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AN EXPLORATORY STUDY OF HOME SCHOOLERS:
HOW DO THESE STUDENTS FARE WHEN THEY
ENTER OR RETURN TO PUBLIC HIGH SCHOOLS?

presented by

LINDA LOU HOCK MYERS

has been accepted towards fulfillment
of the requirements for

~~Doctorate~~ degree in ~~Curriculum~~

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Date November 9, 1989

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AN EXPLORATORY STUDY OF
HOME SCHOOLERS: HOW DO THESE STUDENTS FARE
WHEN THEY ENTER OR RETURN TO
PUBLIC HIGH SCHOOLS?

By
Linda Lou Hock Myers

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ABSTRACT

AN EXPLORATORY STUDY OF HOME SCHOOLERS: HOW DO
THESE STUDENTS FARE WHEN THEY ENTER
OR RETURN TO PUBLIC SCHOOLS?

By

Linda Lou Hock Myers

United States government statistics report that approximately one million children across the country are being home schooled. Are home-schooled students coming into high schools after their elementary/middle school experience? If they are, how do they fare when they enter or return to public schools?

The high schools selected for study were chosen from a Michigan Department of Education listing that showed ten or more reported home schools within the Intermediate District where the polled high schools were located. Schools with populations as small as 238 and as large as 3192 were chosen.

One hundred high schools around the state of Michigan were sent questionnaires to obtain data on the phenomenon of entering or re-entering home schoolers. Data were gathered concerning numbers of students coming into the schools and concerning school policy regarding these students. In addition, specific information about the entering students and their parents was gathered.

A seventy-two percent return rate from schools polled was realized. Sixteen home-schooled students were identified. Only fourteen percent

of the school respondents who sent back questionnaires reported that home-schooled students had enrolled in their buildings. One school reported that no home schoolers had enrolled in their building this year; however, they had lost twelve students this year to home schools.

The seventy-two schools which returned questionnaires were representative of four different types of communities: twenty-nine schools served students in rural areas, twenty-three were small city schools, eight served suburban communities and twelve schools were located in urban areas.

A descriptive profile of the students who came into public schools after being home schooled was developed. From the profile it is clear that the students are all unique in their previous schooling experiences, academic progress, attitude, social adjustment and cocurricular participation.

Sixty-one percent of the school personnel surveyed reported that they had not considered using placement tests when determining grade placement for home-schooled students. The thirty-nine percent who did test used the results to measure the student's progress, assist in classification, provide data for remediation/advancement and determine knowledge of specific concepts.

Respondents generally demonstrated little awareness regarding home schools and home-schooled students. Many schools had not developed any policy dealing with home-schooled students, nor did they know how they would place these students within their schools if they were to request admittance.

ACKNOWLEDGMENTS

As I complete the final pages of this dissertation I find myself reflecting back to the time when I made the decision to begin work on my doctoral program. The first personal contact I had with Michigan State University was with Dr. Charles Blackman, who later became my graduate advisor and dissertation director. He conveyed to me in our first meeting that if I truly wanted to earn this degree that I was most capable of doing so, but that it would require hard work, dedication and sacrifice. Over the last six years he has continued to encourage, advise and praise the accomplishments I have made.

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My dissertation committee composed of Dr. Sam Moore, Dr. Ben Bohnhorst, and Dr. June Youatt made many helpful suggestions which have improved the quality of the finished product.

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I dedicate this dissertation to the aforementioned people.

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CHAPTER I

INTRODUCTION

As 'movements' go, home schooling is made up of one of the most eclectic, coalescing and extraordinarily diverse groups of individuals all pursuing a single purpose - the education of children outside the traditional schooling structure. The growing ranks of home schoolers span the entire political spectrum, encompassing conservatives and liberals, libertarians and populists. (Moody Monthly, "Before You Dismiss Home Schooling," Vol. 84, March, 1984, 18).

Many home schoolers are rigidly traditional and scrupulously law-abiding, while others are long-time practitioners of civil disobedience. Some are fervently religious and have removed their children from mainstream schools because they are too secular, while others are non-believers who consider public schools too religious. Still others are compelled to educate their children at home because they live in geographically isolated areas, remote from ordinary schools.

What binds this heterogeneous movement together is a deeply held devotion to a single overriding principle: that parents have the responsibility - and the right - to direct and control the educational development of their children. But despite the consistency of this view with the principles of liberty on which this nation was founded, the right of home schoolers to freely exercise their choice is in serious dispute - giving rise to one of the most compelling civil rights controversies of our time. (Clint Bolick, "The Home Schooling Movement," The Freeman, March 1987, 84.)

The public school system in the United States has been envied

and copied by many nations. Since the 1960's, however, this public institution seems to have lost some of the attention and respect it previously enjoyed. Major national, regional, and local newspapers and journals are now giving considerable attention to the home school movement as an alternative to the existing educational process.

(Moody Monthly, "Before You Dismiss Home Schooling," Vol. 84, March, 1984, 18).

In the United States there are forty-three million school-age children who are attending either public or private schools (Vance Grant and Leo Biden, 1988, Digest of Educational Statistics, Washington D.C., U.S. Government Printing Office, 51-61.) Recently parents of approximately one million children have chosen not to send their children to either of these institutions, but to home school them. (John Naisbitt, Megatrends, New York, Warner Books, 1982, 20).

Many families choose home schooling because they disagree with the political or religious values embedded in the public school program. Some families do so because they are strongly committed to a family-centered life and extended time with small children. Others believe they know best how to educate a particular child. (Ted Ward, Values Begin at Home, Wheaton, Illinois, Victor Books, 1981).

A number of parents want to teach their children at home for religious reasons. They see the shaping of a child's character and intellect as one of life's highest callings. These parents realize that they are dealing not with creations of their own, but with creations of God and the centrality and beauty of the child's experience is a focus of family unity. (Mary Pride, The Big Book of Home Learning, Westchester, Illinois, Crossway Books, 1987, 58).

Some parents home school their children from the beginning. Fifty-three nationally organized home schooling organizations and seven international ones have sprung up to meet their needs. Two of the national organizations are based in Michigan. (John W. Whitehead and Wendell R. Bird, Home Education and Constitutional Liberties, Crossway Books, 1984, 129).

Parental decisions have been felt financially by the public schools. There has been approximately a two billion dollar cut in the educational budget of the nation due to parents pulling their children out of the public school system. This is a calculation based on the average cost per student per year, according to Teeter, of \$2,000.00 (Ruskin Teeter, The Opening up of American Education - A Sampler, New York, University Press of America, 1983, 131). As stated by Teeter, the average public school pupil-teacher ratio is one to nineteen. Calculations based on these figures show that about fifty thousand teachers could be unemployed. From all indications, the home schooling movement appears to be on the increase.

In colonial America home schooling was the major form of education. The decision of how to educate one's children and the substance of the curriculum was the right and responsibility of the parents. Since the emergence of the public school system, parents have been, and continue to be, major supporters of the system through the funding of schools and by playing many key roles. They have contributed at all levels except teaching in the classrooms. Parents have tended to accept, with only a rare challenge, what was taught, how it was taught, and the ultimate purpose of the schools. Schools relieved parents of this one major parental responsibility: teaching their children was up to teachers

in schools.

The issue of home schools is an emotionally charged controversy in our world today. Newspapers and magazines weekly report success cases:

Garth Colfax is learning from his parents, from books in the home library and from the world around him. That might make Garth sound educationally deprived, but don't worry too much about his future. His three home schooled brothers, Grant, Drew and Reed, all got into Harvard. Allowing the kids independence and responsibility has produced some amazing results. Grant 23, may have been the only magna cum laude graduate of his Harvard class who raised his own 4-H Club steer. When Drew was 12 he built his own telescope. When Reed, 18, tries out for next year's freshman cross country team, he may be Harvard's only self-trained runner. (Michael Ryan, "Now They're at Harvard," Detroit Free Press Parade Magazine, July 17, 1988, 20).

Mo and Robin Whipple have never learned a difference between learning and fun in their home schooling. Almost everything they do seems to be fun for them. "In home schooling we don't teach them there is a distinction between learning and fun," Lelan Whipple, father, said. Unless the state forces them to give up home schooling, the Whipples plan to continue teaching their children at least until they reach high school. (Hugh Leach, "Whipples Have Fun Learning," Lansing State Journal Perspective, November 16, 1986 Section D, 1).

Having two school age children didn't stop the Powell family from spending a year in Europe. With a year off from their regular jobs, Richard and Mary Powell became full time tutors for their two children. They pursued ambitious highly structured curricula provided by the Calvert School in Baltimore, whose teachers evaluated the kids' work as part of the school's home study program. By the time they returned to the United States the children had made so much progress that their private school in Charleston, South Carolina found no need to test them for entry into the next grade. (Nancy Henderson, "Home Schooling," Changing Times, March, 1987, 83-87).

The Timothy Naylor family in Bridgeport, Michigan also made the

news when they kept their two young boys home and hired a certified teacher to come into their home.

"The teacher, the parents say, is a Christian woman who shared their morals and values. 'One of the main philosophies of home schooling is to teach (children) what they're ready for when they're ready for it.' says Timothy Naylor. 'If they are having trouble with syllables lay off them and work on phonics. When they're ready, they just snap it up.' None of their children, the Naylor parents claim, will likely attend public or private school before age ten." (Andrew Heller, "Increasingly Parents Say There's No Place Like Home For Learning," Saginaw News, November 10, 1985, B1).

Statement of the Problem

None of the aforementioned scenarios features a home school which has proven not to be a successful venture. After doing a written publications search the researcher concluded that since no articles could be found, newspaper reporters and book authors do not recognize failures as noteworthy and thus little is ever written about unsuccessful ventures. It appears from review of the literature, home schools that prove unsuccessful simply are forgotten and students are quietly enrolled back into the public or private schools with no attention focussed on them.

Only one of the aforementioned home schooling experiences features high school age students. Research done in Michigan by Hansen in 1987 indicated that the majority of home schooled students were elementary age students. (Hansen, Bradley, Analysis and Comparison of the Causal Factors of Home School Education Between the Home School Parents of Newaygo County Intermediate School District and the Intermediate School Districts' Superintendents in the State of Michigan, Michigan State University Dissertation 1987, p 41.) Dibaba described the main motive

of home school parents to be the desire for their children to be taught their religious values and cognitive skills. These, they perceive, are essential for the success of their children. (Dibabo, Mamo, An Exploratory Study of Reasons Parents Give for Home Schooling their Children, Michigan State University dissertation 1986, p 78). Evidently the assumption which home schooling parents reach is that once young impressionable students are taught these essentials by their parents, they can enter the public schools to receive further training in academics.

The news stories which were reported in the introduction made mentioned that the parents declared they would home school their youngsters until junior high or high school age, but then their children would go to a private or public school.

This influx of students at the secondary level who have not had schooling backgrounds similar to the majority of students in the school might present an interesting challenge to the school faculty and student body. Social development, student participation in co-curricular activities, student progress, grade placement, social adjustment and parent involvement are the issues which were examined in this study of home schooled students entering the public schools.

The researcher focused on students entering public schools from home schools and attempted to determine how well these students did in public high schools after home schooling.

Purposes of the Study

This researcher's purpose was to examine how easy or how difficult it was for individual home-schooled youngsters to move from a home

school into a public school. Counselors and/or administrators were asked to describe the student both in academic terms and in social terms. For the purposes of this study, research was conducted through schools only in the state of Michigan.

A secondary purpose was to determine the numbers of home schooled students returning to public schools in Michigan and to investigate their progress after eight months in the public schools as perceived by the school administrator or counselor.

The home school movement appears to be gaining momentum in the state of Michigan with 601 declared home schools reporting their existence to their Intermediate School Districts in the 1987-88 school year. Since 1980, there has been an upsurge of interest in home instruction (Patricia Lines, ECS-Issuegram, Education Commission of the States' Distribution Center, August, 1984). This movement of parents wishing to tutor their children at home is not unique to Michigan, but is occurring across the United States. As of February, 1987, a study conducted by the National Institute of Education reported over 10,000 families engaged in home instruction in the United States. It should be noted that this estimate of families engaged in home instruction is at variance with the number of one million students noted by Naisbitt as being home schooled. This variance documents the absence of valid data keeping which was evidenced frequently as research was conducted. Many home schoolers are young children of elementary school age. As students reach high school age, grade 9, there appears to be a movement back into the public schools.

This research was conducted to determine if there are high school

age home schoolers entering Michigan public schools. Second, grade placement determination also was questioned. Are students simply placed according to age or is a placement test given to determine appropriate grade level? Finally, parental involvement with students' education after the student returns to school from home education and the student's ease in social adjustment was explored.

Statement of Assumptions

The researcher brings many years of experience in education with her to this study and has formulated some assumptions which are indicated to provide clarity. The assumptions were proven valid or invalid through the respondent's answers to the central questions.

The limited literature regarding home schoolers suggested that parents educate through the elementary grades. Since elementary teacher certification gives people certified the right to teach subjects to students K-8 and since Michigan requires certified teachers for home schoolers, the assumption would be that home schoolers would educate through grade 8 and then send their students to high school.

Common sense tells us that young people who are educated at home by a competent certified teacher might very well have a better education than young people who are educated in a classroom where the teacher/pupil ratio is one to thirty. There is yet another important factor in a successful education, that is pupil motivation. The researcher believes that the motivation factor can overcome many handicaps and if students truly want to do well, they can. On the other hand if a student doesn't place much importance in schooling and doesn't try too hard, that student will do poorly. Predictions can be made that students who enter or

re-enter a school already doing well will continue to do well and those who come in doing poorly will continue to do poorly.

Observations of new students coming into public schools have shown that many have a period of adjustment. When students are unfamiliar with schools because they have been educated at home, it would appear logical to assume that the transition would be most difficult.

Any parent who makes the commitment to home school their children make an enormous sacrifice both financially and time wise. How difficult it must be for those parents who have made a commitment to re-enroll their children back in a school and hand them over to strangers to teach them.

Since school serves as a social milieu, any young person who was removed by his parents from schools and then allowed to return would so welcome the opportunity to be back with his/her peers that he/she would take advantage of all the opportunities that public education affords.

Central Questions

Through the use of the central questions which are addressed in this research, the researcher attempted to determine:

1. How many home-schooled young people during 1988-89 school year are coming into Michigan public schools after their junior high or middle school years?
2. What are the ages and gender of the students who are entering from home schools? Have these students ever attended public schools before and what are their reasons for entering or re-entering?
3. How do individual schools determine grade placement for home-schooled students? If placement tests are used, how do the students fare on these tests?
4. What do public schools do for the entering home-

schooled student in order that their transition into school can be smooth? Are there school or board policies which address the entry into school of home-schooled students?

5. Administrators and/or counselors will be asked to make judgments regarding home-schooled student's progress after being in the public school for a year, in the areas of academics, and in social and personal involvement in school activities.
6. At which level and in what ways do parents of previously home-schooled students interact with the public school?

Significance

The Michigan Association of Secondary School Principals has developed a policy which local schools are able to adopt which addresses the issue of home-schooled youngsters who enter public schools.

Agreements for home school should be reached with the local board of education before home schooling begins and all home schooling must meet the requirements of the Michigan State Department of Education.

1. An affidavit must be signed by the parents and supervising teacher that instruction was provided under the direct supervision of a certified teacher, and that the equivalent of a minimum of 180 days and 900 hours of instruction were met.
2. Courses requiring special equipment; i.e., industrial arts, music, science, etc., may not be granted credit nor waived from graduation requirements.
3. No grades will be given (shown on transcript). Any credits will be shown on the transcript as 'home schooling.'
4. Marking period tests and final exams will be given to determine if credit will be awarded or graduation requirements waived (left up to the local district.) (MASSP Bulletin, "Policy for Home Schooling," February, 1987).

It is recognized that there probably is a wide range of differences

in what Michigan high school principals are doing with entering home schoolers because the situation has not received focused attention. Those differences will range from enrolling in grade appropriate to age with no questions asked, to elaborate testing/interview procedures. The data when reported should be significant in the fact that they will provide a current view of practice, where no earlier data are available.

Benefits which may be gained from this research include, but are not limited to, an awareness that young people are coming into schools with different backgrounds than public school educated students. This situation may need to be addressed if they are to be placed at the appropriate grade level and encouraged to benefit from a public school setting. Also, results from this research may give school people some ideas of how they might better counsel parents who ask for help in making the decision to home school youngsters. Administrators may need to have information made available to them in order to advise people who are considering home schooling concerning placement and adjustment issues and questions for home-schooled pupils entering the public high school. Finally, the researcher's compilation of data regarding practices for enrolling students who have not previously attended schools may help to formulate a set of guidelines that schools might follow. Even though there are many home schools in the state of Michigan, there has been virtually no research conducted that addresses this topic. The Michigan Department of Education has done no work with the re-entry process in public schools. Therefore, background data on this issue are non-existent for Michigan at least.

Subjects

A letter was sent to the Michigan Department of Education's Office

of Pupil Accounting Services in order to identify intermediate school districts that had ten or more registered home schools. Every intermediate school district in the state of Michigan is required by law to collect and report to the state the names of all non-public schools in their districts including the names and ages of each child who is enrolled at the schools. (Act #451 of the Public Acts, School Code 1976, Section 380.1284, Part 23A.line 8-15).

After receiving from the state (Appendix B-C, pages 74-75) the numbers of home schools by district, the researcher identified schools within those intermediate districts which had reported at least ten home schools in their district.

Size of schools was taken into consideration. Using the Michigan High School Athletic Association handbook classification, which groups schools by student population, the researcher chose schools with a population as small as 238 and as large as 3192.

The only specific requirement for the subjects of the research was that they were students who were enrolled in a public high school, grades 9-12, who had been home schooled during the elementary and middle school years.

Definition of Terms

Home School - A school maintained by a parent or parents within the household where educational instruction is presented to children by the parent or parent's agent without public financial assistance.

Home-schooled students - school-aged children who are taught by their parents in their home.

Intermediate School District - One of the fifty-seven educational agencies designated by the state of Michigan as an intermediate school

district. One of their many responsibilities is to monitor pupil accounting.

M.A.S.S.P. - Michigan Association of Secondary School Principals. This organization plays an active role in providing public high schools with models of policy which can be adopted at local levels by individual school boards.

Michigan Department of Education, Pupil Accounting - A unit within the state department of education that is responsible for collecting data from all schools in Michigan regarding the attendance of young people in school.

Parents - Father, mother or legal guardian of school-aged children.

Public School - A publicly funded facility that provides tuition-free education without restrictions and is available to all school-aged children.

Study Methodology

A short answer questionnaire (Appendix E, pages 78-80) was developed for the purpose of gathering data from public school administrators or counselors regarding the variety of backgrounds that home-schooled young people are bringing into the public schools at the time of entry. The researcher sought data on each home-schooled student who enrolled in any public school; therefore the questionnaire needed to be brief, but concise, in order that the person answering the questions would not become overwhelmed with the task.

A pilot survey, using the questionnaire, was given to principals representing public high schools in the researcher's intermediate school district. The pilot principals deemed the questionnaire easy to understand and not difficult to complete.

The questionnaire dealt with four major areas:

1. Who is coming into public schools from a home schooling experience, and why?
2. What kind of an educational background are they bringing with them?
3. How do public schools accommodate these new students?
4. What kind of progress do these students make after enrolling in a public school?

A sampling of schools with student populations from small to large was surveyed in order to procure a representative cross-section.

Delimitations of Research

This research was conducted in a single state, Michigan. It is not a national study as home school laws vary appreciably from state to state (See Table 1 on pages 24-25). Reporting procedures in the state of Michigan, which require all home schools to report to their intermediate school districts, afforded the researcher geographic school areas where home-schooled students were enrolling in public schools.

This study is not designed to discover the concerns that may have motivated parents to home school their children. It is not designed to determine the number of home schools currently operating within the state of Michigan. There is also no intent to look at the philosophical or legal issues of home schooling. Instead, this research is focused on how home schooled students fare when they enter the public schools.

Limitations of Research

The validity of this research will be influenced by at least four

factors:

1. Parents of home-schooled students appear hesitant to report on their home school experiences or to be involved in research conducted to report on home schools. This may be due to the sensitivity and fear people have of being charged with violations of the school code. Thus, there is a minimal amount of written material available on home-schooled students.

2. The state of Michigan requires that all intermediate school districts collect data on home schoolers in their districts and then report this information to the state. However, each intermediate district determines the emphasis they will put on monitoring home schoolers. This researcher must, for this study, rely on the reported data which will make it difficult to determine where students are because of limited monitoring in some intermediate districts.

3. The instrument used for this research is focused on perceptions of people. Individual interviewees have different orientations and this will affect their individual judgments.

4. The subjects of the research will be limited to initial adjustment time. One half of a school year will be the longest amount of time given them to adjust from home schooling to public schooling. Interviewees were asked to report in May on students who entered the school nine months before.

CHAPTER II

REVIEW OF LITERATURE

Four areas will be explored in this chapter as writings on home schools are reviewed. The literature summarizing the history and current status of home schooling, state laws or Department of Education requirements governing home schooling, and parental considerations will be described. Concluding the review of literature will be a synopsis of two recent home school studies conducted by graduates of Michigan State University. There has been very little research work done on home schools. Thus these studies will provide the available pertinent information.

History

Home schooling, the education of youth within their own homes, has been decreed the movement of the decade by Raymond Moore, an officer of the United States Office of Education. He states, "as far as a revolution in education is concerned, home schooling is probably one very critical factor." (Raymond S. Moore, "Research and Common Sense: Therapies for our Homes and Schools," Teachers College Record, New York, Columbia University Press, Winter, 1982, 37).

Throughout the history of education, home schooling has appealed to some families. In isolated places in early America home schooling was the only possibility. Today in a few places in Alaska, Montana and other sparsely populated areas this is still true. On the whole, however, families who now teach their children at home do so as a matter of choice, often a value-laden choice. (ECS Issuegram - Education

Commission of the States' Distribution Center, August, 1984, 6).

Home schooling is an ancient and honorable way of educating children. Proponents argue that today educators try to teach children by packing them in a large room with one adult supervisor, and they feel that is not necessarily the best way for every child. (Christopher Jencks, Inequality: A Reassessment of the Effect Family and Schooling Have in America, New York, Basic Books, 1972, 25).

Historically, all societies have had one form of education or another to transfer the skills and values of one generation to the succeeding one. In areas of the world where the industrial revolution has not taken place, education is still primarily natural, meaning the young learn from the old by observation, imitation and application. The expansion of formal schooling in the industrialized societies developed with the industrial revolution of the 19th century. The United States has had a leading role in cultivating and propagating formal education, both here and abroad, for social and political reasons and to bring prosperity (Theodore W. Schultz, "Investment in Human Capital," American Economic Review, Vol 51, March 1961, 1-17).

Status of Home Schools

Census figures indicate that about five million children do not attend school regularly (for various reasons) - children of migrant families, handicapped children and families in rural areas. A minimum of five to ten percent of these children are instructed in their homes by parents, thus equalling nearly one million home-school students around the United States. However, this is only an estimate because no one knows how many families teach their children as many parents do not register their programs, often for fear that the programs will

not be approved. Michigan education officials estimate there are 2,000 children in Michigan receiving home instruction. (See Appendix C, showing listing of Michigan intermediate School districts with number of reported home schools and students, page 75).

A number of researchers, scholars and planners recently have been experimenting with the Education Commission of the United States growth programs centered in the home. Findings have been conclusive that the home can provide a far better climate for learning than normally realized.

Studies by Blatt and Farfinkle suggest that (1) the home is more influential than the school and (2) the school can do little without parental support. (Jencks, Christopher, Inequality: A Reassessment of the Effect Family Schools Have in America, New York, Basic Books, 1972, p 17).

Benjamin Bloom, a pioneer in the early schooling movement, concludes that the home is the educational nest, and that parents are the best teachers. (Moore, 369).

Home schools have high success rates in view of several factors:

1. Home schools are characterized by parents who have enough time for their children to take on the task of systematically teaching.
2. Parents provide a partiality that young children need, but schools do not allow.
3. Children thrive on routines that involve a few children who have the same family values.
4. The child in the home school daily experiences many more personal adult to child responses than he/she would in school; such responses, along with adult example, mean educational power far more than do books.

5. Without the all-day regimentation of the classroom the child is more of a free explorer and thinker than a regurgator of books, which to him/her are often more barriers than facilitators of learning.

6. Parents who bring their children with them into the responsibilities of the home turn out independent, self-directed children. (Moore, 372).

Legislation that Governs Home Schools

Each state has compulsory school attendance laws which by legislation sets policies on home instruction. The state of Michigan is included among those states in the United States which have set policies on home instruction. Parents face criminal charges if they do not meet the law's requirements. Compulsory education laws in thirty-eight jurisdictions expressly permit home schools or require simply that children be educated in lieu of school attendance.

Seventeen states have no statutory provisions for home schools. (See Table 1, Statutory Provisions for Nonschool Instruction, pages 24-25) . In Illinois, the state Supreme Court has ruled that if a home qualifies as a school - and the requirements for private schools in Illinois are very flexible - then attendance at that home school satisfies the state school attendance law. Following this decision, the Illinois Department of Education organized a supportive office for the state's home schools. Michigan's attorney general has issued a similar ruling. But teachers in Michigan must have a teacher's certificate, which few parents have. State departments of education in a number of other states where statutes do not specifically mention home schools take a similar position. Courts in West Virginia and North Carolina have upheld state requirements that greatly restrict home schools and may effectively

prohibit them. In some states such as Washington and Kansas, parents are actively lobbying for legal recognition of home schooling. (Nancy Henderson, "Home Schooling," Changing Times, March 1987, 84).

Half of the 6,000 Home School Association members do not have more than a high school diploma and would not qualify for certification. But they have been so successful in their pleas to be allowed to teach their children at home, made mostly on religious grounds, that only three states Iowa, Michigan, and North Dakota, still require home teachers to hold a license. (Constance M. Keith, "The Home School Revolution," West Michigan Family, August 1989, p 18).

Maryland and Colorado dropped the requirement for certification in 1985. In Maryland, where parents previously had to follow the public school curriculum, including its mandated textbooks, they now have to do no more than provide to the local school system a portfolio of each child's work twice a year.

Colorado is more demanding. Home-schooled students there must submit to a standardized test each year, and those who fail to reach the prescribed level may be required to attend school.

In Texas, the courts have ruled that home schools qualify as private institutions. But private schools in Texas are required to be accredited, and there are problems about extending this to home teaching. The Texas state teacher's association thinks the rule should be applied "We believe people can educate their children any way they want, but if there are minimum standards they should apply to home schools, as well," said a spokesperson. Elsewhere the laws are frequently vague, and it is often left up to local superintendents to decide whether or not to permit a home school - assuming they know it exists. In remote rural areas,

and some not so remote, it is not unknown for parents to keep children at home and simply not bother to educate them, and nobody seems to care. (New York Times Educational Supplement, October 9, 1987, 20).

A proposal to amend Idaho's compulsory education law would allow parents to educate their children at home if they make "a good faith effort" to instruct the children in reading, writing, mathematics, history and civics. Under Idaho's current law, home schooling of children between the ages of 7 and 16 is allowed only if they receive an education that is "comparable" to that of the public schools. The proposed amendment is designed to give parents more jurisdiction over the education of their children, the lawmakers said. Public officials must start trusting parents "to do the right thing." (Education Week, April 12, 1987, 17).

A bill that will loosen the state's policy toward home schools was approved recently by Washington lawmakers. The bill will amend the state's compulsory education laws to recognize home schooling as being one appropriate way for children to be educated. Essentially the state is abandoning its efforts to enforce the mandatory attendance act, on the assumption that children will receive viable educational experiences at home. (Education Week, June 15, 1987, 33).

Under the terms of the bill, parents must notify local school districts of their intention to teach their children at home. The parents must provide instruction in the same basic skills required for public school children and also keep immunization and testing records. Parents who operate home schools must either have had a year of college study, or proof they have attended a home-school program offered by a post-secondary institution, or be deemed "otherwise qualified to teach by the local school superintendent." In lieu of these requirements, parents

may have a certificated teacher supervise their home school program, meeting with the home pupils for at least four hours each month to examine their progress.

The bill includes a stipulation that standardized achievement tests be administered annually to home-educated children. If a deficiency is discovered, the parents must make good-faith efforts to remedy the problem or risk having their "school" closed. (Education Week, May 18, 1985, 9).

In 1985 two-hundred parents and children gathered in front of the Iowa capitol in Des Moines demanding an end to the state's teacher certification law, which they said violates their religious liberty by precluding home instruction. The law, which requires virtually every teacher to receive state certification, effectively makes criminals of families who want to teach their children at home because of religious convictions. Michigan and North Dakota are the only other states with similar teacher certification laws. (Education Week, February 1986).

Facing pressures from home-schooling advocates, the Texas State Board of Education has asked the legislature to determine what legal body has the authority to define "private and parochial" school for the purpose of enforcing the state's compulsory-attendance law. Home schooling has not been legal in the state since 1929, but in recent years religious groups have spearheaded a movement to have it restored, according to a spokesman for the Texas Education Agency. The State Board issued a set of recommendations to guide the efforts of local districts, which have responsibility for enforcing the attendance requirement. (Education Week, April 12, 1986, 15).

Home schooling advocates in Michigan gathered at the state capitol

to press for "clear laws" allowing them to instruct their children at home, without the assistance of state certified teachers. Michigan has no home schooling law, only requirements issued by the Michigan Department of Education. Regulation of home schools varies throughout the state. Some districts regulate home schools according to state laws governing private schools, including a requirement that home schools use state certified teachers. (Education Week, November 16, 1985).

Four of the thirty-eight states that allow home school instruction require that home schools be certified. Some of the states allow home instruction because the home qualifies as a school (e.g. Michigan) but require teachers to have certificates. Arizona and Oregon both require that children educated at home be tested to provide assurance that they are progressing. A number of states require that state or local officials approve home programs. Some require that home programs cover the same subjects taught in the public schools. Many have some kind of "equivalency" or "comparability" requirement that is generally construed to mean that the same subjects must be taught. (See Table 1 for States' Education laws, pages 24-25, and Appendix G). (Changing Times, March 1987).

The Michigan Department of Education has issued the following set of requirements for parents who wish to provide for the education of their children in the home. The requirements are as follows:

1. All instruction must be given by a Michigan certificated teacher. The certificate must be valid for the subject matter being taught by the teacher. All teaching certificates must be registered with the Intermediate Superintendent's Office.
2. The Compulsory School Attendance law states that the curriculum for children in the home must be comparable to that offered by the local public school in which the home is located. The parent must request a statement of comparability from the local superintendent. This statement is to be kept

TABLE 1

What the Laws Say				
STATE	AGE SCHOOLING MUST BEGIN	LENGTH OF SCHOOL YEAR (DAYS)	LOCAL APPROVAL REQUIRED*	OTHER REQUIREMENTS**
ALABAMA	7	180	NO	TEACHER MUST BE CERTIFIED UNLESS HOME SCHOOL IS A RELIGIOUS SCHOOL.
ALASKA	7	180	YES	TESTING FOR GRADES 4, 6 AND 8.
ARIZONA	6	175	NO	PROFICIENCY EXAM FOR PARENT; ANNUAL TEST FOR CHILD.
ARKANSAS	7	150	NO	ANNUAL TEST.
CALIFORNIA	6	175	NO	MUST BE PRIVATE SCHOOL OR USE A CERTIFIED TUTOR; INSTRUCTION MUST BE IN ENGLISH; ATTENDANCE RECORDS.
COLORADO	7	172	YES	CERTIFIED TEACHER OR STATE BOARD APPROVAL.
CONNECTICUT	7	***	YES	INSTRUCTION EQUIVALENT TO PUBLIC SCHOOLS; ATTENDANCE RECORDS.
DELAWARE	6	180	YES	ANNUAL STATEMENT OF ENROLLMENT AND ATTENDANCE; REGULAR AND THOROUGH INSTRUCTION.
D.C.	7	***	YES	INSTRUCTION EQUIVALENT TO PUBLIC SCHOOLS.
FLORIDA	6	***	NO	STANDARDIZED TESTS.
GEORGIA	7	180	NO	ATTENDANCE RECORDS; ANNUAL PROGRESS REPORT; TESTS EVERY 3 YEARS.
HAWAII	6	***	YES	SUBMIT CURRICULUM; INSTRUCTOR MUST HAVE BA DEGREE.
IDAHO	7	***	YES	VARIES BY BOARD.
ILLINOIS	7	176	NO	HOME SCHOOL IS A PRIVATE SCHOOL.
INDIANA	7	***	NO	ATTENDANCE RECORDS; INSTRUCTION IN ENGLISH.
IOWA	7	120	NO	TEACHER CERTIFICATION.
KANSAS	7	180	NO	REGISTER AS A PRIVATE SCHOOL.
KENTUCKY	6	185	NO	ATTENDANCE RECORDS; STANDARDIZED TESTS.
LOUISIANA	7	180	YES	SUBMIT CURRICULUM, BOOK LIST, TEST RESULTS.
MAINE	7	175	YES	APPROVAL BY LOCAL BOARD AND COMMISSIONER OF EDUCATION.
MARYLAND	6	180	YES	REGULAR, THOROUGH, DAILY INSTRUCTION; SUBMIT SCHEDULE AND OBJECTIVES; EQUIPMENT LIST.
MASSACHUSETTS	6	***	YES	APPROVAL IN ADVANCE.
MICHIGAN	6	180	NO	TEACHER CERTIFICATION; RECORD AT LEAST 900 HOURS' INSTRUCTION COMPARABLE TO PUBLIC SCHOOLS.
MINNESOTA	7	175	NO	REPORT NAME, ADDRESS, AGE OF CHILD.
MISSISSIPPI	6	155	NO	FILE CERTIFICATE OF ENROLLMENT.

*Home school must be approved by the local school district or school board. **Additional stipulations may apply.

Source: Home School Legal Defense Association

States' Education Laws

*Reproduced by permission, see Appendix G.

TABLE 1 (cont.)

STATE	AGE SCHOOLING MUST BEGIN	LENGTH OF SCHOOL YEAR (DAYS)	LOCAL APPROVAL REQUIRED*	OTHER REQUIREMENTS**
MISSOURI	7	1,000 HOURS	NO	KEEP ACTIVITY RECORDS, SAMPLE WORK, PROGRESS EVALUATIONS.
MONTANA	7	180	NO	KEEP ATTENDANCE AND IMMUNIZATION RECORDS; NOTIFY COUNTY.
NEBRASKA	7	175	NO	ACHIEVEMENT TESTS; NOTICE OF INTENT.
NEVADA	7	180	YES	ATTENDANCE RECORDS; ACHIEVEMENT TESTS; NOTICE OF INTENT.
NEW HAMPSHIRE	6	180	YES	LETTER OF INTENT.
NEW JERSEY	6	***	YES	EQUIVALENT INSTRUCTION.
NEW MEXICO	5	***	NO	ATTENDANCE RECORDS; STANDARDIZED TESTS; INSTRUCTOR MUST HAVE BA DEGREE.
NEW YORK	6	180	NO	ATTENDANCE RECORDS; INSTRUCTION EQUIVALENT TO PUBLIC SCHOOLS.
NORTH CAROLINA	7	180	NO	ATTENDANCE RECORDS; STANDARDIZED TESTS.
NORTH DAKOTA	7	***	YES	TEACHER CERTIFICATION; INSTRUCT 5 1/2 HOURS PER DAY.
OHIO	6	182	YES	QUALIFIED INSTRUCTOR.
OKLAHOMA	7	180	NO	TEACH BASICS.
OREGON	7	***	NO	LOCAL NOTIFICATION; STANDARDIZED TESTS.
PENNSYLVANIA	8	180	YES	QUALIFIED TUTOR.
RHODE ISLAND	7	***	YES	ATTENDANCE RECORDS.
SOUTH CAROLINA	5	***	YES	HEARING BEFORE LOCAL BOARD.
SOUTH DAKOTA	7	***	NO	TEACH BASIC SKILLS; NOTIFY SUPERINTENDENT; ANNUAL TEST.
TENNESSEE	7	175	NO	NOTICE OF INTENT; ATTENDANCE RECORDS AND STANDARDIZED TESTS; OR SPECIAL EXEMPTION.
TEXAS	7	170	NO	WRITTEN CURRICULUM (PENDING COURT DECISION).
UTAH	6	***	NO	MAY BE SET BY LOCAL SCHOOL BOARD.
VERMONT	7	175	YES	ANNUAL APPROVAL BY STATE BOARD OR QUALIFY AS A PRIVATE SCHOOL.
VIRGINIA	5	***	NO	SUBMIT CURRICULUM; ANNUAL NOTIFICATION; STANDARDIZED TESTS.
WASHINGTON	8	180	NO	BASIC SKILLS; LOCAL NOTIFICATION; TESTS.
WEST VIRGINIA	7	180	NO	ATTENDANCE AND PROGRESS RECORDS.
WISCONSIN	6	875 HOURS	NO	FAMILY MEMBERS ONLY; STATEMENT OF ENROLLMENT.
WYOMING	7	175	NO	SUBMIT CURRICULUM.

***Varies across state; must conform to local public school district rules.

States' Education Laws

*Reproduced by permission, see Appendix G.

on file in the office of the local superintendent.

3. Children in the home must be provided with a minimum of 180 days and 900 hours of instruction. Because of the intensive instruction that can be provided by one teacher and one student, it may not be necessary for the certificated teacher to be in attendance for the full day of instruction.

The number of hours may be adjusted so that children receive adequate supervision in which to perform their work. Accurate records must be kept by the parent to substantiate the days and hours of instruction provided to the child.

4. Children being taught in the home shall be given: A) courses of instruction in the Constitution of the United States, B) Constitution of the State of Michigan, C) the history and present form of civil government of the United States, the State of Michigan, and the political subdivisions and municipalities of the State of Michigan. The parent must provide a statement to the local superintendent of schools that the above courses will be taught. (Attorney General Opinion #5579, dated September 27, 1979, Act 451, 1976, Sec. 1532, 1561, 1166).

Parental Considerations

Compulsory school attendance laws as they are known today were not widespread in the United States until about the middle of the last century. Parents must consider what it will mean to their child to be kept away from school. Although many children protest the boredom, routine and regimentation of school, school attendance means a great deal to them as semi-independent beings reaching out to the world and establishing their own identity. Being deprived of a regular school experience can be as anxiety-provoking for some children as forced separation from a parent. (Education Week, October 30, 1985).

Part of the whole schooling process is learning to live in society and communicate with others. People who are home schooled miss out on that. Some experts say that learning at home often benefits a bright,

well-motivated student who is smothered in a larger school setting. But they warn that others may be penalized by studying under parents who are not well-trained in teaching methods or subject matter. School psychologist, Thomas Boyle, reached that conclusion after working in Maricopa County, Arizona, with the families of home-schooled children who failed to perform well on achievement tests. He notes: "Not all children learn at the same rate or in the same way. For some, being educated at home may be the best way to learn at that point in their lives, but other children need to have someone outside the family doing these things with them. (Lucia Solorzano, "Teaching Kids at Home Stirs New Uproar," U.S. News and World Report, August 19, 1985, 59).

British researchers, Tizzard and Hughes conducted a study comparing the quality of education that British children receive at home with the quality of education they receive in schools. Their study compares two teaching methods: tutoring and group instruction. Formal education relies almost entirely on group instruction. The tutorial method won out since it has consistently proved superior to every other method of instruction including the shiny computer. (Paul Chance, "Does Mother Know Best," Psychology Today, August, 1985, 10). Bloom notes that the average tutored child learns more than almost all children receiving traditional group instruction. For decades, Bloom and other experts have searched for teaching methods that would approximate the proven benefits of tutoring. Perhaps it is time to stop looking for a substitute, and try tutoring. Today's smaller classes, the arrival of the teaching aide and the use of higher achieving students to assist lower achieving ones makes this realistic. (Chance, 22).

Curriculum programs involving parents have sprung up around the country since the early seventies when, for the first time in the nation's history, adults considered themselves better educated than young people. A variety of "self-help" responses to the continued disillusionment with the school systems occurred. Parent activism increased and private school enrollments increased. The new educational self-help movement produced a steady stream of new alternative schools and attempts to move the education process from the schools into the homes either as a supplement to the regular school curriculum or as an outright threat to the compulsory education laws. (Naisbitt, 157).

Naisbitt states in his 1982 Megatrends, "Although most parents are not willing to take such drastic action as to take children out of school entirely, a great many feel they must supplement their children's education with more home teaching." Sales of the Calvert School Home Study program, a commercialized curriculum, have increased substantially as more parents use the system to supplement school curriculum. (Naisbitt, 169).

Naisbitt also tells of Washington, D.C. parents who supplement their children's education through a unique self-help program designed by Dr. Rich, author of Families Learning Together. Rich does not believe parents should keep children out of the schools, "but schools have a more limited role than we thought," she says. Rich's method, a series of "learning appetizers" for home use, are imaginative and inexpensive. The programs seem to work for a variety of socioeconomic groups.

"Home schooling definitely has an important role to play as a supplement to public school education," says J. Coleman. Toffler and Coleman speak about "action" and service learning. They term this type

of learning, or the supplementary learning which home schooling can provide, as educational experiences that are sponsored or brokered by the school, but extend beyond its walls into the wider community.

(Educating for a New Millennium, Harold Shane, 1981).

Recent Studies

Two recent studies were focused on issues of home schooling. Dibaba, 1986, studied The Reasons Parents Give for Home Schooling Their Children. The Causal Factors of Home School Education Between the Home School Parents of Newaygo County Intermediate School District and the Intermediate School Districts' Superintendents in the State of Michigan, was studied by Hansen, 1987.

Dibaba states that:

. . . in the United States, in the past five years a number of parents have taken their children from the public and private schools in order to teach them at home. As a result of their action many parents are facing court cases, and school districts are questioning this unconventional behavior. The concerns which led a hundred parents in three mid-western communities to decide to home school their children are the focus of this research. A mail survey questionnaire was used to obtain data from the parents. Fifty-eight families responded. The main objectives of the study were to identify the concerns which influenced the parents in their decision to home school and to report those findings.

Empirical evidence from the responses revealed that these parents have a set of concerns which led them to their decision. The parents' concerns include issues about school curriculum, issues about values, issues about peer pressure, issues about methodology, issues about skill development, and issues about the future of their children. In general, the parents' concerns were expressed in a mixture of sets of behavior. These included anxiety about what might happen to their children, eagerness to participate in the educational process of their children, and aspiration to see the future success of their children. Since this was an initial exploratory research of the home-schooling movement, it became obvious that further research is necessary to understand it. (Mamo Dibaba,

"An Exploratory Study of the Reasons Parents Give for Home Schooling their Children," Michigan State University Dissertation, 1986).

Hansen states his purpose:

Was to determine the motivating factors parents have when educating school-aged children at home. A secondary purpose of the study was to determine if Intermediate School District Superintendents' perceptions regarding parent motives are accurate when compared with actual parent responses who have implemented home-based education programs.

Hansen using an open-ended question/response format interviewed thirteen sets of parents in Newaygo County in Michigan asking why they had chosen to home school their children. He then surveyed the entire Michigan population of Intermediate School Superintendents as to why they felt parents chose to home/school their youngsters.

Hansen wrote in his dissertation:

The study was significant because it contributed to an understanding of the reasons why parents remove their children from public and parochial school settings and provide education at home. By investigating the factors which motivate home school parents, public educators will be able to better determine if action on their part might reduce this trend.

The research questions were:

1. What specific aspects of home-based education do parents want for their children?
2. What are the distinguishing characteristics of home-based education as perceived by parents?
3. What do parents perceive as giving home-schools their unique character?
4. What implications do superintendents' perceptions of home-based education have on the future of public school education?

Parents perceive home-school education to be different in kind from public or parochial education. Hansen's major conclusions in the study were:

1. A firm belief is shared by parents and educational leaders that parents can and should be deeply involved

in the educational development of their own children.

2. Parents and educational leaders agree on the perceived factors which motivate parents to choose home-based education for their children to be the negative influences in our society which is (sic.) reflected in our public school system, and for religious preference.
3. Specific home-schooled legislation is needed and desired by parents and educational leaders to insure that all children have adequate teachers, equivalent curriculum, instructional time and periodic testing to measure progress and determine problem areas.
4. Building cooperative relationships between public school officials and home-schoolers was seen as a method that could enrich our understanding of child development and learning since home-schools provide a substantially different learning environment.

(Bradley Hansen, Abstract: Analysis and Comparison of the Causal Factors of Home School Education between the Home School Parents of Newaygo County Intermediate School District and the Intermediate School Districts' Superintendents in the State of Michigan, 1987.)

SUMMARY

Over one million children are being home schooled, some legally, some illegally. States within the United States have no consistent set of rules for home schoolers. Each state uses different criteria.

Parents are continually becoming more demanding of their state legislature to give them the right to control the educational development of their children. Weekly, news media report various court cases which involve parents of home schoolers questioning teacher licensure, mandated school curriculum and textbooks, submission to standardized tests and home-school accreditation.

The state of Michigan has issued a set of requirements for parents who wish to provide for the education of their children in the home. The intermediate school districts have been designated as the monitoring agency in Michigan.

Even though the concept of home schools has been around for centuries, it has not been researched or received much media attention until the last decade. An ERIC search revealed only a dozen entries. Very few books have been written expressly about home schools and a dissertation search revealed only two recent written projects. Both studies suggested the immediate need for further research.

CHAPTER III

METHODOLOGY

The researcher's purpose in this study was to identify high schools in the state of Michigan which had enrolled home-schooled students, determine the procedures that the schools used when enrolling these students, and discover how well those home-schooled young people did in a public school, socially and educationally as perceived by school officials. A questionnaire, designed by the researcher, was the method used to collect the data. In this chapter how the schools were selected and how the data were collected and analyzed will be described.

Research Subjects

The School Management Services of the Michigan State Department of Education is responsible for collecting data yearly from intermediate school districts (ISD) concerning numbers of home schoolers in Michigan. The data are then tabulated by the state and reported by number of home schools in individual intermediate school districts and by the number of students being schooled in each home. (See Appendix C, page 75). These data were obtained from the Department. (See Appendices A, B, C and F.)

Forty-nine intermediate school districts out of a total of fifty-seven (see Appendix F, pages 81-89) were identified as having home schools existing within their jurisdiction. Numbers of home schools reported in intermediate districts ranged from as few as one in five districts to sixty-eight in the Kent ISD. Twenty-two ISD's reported at least ten or more home schools within their district. These twenty-

two intermediate school districts were then targeted for the study, using the rationale that home-schooled students would most likely return to public schools which were in close proximity to their homes. Using the state directory which identifies names of public high schools within given intermediates, the researcher pinpointed all the high schools in each intermediate school district that were reported to have home schools, and then identified the size of the high school by using the Michigan High School Athletic directory which indicates population of all Michigan high schools. A complete listing of the twenty-two chosen ISD's with the high schools that were located within the ISD's are in Appendix F, pages 81-89.

Data Collection Instrument

Since standardization of information was important, the questionnaire form was chosen as the most effective method for collecting the desired data. The researcher decided to design a predominantly closed form instrument so that quantification and analysis of the results could be carried out in an efficient manner. It was decided to provide respondents with a predetermined series of items which would establish the central focus of the study and insure the uniform coverage of specifically important or key issues. There was minimum space provided within the instrument for respondents to clarify their answers. Instead specific information was requested and respondents needed only fill in the blanks.

Care was taken to construct the questionnaire so that the respondents could complete the report in a short amount of time. All the information requested could be found in the attendance and counseling offices of any high school. Educators were asked to share basic information for this educational study confidentially. No identities of students were

requested, only tabulations and grade performance levels.

Distribution of the Questionnaire

The distribution of the questionnaire was an important factor in this research because respondents need to be familiar with the subjects about whom they were reporting. It was important that they (the respondents) be given ample time to recognize adjustments that home schooled students made to public schools after they entered. It was assumed that at least a marking period had to elapse in order for a respondent to get a sense of the social and educational progress students were able to make.

A complete listing of high schools by intermediate districts can be found in the Appendix F, pages 81-89. Once this list had been generated and the size of the schools determined, the researcher used a stratified random sampling process to choose respondents. This process was used in an attempt to insure as varied but representative a sample as possible. One hundred high schools were sent questionnaires to complete. They were requested to send back the questionnaire even if they had not enrolled any home schoolers, so that that fact could be documented in the research.

The high schools chosen for the study were located in the following intermediate school districts (ISD's): Allegan, Berrien, Calhoun, Charlevoix-Emmet, Clare-Gladwin, Genesee, Gogebic-Ontonagon, Traverse-Bay, Gratiot-Isabella, Copper Country, Ingham, Kalamazoo, Kent, Lenawee, Marquette-Alger, Montcalm, Muskegon, Oakland, Ottawa, VanBuren and Wayne. These ISD's were selected because they all reported having at least ten home schools operating within their district. (Appendix I shows a map of Michigan, with the location of the intermediate school

districts which took part in the research.)

There were twenty-five high schools selected from each size classification. A cover letter along with the questionnaire was sent to the principals of the chosen schools.

The questionnaire was piloted with principals in the researcher's intermediate school district, affording the researcher the opportunity to get impressions of the questionnaire's structure and content from colleagues. The five area principals were encouraged to make comments on how items and the instrument could be improved.

The decision was made to administer the questionnaire in May of the 1989 school year, giving the respondents an opportunity to have observed students for several months. Another consideration for administering the questionnaire in May is that three-fourths of the school year is over and administrators may not be quite so involved with their rigorous work schedules. They might be more inclined to complete the additional paper work this questionnaire required of them.

Each principal of the one hundred schools selected for the research was mailed a packet of materials that included: a cover letter (Appendix D) and a copy of the two-part questionnaire (Appendix E). One side of the questionnaire needed to be completed for every home school student who was enrolled in the school, so additional copies were included in the materials packet, with the suggestion that if not enough copies had been sent, additional copies could be requested or duplicated from the original. A stamped and addressed envelope in which to return the questionnaires was also included in the packets in order to insure the return of the completed questionnaires. Return of the questionnaires was requested within two weeks. Two weeks after the

deadline, phone calls were made requesting that selected schools please respond to the survey. At this time prospective respondents were given the opportunity to respond over the phone if they so desired. Table 2 indicates the response rate to the questionnaire. (See Appendix I for map of Michigan marking the Intermediate School Districts (ISD's) which participated in the study.)

Table 2
Response Rate to Questionnaire
and Telephone Follow-up

Contact	Total Replies	Percent Returned
Mailing	58	58%
Phone Reminder/Replies	14	14%
Total	72	72%

Procedures for Analysis of the Data

When questionnaires were returned from respondents who elected to take part in the research, the data were reviewed and recorded item by item. The information was processed and recorded, and is reported in Chapter IV. Descriptive statistics were used to summarize the demographics of the research participants. Summaries of the responses allowed the researcher to draw conclusions according to frequency of similar responses.

There were two questionnaires. The first was for the high school administrator completing the survey. The administrator was requested

to supply demographic information about the school and the community in which the school was located. The administrator also was questioned about board policy on entering students. The second questionnaire was designed for a counselor or other school person who was familiar with students to give an overall description of returning home-schooled students, specifically, characterizing social development, parental involvement, student progress, social adjustment and involvement in school activities. The responses to these questions were summarized and aggregated to provide an indication of the frequency of responses to the specific questions.

Summary

The information gathered from these questionnaires should be helpful in a number of ways. The respondents who work in the schools reported what is going on in the public schools with regard to enrolling of home schooled students and described as well the schools' provisions to this unique group of young people. Conclusions will be drawn from the reported findings.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The researcher's purpose in this study was to explore, collect, analyze and compare data regarding home-schooled students who return to or enter public high schools. Two areas of data were examined. In the first area the researcher investigated a sampling of Michigan public high schools, determined how many home schoolers were coming into these schools and how the individual schools were prepared to service them. In the second area, the researcher surveyed school personnel who declared that home-schooled students had returned to their buildings, as to the type of progress, educationally and socially, the home schoolers made in the public schools after entering or returning.

One hundred schools across the state of Michigan were mailed questionnaires. There were twenty-five schools randomly selected from each of the four classifications of the Michigan High School Athletic Association which groups schools into four equally numbered clusters by population size. A 72% return rate was realized by the investigator. (See Table 3 below to observe the number returned in each classification.) Results from the two questionnaires are reported in this chapter.

Six central questions were addressed in this exploratory study. Two dealt with the schools surveyed and the other four questions dealt with the home schooled students. Each central question is addressed individually and responses to survey questionnaires are reported under the central question that relates.

TABLE 3

Response Rate by School Size Classification

School Enrollment	No. Sent	No. Returned	Percent Returned
A 1020 and above	25	15	60%
B 523-1019	25	24	96%
C 263-522	25	21	84%
D Less than 262	25	12	48%
TOTAL	100	72	

Study Results

1. How many home-schooled young people identified in this study are coming to Michigan public schools after their junior high or middle school years?

In order to determine numbers of students coming into public schools, administrators were asked directly to report actual numbers who enrolled this school year. Sixteen home-schooled students were reported. Fourteen percent of the schools who sent back questionnaires reported home-schooled students had enrolled in their buildings. In Table 4 the number of schools reporting home schoolers and the actual number of students in each classification are shown. Confidentiality restraints prohibit naming of particular schools.

An interesting note made on one of the questionnaires was that they had no home schoolers who had enrolled, but they had lost twelve students this school year to a home school.

One of the high school principal respondents described a local monitoring problem, with the following scenario. He reported that he knew at least twenty-five students in his district that were being home

schooled, who were not following state guidelines and whom no agency was monitoring. He went on to say that in his district a large population of Amish people had settled and educated their own. He reported that the local people use this Amish settlement as an excuse to keep their young people at home. Traditionally the children are kept at home until they reach ninth grade and then are sent back to high school. He reported that the students have a very difficult time adjusting, they are loners and they are not prepared for the high school curriculum. However, the local school board appears hesitant to draw attention to the issue for fear of offending some of the businessmen in the district.

2. What are the ages and gender of the students who are entering from home schools? Have these students ever attended public schools before and what is their reason for entering?

Students reported in this study ranged in age from thirteen to seventeen and were represented as eleven females and five males. Two

TABLE 4

Schools which reported Home Schooled Students Enrolled

Schools Reporting	Size of School	No. of Schools Reporting Home Schooler Enrollees	No. of Student Enrollees
15	A	1	1
24	B	6	9
21	C	1	3
12	D	2	3
<u>72</u> Schools		<u>10</u> Schools	<u>16</u> Students

of the students who happened to be twins had never attended public school before. The other fourteen students had attended some time in their educational career from four months to eight years.

The age of each student reported, their sex, whether they had attended public schools before and if so, for what time period are shown in Figures 2, 3, and 4. Home-schooled students portrayed by the size of

community their school is situated are shown in Figure 1.

The questionnaire was sent to building principals. They were asked to complete the data sheet to describe the home schooler. Since the researcher is a principal herself, it is realized that with a situation such as a home schooler entering the public school, the usual protocol would be for the principal to talk with the young person individually and his or her parents before the principal would go through the formal procedure of enrollment. A suggestion was made to the principals completing the questionnaire that if they were not the responsible party who did the initial interview of entering home-schooled students then they were to refer the questionnaire to the appropriate personnel. In the seventy-two schools which returned data, sixty respondents were principals, eight were counselors and three were assistant principals.

The seventy-two schools which responded to the survey were from four different kinds of communities. Twenty-nine of the respondents served students in rural areas. Twenty-three of the respondents indicated that they were in a small city. Eight schools served suburban communities and twelve schools were located in urban areas. There appeared to be no relation between the type or size of community and which school officer completed the survey. It was most important that the person who interviewed the home-schooled student and his/her parents complete the questionnaire so that questions regarding why they returned or entered public schools could be responded to with accuracy.

Reasons for entry or re-entry into public schools were varied. Three students from two different schools entered because of court orders. Three other students had moved from their homes and entered public schools when they moved into new communities. One student who had been home

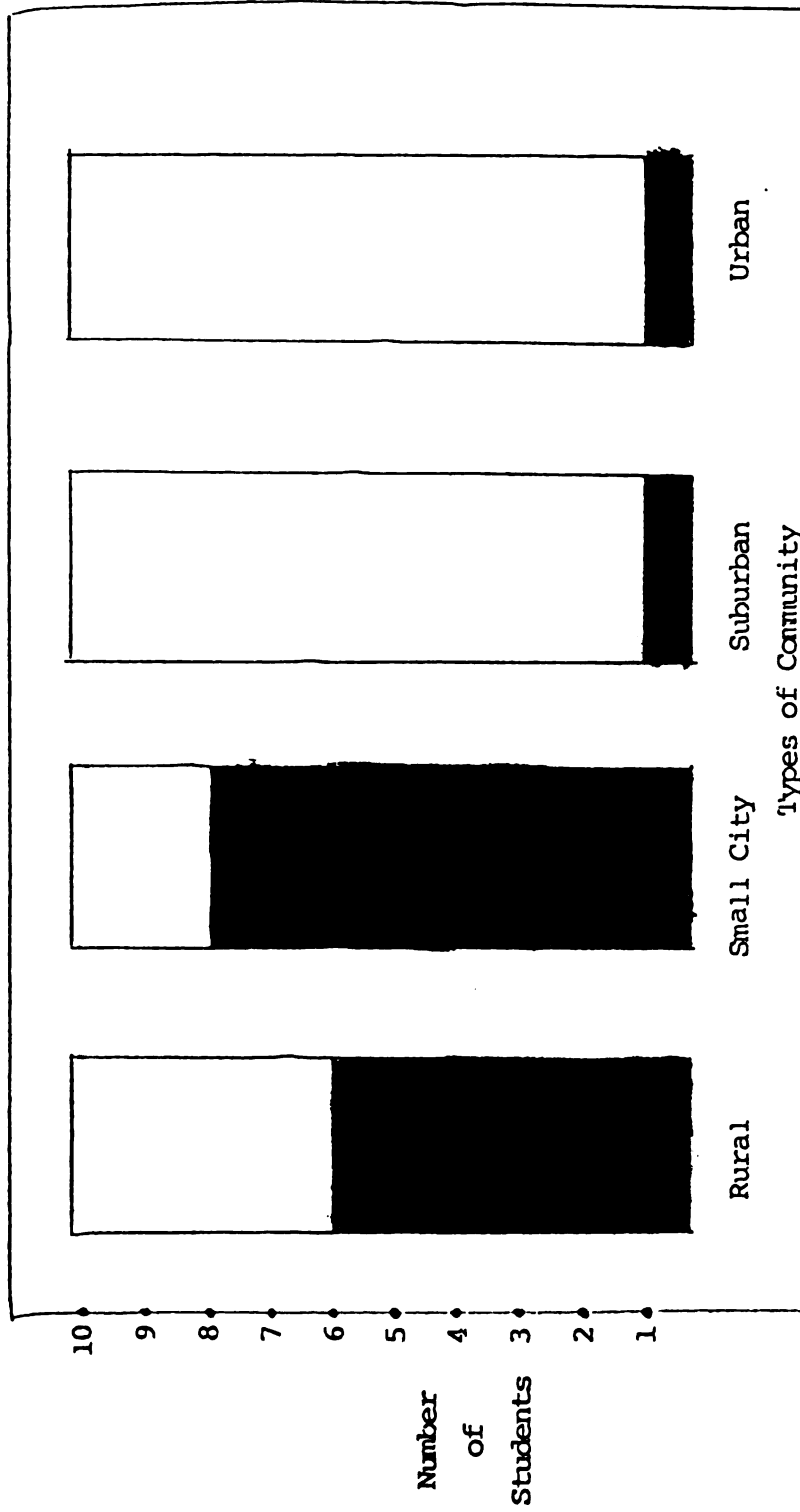


Figure 1

STUDENTS ENROLLING FROM HOME SCHOOLS IN THE 1988-89 SCHOOL YEAR
IN DIFFERENT TYPES OF COMMUNITIES

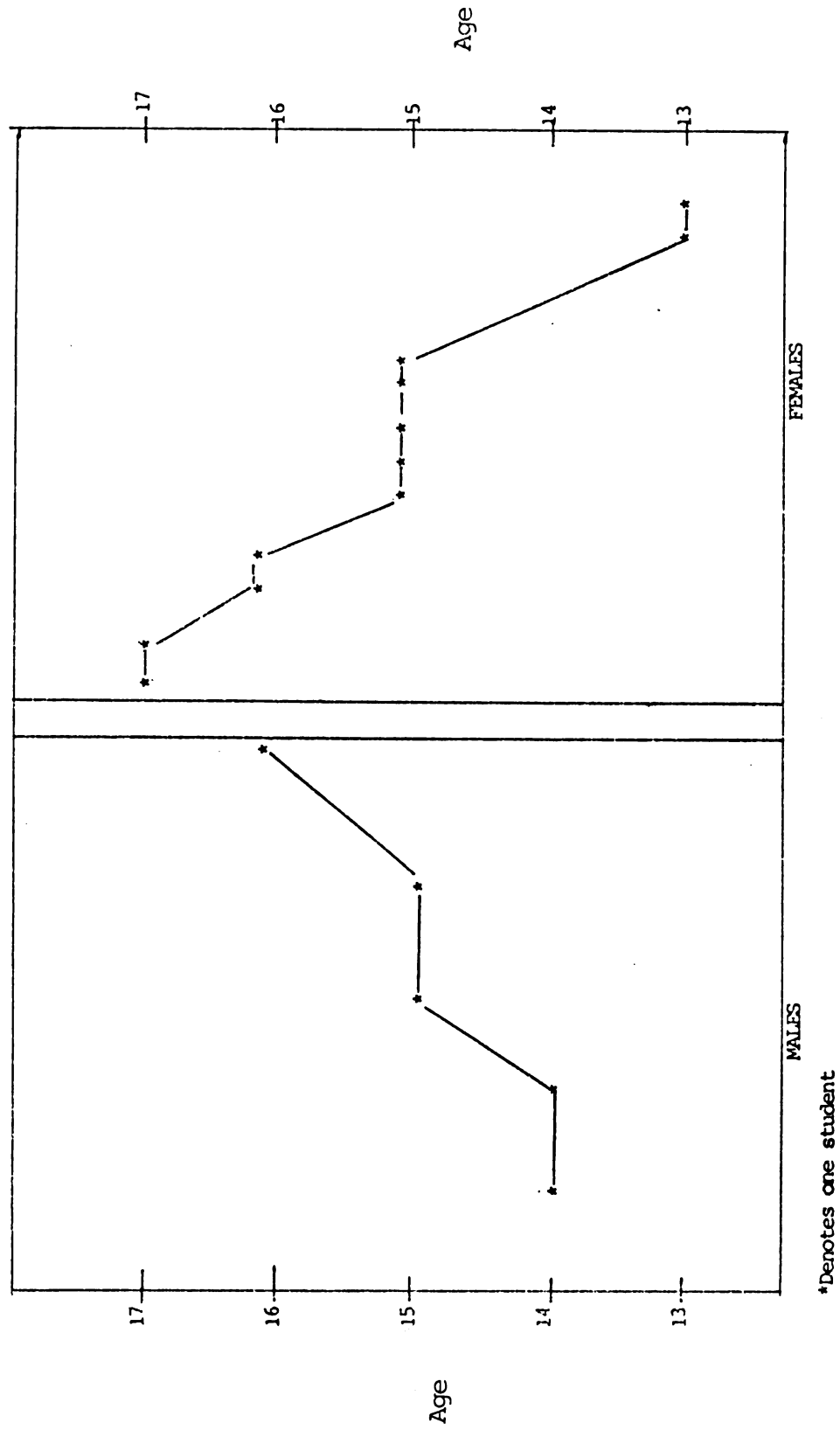
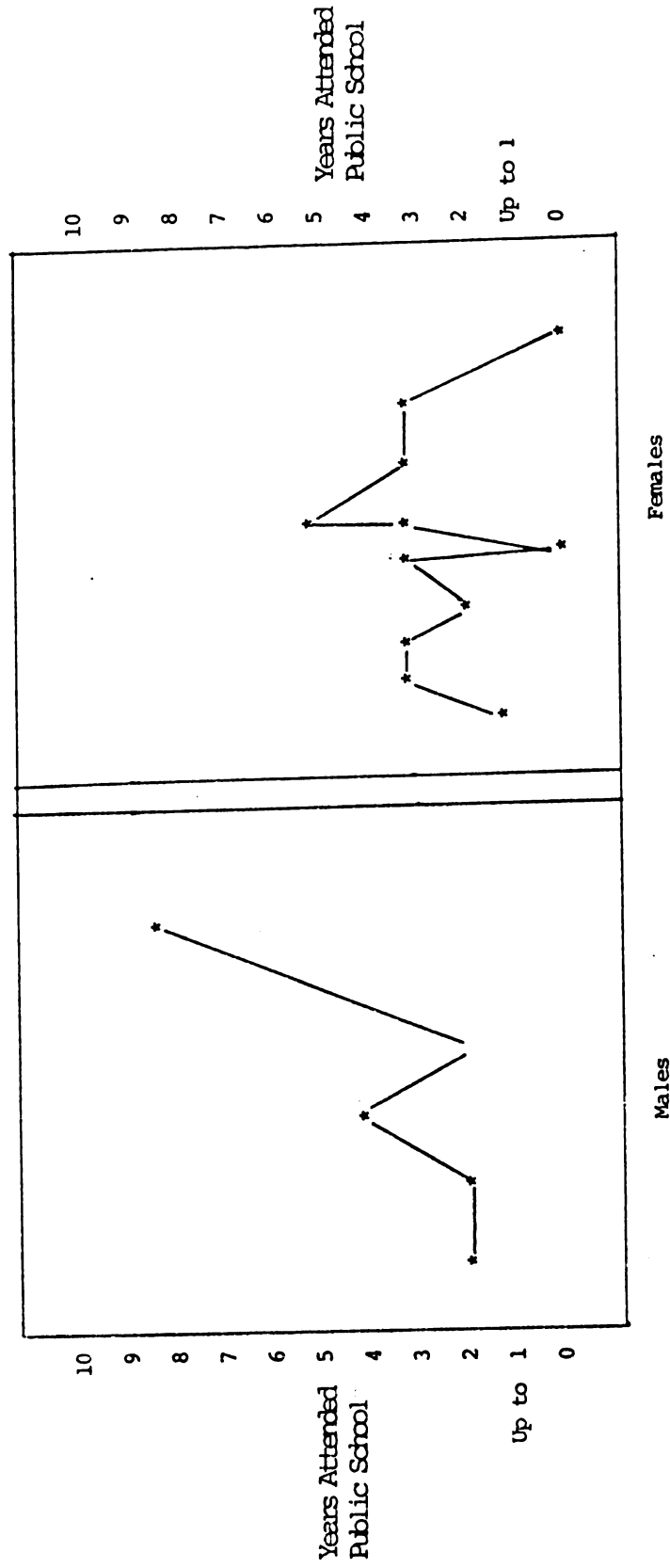


Figure 2
AGE RANGE OF MALE AND FEMALE STUDENTS REPORTED IN STUDY



*Denotes one student

Figure 3
RANGE OF NUMBER OF YEARS OF PUBLIC SCHOOLING
OF MALE AND FEMALE STUDENTS REPORTED IN STUDY

schooled for the student's entire life entered the public school for only four months because his parents decided that was what he should do. At the end of the four months he left and did not return.

A freshman girl who entered stated to the guidance counselor that her parents felt it was too difficult to educate a high school student at home. They wanted her to receive the benefits that a high school with a varied curriculum could offer. A junior girl entered for nearly the same reason. She had decided that after a high school education she wanted to go into a business-related career field. Her parents did not feel competent, nor did they have the equipment they needed at home to prepare her for this specialization; so they sent her back to public schools.

Two students who belonged to the same family had parents who were both teachers and had taken time off work so that they could stay home with their youngsters and educate them. Both parents had been offered jobs which they decided to take, thus they sent their children back to the public school.

Family therapy was completed with one family and their child then entered the public school. No other explanation was given with this reason for re-entry.

A wish to earn a regular high school diploma was listed on two questionnaires as the major reason for re-entry and one thirteen year old who was entering school to begin her freshman year reported that she wanted to come back to school as a ninth grader so she would be with the same kids for four years and graduate with them.

Finally, one set of parents returned their student to school for the co-curricular offerings and social contacts that were not possible

in a home school environment.

3. How do individual schools determine grade placement for home-schooled students? If placement tests are used, what test is used and how do students fare on these tests?

Data returned from local high schools across the state indicated that entering home schoolers face a wide spectrum of methods used for grade placement. Forty school officials wrote that they had no idea how to determine grade placement and that, in fact, they had not even considered how they would place a student who did not have the background that public school education offers. Many of the respondents indicated that their level of concern had been raised to this issue of placement after completing the questionnaire. They planned to research this matter and discuss with others in their district as to what their plan of action might be, should they find a home schooler enrolling.

Twenty-six ways to determine grade placement were provided by respondents. They are listed:

1. Testing
2. Age of Student
3. Teacher recommendation
4. Parent recommendation
5. Most recent school records
6. High school credits
7. Talk with individual student
8. Let Intermediate School District determine
9. Grade transcript
10. Give student nine-week marking period tests and final exams, place by those results.
11. Student Personnel Services determine proper placement

12. Principal determination
13. Use good judgment
14. Place where student feels they should be, then evaluate after placement
15. Prayer
16. Previous grades
17. Number of years in school
18. Central office determines
19. Always place at freshman level if no credits
20. Consider parent and student request, base placement on conference held with them
21. Look at classes completed at home and attempt to give credits
22. Use standardized test scores
23. Individual teachers would test in each subject area to determine placement
24. Student would take final exams given in courses he desires to enter
25. Request resume of work completed and place from these

Results of the question asked regarding how many schools used placement tests for entering students disclosed that sixty-one percent of the respondents admitted they had not considered the use of a test. All schools, with the exception of one, which had enrolled home-schooled students, had used some form of a placement test when enrolling. However, each school indicated they used different tests.

Nationally known tests used were:

1. Orleans Hanna, Algebraic Readiness Test
2. Gates McGinnity Test

3. Metropolitan Achievement Test
4. California Test of Basic Skills
5. Scholastic Reading Readiness Test
6. Stanford Achievement Test

These tests provide school personnel with information to measure a student's progress, assist in the classification of a student, provide data for remediation and knowledge of specific concepts. (See Table 5 below for student test results).

TABLE 5

Entry Level Placement Tests for Home-Schooled Students
and How They Scored

Students Tested	Not Tested	Below	Grade Levels		Total
			At	Above	
12	4	3	6	3	16

4. What do public schools do for the entering home-schooled student to make their transition into schools comfortable? Are there local school and/or board policies which address the entry of home-schooled students?

Since many school personnel who participated in this study were not even cognizant of the fact that there were non-traditional students who came back to the public schools, they also had not considered how the public schools might make them feel more welcome. Of the seventy-two school staff members who responded, nine schools indicated they had an orientation plan for new students. Sixty-three schools reported they had no such program.

Orientation programs were varied. One school matched a new student

with a student who had been in the building for some time. After spending a full day with a student host, new students knew where their classes were and had the opportunity of being introduced to teachers and other students whom they might not have met on their own. Another school's counselors took on the responsibility of guiding each new student around the school the first day. Still another school held a meeting of all new students several times throughout the year and presented them with information about the school's programs, then let them go out on their own to "sink or swim." A tutoring program for former home-schooled students was scheduled after school in one district. Students had the opportunity to get individualized help with their studies from a certified teacher. This was particularly helpful to the students because they discovered themselves to be way behind as the result of their home schooling experience and needed remedial help in order to bring themselves up to grade level.

The questions addressing policies that school districts already had in place indicated once again that districts were not experiencing a large number of returning home schoolers and were treating the ones who were coming into the school as they treated any new student. Six schools reported that they had a specific board policy dealing with returning home-schooled students. Three of them sent their policies as they appear in print. See Appendicies J, K, and L. The other three schools indicated that their policies are identical to the Michigan Department of Education set of requirements. (See Page 23 for the complete requirements.)

A sampling of quotes of how the sixty-six other schools responded to the question regarding board policy: "We have not faced this problem.", "We have not had any return to our school, thus Board has not addressed

this issue.", "We never had the situation come up.", "We are waiting for the ISD to address the problem.", "A board policy is currently under review, however the issue has not come up. We are wrestling with what are appropriate policies.", "No conversation in our district regarding such policy.", "No experience with this problem, so I can't even advise the Superintendent and Board.", and "I really don't know? I will be researching and will send a policy to the Board."

Response to the local school policy was nearly identical to the Board policy. Board policy addresses requirements which must be met for home schooling to be considered legal. School policy addresses credits and grade placement. Eight schools had established school policy in their handbooks regarding incoming students who had been home schooled. They all reported that their school policy was a duplicate of the Michigan Association of Secondary School Principals' suggested policy (see Page 8, Chapter I). No schools sent copies of their school policies. Sixty-four schools indicated they did not address the issue in their local school policy.

5. At what level and in what ways do parents of previously home-schooled students interact with the public school?

Nineteen percent of the students who were described by school personnel in this study had parents who never came into the school or who made no effort to have any communication with school people. When required to make contact with a teacher, counselor or administrator, these parents were reported to seem very uncomfortable. Twenty-five percent of the home-schooled students' parents communicated with the school only when a concern arose. This group too, appeared to want nothing to do with the public school setting or the teachers and administrators. This group did communicate, and did not go out of their way to keep away from the

school as the first set of parents described, however, they were not seen often.

The remaining fifty-six percent of the home-schooled students' parents were heavily involved in the school, much more so than regular students' parents. They attended parent/teacher conferences, open houses, athletic events, concerts, plays and other curricular activities in which they also encouraged their young people to take part. These parents were well known by the teachers because they communicated with them on a regular basis via phone conversations and informal visits. Whenever individual teachers needed chaperones for class field trips or aide/tutors for their class, these parents were the first ones they contacted. The parents were supportive of school rules and kept a continuing dialogue with the high school counselors. Parents in this group had students who attended school with enrollments as small as 90 and as large as 1200. The size of the school did not appear to influence their level of enthusiasm or involvement in their young person's education.

Taking a closer look at these young people and their reason for entry or re-entry into public schools shed light on additional information which appears to relate to parent involvement. The fifty-six percent of students whose parents were heavily involved came into the public schools because their parents wanted them to. Some of the reasons described for re-entry were: wanted student to interact with other students his age and get involved with extra-curricular activities, wanted student to have the social contacts that were not available in the home, and student was beginning ninth grade and parents wanted their son to receive a regular high school diploma.

Reasons for entry or re-entry from the other two groups of students

Age	Gender	Public School Attend	Placement Test Results	Academic Progress	Attitude	Social Adjust.	Cocurricular Participation
16	F	Return	At Grade Level	Limited	Obeys rules, motivated	Loner	Never
15	M	Return	At Grade Level	Average	Obeys, work done	Loner	Never
13	F	Return	At Grade Level	Average	Obeys, work done	Select Friends	Never
14	M	Return	At Grade Level	Limited	Obeys, work done	Loner	Never
16	M	Return	Above Grade Level	Accelerated	Obeys, work done	Large group friends	Participates, active
15	F	Return	Below Grade Level	Falling	Obeys, no homework	Select friends	Never
17	F	Return	Above Grade Level	Accelerated	Obeys, work done	Large group friends	Participates
13	F	Return	Above Grade Level	Accelerated	Obeys, work done	Large group friends	Participates
17	F	Return	No Test	Limited	Obeys, work done, not friendly	Loner	Never
17	F	Return	No Test	Limited	Obeys, work done	Select friends	Never
15	F	Return	No Test	Limited	Obeys, work done	Large group friends	Never
16	M	Never	At Grade Level	Average	Obeys, work done	Select friends	Attends
15	F	Return	At Grade Level	Average	Obeys, work done	Large group friends	Participates
15	F	Never	Below Grade Level	Falling	Obeys, nothing done "fish out of reclus water"	Loner	Never
14	M	Never	Below Grade Level	Falling	Negative, no homework	Loner	Never
15	F	Return	No Test	Average	Obeys, work done	Select Friends	Participates

Table 6

PROFILE OF EXPLORATORY STUDY
STUDENTS - ACADEMIC, SOCIAL AND PERSONAL INVOLVEMENT

whose parents appeared to not want to be involved with the school were somewhat different. The courts had ordered two students back to school another three students had moved into the district and no longer had their home school tutors available to them. One student returned to public schools after the family completed extensive therapy and another student's parent complained that trying to educate a high school student was too complicated.

The final area on the questionnaire that related to parents' involvement was the number of years that students were home schooled. The group of heavily involved parents had home schooled their children from four months to eight years. All the parents who selectively communicated with the school on only matters of concern had home schooled for two years and the parents who stayed away from the school had home schooled from three years to life.

6. Administrators and/or counselors will be asked to make judgments regarding home-schooled student's progress after being in the public school for nearly a year, in the areas of academics, social and personal involvement in school activities.

Reported progress of home-schooled students who had entered the public schools during the 88-89 school year brought a variety of responses from school personnel who were asked to make the judgments. Placement test results and academic progress showed a very direct relationship. The three students who tested above grade level on placement tests when coming into the schools showed accelerated academic progress during their first year in public school. The six students who tested at grade level continued to work at an average pace in their academics with the exception of two, who were limited somewhat by their insufficient academic background. The three students who tested below grade level earned failing

grades academically during their first year in school. The final four students who were not tested because the schools did not require a placement test showed limited to average progress during their time in public schools.

Students' social progress was evaluated in two areas: attitudes demonstrated toward school and attitudes exhibited in relating to peers. Following rules, relating with teachers, adult staff members and administrators, promptness and being prepared were focused areas when evaluating attitudes demonstrated toward school. Respondents were asked when evaluating attitudes exhibited in relating to peers to focus on student's personality and numbers of friends they spent time with in the school setting.

Seventy-five percent of the students studied obeyed school rules, appeared interested in school, were polite to school personnel and completed their homework, coming to school prepared. The other twenty-five percent were different. Even though they did all obey the school rules, they did not do their homework. They were described by the respondents to the questionnaire as "negative," "not appearing to be interested in anything going on in the school setting," "taking up space," and "fish out of water." They spoke only to teachers if they were spoken to. Three of these same four students were described as loners and one was even termed a "recluse," when asked about student friends. The fourth student had a small select group of friends who were boisterous, loud and considered a "rough breed." This student's parents had originally taken her out of the public schools so she could be taught the "proper Christian principles." Written remarks on the questionnaire questioned whether she might be rebelling against all that she had been taught,

evidenced by her disregard for school, staff and her choice of friends, of whom her parents definitely did not approve.

The seventy-five percent of students who appeared to have found a "fit" in the public schools evidenced by their acceptance of school tradition, rules and people divided into all three categories when classifying how outgoing they were by the number of friends they attracted. Eighteen percent were described as loners, twenty-five percent as having a select small group of friends and thirty-two percent as being involved with a large group of friends.

Questionnaire results describing personal involvement in school activities showed sixty-nine percent of this selected study group not involved in any activities or even attending school athletic or school sponsored events. Twenty-five percent of the students in the group participated in selected activities and attended school program offerings. Six percent of the group participated in everything that was offered in the school. "It appears that they can't get enough, or do enough," said an administrator.

Summary

The results of a two part questionnaire regarding home schooled students who returned to public schools have been indicated in this chapter. Results have been reported, not interpreted. The respondents who answered the questionnaires represent a cross section of schools across the state of Michigan. (See Appendix I for map of Michigan which shows responding areas.)

Sixteen students were identified in this study through the mailings of one-hundred questionnaires. There was a seventy-two percent response rate.

Six central issues were posed to school personnel through a series

of questions involving how many students were returning to or entering public schools for the first time, what their ages and gender were, how schools determine grade placement, what services are offered these students, whether parents are involved when their students come from a home situation into the public school and finally what kind of progress these students exhibit academically, socially and in terms of personal involvement.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS AND REFLECTIONS

In this chapter there is a review of the study in the summary, an examination of the findings of the study and conclusions. Implications involving the issue of home-schooled students entering the public schools are suggested and recommendations for high schools, ISD's and the State are given. Finally, observations in the form of reflections from the author of the study are presented.

Summary

The focus of this exploratory study was two-fold. First a determination of the number of students who had been home schooled and then returned to public high schools and the reason they returned was made. Second, how these home-schooled young people fared educationally and socially after entering and attending a public school was determined.

Personnel from one hundred high schools were surveyed with seventy-two returning their questionnaires. Among those seventy-two respondents, sixteen home-schooled students were reported to have entered the schools during the last school year. This small percentage indicates that the number of returnees is not a quantitative problem; however, there does exist a situation of how to orient these home schoolers into a public school setting that appears not to have been addressed by the public schools.

Two questionnaires were used to gather data for this study. The first instrument was designed to gather individual local school

information and was to be answered by the principal. The second questionnaire asked for specific personal adjustment information about individual home-schooled students who had returned to the public schools. This questionnaire was designed to be completed by school personnel who were familiar with the student and knew him/her well enough to evaluate their progress since the student entered public schools. (See Appendix E.)

Results of the data collected were tabulated and reported in Chapter IV. Conclusions drawn from those results will appear in this chapter. Several limitations affected the validity of this research. Limitation factors mentioned in Chapter I were the minimal amount of literature written about home schooling, that the research for this study was only conducted in a single state, the research instrument used was focused on perceptions of people, and subjects of the research were limited to an eight months adjustment time. Additionally, other limitations became apparent as results were tabulated. The small number of home-schooled students entering public schools presented a difficulty in making conclusive determinations. Many school districts were unaware of the phenomenon of home schoolers and reportedly were ill prepared for any entering students. Finally, the mixed messages that come from court interpretations, state enforcement and local monitoring presented difficulty.

Respondents indicated over and over again from the additional comments they made on the questionnaires that the whole issue of home schooling is a most complex issue and people have very strong feelings about the home schooling concept.

Before conclusions can be drawn from this exploratory study the

reader must first reflect on the six central questions that the researcher posed in the introductory chapter of this dissertation.

1) How many home-schooled young people are coming to Michigan public schools after their junior high or middle school years?

2) What are the ages and gender of the students who are entering from home schools? Have these students ever attended public schools before and what is their reason for entering?

3) How do individual schools determine grade placement for home-schooled students? If placement tests are used, what test is used and how do students fare on these tests?

4) What do public schools do for the entering home-schooled student to make their transition into schools comfortable? Are there local school and/or board policies which address the entry of home-schooled students?

5) At what level and in what ways do parents of previously home-schooled students interact with the public school?

6) Administrators and/or counselors will be asked to make judgments regarding home-schooled student's progress after being in the public schools for nearly a year, in the areas of academics, social and personal involvement in school activities. Can these young people find a place for themselves in public education after being home schooled, and be comfortable with "the fit?"

Conclusions

While there are limited numbers of students in the research, it was very clear that almost all school personnel who answered the questionnaires were concerned that students be treated with care and concern and that there be efforts made in the school to welcome these

students into the school. The ways that these home schoolers are welcomed appeared to be consistent throughout the study. They are treated just as any other new student. Few schools had policies, either local school or board of education, in place, and even fewer had considered any type of orientation program.

The Michigan Association of Secondary School Principals took a proactive stand in the early 80's and developed a sample policy for member schools to review, evaluate and then rewrite to suit their own individual district. The policy addresses areas to consider when a student from a home situation comes into a district and wishes to enroll. The schools in this study which did admit to having a policy had adopted the MASSP policy in its entirety. (See Chapter I, Page 8 for MASSP policy statement.)

The orientation issue for incoming home schoolers also did not elicit any original ideas. Schools tended to leave the counselors in charge of making new students feel welcome by introductions to teachers, to administrators and sometimes to a few key students. The home-schooled students were perceived by the school personnel in the study as just another transfer student. Perhaps, because such a minimal number of students are returning, school people do not feel a lot of attention needs to be spent on considerations for making the transition from such different educational settings.

Another indication of the perception of school personnel for the home-schooled student being like any other entering student was the fact that few schools had considered how to place them at a grade level. Responses on questionnaires appeared in many cases to be "stabs in the dark" at what to do with them.

The message came through clearly from the seventy-two respondents. "We have not spent a lot of time thinking about this issue. Perhaps we need to, but we can always give the responsibility to the Intermediate School district offices because, after all, aren't they the ones who are ultimately responsible?"

Since there were only sixteen students reported that fit the qualifications for the study of being home schooled and then returning to public schools, conclusions drawn are limited.

Notwithstanding, however, these students appear to be like any other group of students. Age and gender make no difference. Some are motivated toward working in school and some prefer not to. The ones who are motivated do well on placement tests. They do well in their school studies. They have friends and participate in school activities. On the other hand are the differently motivated students who really do not care if they go to school and surely don't try to be successful when they are there. These differently motivated types do poorly on placement tests and fail classes that they are enrolled in. They don't participate in school activities and usually don't have many school friends. In this study, half of the home-schooled students who returned to the public schools fall into the latter category.

The parent support reported for all the students in this study was unusually high. Parents continued their involvement with their young people even though they had left their home schooled education. This support might suggest that parents were the sending force for the students to be back in public education as they reached high school age.

Respondents validated that some of the students who returned did so as their high school career began. Home schooling a child is not

so complex at the elementary level when classes are not so specialized. Once students reach the teenage years, parents appear to feel that they need the variety in their education that public schools are equipped and qualified to offer.

Another determining factor might be that students values have been formed by this high school age. Parents feel that their young person will not be as vulnerable to undesirable influences which may be present in public education when they reach high school age.

The significant finding regarding the phenomenon of the returning home schooler discovered in this study was that few are returning to public high schools and the students that do come into public schools find that there are no support systems in place to facilitate an easy transition. Students must go looking for their own help.

Implications

As one studies the results of this research, and reviews the conclusions drawn from the findings, it is quickly recognized that neither the state department of education, anyone of the fifty-seven intermediate school districts, local school districts or public high schools, consider the issue of home schools a major educational issue in the state of Michigan. Survey respondents in some cases even confused home schooling with home-bound education because they were not familiar with the terminology. The feeling appears to be, "if they don't bring attention to themselves, we should let them be." Home schoolers are happy with this posture because they can then teach "what they want and when they want" without being accountable to anyone. Is this fair to the children? Should any individual parent be able to make the choice for his/her child as to whether they be taught the essentials like a public school

education can offer to them?

Many schools across the state are addressing the educational needs of the young people in their respective communities. However, in a few school districts, large numbers of young people drop out of school before they graduate and do not return. One respondent to the research questionnaire declared that twenty-five high school students left in one school year supposedly to go into a home school program. This kind of an exit should send up a "red flag" for school people. Quite definitely the parents of all these young students decided there was mismatch in expectation versus delivery that was not being attended to, so they took their children elsewhere. School people must be continually reviewing and evaluating school programs. They must be sure that the education being provided is serving the needs of all the young people and not just the college bound or skill-center-oriented students. They must be continually aware of any changing composition of their student body and address changing needs. A major contribution this study does bring to education is the realization that public school administrators must become educated to the home school dilemma and begin to consider support systems and methods of assessments for this unique group of young people who might well come to the public school.

Finally, questionnaire results which showed that individual home-schooled students progress both educationally and socially, are quite predictable. In fact if they enter the school at any one level, they usually stay at that level. For example, if a student comes into a school system above grade level, they are usually channelled into an accelerated program and continue to do well. On the other side, if a student comes into a school system testing below grade level they are usually slated for

a lower or basic track and many times do poorly. Expectations play a very important role in all students' progress. School people must recognize this and develop ways to deal with student expectation so that all students can be encouraged and expected to succeed.

Even though the implications arrived at in this research are not unique or astonishing, they are common sense, important considerations which should serve as a reminder that any program which is worthwhile requires continual work.

Recommendations

Recommendations are proposed in four areas. First, recommendations will be made for high school personnel concerning their interaction with home-schooled students. Next, recommendations will be suggested for future study of this phenomenon by ISD's. The numbers of home schoolers reported in the state of Michigan and even in the entire United States suggest that there are many young people who potentially might consider and indeed return to public schools. Further study of this unique group of students will better prepare professionals in the education field when the time comes to deal with these young people. Recommendations for state officials will be presented and finally recommendations for further study will conclude this action.

The recommendations which follow are based on the review of literature, the results of the returned questionnaires and personal interpretations that have been realized while conducting this research.

High School Recommendations

1. Orientation programs for students entering or re-entering public schools need to be planned and put in place in each high school in

Michigan. Expectations of students should be detailed very thoroughly. Students should also have the opportunity to be given tours of the facilities and be afforded the option to ask questions which may concern them. The orientation program allows for all these important "settling in" issues to be addressed and makes new students feel less like outsiders and more a part of the system.

2. Each school district should appoint the testing coordinator, counselors or other appropriate person in their district to research and then propose adoption of a placement test which will adequately diagnose proper placement of a student who has not been in a public school program before.

3. Each school district should determine through curriculum committees what learners' outcomes should be when students complete individual classes. The outcomes expected will be a determining factor when the testing coordinator determines what kind of testing results are necessary to secure on incoming students.

4. A policy review committee should be formed within each school district with the charge of examining existing policy on entering students and then drafting updated appropriate policy for the school and district. This policy updating or drafting should be completed and approved by the board of education so when a student requests admission they will know exactly what expectations are for a new enrollee.

5. School officials might examine how home schoolers who come into the district are different than public school students and then accentuate that uniqueness to the benefit of the home-schooled student and the school.

6. Home-school parents who allow or request that their young people re-enter public schools should be encouraged to contribute their many

talents to the public school. They are a valuable resource and study results indicate that some are willing to form working partnerships in the educating of their children.

Intermediate School District Recommendations

1. Pupil Accounting personnel should keep and solicit follow-up data on incoming home-schooled students for the benefit of the local district, the intermediate school district and state use. The data might include years of home schooling, reasons for using home schooling, who taught, reason for coming back to public schools and individual students' academic progress records. A compilation of this information would be helpful to ISD personnel as they are called on to counsel parents on the advantages/disadvantages of home schooling.

2. Since ISD's are responsible for monitoring home schools it might be beneficial for a home schooled student to be shadowed by ISD personnel as they are educated in their home and then shadowed as the same student enters the public school setting. An awareness of difficulties encountered in both settings would be realized as well as an awareness for the benefits of each of the schooling settings.

3. At an ISD level, concerned school personnel should politic for a mission statement from the state department of education. That mission must guide the state and its schools, public, private and home schools alike, into the next decade providing all students an equal learning opportunity.

4. Intermediate school districts need to expand their knowledge of geographic areas of home schoolers. True numbers of actual home schoolers and where they live are non-existent. Individual intermediate school districts might well discover areas they could provide assistance

if they were aware of actual home-schooled students within their districts. Audio visual equipment, computers or interactive TV programs might be offered to home schoolers to expand their isolated opportunities.

State Recommendations

1. State officials should take an active role in encouraging home schoolers to share their successes and failures with others who are contemplating using this alternate form of education. An efficient way of doing this might be a state-wide conference where participants would not feel threatened by impending legal action but instead could develop relationships with others around the state who are also educating at home.

2. A similar study to this one of all high schools, middle schools, adult education programs and alternative education programs across the state should be conducted in order to determine the actual number of home-schooled students who are returning and where in the educational setting they are coming back. Once the data are in, researchers might discover strengths and weaknesses of any one of the school levels which make entry easier or more difficult. Identification of target areas where home schoolers enter or re-enter would give educators an opportunity to prepare curricula for that area that would benefit home-schooled students.

3. There is an immediate need for attention to be given to legislation developed at the "grass roots" level. This legislation must address the minimal expectations that are required of all students, no matter where they choose to be educated. The legislation should also address the qualifications that are expected of the persons who teach the children. Then, taken one step further, once the legislation is developed that

all types of educational settings can believe in, a support program that monitors equitably and consistently across the state must be established.

4. The state should aid public officials to recognize the impact of the home schooling issue on our public school system and begin enforcing the rules that are already on the books consistently across the state. At the present time, the fifty-seven intermediate school districts around the state each allow the home schoolers in their district different procedures and enforcement benefits.

5. Finally, state officials might wish to work through the Michigan based home school association in order to get cooperation from the home schoolers across the state. Trust takes a long time to build. Home schoolers have faith in their association which has supplied them with materials and advice. If the home school association agrees to the idea of the state exploring education options, they will serve as an advocate and encourage home schoolers to cooperate and supply information for research purposes.

Further Study Recommendations

1. Perhaps, renewed interest in home schooling is recent enough that significant findings at the high school level will not become apparent for another six to eight years. Further study of the home-schooled students and the impact that is realized by the public schools when they enter or return should be investigated at a later time.

2. Observing home-schooled young people and then writing a series of vignettes describing how various home schools do their business of educating could contribute to a further understanding of this phenomenon.

3. Investigating the successes of students who complete their high school education in a home school five years after completion and then

comparing with a group of students who graduated from a public school five years after graduation, would contrast long term outcomes of each type of school experience. This research might also be able to predict young adults preferences for their own children.

Reflections

As one puts the finishing touches on any project, there are usually feelings of relief and pride for a job well done, feelings of anticipation for the reviews that critics will attribute to the project, and feelings of uncertainty as to whether the meanings which have been personally interpreted will prove significant to others. My emotions are running true to the feelings that were just described.

More than two years have elapsed since this project was begun. However, the birth of the question, "What happens to home schoolers when they re-enter public schools?", was conceived several years before in a discussion with an intermediate school district superintendent.

I must admit, as I started reviewing literature, which was scant, I began to realize that home schooling was much different than I had pictured in my mind. Home schooling required dedication on the part of the students as well as the teacher. The "good" home schools were as structured as public high schools and were every bit as successful with their graduates.

As questionnaires began coming back, it became evident that large numbers of students were not returning to high schools. If I could begin this study again, I might want to survey other segments of the public schools' offerings, such as alternative or adult education programs. Even though this study does not indicate home schoolers are returning in large numbers, I still do not reject the premise completely. Perhaps,

students are instead enrolling in non-traditional completion programs where an independent approach of teaching is emphasized. It stands to reason that this type of learning environment would be less threatening, would more closely relate to what the home schoolers have become accustomed to through their home experience and still allow them flexibility of a variety of subject offerings and facilities.

As I tabulated the results I discovered not only the answers to original dissertation-style questions, but also recognized the redefining of basic "good" administrative practices that many public high school officials across the state have neglected or forgotten. This became apparent from the answers and comments which appeared on questionnaires.

Just as this research was compiled another court case was reported in the Michigan School Board Journal written by Linda L. Bruin for "Education and the Law," June 1989, p. 12. Bruin urged that home school regulations must be revised. Judge Thomas L. Brown for the Circuit Court for Ingham County found the guidelines issued by the State Board of Education exceeded the authority of the State Board. They were discriminatory between non-public and home schools, and were unclear in certain instances because they referred to parents educating their children at home and institutional non-public schools interchangeably. As an example, the judge noted the law requires that everyone who teaches must be a certified teacher. But the judge continued, "it is not clear whether this means a certified teacher must be present everyday."

In the end, the court "enjoined the State Board from enforcing the whole set of guidelines. The procedures are so infirm and shot through with problems, the judge emphasized that it's impossible to separate the legally valid procedures from those which have no basis in law."

"The Court directed the State Board of Education to promulgate or adopt revised regulations and submit them to the court for approval."

The theme that Edmonds and Lezotte used to promote their school improvement project across the nation surfaced many times as this research was being compiled, the theme that all students can succeed and it is imperative that all schools expect that much. The key appears to be in the expectation. (Marshall S. Smith and Stewart C. Purkey, "Effective Schools: A Review" Teachers College Record, 1979, 25.)

No matter what the background, this exploratory study indicated that expectation plays an important role in how a student fares.

APPENDICIES

APPENDIX A

Letter of Inquiry to Department of Education

April 13, 1988

Mr. Paul DeRose
School Reorganization/Non-Public
School License Consultant
School Management Services
Ottawa Street - Office Building
Lansing, MI 48912

Dear Mr. DeRose:

I am a graduate student at Michigan State University working on my doctoral dissertation. Dr. Charles Blackman is my advisor and he suggested to me that I contact you to inquire if you have available and would be willing to share with me some background information I need for my dissertation on home schools.

I hope to determine in my dissertation project the number of home schoolers who are returning to public schools and how public schools are determining grade placement for these young people as they return. Before I can poll public schools for this information however, I need to determine the geographic locations of home schools in the state of Michigan so I can decide which public schools to include in my survey.

Does the Department of Education have available through pupil accounting reports submitted by intermediate school districts, approximate numbers of home schoolers in Michigan in 1987-88, their ages, and numbers of home schoolers in individual intermediate districts perhaps by county?

If this information is not available through your department can you suggest to me how I might attain it. Would intermediate school district superintendents be the appropriate contact persons?

I await your response. I thank you in advance for your consideration of my request.

Sincerely,

Linda Myers
Principal

APPENDIX B

Department of Education Response



GARY D. HAWAS
Interim Superintendent
of Public Instruction

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

STATE BOARD OF EDUCATION

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Ex-Officio

May 11, 1988

Linda Myers
17240 192nd Avenue
Big Rapids, MI 49307

Dear Ms. Myers:

Enclosed is the information that you requested on Home Schooling by the Intermediate School Districts. The ages range from 5 to 18. I don't have that broken down in my report.

If you have any questions, please feel free to contact me at 517-373-0420.

Sincerely,

Renee' Cratty

rc

enclosure

APPENDIX C

1987-88 HOME SCHOOLS AS OF APRIL 8, 1988

As reported to the State by ISD's.

ISD	Students	Home Schools	ISD	Students	Home Schools
*Allegan	27	17	Lapeer	6	2
Alpena-Montmorency-Alcona	3	6	*Lenawee	18	10
Barry	1	1	Livingston	13	9
Bay-Arenac	2	1	Macomb	8	9
*Berrien	27	12	Manistee		
*Branch	22	15	*Marquette-Alger	53	36
*Calhoun	13	11	Mason-Lake	5	5
Lewis Cass			Mecosta-Osceola	3	3
*Charlevoix-Emmet	21	19	Menominee	2	2
Cheb-Ot-Pres Isle	5	5	Midland	5	4
Eastern U.P.			Monroe		4
*Clare-Gladwin	15	10	*Montcalm	30	17
Clinton			*Muskegon	10	10
Delta-Schoolcraft	1	1	Newaygo	11	8
Dickinson-Iron		1	*Oakland	37	28
Eaton	4	5	Oceana	15	5
*Genesee	19	24	*Ottawa	63	37
*Gogebic-Ontonagon	11	11	C.O.O.R.	4	3
*Traverse-Bay	26	33	Saginaw		
*Gratiot-Isabella	30	18	St. Clair		
Hillsdale	5	7	St. Joseph		
*Copper Country	31	22	Sanilac		2
Huron	4	4	Shiawasee	7	7
*Ingham	24	28	Tuscola	3	2
Ionia	8	7	*VanBuren	27	16
Iosco	4	1	Washtenaw		
Jackson	11	8	*Wayne	38	28
*Kalamazoo	21	16	Wexford	5	3
*Kent	94	68			
			TOTAL:	792	601

*Intermediate School Districts designated to be used in the research.

APPENDIX D

Letter to Administrator

May 1, 1989

Dear Fellow Administrator:

I am conducting research on home schooled students who return to the public schools. My interest grows out of my work as a high school principal in Big Rapids and is a part of my advanced study at Michigan State University. There are over 10,000 families in the United States who home school their youngsters, at least 601 families in the state of Michigan. There appears to be an increasing trend of young people of high school age coming back to the public schools. I wish to examine this phenomenon, because their entry has become a matter of escalating concern to those of us dealing with this matter. Your response as well as those from other principal colleagues will help me.

As you are aware, the MASSP has developed a policy which local schools are able to adopt addressing the issue of home school returnees. In essence it says:

(Agreements for home school should be reached with the local board of education before home schooling begins, and all home schooling must meet the requirements of the Michigan State Department of Education.)

1. An affidavit must be signed by the parents and supervising teacher that instruction was provided under the direct supervision of a certified teacher, and that the equivalent of a minimum of 180 days and 900 hours of instruction were met.
2. Courses requiring special equipment; i.e., industrial arts, music, science, etc., may not be granted credit nor waived from graduation requirements.
3. No grades will be given (shown on transcript). Any credits will be shown on the transcript as "home schooling."
4. Marking period tests and final exams will be given to determine if credit will be awarded or graduation requirements waived (left up to the local district).

Recognizing that there is a wide range of differences in what we are doing, I am interested in the procedures your school uses in determining grade placement of home schoolers, how these home schoolers fare on

APPENDIX D (cont.)

Letter to Administrator

placement tests (if tests are the method used) and how well the home schooled student fits socially into the school setting after being admitted. I am also concerned with parent involvement with their student's education after the student returns to school from home education. The major purpose of this research will be to show ranges, so even if your efforts are minimal please respond.

Since I am a former guidance counselor, I am particularly sensitive to students' confidentiality rights. Therefore, do not provide names of students as I will not be using them when reporting the results of my research. My plan at this point is to group the schools by Michigan High School Athletic Association classifications (A-B-C-D) schools.

I understand full well the number of things which come across your desk; however, increased concern and interest in home schoolers and their adjustment to public school settings is sure to become an issue in the next couple years. Your response as well as those from other principals will help me to not only report the status of home schooler's entry into high school, but to generalize suggestions which will be helpful to us all.

Although participating is strictly voluntary, your immediate attention to this survey will be appreciated. You may wish to seek the views of teachers who have the young people in classes before you complete this questionnaire. I would like to begin compiling data by May, 1989. Please return the survey by May 18, 1989.

Thanking you in advance.

Sincerely,

Linda L.H. Myers
Big Rapids High School Principal

/sb

APPENDIX E

QUESTIONNAIRE FOR HIGH SCHOOL PERSONNEL

HIGH SCHOOL NAME _____

HIGH SCHOOL STUDENT ENROLLMENT _____

MICHIGAN HIGH SCHOOL ATHLETIC ASSOCIATION CLASSIFICATION:

_____ A _____ B _____ C _____ D

WORK TITLE OF PERSON RESPONDING TO SURVEY _____

PHONE NUMBER _____

INTERMEDIATE SCHOOL DISTRICT _____

CHARACTERIZE

COMMUNITY: _____ RURAL _____ SMALL CITY _____ URBAN

HOW MANY HOME-SCHOOLED STUDENTS DID YOU HAVE COME IN TO YOUR SCHOOL
1988-89 SCHOOL YEAR? _____DO YOU HAVE AN ORIENTATION PROGRAM FOR HOME-SCHOOLED STUDENTS COMING
INTO YOUR SCHOOL? _____ YES _____ NO

HAS YOUR BOARD OF EDUCATION ADOPTED A POLICY DEALING WITH ENTRY OF

HOME-SCHOOLED STUDENTS? _____ YES _____ NO

DO YOU HAVE A SCHOOL POLICY
DEALING WITH HOME-SCHOOLERS? _____ YES _____ NO
(Please attach a copy of policy if you have one)HOW DO YOU DETERMINE GRADE PLACEMENT FOR THESE ENTERING HOME-SCHOOLED
STUDENTS?_____

IF YOU USE A PLACEMENT TEST, WHICH ONE?

APPENDIX E (cont.)

QUESTIONNAIRE ABOUT ENTERING HOME-SCHOOLED STUDENTS

(Reproduce as needed - one for each student - should be completed by
personnel who know student)

AGE _____ SEX: M _____ F _____
(Check)

Never attended public school _____

Previously attended and has returned _____

How many years homeschooled? _____

Reasons for entry or re-entry into public school?

Results for placement test for home schooler, if used, in determining
grade placement:

_____ Below grade level _____ At grade level _____ Above Grade
Level

How did student progress academically this school year?

_____ Failing _____ Limited Progress _____ Average _____ Accelerated

Check involvement in school activities:

_____ Participates	_____ Member of Clubs	_____ Participates in
_____ in Athletics	_____ Attends games, dances	_____ Debate, Forensics
_____ Participates	_____ Participates in band,	_____ Never attends
_____ Class Activities	_____ choir, orchestra	_____ any activities
_____ Works on school		
_____ paper		

Check parent involvement in home-schooled student's public school:

_____ Attends parent/teacher conferences
 _____ Attends school open houses
 _____ Attends athletics, concerts, plays, other curricular activities
 _____ Communicates regularly with teachers
 _____ Communicates with counselors/administrators when concerns arise
 _____ Assists student when registering for classes
 _____ Never comes into or contacts the school
 _____ Participates in booster groups, PTO
 _____ Serves as Aide/Tutor for a class
 _____ Supportive of school rules

over

APPENDIX E (cont.)

QUESTIONNAIRE ABOUT ENTERING HOME SCHOOLED STUDENTS (cont.)

Check descriptors of Social Adjustment

- _____ Student is a loner, usually by him/her self
- _____ Student has only a few select friends
- _____ Student is friendly with everyone and has a large group of friends

Check Applicable Students/Attitudes

- _____ Student obeys school rules
- _____ Student appears motivated and interested in school
- _____ Student appears negative about school
- _____ Student is friendly and respectful with teachers and other adults in school
- _____ Student only speaks or acknowledges teachers when spoken to
- _____ Student regularly comes to school with home work completed
- _____ Student seldom has homework completed

Is there anything unique about this student that sets him/her apart from others in the student body?

APPENDIX F

Listing of Intermediate School Districts

Listing of Intermediate School Districts who reported ten or more home schools within their district and high school within those Intermediate School Districts who will be considered for research purposes.

*Size refers to student population, classified according to Michigan High School Athletic Association categories.

Intermediate
School

District	Enrollment	Local High School	*Size
Allegan	550	Allegan	B
	535	Fennville	C
	490	Hamilton	C
	510	Hopkins	C
	395	Martin	D
	725	Otsego	B
	882	Plainwell	B
	288	Saugatuck	D
	766	Wayland	B
Berrien	1843	Benton Harbor	A
	540	Berrien Springs	C
	290	Bridgman	C
	523	Buchanan	B
	450	Eau Claire	C
	200	Galien	D
	400	New Buffalo	D
	1375	Niles	A
	875	Niles Brandywine	C
	972	St. Joseph	D
	995	Stevensville	B
	520	Three Oaks River Valley	C
	600	Watervleit	C
	759	Coloma	B
Branch	440	Bronson	C
	950	Coldwater	B
	378	Quincy	C
	408	Union City	C
Calhoun	670	Albion	B
	263	Athens	D
	1270	Battle Creek Central	A
	284	Springfield	C
	831	Battle Creek Harper Creek	B

APPENDIX F (cont.)

Listing of Intermediate School Districts (cont.)

Intermediate School District	Enrollment	Local High School	*Size
Calhoun (cont.)	1070	Battle Creek Lakeview	B
	570	Battle Creek Pennfield	C
	1100	Hastings	B
	330	Homer	C
	230	Litchfield	D
	300	Tekonsha	D
	337	Bellevue	C
	295	Olivet	C
	789	Marshall	B
Charlevoix- Emmett	364	Boyne City	C
	282	Boyne Falls	D
	504	Charlevoix	A
	450	East Jordan	C
	280	Pellston	D
	831	Petoskey	B
	158	Central Lake	D
	77	Ellsworth	D
	298	Harbor Springs	C
Clare-Gladwin	580	Beaverton	C
	500	Clare	C
	450	Farwell	C
	623	Harrison	C
	626	Gladwin	B
Copper County	440	Hancock Central (Houghton)	C
	645	Houghton	C
	285	Lake Linden	D
	156	Painesdale	D
	512	Calumet	C
	189	Baraga	D
	364	L'Anse	C
	79	Chassell Twp.	D
Genesee	415	Burton-Altherton	C
	365	Burton-Bendel	C
	430	Burton-Bentley	C
	1619	Davison	A
	1037	Fenton	B
	543	Lake Fenton	B
	1774	Flint Central	A
	2187	Flint Northern	A
	1755	Flint Northwestern	A
	1538	Flint Southwestern	A
	860	Flint Academy	C
	911	Flint Beecher	B
	725	Flint Carmon Ainsworth	A

APPENDIX F (cont.)

Listing of Intermediate School Districts (cont.)

Intermediate School District	Enrollment	Local High School	*Size
Calhoun (cont.)	1070	Battle Creek Lakeview	B
	570	Battle Creek Pennfield	C
	1100	Hastings	B
	330	Homer	C
	230	Litchfield	D
	300	Tekonsha	D
	337	Bellevue	C
	295	Olivet	C
	789	Marshall	B
Charlevoix- Emmett	364	Boyne City	C
	282	Boyne Falls	D
	504	Charlevoix	A
	450	East Jordan	C
	280	Pellston	D
	831	Petoskey	B
	158	Central Lake	D
	77	Ellsworth	D
	298	Harbor Springs	C
Clare-Gladwin	580	Beaverton	C
	500	Clare	C
	450	Farwell	C
	623	Harrison	C
	626	Gladwin	B
Copper County	440	Hancock Central (Houghton)	C
	645	Houghton	C
	285	Lake Linden	D
	156	Painesdale	D
	512	Calumet	C
	189	Baraga	D
	364	L'Anse	C
	79	Chassell Twp.	D
Genesee	415	Burton-Altherton	C
	365	Burton-Bendel	C
	430	Burton-Bentley	C
	1619	Davison	A
	1037	Fenton	B
	543	Lake Fenton	B
	1774	Flint Central	A
	2187	Flint Northern	A
	1755	Flint Northwestern	A
	1538	Flint Southwestern	A
	860	Flint Academy	C
	911	Flint Beecher	B
	725	Flint Carmon Ainsworth	A

APPENDIX F (cont.)

Listing of Intermediate School Districts (cont.)

Intermediate School District	Enrollment	Local High School	*Size
	1230	Flint Kearsley	A
	381	Hamady	C
	1488	Flushing	A
	580	Goodrich	C
	2087	Grand Blanc	A
	839	Linden	B
		Montrose Hill-McCloy	B
	923	Mt. Morris Johnson	B
	928	Otisville Lakeville	B
	1185	Swartz Creek	A
	1310	Clio	A
Gogebic- Ontonagon	200	Bessemer	D
	523	Ironwood Wright	C
	38	Marenisco	D
	334	Wakefield	D
	54	Watersmeet	D
	294	Ontonagon	C
	176	Ewen Trout Creek	D
	84	White Pine	D
Gratiot- Isabella	862	Alma	B
	238	Ashley	D
	600	Breckenridge	C
	809	Ithaca	C
	404	Middleton Fulton	C
	1224	Mt. Pleasant	A
	295	Beal City	B
	480	St. Louis	C
	542	Shepherd	C
Ingham	319	Dansville	C
	1423	East Lansing	A
	935	Eaton Rapids	B
	563	Haslett	B
	1120	Holt	A
	2380	Lansing Eastern	A
	2250	Lansing Everett	A
	2075	Lansing Sexton	A
	1180	Lansing Waverly	A
	453	Leslie	C
	1210	Mason	B
	1155	Okemos	A
	570	Stockbridge	B
	352	Webberville	D
	520	Williamston	C

APPENDIX F (cont.)

Listing of Intermediate School Districts (cont.)

Intermediate School District	Enrollment	Local High School	*Size
Kalamazoo	225	Climax-Scotts	D
	762	Comstock	B
	439	Galesburg-Augusta	C
	1622	Kalamazoo Central	A
	1481	Kalamazoo Loy Norrix	A
	565	Parchment	C
	1161	Portage Central	A
	1242	Portage Northern	A
	819	Richland Gull Lake	B
	260	Schoolcraft	D
	867	Vicksburg	B
Kent	430	Byron Center	C
	650	Caledonia	B
	700	Cedar Springs	B
	695	Comstock Park	C
	1301	Grand Rapids Central	A
	1387	Grand Rapids Creston	A
	1454	Grand Rapids Ottawa Hills	A
	1359	Grand Rapids Union	A
	800	E. Grand Rapids	B
	1040	Grand Rapids Forest	
		Hills Central	B
	621	Grand Rapids Forest	
		Hills Northern	B
	750	Grand Rapids Kenowa Hills	B
	1900	Grand Rapids E. Kentwood	A
	970	Grand Rapids Northview	B
	1225	Grandville	A
	600	Kent City	C
	860	Lowell	B
	1280	Rockford	A
	664	Sparta	B
	743	Wyoming Rogers	B
	807	Wyoming Park	B
Lenawee	256	Wyoming Godfrey Lee	D
	567	Wyoming Godwin Heights	C
	377	Addison	C
	1520	Adrian	A
	744	Madison Heights	B
	489	Blissfield	C
	160	Britton/Macon	D
	388	Clinton	C
	140	Deerfield	D
	400	Hudson	C
	325	Morenci	C
	532	Onsted	B
	358	Sand Creek	D
	977	Tecumseh	B

APPENDIX F (cont.)

Listing of Intermediate School Districts (cont.)

Intermediate School District	Enrollment	Local High School	*Size
Marquette/Alger	200	Eben Junction	D
	685	Gwinn	B
	384	Ishpeming	C
	485	Ishpeming Westwood	C
	1565	Marquette	A
	546	Negaunee	C
	165	Republic	D
	331	Munising	C
Montcalm	377	Carson City	C
		Edmore Montabella	
	760	Greenville	A
	498	Howard City Tri-County	C
	550	Lakeview	C
	611	Stanton Central Montcalm	B
Muskegon		Vestaburg	D
	850	Fruitport	B
	295	Holton	C
	460	Montague	C
	1216	Muskegon	A
	937	Muskegon Mona Shores	A
	467	Muskegon Oakridge	C
	692	Muskegon Orchard View	B
	803	Muskegon Reeths-Puffer	B
	842	Muskegon Heights	B
	294	North Muskegon	D
	339	Ravenna	C
	519	Whitehall	C
Oakland	1558	Walled Lake Central	A
	1455	Walled Lake Western	A
	1751	West Bloomfield	A
	1466	Beckley	A
	1368	Birmingham Groves	A
	1516	Birmingham Seaholm	A
	1309	Bloomfield Hills Andover	A
	1317	Bloomfield Hills Lahser	A
	1618	Clarkston	A
	725	Clawson	B
	1144	Farmington	A
	1051	Farmington Harrison	B
	1368	North Farmington	A
	1464	Ferndale	A
	1522	Hazel Park	A
	1020	Holly	A
	1250	Lake Orion	A
	770	Madison Heights	B

APPENDIX F (cont.)

Listing of Intermediate School Districts (cont.)

Intermediate School District	Enrollment	Local High School	*Size
Oakland (cont.)	941	Madison Heights Lamphere	B
	1464	Milford Lakeland	A
	1538	Milford	A
	1180	Novi	A
	1131	Oak Park	B
	1177	Ortonville Brandon	B
	1526	Owosso	A
	1044	Oxford	B
	2090	Pontiac Central	A
	1805	Pontiac Northern	A
	1317	Rochester Adams	A
	1428	Rochester	A
	1334	Royal Oak Dondero	A
	1545	Royal Oak Kimball	A
	1498	Southfield	A
	1339	South Lyon	A
	2021	Troy Athens	A
	1565	Troy	A
Ottawa	260	Allendale	C
	640	Coopersville	B
	1138	Grand Haven	A
	925	Holland	A
	1371	Holland West Ottawa	A
	789	Hudsonville	B
	1347	Jenison	A
	605	Spring Lake	B
	735	Zeeland	B
Traverse-Bay	430	Kingsley	C
	2250	Traverse City	A
	91	Buckley	D
	239	*Mesick	D
	467	Benzonia Central	C
	173	Frankfort	D
	349	Elk Rapids	C
VanBuren	575	Bangor	C
	525	Bloomingtondale	D
	225	Covert	D
	280	Decatur	D
	450	Gobles	C
	375	Hartford	C
	220	Lawrence	D
	260	Lawton	D
	676	Mattawan	B
	668	PawPaw	B
	950	South Haven	B

APPENDIX F (cont.)

Listing of Intermediate School Districts (cont.)

Intermediate School District	Enrollment	Local High School	*Size
Wayne	850	Allen Park	B
	2075	Belleville	A
	1413	Edsel Ford	A
	1813	Fordson	A
	766	Dearborn Heights-	B
		Annapolis	B
	1074	Dearborn Crestwood	B
	3003	Detroit Cass Tech	A
	1844	Detroit Central	A
	1390	Detroit Chadsey	A
	2850	Detroit Cody	A
	2957	Detroit Cooley	A
	2732	Detroit Denby	A
	1963	Detroit Finney	A
	2760	Detroit Ford	A
	2414	Detroit Kettering	A
	2513	Detroit King	A
	2284	Detroit MacKenzie	A
	2285	Detroit Mumford	A
	1769	Detroit Murray-Wright	A
	1395	Detroit Northern	A
	1988	Detroit Northwestern	A
	2866	Detroit Osborn	A
	2329	Detroit Pershing	A
	3192	Detroit Redford	A
	729	Detroit Renaissance	B
	1566	Detroit Southwestern	A
	1485	Detroit Southeastern	A
	1365	Detroit Western	A
	482	Ecorse	C
	495	Flat Rock	C
	1522	Flat Rock Woodhaven	A
	1753	Garden City	A
	709	Grosse Isle	B
	1392	Grosse Pointe North	A
	1691	Grosse Pointe South	A
	740	Hamtramck	B
	365	Harper Woods	C
	1580	Highland Park	A
	1200	Inkster	B
	2415	Lincoln Park	A
	1887	Livonia Churchill	A
	1614	Livonia Franklin	A
	2168	Livonia Stevenson	A
	655	Clarenceville	B
	884	Melvindale	B
	684	New Boston Huron	B
	1308	Northville	A

APPENDIX F (cont.)

Listing of Intermediate School Districts (cont.)			
Intermediate School District	Enrollment	Local High School	*Size
Wayne (cont.)	1758	Plymouth Salem	A
	1652	Plymouth Canton	A
	1500	Redford Union	A
	776	Redford Thurston	B
	897	River Rouge	B
	842	Riverview	B
	1593	Romulus	A
	1407	Romulus Woodhaven	A
	1050	Taylor Kennedy	A
	1025	Taylor Center	A
	1025	Taylor Truman	A
	1476	Trenton	A
	1996	Westland John Glenn	A
	1694	Wyandotte Roosevelt	A

APPENDIX G

Letter Requesting Permission to Copy Article

17240 192nd Avenue
Big Rapids, MI 49307
January 18, 1989

Mr. Theodore J. Miller, Editor
Changing Times (ISSN0009143X)
Editorial and Executive Offices
1729 H Street N.W.
Washington, DC 20006

Dear Mr. Miller:

I am currently working on a dissertation on home schools through Michigan State University. In researching the subject, I found an article in Changing Times magazine, March, 1987, pages 84-85, entitled "Home Schooling," and within the article, there was a chart entitled "What the Laws Say." The chart showed by state how each state monitors home schooling. This chart would be an excellent source for me to include in the pages of my dissertation.

May I have permission from you to copy this chart in its entirety and publish in my dissertation? Please inform me as soon as possible as I am working under a strict time line.

Sincerely,

Linda L.H. Myers
Principal

/sb

APPENDIX H



THE KIPLINGER WASHINGTON EDITORS, INC.

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Ms. Linda L.H. Myers
17240 192nd Avenue
Big Rapids, MI 49307

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Teaching Your Kids at Home

CHANGING TIMES March 1987

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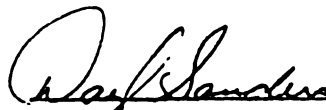
Dissertation on home schools

FEE WAIVED

Further stipulations:

It is requested that a copy of the reprint be addressed to the undersigned.

Date: January 23, 1989


Dayl Sanders
REPRINT MANAGER

INTERMEDIATE SCHOOL DISTRICTS IN MICHIGAN



*The unshaded area represents area surveyed for study.

APPENDIX J

BOARD POLICY FOR STUDENTS ENTERING SCHOOL X
AFTER HOME SCHOOLING

Requirements before entering:

1. An affidavit must be signed by parents and supervising teacher that instruction was provided under the direct supervision of a certified teacher and that a minimum of 180 days and 900 hours were met.
2. Courses requiring special equipment (industrial art, music, science, etc.), may not be granted credit nor waived from graduation requirements.
3. No grades will be given on the transcript. Any credits will be shown as "Home Schooling."
4. Tests will be given to determine if credit will be awarded or graduation requirements waived. The school will determine the appropriate grade level.
5. Will need to meet all other requirements for entering students.

APPENDIX K

BOARD POLICY STATEMENT FOR SCHOOL Y
ENTERING STUDENTS FROM NON-ACCREDITED SCHOOLS

The Board of Education will follow Michigan State Board of Education standards* in working with parents who have pursued an education for their children which, as an alternative to accredited public or private schooling, is atypical of regular public day school.

The educational experience of a student transferring from such settings will be evaluated based on teacher certification, comparability of curriculum, and dates and times of pupil attendance.

The Board reserves the right to request that the parents or guardians of entering children from non-accredited schools provide such information as may be necessary to enable the Board's accurate assessment of educational equivalency.

*The Michigan State Board of Education presents the following standards for non-accredited schools:

1. Instruction must be given by a certificated teacher.
2. Curriculum must be comparable to that offered by the local schools.
3. Children must be provided with a minimum of 180 days and 900 hours of instruction.
4. Children should receive instruction in the Constitution of the United States and Michigan, U.S. History, and Civics.

APPENDIX L

BOARD POLICY FOR STUDENTS ENTERING SCHOOL Z
(ESPECIALLY GRADES 7-12) AFTER HOME SCHOOLING

(Agreements for home schooling should be reached with the Intermediate School District Board of Education before home schooling begins, and all home schooling must meet the requirements of the Michigan State Department of Education.)

1. An affidavit must be signed by the parents and supervising teacher that instruction was provided under the direct supervision of a certified teacher, and that the equivalent of a minimum of 180 days and 900 hours of instruction were met.
2. Courses requiring special equipment; i.e., industrial arts, music, science, etc., may not be granted credit nor waived from graduation requirements.
3. No grades will be given (shown on transcript). Any credits will be shown on the transcript as "home schooling."
4. Marking period tests, final exams, or standardized tests will be given to determine if credit will be awarded or graduation requirements waived.

XXXXXXX Schools
School Board Rule
Date Adopted: 2/9/87
EPS/NSBA File: LBD-R

APPENDIX M

Letter of Exemption from UCRIHS Review

MICHIGAN STATE UNIVERSITY

UNIVERSITY COMMITTEE ON RESEARCH INVOLVING
HUMAN SUBJECTS (UCRIHS)
206 BERKEY HALL
(517) 353-9738

EAST LANSING • MICHIGAN • 48824-1111

April 26, 1989

IRB# 89-191

Linda L. H. Myers
17240 192nd Avenue
Big Rapids, MI 49307

Dear Ms. Myers:

Re: "HOME SCHOOLED STUDENTS - HOW DO THEY FARE WHEN THEY
ENTER OR RETURN TO PUBLIC HIGH SCHOOLS? IRB# 89-191"

The above project is exempt from full UCRIHS review. I have reviewed the proposed research protocol and find that the rights and welfare of human subjects appear to be protected. You have approval to conduct the research.

You are reminded that UCRIHS approval is valid for one calendar year. If you plan to continue this project beyond one year, please make provisions for obtaining appropriate UCRIHS approval one month prior to April 26, 1990.

Any changes in procedures involving human subjects must be reviewed by the UCRIHS prior to initiation of the change. UCRIHS must also be notified promptly of any problems (unexpected side effects, complaints, etc.) involving human subjects during the course of the work.

Thank you for bringing this project to our attention. If we can be of any future help, please do not hesitate to let us know.

Sincerely,



John K. Hudzik, Ph.D.
Chair, UCRIHS

JKH/sar

cc: C. Blackman

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