

**Georgia Southern University**  
**Digital Commons@Georgia Southern**

---

Georgia Educational Research Association  
Conference

---

Oct 7th, 10:30 AM - 12:00 PM

# School Choice: Why Parents Choose Charter, Private, and Homeschool Options

Andrena B. Mathis

*University of North Georgia*, [abmath2966@ung.edu](mailto:abmath2966@ung.edu)

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/gera>

---

## Recommended Citation

Mathis, Andrena B., "School Choice: Why Parents Choose Charter, Private, and Homeschool Options" (2016). *Georgia Educational Research Association Conference*. 4.  
<https://digitalcommons.georgiasouthern.edu/gera/2016/2016/4>

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in Georgia Educational Research Association Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact [digitalcommons@georgiasouthern.edu](mailto:digitalcommons@georgiasouthern.edu).

A thick black L-shaped frame surrounds the text. The top horizontal bar is on the left, the left vertical bar is on the left, and the bottom horizontal bar is on the right.

# SCHOOL CHOICE:

Why Parents Choose Charter,  
Private, and Homeschool Options

By: Andrena Brandy Mathis

Why ?

**WHY DO PARENTS CHOOSE  
CHARTER, PRIVATE, OR  
HOMESCHOOL OPTIONS?**

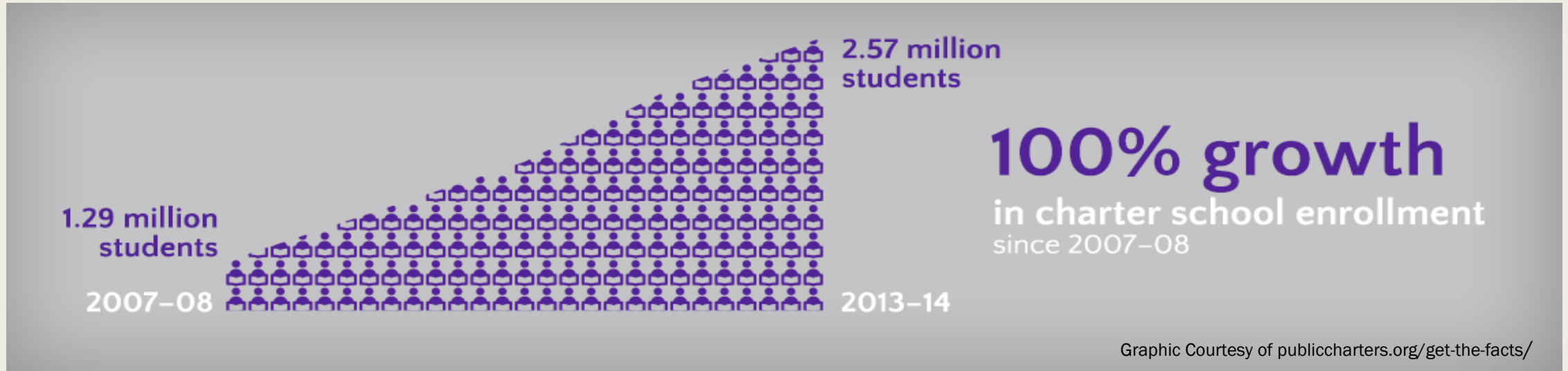
# Charter Schools

- **Educator:** Andrena Brandy Mathis
- **Target Audience:** At Risk Youth
- **Purpose:** To help students who struggled in the public schools have a pathway to graduate.
- **Why parents and Students choose this option:** *Flexibility for students who have jobs, children, or health issues.*



Photo Courtesy of Eastpointehs.com

# Charter School Stats



- Average high school in Tucson (2004): 10% of students had an IEP.
- Eastpointe High School (2004): 20% of students had an IEP.
- According to the Center for Research on Educational Outcomes (CREDO) “The results reveal that the charter school sector is getting better on average and charter schools are benefiting low-income, disadvantaged, and special education students” (Foster, 2014).



# Charter Schools

**Educator:** Ms. Rachel Ramos

**Target Audience:** Rural Families

**Purpose:** To help students who are below level catch up.

**Advantage:** Can create individual learning plans to help the students reach grade level benchmarks.

**Why parents choose this option:**  
*Flexibility, Health Issues that Impede Education, and Lack of Options in Rural areas.*



Photo Courtesy of K12.com/GCA

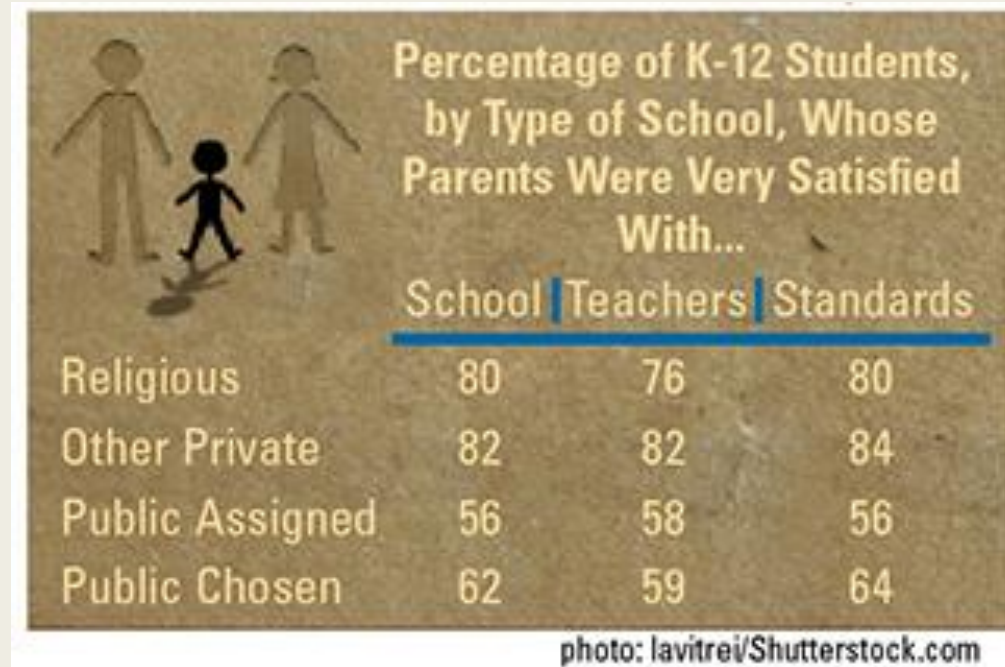
# Private Schools



Photo Courtesy of A. Mathis

- **School:** Bethlehem 1<sup>st</sup> Preschool & Kindergarten
- **Educator and Parent:** Andrena Brandy Mathis
- **Purpose:** “offers local parents a convenient facility where their children can develop a love of learning in small classes with dedicated teachers” (bethlehemfirstumc.com, 2016).
- **Advantages:** small classes size of 14/2 ratio and offers enrichment courses of Spanish, Music and P.E.
- **Distinctions:** 2<sup>nd</sup> place in the Reader’s Choice for Best Preschool in the County 2013 and Awarded “Program of Excellence” for 10 years by the UMC North GA Conference.
- **Why parents choose this option:** *Small class size, Christian environment, and fills the need for more Pre-K spots in the county.*

# Private School Stats



## Private School Numbers at a Glance

PK-12 Enrollment (2011-12)	<b>5,268,000</b> (10% of all US students)
# of Schools (2011-12)	<b>30,861</b> (24% of all US schools)

Enrollment Source: National Center for Education Statistics ([see table](#))

School Source: National Center for Education Statistics ([see table](#))

Graphic Courtesy of Council for American Private Education (CAPE)



# Private Schools



**Educator:** Ms. Timi Higgins

**Purpose:** “HCA is a Christ-centered, college-preparatory school committed to excellence, partnering with parents to prepare their children spiritually, academically, physically and socially to become disciples of Jesus Christ.” (hebronlions.org, 2016).

**Advantages:** small classes sizes with ample opportunities for one-one instruction.

**Distinctions:** 1<sup>st</sup> place in the Reader’s Choice for Best of Gwinnett Private School 2014, 2015, and 2016

**Why parents choose this option:** *Small class size, Christian environment, and emphasis on college preparation.*

# Homeschool



- **Parent and Educator:** Amber Wigley
- **Purpose:** To help her sons who represent two sides of the learning spectrum be successful
- **Advantage:** Can create individual learning plans to address the different needs of each boy.
- **Why parents choose this option:** *“religious convictions, desire for a positive social environment, academic excellence, flexibility, and specific needs of the child” (Allison, 2014).*

# Homeschool Stats

Sub Tests	Homeschool Mean	Public School Mean
Reading	89	50
Language	84	50
Math	84	50
Science	86	50
Social Studies	84	50

*Figure 1.* Home school versus public school means scores on the CORE Test. (Ray, 2010).

- The composite scores from the CORE Test indicate that home school students' are being academically prepared for the rigors of college. (Figure 1).
- The Homeschool movement has grown from nearly non-existent in the 1970s to approximately two million students in 2009 for kindergarten through 12th grade (Ray, 2010).



# Jaden Wigley

- **Academic Challenges:** Diagnosed with Autism, two grades behind in core subjects, the public school pace was too fast.
- **Academic Strengths:** love of learning
- **Why Homeschool:** After 7 IEP meetings in one year Jaden was still not able to keep up in public school.





# Cody Wigley

- **Academic Challenges:** Perfectionist, needs time to craft his writing assignments.
- **Academic Strengths:** in the Gifted Program.
- **Why Homeschool:** Ms. Wigley decided to teach Cody with Jaden so both boys could benefit from the one-on-one instruction.





# 3 Years Later....

## Benefits for the Wigleys:

- Jaden moved up two reading levels in the 1<sup>st</sup> year of homeschool.
- By the 3<sup>rd</sup> year he is at grade level for all subjects but math which he is working hard at mastering division.
- Jaden has gained confidence and by joining a homeschool group has found a learning community that he feels connected with.
- Cody now loves to write and has started his own art business.
- Amber enjoys being apart of the boys learning.



# Conclusion

- Charter Schools are a free schooling option that can help students who face adversities like being young parents or health issues graduate.
- Private schools benefit families with deep religious convictions or students who need small class sizes to thrive.
- Homeschooling can benefit students who need one-on-one instruction.
- Parents make these choices in order to find what education environment will best suit their child.

# References

- Allison, B. (2014) Local control, choice, charter schools, and homeschooling. [Online Class handout]. Retrieved from <https://ung.view.usg.edu/d2l/le/content/750651/viewContent/12098915/View?ou=750651>
- Best of Barrow. (2013, March 27). Barrow Journal. Retrieved from <http://www.mainstreetnews.com/uploads/SpecialSections/barrowreaderschoice2013.pdf>
- Facts and Studies (2016). The Council for American Private Schools (CAPE). Retrieved from: <http://www.capenet.org/facts.html>
- El-Ghoroury, N. (2012). Resilience and the narratives of parents of adults with autism spectrum disorders. *Narrative Inquiry in Bioethics*, 2(3), 189-197. Retrieved from <http://libproxy.ung.edu/login?url=http://search.proquest.com/docview/1318896347?accountid=1599650>
- Erickson, M., Larwin, K., & Isherwood, R. (2013). Examining A Decade Of Reading And Mathematics Student Achievement Among Primary And Secondary Traditional Public School And Charter School Students: A Meta-Analytic Investigation. *Journal of College Teaching & Learning (TLC)*, 10(4), 213-222. doi:<http://dx.doi.org/10.19030/tlc.v10i4.8118>
- Foster, A. (2014). Time for détente between charter and traditional public schools. *Phi Delta Kappan*, 95(5), 18-23.
- Get the Facts (2016). The National Alliance for Public Charter Schools. Retrieved from: <http://www.publiccharters.org/get-the-facts/>
- Ray, B. D. (2010). Academic achievement and demographic traits of homeschool students: A nationwide study. *Academic Leadership*, 8(1), 1-26.
- Reader's choice 2014. (2014, June 1). Gwinnett Daily News. Retrieved from <http://issuu.com/gwinnettdailypost/docs/gdp-readerschoice-june2014>
- Shaw, J. S. (2010). Education-A bad public good? *The Independent Review*, 15(2), 241-256. Retrieved from <http://libproxy.ung.edu/login?url=http://search.proquest.com/>