 16, in Grades 1, 2,

- 3, and 4 teachers rated participation in school activities on a five point scale. “poor/not at all” = “1”, “below average/some” = “2”, “average/satisfactory” = “3”, “above average/good” = “4”, “excellent” = “5. This measure was created by counting the number of times that teachers’ ratings were “above average/good” and “excellent/much” (scores of 4 or 5) in question 16 from Grade 1 to Grade 4. Multiple imputation was used to replace missing scores from t14q16av.
22. **T14q16me** Average rating of parent involvement in school Grade 1 through Grade 4. In question 16, in Grades 1, 2, 3, and 4 teachers rated participation in school activities on a five point scale. “poor/not at all” = “1”, “below average/some” = “2”, “average/satisfactory” = “3”, “above average/good” = “4”, “excellent” = “5. This measure was created by averaging the teachers’ reports across all four reports.
23. **T14q16mi** – MI t14q16me– Average rating of parent involvement in school, teachers’ ratings Grade 1 through Grade 4. In question 16, in Grades 1, 2, 3, and 4 teachers rated participation in school activities on a five point scale. “poor/not at all” = “1”, “below average/some” = “2”, “average/satisfactory” = “3”, “above average/good” = “4”, “excellent” = “5. This measure was created by averaging the teachers’ reports across all four reports. Multiple imputation was used to impute missing scores from t14q16me.
24. **Pt14pia** – Parent involvement in school, teacher and parent reports Grade 1 through Grade 4. In question 15, Grade 2 (p2q15), parents rated “How frequently do you participate in school activities?” (“Never” = “1”, “Monthly” = “3”, “Weekly” = “5” and “Everyday” = “7”). In question 30, Grade 4 (p4q30) parents rated “How often do you participate in school activities?” (“Never” = “1”, “Sometimes” = “2”, and “Often” = “3”). In question 16, in Grades 1, 2, 3, and 4 teachers rated participation in school activities on a five point scale. “poor/not at all” = “1”, “below average/some” = “2”, “average/satisfactory” = “3”, “above average/good” = “4”, “excellent” = “5. To compute this measure, teacher scores were used for Grades 1 and 3 and for Grades 2 and 4, teacher and parent reports were compared and the higher score at each grade was used.
25. **Pt14pia** – MI pt14pia - Parent involvement in school, teacher and parent reports Grade 1 through Grade 4. In question 15, Grade 2 (p2q15), parents rated “How frequently do you participate in school activities?” (“Never” = “1”, “Monthly” = “3”, “Weekly” = “5” and “Everyday” = “7”). In question 30, Grade 4 (p4q30) parents rated “How often do you participate in school activities?” (“Never” = “1”, “Sometimes” = “2”, and “Often” = “3”). In question 16, in Grades 1, 2, 3, and 4 teachers rated participation in school activities on a five point scale. “poor/not at all” = “1”, “below average/some” = “2”, “average/satisfactory” = “3”, “above average/good” = “4”, “excellent” = “5. To compute this measure, teacher scores were used for Grades 1 and 3 and for Grades 2 and 4, teacher and parent reports were compared and the higher score at each grade was used. Multiple imputation was used to impute missing scores from pt14pia.

### **Parent Involvement at Home:**

1. **Tpinvhk** Mean teacher rating of parent involvement at home in kindergarten. In question 8 and 9(tkq8 & tkq9), teachers rated parents on “attends regularly” and “comes to school on time” on a seven point scale. “never” = “1”, “sometimes” = “4”, and “always” = “7”. This measure was created by taking the mean of tkq8 and tkq9.
2. **T2q17** Teachers’ rating of parents providing learning experiences at home in Grade 2: In question 17 Grade 2 (t2q17), teachers rated “parents provide learning experience for child” on a five point scale. “poor/not at all” = “1”, “below average/some” = “2”, “average/satisfactory” = “3”, “above average” = “4” and “5” → excellent/much. Missing values were coded “-1”.
3. **Ppinvh21** Mean parent rating of parent involvement at home in Grades 2-11. In Grades 2, 4, 6, 11, parents rated how often they : (1) read to child (p2q10, p46q13), (2) cook with child(p2q11, p46q14), (3) discuss school progress with child(p2q13, p46q17), (4) make sure child does homework (p11q23), (5) ask child questions about school (p11q24), (6) assign child regular chores (p11q29). P2q10, p2q11 and p2q13 were coded on a seven point scale. “never” = “1”,

“monthly” = “3”, “weekly” = “5” and “everyday” = “7”. P2q10r, p2q11r and p2q13r were recoded into a four point scale so that “1” = “1”, “2&3& 4” = “2”, “5& 6” = “3” and “7” = “4”. P46q13, p46q14 and p47q17 were coded on a five point scale. “never” = “1”, “once a month” = “2”, “once a week” = “3”, “2 or 3 times a week” = “4”, “nearly every day” = “5”. P46q13r, p46q14r were recoded into a four point scale so that “1” = “1”, “2” = “2”, “3, 4” = “3”, and “5” = “4”. P46q17r was recoded into a three point scale so that “1” = “1”, “2& 3” = “2”, “4&5” = “3”. This measure was created by taking the mean of p2q10r, p2q11r, p2q13r, p46q13r, p46q14r, p46q17r, p11q29i, p22q24i and p11q23i.

4. **Read2aa** Parent reads to child more than average. Dummy code using Grade 4 or 2. “Sometimes” → “1”, “other” → “0”.
5. **Ppinvh211h** Dummy code of parent’s rating of parent involvement at home is rated high. Parent’s ratings above 3 were coded “1” and others were coded “0”. This measure was created by taking the mean of “1”(above 3).
6. **Spinvh34** Mean student rating of parent involvement at home in Grades 3 & 4. In Grade 3, students rated (1) I talk about school at home (s3q11), (2) I watch TV at home (s3q17), (3) My parent helps me with homework (s3q23) on a three point scale. “not much” = “1”, “some” = “2”, “a lot” = “3”. In Grade 4, students rated (1) I talk to my parents about school (s4q11), (2) My parents make me do homework (s4q21), (3) My parent talks to me about school (s4q33), (4) My parent chooses the programs that I watch on TV at night (s4q35), (5) My parents read to me (s4q37) on a three point scale. “not often” = “1”, “sometimes” = “2”, “often” = “3”. These variables were recoded as S3q11i, s3q17i, s3q23i, s3q33i, s4q11i, s4q21i, s4q33i, s4q35i & s4q37i so that missing values equal 1. This measure was created by taking the mean of S3q11i, s3q17i, s3q23i, s3q33i, s4q11i, s4q21i, s4q33i, s4q35i and s4q37i.
7. **Spinvh56** Mean student rating of parent involvement at home in Grades 5 & 6. In Grades 5 & 6, students rated on a four point scale “my parent makes sure I do my homework”(s5q4 & s6q21) and “my parent asks me a lot of questions about school” (s6q20). “strongly disagree” = “1”, “disagree” = “2”, “agree” = “3”, “strongly agree” = “4”. In question 32 Grade 5(s5q32), students rated “my parent asks me about school” on a five point scale. “everyday” = “1”, “2/3 times a week” = “2”, “once a week” = “3”, “once a month” = “4”, “never” = “5”. S5q32 was recoded as s5q32r on a four point scale. “1” = “1”, “2” = “2”, “3” = “3”, “4 & 5” = “4”. This measure was created by taking the mean of s5q4, s5q32r, s6q20 and s6q21.