TO: Rory Schmidt, Executive Director CIE

RE: Reconciliation Letter for Demography is Destiny

Please find a detailed description below of the changes made to my article *Demography as Destiny: The Role of Parental Involvement and Mathematics Course Taking Patterns Among 9th Grade Students.*

In general, the voice and wording of the article were updated, as requested by the reviewers. The first person voice was changed to 3rd person, socio-economic status was replaced with SES. In addition each paragraph in the literature review includes a reference. The citation of references was changed to reflect reviewer comments and the hypothesis of the study was changed to reflect the fact that this study only considered 9th grade data.

The literature review has been revised, using up-to-date definitions of parental involvement (Lareau & Cox, 2011 and Cheadle & Amato, 2011). The connection between parental involvement has also been included (Payne, 2005). The connection between parental involvement and academic achievement has also been explicitly stated (Lee & Burkam, 2005).

The methodology section has been rewritten to reflect reviewer comments. In particular I have renamed the variables Indirect and Passive parental Involvement to align with similar categories named by Cheadle and Amato (2011), using the terms Parent Participation (Home), Parent Participation (School), and Child Activities. These terms are also closely aligned with Lee and Burkam (2002). I have included a table on pages 12 and 13 describing the names of the variables and the categories used for the 2-way ANOVA tests. The headings Sample, Research Instruments, and Procedures have been included. The questionnaire is included at the end of the article. In addition an explanation of how the data was aggregated at the student level has been included. The reliability of the questionnaire has also been added.

The data analysis and results section has been revised according to reviewer comments. As suggested, only ANOVA and follow-up tables are included in the results, as well as a tabular representation of mean level of course enrollment and various parent/child activities. Differences in mathematics levels that were not statistically significant were also included, per the request of review #3. The purpose of the discussion section has been changed to match the purpose stated in the introduction. Although the reviewer #3 recommended I omit the implications toward SES because they are not new or particularly insightful I kept the findings of the main effects discussion, because they are statistically significant (although previous literature well documents this). However, I greatly reduced the amount of discussion devoted to this, since the findings are not new.

Thank you for the opportunity to revise my initial submission to *Current Issues in Education.* I hope you will find the changes I have made accurately reflect the suggestions of the reviewers.

Sincerely,

Kate Degner, PhD

University of Iowa