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An Investigation of Parents' Perceptions Regarding the Efficacy of Traditional Private, and Charter School Delivery Models

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ABSTRACT

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AN INVESTIGATION OF PARENTS' PERCEPTIONS REGARDING THE
EFFICACY OF TRADITIONAL, PRIVATE, AND CHARTER
SCHOOL DELIVERY MODELS

Committee Chair: Moses C. Norman, Ph.D.

Dissertation dated May 2015

The purpose of this research study was to capture, document and examine parents' perceptions regarding their descriptions of the statements, "best education possible" and "school choice" in regards to the traditional and the nontraditional models for public schooling. Additionally, for this research study, traditional public schools are defined as the regular public school that serves grades P-12 with no restrictions for parents' choice in enrollment of their child/children. Nontraditional public schools are defined as any school, public or private, that functions outside the boundaries of the traditional public school systems' supervision. This body of work reflects the perspectives of 30 parents who provided their perceptions toward their personal experiences as they negotiated specific outcomes for their child's/children's educational achievements. By providing substantive information in the form of a satisfaction survey

and personal interviews, their voices are now captured within a body of work that gives meaning to their experiences as they have described them in this research study.

Through the research process, this researcher brought forward a wealth of qualitative data that were supported by a limited level of quantitative data. The findings revealed that an overwhelming majority of the parents who were surveyed were satisfied with their educational outcomes. The parents who participated in this research study provided the answers for why and how these perceptions were formed, materialized, achieved, and sustained. As a result of the findings from this research study, a grounded theory was formed. The grounded theory reads as follows: Parents who have a minimum of a high school diploma or greater and who are single or married with an income no less than \$31,000 can achieve a satisfactory outcome as well as the best education possible for their child/children in the traditional and/or nontraditional model of schooling, where he/she is actively engaged in his/her child/children educational matriculation.

Because this study was overwhelmingly represented by African-American adults, a similar study should be conducted with primarily European-American adults, and other racial groups that may include Asian-Americans and Latino-American adults. Race was cited as a factor within the review of related literature with regards to educational outcomes as well as the disparaging gap for educational advancement found among the racial groups. As a result, given all other factors are the same, the grounded theory produced from this research study could be further validated across racial lines.

AN INVESTIGATION OF PARENTS' PERCEPTIONS REGARDING THE
EFFICACY OF TRADITIONAL, PRIVATE, AND CHARTER
SCHOOL DELIVERY MODELS

A DISSERTATION
SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF EDUCATION

BY

KEITH L. REYNOLDS

DEPARTMENT OF EDUCATIONAL LEADERSHIP

ATLANTA, GEORGIA

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I am one who wholeheartedly recognizes the indebtedness I owe to so many who have made numerous sacrifices on my behalf and influenced me to live a life of faith, trust, and respect for God. It is with this regard, I acknowledge those who were and are the greatest influencers of my life's development, growth, and achievements.

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CHAPTER I
INTRODUCTION

“... *Education then, beyond all other devices of human origin, is the great equalizer of the condition of men—the balance-wheel of the social machinery.*”

– *Horace Mann, 1848* (Alexander & Alexander, 1998, p. 30)

According to the recent works of former United States Assistant Secretary of Education Diane Ravitch (2013), *Reign of Error—The Hoax of the Privatization Movement and the Danger to America’s Public Schools*, the question of efficacy in the pedagogical community is balanced. Ravitch repositions the argument for education reform by examining the educational community constructs through the language of the corporate reform movement: facts about student test scores, student achievement gaps, international test scores, and high school and college graduation rates.

During the latter part of the 20th century, the American educational community drew enormous criticism from what became known as the Coleman Report (Coleman et al., 1966). According to Marzano (2003), the Coleman Report was further evidenced in its presumptions toward inequity when Jencks et al. (1972, as cited in Marzano, 2003) published their findings in *Inequality: A Reassessment of the Effect of Family and Schooling in America*. Simply put, the report concluded with an unpleasant and harsh outlook for public education. These reports produced a dismal picture of the public education system in America during the 1960s and 1970s.

Moreover, an even greater depressing portrait of America's public school system would be presented in the 1980s and 1990s through the landmark report, *A Nation at Risk: The Imperative for Educational Reform*, as reported by the National Commission on Excellence (1983). The National Commission on Excellence produced a report that undergirded the foundation for the inescapable criticisms of American public school systems as we know them today. The commission's disparaging observations drew heavily on the lack of content, expectation, time, and teaching. The commission state recommended that state and local high schools strengthen their high school graduation requirements, schools, colleges and universities adopt more rigorous standards, and 4-year colleges and universities raise their admission requirements. Factors such as these were further embraced by former Secretary of Education William J. Bennett through his published work, *Devaluing of America: Fight for Our Culture and Our Children* (as cited in Berliner & Biddle, 1995).

Heretofore, America forged ahead with a formative call for systemic change in the public school domains. This era for increased public school debate and that of the educational reform movement had a significant impact during the policy formation of the No Child Left Behind Act of 2001, which was signed into law on January 8, 2002 by President George W. Bush (PL 107-110, the No Child Left Behind Act 2001).

Unfortunately, the law proved to hold a significant flaw in the various mandates that were required for implementation. These mandates conceptualized the notion that all of America's children would reach the exact stage of proficiency in the content subjects

of reading and math within a span of 12 years, and the threat of national failure for all public schools would be held in the balance.

However, it would take the leadership of another president, Barack H. Obama, to alter the course of this historic legislation. On September 23, 2011, President Obama announced his plan to provide flexibility to the states in their application of specific mandates under the No Child Left Behind Act in exchange for real commitment for education reform (Obama, 2011). With both presidents clearly evaluating the public education forum in America, Ravitch (2013) would argue the position President Obama chose with the enactment of his “Race to the Top” initiative is the same and far worse than the initial policy design itself.

There was very little difference between Race to the Top and NCLB [*sic No Child Left Behind*]. The Obama program preserved testing, accountability, and choice at the center of the federal agenda. It insisted that states evaluate teachers in relation to the test scores of their students, which made standardized testing even more important than it was under NCLB. ...The very concept of “race to the top” repudiates the traditional Democratic Party commitment to equity; it suggests that the winner will “race to the top,” leaving the losers far behind. ...At the same time the president was lamenting “teaching to the test,” his own policies made it necessary to teach to the test or be fired. (Ravitch, 2013, pp. 28-29)

By connecting this brief overview of America’s educational landscape, educational practitioners face challenges in the theater of public schooling based on the prevailing debate that America’s public schools are failing to serve and prepare their

most important clients, their students, effectively. Some scholars suggest the thrust of this argument began in the late 1950s and progressed through the latter part of the twentieth century, and today it remains a consistent narrative for education reform (Fine, 2001 as cited in Jossey-Bass Reader on School Reform, 2001; Marzano, 2003; Ravitch, 2013; Stone, 1998).

Therefore, this body of work has been driven by this researcher's need to gather a greater understanding of parents' perceptions regarding the purpose of public education and the meaning of school as it may be applied in either the traditional or nontraditional setting. Horace Mann (1848) wrote: "... education then, beyond all other devices of human origin, is the great equalizer of the condition of men-the balance-wheel of the social machinery" (as cited in Alexander & Alexander, 1998, p. 30). The essence of this dissertational study was to capture the voices of approximately 15 parents and write about their perspectives toward the meaning of best education possible and school choice in relationship to the traditional and nontraditional models of public schooling.

Additionally, for this research study, traditional public schools are defined as the regular public school that serves grades P-12 with no restrictions for parents' choice in enrollment of their child/children. Nontraditional public schools are defined as any school, public and private, that functions outside the boundaries of the traditional public school systems' supervision. Theme schools and magnet schools which fall under the regular school systems supervision are within the description of the traditional school model. Although home schools, virtual schools, web-based schools, and distant learning models are among the many options available to parents, it is to be noted this study only

identified private/parochial and charter schools that are governed by an independent board of supervisors as the nontraditional models for this research study. Furthermore, the term alternative delivery model may be used interchangeably with the description of nontraditional model.

Statement of the Problem

In the United States Supreme Court case *Hendrick Hudson District Board of Education v. Amy Rowley* (1982) the court held "...children with disabilities were entitled to *access* to an education that provided *educational benefit*." However, "they were not entitled to the 'best' education, nor were they entitled to an education that would 'maximize' their potential" (Wright & Wright, 2009, p. 336). Based on research findings, "best education" is defined as the outcome measurement of a child's performance on a standardized instrument of content analysis within the traditional model of public schooling (Fruchter, 2007).

While this fact holds legal precedence for children with disabilities, the questions for access and the best education to maximize the human potential for all school-age children undergirds the great debate about school choice. At the center of the debate is the quality of the education that the child may or may not receive as stipulated through the policy and research implications presented by Stein, Goldring, and Cravens (2010).

According to Stein et al. (2010), parents who choose a charter school may cite academics as the primary reason for choice, but this reason alone may be greatly over generalized due to the fact that some data for charter school performances demonstrate that they have not met the annual yearly progress which is the standard indicator for

school performance in the American public school system. These researchers suggest the community needs further inquiry about what is meant by academics or academic quality because these terms vary across different studies.

Such variations highlight the need to explore these terms in order to know whether parents are speaking about performance on standardized tests, particular curricula and pedagogies, the overall reputation of the school, or something else when they refer to a school's academic performance. (Stein et al., 2010, p. 2)

Therefore, the primary inquiry for this writer's research has been the parents' perceptions for the term *best education* possible when making decisions about the choice of schools their child/children attend or attended. Furthermore, how do parents define best education? Is it through the prism of academic quality as defined and interpreted by the parents? Is it based on the student's performance on standardized tests, a particular curriculum, or the different methods of pedagogical practices? These questions and others form the foundation for the development of this dissertation.

The problem statement for the development of this dissertation further identifies the characteristics of the traditional public school model versus those that are classified as nontraditional school models. The identification of the nontraditional school model for this research study included the private and charter school models of schooling.

The areas explored through the research conducted by this researcher are the parents' descriptions of the terms best education possible and school choice. At the center of this investigation is the question of efficacy with regards to parents' perceptions

toward satisfaction and the educational outcomes experienced by the parents who have participated in this study.

In the methodology section of this research, the reader will discover how this researcher conducted the study, how he gathered and analyzed the data, and how this examiner interpreted the findings. Furthermore, this researcher employed a mixed methods process using both quantitative and qualitative procedures to develop a grounded theory.

Purpose of the Study

The purpose of this research study was to capture, document, and examine parents' perceptions regarding their descriptions of the statements, "best education possible and school choice" in regards to the traditional and the nontraditional models for schooling. This researcher recorded the parents' perceptions of the academic, social, and physical factors articulated by the parents for public schooling and compiled a descriptive narrative of their perspectives through an analysis of data where emerging themes were found and a grounded theory was formed.

The outcomes for this investigative inquiry offer authentic voices to the ongoing debate of school choice and the quality of education. By capturing a finite group of expressions from no greater than 30 participants through the use of a satisfaction survey instrument for quantitative proceeding, and expanding those findings by conducting a series of 15 in-depth interviews from this group of participants for a qualitative understanding, their voices were clearly grounded in the data presented in this research study.

Data derived from this study provided the empirical findings that yield implications for future quantitative and qualitative research studies. This research investigation brings forward the personal thoughts of parents' perceptions of educational equity, and the quality of schooling in today's educational environments.

Furthermore, this researcher considers the findings from this research as useful tools that inform parents, students, politicians, educators, and other community members about the perceptions that parents have regarding the efficacy of public school models—both traditional and nontraditional.

Research Questions

The principal question for this research investigation is how do parents describe their perceptions of *best education* possible when making decisions about the choice of schools their child/children attend or attended? Furthermore, how do parents define “best education?” Is it through the prism of academic quality as defined and interpreted by the parents? Is it based on student performance on standardized tests, a particular curriculum, or the different methods of pedagogical practices? These questions and others form the foundation for the development of this dissertation.

Operating from the premise described above, this writer framed the following research questions (RQ) for this research study:

RQ1: What are parents' perceptions of the traditional public schools and alternative delivery models?

RQ2: What are the parents' perceptions of the academic differences between traditional public schools and alternative delivery models?

- RQ3: What are the parents' perceptions of the social differences between traditional public schools and alternative delivery models?
- RQ4: What are the parents' perceptions of the physical differences between traditional public schools and alternative delivery models?
- RQ5: How do parents define "best education possible?"
- RQ6: How do parents describe "best schools?"
- RQ7: How do parents make informed decisions about school choice?
- RQ8: How do parents describe the term "parent involvement?"
- RQ9: What level of parental involvement is presented and demonstrated at the school level?

Significance of the Study

The significance of this research study falls under the assertion of the parents' perception. Through their voices for the term *best education* possible and *school choice*, the researcher has formed a grounded theory. The underlying question for this study is it possible to achieve "the best education possible" in the traditional school model versus the alternative delivery models as they were reported.

This research study brings forth evidentiary findings for best practices in regard to parents' perceptions for educational achievement and satisfaction outcomes within the school models analyzed as a result of this research study. Parental involvement proved to be the most significant factors for the parents' perceptions of satisfaction and academic achievement for either model, traditional and nontraditional.

This research is significant because it provides insight into parents' perceptions about the educational system. Parents' perceptions are important because they determine the type of education that they choose for their children. Therefore, parents' perceptions can be used to inform all educational stakeholders. This study can guide improvements towards educational practices in our traditional public school domains where the majority of school-age children receive their education.

Furthermore, this investigation provided the structure to develop a grounded theory based on the parents' data about the perceived differences for achieving "the best education possible." Additionally, this researcher examined "satisfaction" as an outcome of this research study. Moreover, the majority of parents expressed being satisfied with the educational experiences their child/children are receiving and/or have received in either of the school models.

Summary

In summary, Chapter I began with a broad historical overview of the extensive criticism of the American public school system. The researcher raised the discussion for the terms "best education possible" and "school choice" as the central argument driving the debate for education reform. The researcher then presented a statement of the problem and the purpose of the study. This writer concluded Chapter I with a review of the research questions framed for this study and a discussion about the significance of the study.

CHAPTER II

REVIEW OF RESEARCH LITERATURE

“Literature review is a written summary of articles, books, and other documents that describe the past and current state of knowledge about a topic.” (Creswell, 2002, p. 646)

Introduction

This chapter is a review of researched literature containing relevant content about school choice with regard to the traditional and nontraditional models for public schooling, urban education, effective school practices, and parental involvement. The title for this dissertational research study is “An Investigation of Parents’ Perceptions Regarding the Efficacy of Traditional, Private and Charter School Delivery Models.” It is clear that this writer has derived the focus of the review of related literature for this research study from the emerging themes embedded in the title where an emphasis is placed within the term *efficacy*. The researcher defines efficacy for this research study as “power or capacity to produce a desired effect; effectiveness” (*The American Dictionary*, 1985, p. 440). Furthermore, it is suggested, “after developing a rough idea for research, the reader begins to examine how others have already thought about and researched the topic” (Berg, 2001, p. 19). Additionally, the “literature review is a written summary of articles, books, and other documents that describe the past and current state of knowledge about a topic” (Creswell, 2002, p. 646).

Chapter II provides a detailed review of related literature. This researcher presents this chapter through six sectional topics:

- Organization of the Review of Research Literature;
- A Brief Examination of the Historical Underpinnings of America' Public Educational System;
- Interrelationships Between the Two Models of Schooling: Traditional and Nontraditional;
- An Assessment of Nontraditional Models for Schooling (Private Schools, and Charter Schools);
- An Assessment of Parent Involvement; and
- A Summary of Emergent Themes. This chapter concludes with a summary discussion of the work presented.

However, before beginning to read this chapter on the review of research literature, there are two specific definitions in this body of work that are important to know. In this study, the traditional school model is defined as the regular public schools that serve grades P-12, and hold no restrictions for parents' choice for enrollment of their child/children. The nontraditional model is defined as any school public or private that functions outside the boundaries of the traditional public school systems' supervision.

Moreover, theme schools and magnet schools fall under the traditional model, and parochial and charter schools fall under the nontraditional model. Furthermore, the term "alternative delivery model" in the text is used interchangeably with the term nontraditional model because the meaning is the same.

Organization of the Review of Research Literature

This researcher organized this review of related literature around thematic topics such as parents' perceptions, urban education, efficacy in pedagogical community structures, educational outcomes in the traditional and nontraditional models for schooling, parent satisfaction, and parent involvement. Overall, the driving question is: how do educational leaders and others make sense of all the complicated nuances that are affecting their capacity to be effective practitioners, good parents, and informed civic leaders? Hence, the implications for leadership effectiveness were the paramount outcomes this researcher was seeking to find within the literature review and among the data findings examined as part of this research study.

Based on this reasoning, this writer made an effort to provide a critical perspective for the interrelationship among the research studies reviewed. As such, this researcher constructed the review of literature within the context of a limited historical review and it was framed through a critical eye of comparative analysis from the theoretical perspectives reported by their authors.

A Brief Examination of the Historical Underpinnings of America's Public Educational System

The limited historical overview of the challenges that educational practitioners face in the theater of public schooling was based on the prevailing debate that America's public schools are failing to serve and prepare their most important clients, their students, effectively. Some scholars suggest the thrust of this argument began in the late 1950s, progressed through the latter part of the 20th century, and today remains a consistent

narrative for education reform (Fine, 2001, as cited in Jossey-Bass Reader on School Reform, 2001; Marzano, 2003; Ravitch, 2013; Stone, 1998).

At the center of all educational reform discussions is the concern for the quality of the educational experiences achieved, as well as the tools utilized to measure the gains achieved by students who exit public institutions. This concern furthers the literature and positions the need to examine the purpose of public education. According to Theodore R.Sizer (1997), "...public in education actually means unrestricted access to some schools only" (as cited in Goodland & McMannon, 1997, p. 33). Sizer offers four qualifying arguments for continuous debate about the purpose of public schooling.

First, schools serve a civic function, providing a "balanced-wheel" of democracy, as Horace Mann put it in 1848 in his twelfth annual report... That is, the common schools are to prepare a people that understand the need for and the working of a civil society. Second, schools serve an economic function, preparing an adequate and dutiful workforce... Third, schools provide cultivation, welcoming young people into the bests of the culture of the people. And fourth, schools provide individuals with the intellectual strength to be able to make up their own minds, to stand against false persuasions, and to unleash their idiosyncratic imaginations. (p. 37)

Such as this is, a splendid interlace that has framed the purpose of education in an American society, the underpinning alliance for this assembly is democracy itself. However, the historical recapitulation for the assault on America's public education system was and still remains within the comparative constructs for analyzing educational

matriculation in industrialized nations without this (democracy) underpinning perspective. Two distinctive narratives support this argument.

First, in chapter three of the book, *The Public Purpose of Education and Schooling* edited by Goodlad & McMannon (1997), Darling-Hammond (1997) provides a reflection on education, equity, and the right to learn by sharing the argument between Thomas Jefferson and Alexander Hamilton on the subject of the peoples' right to a public education in a democratic society.

...Jefferson argued “the people” could be prepared to govern responsibly through a system of public education that would develop an intelligent populace and support a popular intelligence. Public schools—which would prepare citizens to debate and decide among competing ideas, to weigh the individual and the common good, and to make judgments that could sustain democratic institutions and ideals—would enable the people to make sound decisions and withstand the threat of tyranny. (p. 41)

Secondly, from the essay “Soviet Education Far Ahead of the U.S.,” (Fine 2001, as cited in Jossey-Bass Reader on School Reform, 2001), the following statements provide a distinctive difference for the rights of the people who are governed by this nation.

All education in the Soviet Union is under the domination of the Communist party. Much of the curriculum of the persons preparing to be teachers consists of studies in Communist political principles. The outstanding characteristic of the Soviet educational system is its authoritarian policy. The party determines the

number of persons needed in the field; the government fixes quotas for enrollments and assigns graduates to jobs in industry. (p. 105)

A free and democratic society should never view these two distinctive attributes defining the people's principle perspectives toward the meaning of life, liberty and individuality as a competing framework for civilization. One develops the educational process as a means to be an active part of a governing society and the other is bound by its governmental prescriptions. Yet, this is where the debate has fallen.

At the center of this literature review are the parents' perceptions. Gaining an understanding for what the terms "best education possible" and "school choice" really means in the urban educational complex provides a theoretical framework for conceptualizing today's education reform movement. Based on research findings, the United States Census Bureau (1995) provides an operational definition for urban and urbanization of territories:

The Census Bureau defines "urban" for the 1990 census as comprising all territory, population, and housing units in urbanized areas and in places of 2,500 or more persons outside urbanized areas. More specifically, "urban" consists of territory, persons, and housing units in: Places of 2,500 or more persons incorporated as cities, villages, boroughs (except in Alaska and New York), and towns (except in the six New England States, New York, and Wisconsin), but excluding the rural portions of "extended cities." Census designated places of 2,500 or more persons. Other territory, incorporated or unincorporated, included in urbanized areas.

URBANIZED AREA (UA)

The Census Bureau delineates urbanized areas (UA's) to provide a better separation of urban and rural territory, population, and housing in the vicinity of large places. A UA comprises one or more places (“central place”) and the adjacent densely settled surrounding territory (“urban fringe”) that together have a minimum of 50,000 persons. (pp. 1-3)

While this definition clearly describes the elemental size for determining the population density for an urbanized area, it does not breakdown some of the other characterization found in descriptive terms for describing the urban educational centers found in these specifically populated areas.

Therefore, this researcher has examined some of the research findings that revealed some of the characteristics identified in urban school districts. Within the researched materials explored, the most revealing characteristics found in an urban educational center have been constructed and analyzed within the context of the racial makeup within the populated communities which described the conditions of the urban education centers through the lens of race (minorities) and poverty (economic conditions).

The term “urban” has many meanings. It is used here to refer to jurisdictions that are large and old enough to include socially and economically diverse populations. Typically, these are central cities and mature suburbs. Within the broader category of urban communities recent trends show a greater concentration of poverty and of people of color. American cities have always thronged with

recent migrants, minorities, and poor people; but patterns of metropolitan growth now assign their urban cores a greater concentration of such residents than in the past. (Stone, 1998, p. 3)

A further research finding suggests,

Tensions resulting from economic, social, demographic, and political changes described above most directly impact the tenor of urban education systems, sites of the most ethnically diverse, high poverty student populations. According to Snipes, Doolittle, and Herlihy (2002, as cited in Durden 2008), there are 16,850 public school districts in the US, 100 of which served 23% of all students. Most of those are in urban areas and serve 40% of the country's minority students and 30% of its economically disadvantaged students. (pp. 3-4)

This contextual framework focuses on the description of the urban educational center. Out of this framework the theme for best education possible emerges. Thus remains the most important question: where can this illusive achievement be delivered and received? This central question is the driving force behind the argument for school choice.

Heretofore, this researcher examined the contextual underpinning for the term "best education possible." This term was generated as an argumentative feature for what children with a disability were entitled to as a result of their legal access to public schooling. In the United States Supreme Court Case, *Board of Education v. Amy Rowley* (1982), the court held "...children with disabilities were entitled to *access* to an education that provided *educational benefit*." However, "they were not entitled to the

‘best’ education, nor were they entitled to an education that would ‘maximize’ their potential” (Wright & Wright, 2009, p. 336).

While this fact holds legal precedence for children with disabilities, the questions for access and the best education to maximize the human potential for all school age children undergird the great debate for school choice. At the center of the debate is the quality of the education that the child may or may not receive as stipulated through the policy and research implications presented by Stein, Goldring, and Cravens (2010).

According to Stein et al., parents who choose a charter school may cite academics as the primary reason for choice, but this reason alone may be greatly over generalized due to the fact that some data for charter schools performances demonstrate that they have not met the annual yearly progress which is the standard indicator for schools performance in the American public school system. These researchers suggest further inquiry is needed for what is meant by academics, or academic quality, because these terms vary across different studies.

Such variations highlight the need to explore these terms in order to know whether parents are speaking about performance on standardized tests, particular curricula and pedagogies, the overall reputation of the school, or something else when they refer to a school’s academic performance. (p. 2)

Additional ideological arguments undergirding best education possible are presented through the works of Fruchter (2007), *Urban Schools Public Will: Making Education Work for All Our Children*. Fruchter displays an authentic reflection of the failure of the Brown v. Board of Education decision. This scholar suggested,

The reality of our public school failure is not universal but specific, historically rooted, and ongoing. As a nation we have always failed to effectively educate poor students of color. For the three decades after slavery was officially ended, through the ensuing half century from *Plessey v. Ferguson* to *Brown*, we have ignored, tolerated, dismissed, or deflected our failure to provide the equality of education to children of color that should accompany “liberty and justice for all.” The *Brown* decision challenged that failure but did not succeed in changing it. (pp. 6-7)

Thus, reported is “the resurgence of segregated schooling..., what we strive for is quality education rather than integration..., and we define quality education as the improvement in standardized-test scores and the narrowing of the test gap between white students and students of color...” (Fruchter, 2007, p. 6). This level of reasoning is also reflected by others. “In every urban education system, black and Hispanic student achievement lags far behind that of their white and Asian counterparts” (Snipes et al., 2002, as cited in Durden, 2008, p. 4).

Based on these findings, one can conclude, the meaning of the term “best education possible” is constructed according to the child’s outcomes on standardized instruments that measure academic progress in relationship to his/her standings by racial precepts. This argument regarding standardized test scores is the center of the discussion in the works of Berliner and Biddle (1995), *The Manufacture Crisis: Myths, Fraud, and the Attack on America’s Public Schools*. Berliner and Biddle proffer a glaring narrative

that suggests “standardized tests provide no evidence whatever that supports the myth of a recent decline in the school achievement of the average American student” (p. 34).

Where standardized testing was once an enthusiastic argument supported by some high profile educational leaders as the central presupposition for American School failure, among recent findings, Ravitch (2013) reversed her position as evidenced through the following narrative. Ravitch repositions the argument for education reform by examining our educational community constructs through the language of the corporate reform movement: facts about student test scores, student achievement gaps, international test scores, as well as high school and college graduation rates. In the case of student test scores,

...students in American public schools today are studying and mastering far more difficult topics in science and mathematics than their peers forty or fifty years ago. So the next time you hear someone say that the system is broken, that American students aren't as well educated as they used to be, that our schools are failing, tell that person the facts. Test scores are rising. ...Our students have higher test scores in reading and mathematics than they did in the early 1970s or the early 1990s. (pp. 44, 53)

Inasmuch as this review of related literature implodes the meaning of the term “best education possible” by contextualizing the measures for standardize testing, it still holds the value of its central meaning, and the question for best education possible, is how well will one's child perform on any standardized assessment of measurement when one is seeking the best education possible for their child/children.

Interrelationships Between the two Models of Schooling: Traditional and Nontraditional

This premise brings forward the choices parents have or do not have in gaining access to the central foundations for achieving the best education possible for their child/children. In part, the preceding review of research literature establishes the historical context for public education and subsequently framed the current underpinnings for measuring its success. The literature has brought forward emerging themes such as race, poverty, inequality, and economic classes. Regardless of the proposition made for the emerging themes, one gleans the outcome measures through one prevailing narrative, and that is the achievement gap found among the racial subsets of the population participating in the exercise of pedagogical practices.

Therefore, in this section of the literature review, this researcher examined the evidentiary findings for traditional and nontraditional schooling. Implications of these findings were reviewed through the methods that were applied for educational research. Both quantitative and qualitative studies, as well as mixed methodologies were explored. Again for this research study, traditional public schools are defined as the regular public school that serves grades P-12 with no restrictions for parents' choice in enrollment of their child/children. Nontraditional public schools are defined as any school, public or private, that functions outside the boundaries of the traditional public school systems' supervision. Theme schools and magnet schools which fall under the regular school systems supervision are within the description of the traditional school model. Although home schools, virtual schools, web-based schools, and distant learning models are among the many options available to parents, it is to be noted this study only identified

private/parochial and charter schools that are governed by an independent board of supervisors as the nontraditional models for this research study. Furthermore, the term alternative delivery model may be used interchangeably with the description of nontraditional model. In organizing the proceeding review of research literature and presenting the interrelationships among the research studies examined, this researcher offers a limited review of the current conditions related to the two specific models of schooling: traditional model and nontraditional model.

Based on findings produced by Aud, Wilkinson-Flicker, Kristapoviach, Rathbun, Wang, and Zang (2013) in the National Educational Center for Education Statistics (NCES), the 2013 report on the conditions of education in the United States reveals the following data. In the 2010-11 school years, there were 98,817 public schools in the United States; 93,543 were classified as traditional public schools and 5,274 were described as nontraditional or charter schools. Enrollment numbers reported for students attending traditional public schools and nontraditional public schools were 49.5 million and 1,789,000, respectively (Aud et al., 2013). However, “private school enrollment in prekindergarten through grade 12 increased from 5.9 million in 1995-96 to 6.3 million in 2001-02 then decreased to 5.5 million in 2009-10” (Aud et al., 2013, p. 50).

Additionally, it is important that this researcher cite the following definitions for the traditional and nontraditional (charter school and private institutions) models for public schooling as described by the NCES. Referencing these definitions further supports the definitions this researcher will utilize in this study of these terms.

1. Traditional public school – Publically funded by schools other than public charter schools. See also Public school or institution and Charter School.

Public School or institution – A school or institution controlled and operated by publicly elected or appointed officials and deriving support from public funds.
2. Charter school – A school providing free public elementary or secondary education to eligible students under specific charter granted by the state legislature or other appropriate authority and designated by such authority to be a charter school.

A public charter school is a publicly funded school that is typically governed by a group or organization under a legislative contract or chapter with the state jurisdiction. The charter exempts the school from selected state or local rules and regulations. In return for funding and autonomy, the charter school must meet the accountability standards articulated by the charter.

3. Private institution – An institution that is controlled by an individual or agency other than a state, a subdivision of a state or the federal government, which is usually supported primarily by other than public funds, and the operation of whose program rests with other than publically elected or appointed officials. (Aud et al., 2013, 50)

Although the majority of students attend traditional public schools in the United States, the traditional public school model has come under severe scrutiny over the past several decades in several sources (Bennett, 1992 as cited in Berliner & Biddle 1995;

Coleman et al., 1966; Jencks et al., 1972, as cited in Marzano, 2003; National Commission on Excellence, 1983; PL 107-110, the No Child Left Behind Act 2001) and to this date the debate continues.

However, scholars such as Ravitch (2013), Noguera (2008), Frucher (2007), Stone (1998), and others including Barber, Darling-Hammond, Fenstermacher, Kerr, and Sizer (as cited in Goodlad & McMannon, 1997), promote a view of optimism and promise that serves as an inspiration for hope in our efforts to combat the visceral attack on the fundamental frameworks for our societal successes, which are deeply embedded in our traditional public schools. Goodlad wrote,

Education is an adventure of the self. It is natural, then, to think of education as a matter of private purpose and experience. However, adventures of the self are experienced in public contexts. The self is shaped through interpretation of social encounters; the nature of these encounters is critically important. The private purpose of education—the cultivation and satisfaction of the self—can be pursued only in the company of public purpose. How we are with others has a great deal to do with how we are with ourselves. (p. 155)

Maybe this is the reason why some parents expect that receiving a quality education makes a complete human being and that society will improve overall with individuals who learn to value life, accept responsibility, earn a living, and understand the ideologies of their communities, culture and society. However, if this expectation is the plausible reasoning for societal demand on public schooling, then the manner in which

individuals pursue and achieve these fundamental principles requires further investigation.

When various authorities present such indicators as poor performance, low test scores, rigorous curriculums, high school dropout rates and school safety in the literature, how that information is delivered can be the very foundation for misleading an uninformed populace. This researcher presents this perspective based on the data reviewed which contradicts the narrative that our traditional public schools are failing. Evidence of this perspective found in the literature and proffered through selected sources of media, national reports and various scholars, including Berliner and Biddle (1995) and Ravitch (2013).

Ravitch and Berliner and Biddle have been singled out because their work brings balance to the myths, fraud and the attack on America's public schools. Each of these scholars presents an enormous amount of data in both analytical as well as conceptual terms that articulates the present conditions of the traditional school model. An example of such findings may best be articulated in this way. When data were examined, the report from the NCES described the high school graduation rate for years 2009-2010 as 78.2% (Aud et al., 2013). Ravitch (2013) counters the argument by suggesting there are other ways to express our high school graduation rates as shown in the following statements:

The four-year graduation rate is one way to measure graduation rates, but it is not the only way. Many young people take longer than four years to earn a high school diploma. Some graduate in August, not May or June. Some take five or

six years. Others earn a GED. When their numbers are added together to the four-year graduates, the high school graduation rate is 90 percent. Thus, it is accurate to say that only about three-quarters of American students get a high school diploma in four years. And it is accurate to say that the graduation rate of 2010 (which was 78 percent) is only a few points higher than it was in 1970, when it was 70 percent. But it is also accurate to say that 90 percent of those between the ages of eighteen and twenty-four have a high school diploma. (pp. 75-76)

Who gets what information and how that information is used is important. This has been captured in the report written by Lopez (2010):

WASHINGTON, DC—Americans continue to believe their local schools are performing well, but that the nation’s schools are performing poorly. More than three-quarters of public school parents (77%) give their child’s school an “A” or “B” while 18% of all Americans grade the nation’s public schools that well. (p. 1)

Additionally, in a separate report, Jones (2012) writes,

PRINCETON, NJ—Seventy-eight percent of Americans say children educated in private schools receive an excellent or good education, more than say that about four other types of U.S. schooling. At least 6 in 10 say parochial schools or charter schools provide a quality education, while far fewer say that about home schooling or public schools. (p. 1)

As the research reveals, there remains a constant bombardment of negative press related to the performances of the traditional public schools. As the above two articles reveal, the substance of this review of related literature is to gather a greater understanding for how parents describe their personal perspectives about their individual respective schools and how they make informed decisions about where their child/children will be educated.

Regarding public school choice, in the traditional model, parents may have the choice of sending their child/children to magnet or theme schools that are described as business, enriched-studies, gifted/highly-gifted/high ability, highly/gifted, law/government, science/technology-engineering/math, communication/technology, foreign language, global awareness, humanities, and visual and performing arts center (see Los Angeles Unified School District webpage).

However, Blazer (2012) conducted a literature review wherein a number of studies produced a composite sketch of the effectiveness of magnet schools in their relationship for performance within the context of comparison to the traditional school model. The findings were mixed. The methodologies used in the assessments were quantitative. The conclusions were as follows:

Research examining whether magnet schools are associated with improved academic performances produced mixed results, with some studies finding that magnet students have a higher levels of achievement and other studies finding comparable performance between magnet and nonmagnet students. Nevertheless, these studies indicate that students enrolled in magnet schools can benefit from

their unique course offerings and innovative instructional practices while maintaining or increasing their achievement levels in core courses. (p. 9)

Additionally, data extracted from the Digest of Education Statistics (2012) revealed that the total number of students attending a magnet school of choice during the school years 2010-2011 was 2,055,133. The magnet school enrollment number was considerably higher than the one reported for charter school choice (1,787,091). Producing a 13% greater level of enrollment numbers within the comparative context of the number of schools available (Charter School, 5,274; Magnet Schools 2,722) it appeared the school of choice for magnet schools were greater than the choice for choosing a charter school.

Thus far this researcher has made a valid attempt in correlating the competing narratives regarding the perspective presented by some scholars, educational practitioners, media reports, parents and others regarding the traditional school model. As such, “facts or fiction” or “failure to perform” appears to be an emerging theme regarding the traditional school model. This researcher now focuses on the literature related to school choice regarding the nontraditional school models for public schooling. It is here, with a critical lens, the current research on nontraditional schooling is being reviewed.

In the preceding narrative this researcher has proffered the definition of the Nontraditional model of schooling. In summary, nontraditional schools are defined as any school, public or private, that functions outside the boundaries of the traditional public school systems supervision. Therefore, the literature reviewed here provides a

brief overview of the historical framework for the reference of school choice and examines various studies that offer comparative performance outcomes as the result of this conceptualization.

In Ravitch (2010), it appears, the United States Supreme Court Decision in *Brown v. Board of Education* spearheaded the conceptual framework for the term “school choice.” Ravitch articulated a narrative in the “Death and Life of the Great American School System” that during 1950s and 1960s southerners adopted the idea of school choice through their legislative efforts by framing their resistance to integration under the umbrella of freedom of choice policies. These policies provided the students the option to enroll in any public school that they wanted. Therefore, the schools would remain segregated by choice. Moreover, when federal courts compelled compliance with the law, southern states embraced choice through the encouragement for the development of private schools (Ravitch, 2010).

Ravitch referenced these schools as segregated academies. Also referenced is the introduction of Milton Friedman’s work entitled, *The Role of Government in Education*. The essence of Friedman work was the conceptualization of the voucher system. Ravitch further suggested that not until the era of the Ronald Reagan presidency would the concept of school choice through vouchers take shape. Yet, President Reagan would move away from the term voucher and spearhead the advocacy for public school choice. In the late 1980s Minnesota became the first state to adopt a statewide plan for school choice. However, by the 1990s the voucher system had taken its foothold in the American educational digest through the Wisconsin Supreme Court ruling. Relentless

court battles emerged, and the final outcome solidified the use of the voucher based programs for school choice.

As controversially as voucher-based programs were viewed, the prevailing outcome for public school choice was the conceptualization of charter schools.

In the 1990s, three versions of school choice emerged: voucher schools, privately managed schools, and charter schools. All these schools receive public funds to educate students but are not regular public schools and are not run by a government agency. (Ravitch, 2010, p. 121)

Furthermore, it is presented charter schools became and remained the preeminent choice for school choice within the education reform movement. Support for this institutional concept has been demonstrated through four presidencies, George H. W. Bush, William J. B. Clinton III, George W. Bush and Barack H. Obama, and the prevailing question remains (Ravitch, 2010).

Have charter schools lived up to the promises of their promoters? Given the wide diversity of charter schools, it's hard to reach a singular judgment about them. In terms of quality, charter schools, run the gamut. Some are excellent, some are dreadful, and most are somewhere in between. (p. 138)

Whereas the ongoing debate centers around the question of educational quality and the choices that are available to achieve such through the concept of public school choice, this researcher examined several studies and research articles regarding school choice. Identified are two possible choices for nontraditional schooling and they are: Private School and Charter School. The methodologies used in these studies were

qualitative, quantitative and mixed-methodology. However, some were position and research papers submitted online. The findings represent both pro and con toward performance indicators as reported.

Moreover, Broughman and Swain (2013) produced findings that suggest private schools are both sectarian and nonsectarian, and they are undergirded by religious tenets and academic freedom. Therefore, this researcher identified two specific terms to use in examining the interrelationship among the research studies for the private and charter school models. These terms are described as "...ideologues (religiously motivated) and pedagogues (academic and methodology motivated)," (Taylor-Hough, 2010, p. 4). Furthermore, Collom (2005) suggested, "pedagogues are concerned mainly with educational methods, improved learning environments for their children, and greater parental autonomy," while "the ideologues are largely-but not exclusively-politically conservative Christian families who, as Raymond and Dorothy Moore observed, are seeking to impart religious values to their children" (as cited in Taylor-Hough, 2010, p. 4).

An Assessment of Nontraditional Models for Schooling (Private Schools and Charter Schools)

Private Schools

An analysis of the private school model is evidenced by the data reported. Broughman and Swain (2013), characterize private school typologies within two subgroups, sectarian and nonsectarian. The sectarian typology subgroup includes Catholic, parochial, diocesan and private. Other religious groups included in this

typology are conservative Christians, affiliated and unaffiliated. The nonsectarian typology subgroup includes regular, special emphasis, and special education.

In 2011-2012 there were 30,061 private schools identified in the United States. Within the total number of private schools (30,061) identified, a population size of 4,494,845 students were served during the 2011-2012 school years. Given the total size of the private school student population of 4,494,845, approximately 80.2% are religious-based (3,604,987) and 19.8% are nonreligious-based (889,907). The private sector educational centers are respectively 68.1% (21,087) religious-based and 31.9% (9,775) nonreligious-based schools. Additionally, where the majority of the private schools are identified as religious-based, the Catholic groups have a smaller number of schools but a greater population than the conservative Christian groups who have more schools but a smaller number of students (Broughman & Swain, 2013).

Here, it is important to provide a brief history for the religious tenets that would undergird the theoretical concepts for educational practices in the United States. Research notes the purpose for schools, particularly for the advanced educational practices. In the early years, though, predating the founding the United States, the American colonies had to overcome the accepted pattern of the class-oriented English educational system in which free and universal education was beyond the eye of the most progressive governmental leaders. Children of poor and lower-class families received no education at all or were attached to apprenticeship to learn a trade and develop manual skills. The law of 1647 was promulgated to teach all children the Scriptures in order to avoid falling prey to “the older deluder, Satan” (Alexander & Alexander, 1998, p. 22).

Furthermore, “religion was the principal force behind most institutions of higher learning in the colonies. The earliest colleges—Harvard, William and Mary, and Yale—were founded to train young men for the ministry” (Bragdon, McCutchen, & Ritche, 1998, p. 77).

Moreover, where this researcher has cited the central definition for private institutions, and where private schools fall under the same meaning in all of its contextual language, there are three specific themes that emerge: autonomy, nongovernmental regulations and independent oversight. Such as this is and where the majority of the students who access their choice for educational matriculation in the private school sector are within the sectarian typology identified as Catholic, the following underpinnings can be generalized to the additional sectarian typologies.

Frabutt, Holter, Nuzzi, Rocha, and Cassel (2010) produced a mixed methodology study where six themes emerged:

1. **Primacy of Parental Role in Education:** Parents’ “original, primary and inalienable right” to educate their children ranks as the most central theme in regards to parent and education... Parent love and care for children serve as the fundamental basis for healthy child development and thereby contribute to education in its earliest and most basis form. Parents are also charged with faith development of their children, a responsibility solemnly conferred through baptism, the foundation upon which a Christian life of faith is built and nurtured.

2. **Parents as Witnesses in the World:** Given that children learn their lessons in the context of family life, parents should bear in mind the power of their example and regularly ask themselves if their day-to-day actions reflect a Christian lifestyle.
3. **Continuing Parental Catechesis:** The USCCB (*sic United States Conference of Catholic Bishops*, 1999), as cited in Frabutt et al., 2010) succinctly stated, “an adult community whose faith is well-formed and lively will more effectively pass that faith on to the next generation” (p. 29, §40). The call for ongoing parental catechesis is, therefore, a logical consequent of and complement to the primacy of parental role in education and parents as witnesses in the world.
4. **Parent-School-Church Collaboration:** As much as possible, parents should collaborate with the local Church community to secure the promise of Catholic education for their children and for future students. Similarly, the Church community—both on the universal and local level—must be committed to supporting the Catholic schools and parents.
5. **Parent Involvement:** Active parent participation in school functions, increased dialogue between parents and teachers, and the establishment and bolstering of parent organizations unite parents with the mission of Catholic Schools. The Code of Canon Law (Caparros et al., 1993, as cited in Frabutt et al., 2010) makes clear that this cooperation and collaboration are more than just highly desirable. They are canonical requirements. Canon 796 states that

“it is incumbent upon parents to cooperate closely with the school teachers to whom they entrust their children to be educated” (p. 30).

6. **School Choice:** The right of parents to choose a Catholic education for their children is an issue of justice and remains a core conviction of the Church today. Leaders in the Church have vigorously defended the right of parental choice, stating, “all Catholic children, not just whose families have the financial means, have a right to a Catholic education” (Miller, 2006, as cited in Frabutt et al., 2010, p. 30).

In sum, these six themes broadly represent the Church’s position in regard to the primary importance of parents in Catholic education (Frabutt et al., 2010).

This researcher offers the following generalizations here as a principal framework for all sectarian groups where God and religious tenets have been perceived as a result of their organizational foundation. Both sectarian subgroups are principled by a faith in God. Practices may differ but the central tenets are faith in God. This generalization may also apply to other religious-based organizations that do not share the central framework for Christianity but execute their actions through other worship foundations such as Jews, Muslims, or any other tenets for religious purpose.

The themes offered by Frabutt et al. (2010) are symbolic for all religious private schools in that one may generalize they too have the thematic structures articulated by the Catholic Church. Not in the same catechesis, (religious instructions given in advance of baptism or confirmation), but in the central tenets as they are practiced in their organizational structures of their identified form of faith in God and structured

accordingly. Inasmuch as private, nonreligious schools have not been structured along the parallel axioms of faith in God, the assumption or generalization that anyone who attends a private educational environment does not have a fundamental belief or a pretext of faith or belief in God should not be postulated. The structural framework for autonomy does not permit any one to make such a generalized statement.

Furthermore, where the research cited above centers on what is characterized as the ideologues (Collom, 2005, as cited in Taylor-Hough, 2010) prescriptive view, the research now lies within the framework of the pedagogues' prescriptive viewpoints. Bringing clarity to this statement, "pedagogues are concerned mainly with educational methods, improved learning environments for their children, and greater parental autonomy" (Collom, 2005, as cited in Taylor-Hough, 2010, p. 4).

In review, what scholars do know is autonomy is a recurring theme that is deeply embedded in all the private school models. However, what we know very little about are how these other factors such as methodological practices support the prescriptive narrative espoused by the pedagogues view point for improved learning. The parental decision for choosing the private school model lies within this conceptual framework.

Thus far, this researcher has demonstrated religion as the principal reason for parents' choice in choosing the private school environment, and it is supported by the parents' right to choose an educational environment that will help in aiding their fundamental right to undergird their child/children moral compass (see Broughman & Swain, 2013; Forster, 2007). However, pedagogical performance methods for educational practices are grounded in the substance of the academic model delivery

system that demonstrates improved educational outcomes. This assessment is derived by this researcher's interpretational meaning of the term pedagogue as defined by Collom (2005, as cited in Taylor-Hough, 2010).

Therefore, this researcher has examined a few of the characteristics found within private school practices. Selected findings by Broughman and Swain (2013) revealed the following:

- In the fall of 2011, there were 30,601 private elementary and elementary schools with 4,494,845 students and 420,880 full-time equivalent (FTE) teachers in the United States.
- Sixty-eight percent of private schools, enrolling 80% of private school students and employing 72% of private FTE teachers in 2011-12 had a religious orientation or purpose.
- In 2011-12 there were more private schools in suburban locations (10,911), compared to those in cities (10,005), followed by those in rural areas (7,045), and then by those in towns (2,900).
- More private schools students in 2011-12 were enrolled in schools located in cities (1,900,639), followed by those enrolled in suburban schools (1,672,205), followed by those in rural areas (620,862), and then by those in towns (300,842).
- More private schools students in 2011-12 were enrolled in kindergarten (449,819) than in any other grade level.

- The average school size in 2011-12 was 146 students across all private schools. Private school size differed by instructional level. On average, elementary schools had 108 students, secondary schools had 283 students, and combined schools had 190 students.
- Forty-four percent of all private schools in 2011-12 enrolled fewer than 50 students.
- Seventy-one percent of private schools in 2001-12 were White; 10% were Hispanic or Latino, regardless of race; 9% were Black or African American; 5% were Asian; 3% were of two or more races, and less than 1% was Indian or Alaska Native, or Native Hawaiian or other Pacific Islander, respectively.
- The average pupil/teacher ratio in 2011-12 was 10.7 across all private schools. The average pupil/teacher ratio was lower in combined schools (9.4) than in elementary (11.5) or secondary schools (11.6).
- Ninety-eight percent of twelfth graders enrolled in private schools around October 1, 2010 graduated by the fall of 2011.
- Of the 305,842 private high school graduates in 2010-11, some 64% attended four-year colleges by the fall of 2011. (p. 2 - see tables as cited within report)

By examining some of the characteristic reported among the findings associated with the private school model as cited above, this researcher can offer the following conclusions for the pedagogues' prescriptions for their methods of choice for educational matriculation. Captured in the private school model are the methodological principles relating to the average school size, particularly the difference by instructional level,

smaller pupil/teacher ratios, and the racial compositions of the schools themselves as reported in the data examined.

It appears that these three methodological principles produced the central underpinnings for the pedagogues' prescriptions for improved learning environments for their children. Additionally, it should be noted that religious foundations, nongovernmental regulations, and independent oversight, contribute significantly to these methodological principles which provide the parent's choice in achieving the greatest level of autonomy required for their child/children success. Moreover, where, Broughman and Swain (2013) reported no data elements that evaluated the curriculum employed in the private school model, the educational outcomes that were reported included: a 98% graduation rate for the 2010-2011 school years, and a 64% 4-year college enrollment rate for the same period.

However, through a comparative analysis of data for the traditional public schools model for the methodological principles practiced, research revealed the average public school is larger and the average populations of those schools in the urban centers have a higher concentration of blacks (African-Americans) and other minority students than the private school model (Alt & Peter, 2002). The statistical data produced by Broughman and Swain (2013) were relatively consistent with earlier finding produced by Alt and Peter (2002). Therefore, this researcher cites Alt and Peter's research findings here to further underscore the principles of the pedagogues.

- On average, private schools have smaller enrollments, smaller average class sizes and lower student/teacher ratios than public schools.

- There are differences in the racial and ethnic diversity in public and private schools.
- Private schools are less likely than public schools to enroll (*sic Limited English Proficient*) LEP students or students who are eligible for the National School Lunch Program.
- Private school teachers are more likely than public school teachers to report having a lot of influence on several teaching practices and school policies.
- Private school teachers are more likely than public school teachers to report being satisfied with teaching at their school.
- A majority of private school teachers express positive opinions about their principal and their school's management.
- Private school students generally perform higher than their public school counterparts on standardized achievement tests.
- Private high schools typically have more demanding graduation requirements than do public high schools.
- Private school graduates are more likely than their peers from public schools to have completed advanced level courses in three academic subject areas.
- Private school students are more likely than public school students to complete a bachelor's or advanced degree by their mid-20s. (pp. 5-24)

Other research of related literature that was reviewed by this researcher which gleaned many of the research findings cited within this section included the works of Goldring, Gray, and Bitterman (2013), *Characteristics of Public School and Private*

Elementary School Teachers in the United States: Results from the 2011-12 Schools Staffing Survey, First Look; Forster (2007), *Monopoly vs. Markets: The Empirical Evidence on Private School Choice*; and Snyder and Dillow (2012), *Digest of Education Statistics*.

In summary, Alt and Peter (2002) produced the closing statement, and it is noteworthy as this section of the review of literature for the private school model concludes,

Private schools have advantages from the outset that many public schools cannot match, stemming from the choice by students and their families to participate in private education. However, requiring students to tackle difficult course material, developing consistent commitment from staff to meet clearly communicated goals, and maintaining a school climate that extols learning may well contribute to better achievement at schools in either sector. (p. 26)

Charter Schools

When reviewing the charter school model as a parent's choice for public education, the research reveals similar characteristics found in the private school model. However, the most significant difference in the charter school vs. the private school model is the position of religious tenets. This factor is underscored by the majority's position for the private school model which is sectarian-based (Alt & Peter, 2002; Broughman & Swain, 2013). Nevertheless, there are efforts to bring such model of schooling to fruition. As such, Russo and Cattaro (2010) examined this effort and concluded, "... proponents of faith-based charter schools may have to go back to the

proverbial drawing board in attempting to devise means of serving children whose parents would like them educated in religious environments” (p. 523).

“The first law allowing the establishment of charter schools was passed in Minnesota in 1991. In school year 2010-11, charter schools legislation had been passed in 41 states and the District of Columbia. In Maine, no charter was operational ...” (Aud et al., 2013, p. 48). The remaining states where legislation has not been passed establishing charter schools are Alabama, Kentucky, Montana, Nebraska, North Dakota, Vermont, Washington, and West Virginia (Aud et al., 2013).

The key elements for the charter school model include autonomy and independent oversight that is external to the traditional model for governmental controls. Elected and appointed official are not a part of the governing structure for this model. As mentioned earlier Aud et al. (2013) have provided a general definition for the charter school model, which reads as follows:

A public charter school is a publicly funded school that is typically governed by a group or organization under a legislative contract or charter with the state jurisdiction. The charter exempts the school from selected state or local rules and regulations. In return for funding and autonomy, the charter school must meet the accountability standards articulated by the charter. (p. 48)

Also, mentioned earlier, there were approximately 5,274 nontraditional or public charter schools in the United States and, among these institutions, there were approximately 1,789,000 students who attended these schools in the school year of 2010-11 (Aud et al., 2013).

In previous sections of this chapter of the review of related literature, this researcher identified the following emerging themes: autonomy, nongovernmental regulations, independent oversight, ideologues, and pedagogues as value based descriptions for nontraditional models of private schooling. They too are applicable here in the charter school model. More so are the applicable elements for the parents' role in school choice. Although the charter school model rests upon the foundational elements for public schooling which in itself suggests students have access to a free appropriate education, its primary funding source is the government and the American tax payer. These charter schools by definition have access to waivers from selected state or local rules and regulations (see above definition for charter school).

Also, where Frabutt et al. (2010) provided six specific constructs (Primacy of Parental Role in Education; Parents as Witnesses in the World; Continuing Parental Catechesis; Parent-School-Church Collaboration; Parent Involvement; and School Choice) for private schooling which undergirded the sectarian and religious tenets found in this model, only two can be viewed openly in the charter school model. Those two are identified as the parents' right to be involved in their child/children education and the other is which school they may choose as an appropriate venue for their child/children educational matriculation in the public sector of public schooling. The other four, parent's role in faith/God, witness in the world, catechesis, and school-church collaboration are politically hot boxes for the charter school model. Russo and Cattaro (2010) couch the essence of this reasoning in the work they produced.

...even if religious charter schools, whether Catholic, Christian, Jewish, or Muslim, can withstand challenges in federal courts, it is likely that they would be struck down in state courts due to significant constitutional restrictions forbidding aid to religious institutions. Furthermore, overlapping statutory limits typically prevent religious entities from operating charter schools, require that they be nonsectarian in nature, and restrict them to operating in a nonsectarian manner. (p. 509)

Russo and Cattaro further frame the wealth of this argument in their review of the Establishment Clause of the First Amendment to the United States Constitution.

The extent to which jurisdictions can provide assistance to religious schools depends on judicial interpretation of the Establishment Clause of the First Amendment to the United States Constitution. Added to the Constitution in 1791 as part of the Bill of Rights, according to the 16 words of the religion clauses of the First Amendment, ‘Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof.’ While the First Amendment only forbids Congress from making laws establishing religion, in 1940 the Supreme Court extended its reach to the states through the Fourteenth Amendment in *Cantwell v. Connecticut*. Consequently, litigation over state aid continues to be filed in both federal and state courts. (p. 510)

Based on these findings, the ideologues position of God and faith is clearly located within the broader context of private schooling, and the lack of openness of these features in the charter school model as well as traditional model of public schooling may

be viewed as an impediment for student success. This implication brings forward the question concerning the moral compass for the educational process in this country. Who are the parties who bear the responsibility for providing children the moral underpinning needed to be successful in the traditional educational setting including the charter school model?

Returning to more research findings for the charter school model, Aud et al. (2013) reported the following. “In 2010-11, ...looking at charter schools only, 38 percent had more than 50 percent White enrollment, 25 percent had more than 50 percent Black enrollment and 21 percent had more than 50 percent Hispanic enrollment” (p. 78). Chudowsky and Ginsburg (2012) further supported these data findings in their research. According to Chudowsky and Ginsburg, a larger percent of students living in large cities attend charter schools. The greatest increase shown among the populous attending charter schools were blacks and African Americans.

The following findings have been extracted from the research produced by Chudowsky and Ginsburg (2012). In this study charter school data were examined. These researchers used the National Assessment of Educational Progress (NAEP) data in an effort to address the concerns over charter schools and whether they foster higher student achievement in comparison to the traditional model of schooling. The findings follow.

Who Attends Charter School: The main findings related to charter school enrollment are

- Nationally, students attending charter schools account for a small slice of overall public school enrollment: about 3% in 2011 at grades 4 and 8. Still, this represents a significant increase, compared to 1% in 2003/05.
- Higher percentages of students living in large cities attend charter schools. For example in grade 4, charter schools enrolled 3% of all large city students in 2003 and this grew to 6% in 2011.
- While all of the subgroups analyzed showed significant increases in charter school enrollment since 2003, the most notable jump was for the black subgroup. For example in the large cities, the percentage of grade 4 black students attending charter schools grew from 4% in 2003 to 12% in 2011. The percentage of black low-income students attending charter schools in the large cities is roughly similar to that of black students in general.
- There are also differences in the student compositions of charter and regular public schools. Both nationally and in the large cities, charter student bodies include a significantly larger proportion of black students than regular public schools. Regular schools have significantly larger proportions of white students.
- In grade 4, a larger proportion of the charter school student body was low income in 2011, compared to regular schools. A similar pattern can be seen at grade eight, but the difference between charter and regular schools is not significant.

- In the large cities, in grade four, regular schools had a significantly larger percentage of Hispanic students in their student bodies in 2011. In grade 8 the same was true in 2005, but by 2011, the Hispanic composition of the two types of schools became more even.
- Also in the large cities in 2011, regular schools had significantly higher rates of enrollment for students with disabilities at grade 8, and English language learners at grade 4. (Chudowsky & Ginsburg, 2012, pp. 3-4)

Achievement of Charter School Students: The main findings from the analysis of NAEP achievement data are

- At the national level, there is a consistent pattern of higher average (*sic National Assessment of Educational Progress*) NAEP scores for regular public schools than for charter schools. This pattern is apparent in all grade/subjects analyzed: grades 4, 8 and 12 in reading, math, and science.
- NAEP scores in grades 4 and 8 reading and math have increased between 2003/05 and 2011, in both regular public and charter schools, with larger gains for charter schools. The gains for regular public schools tend to be statistically significant, while a similar amount of growth for charter schools does not, probably because of the small charter school sample size.
- Focusing on large cities, average, NAEP scores for charter and regular schools were similar, both in 2003-2005 and 2011. The only significant difference was in grade 4 math in 2003, in favor of regular public schools. By 2011 this difference had disappeared.

- However, the findings tend to favor charter schools when one focuses on black, Hispanic and low-income students within large cities. In many subject/grade combinations students in these subgroups in charter schools performed significantly better in 2011 than those in regular public schools. By contrast, in 2003-2005 these subgroups performed similarly in charter and regular schools, and in one case (low-income students in grade 4 math), the regular schools were ahead.
- The performance of black low-income students attending charter schools in large cities is particularly striking. This group has shown a large increase in scores. In 2011 their achievement was significantly higher than that of similar students in regular large-city schools in grade 8 reading and grades 4 and 8 math.
- In the large cities, the only significant subgroup findings in favor of regular schools in 2011 were Asians (in grade 4 math) and whites (in grade 4 reading).
- When we look more closely at a few large urban districts, the 2011 results clearly favor charter schools. In the four cities where NAEP data permitted comparisons (DC, Atlanta, Chicago and Milwaukee), students in charter schools significantly outperformed their peers in regular schools in many of the subjects/grades analyzed. In those four districts, there are no subjects/grades where regular schools significantly outperformed charter schools. (Chudowsky & Ginsburg, 2012, pp. 4-5)

Other Factors Related to Instruction: The main findings are that in large cities,

- Grade 8 charter school students get significantly more time per week of language arts instruction. Grade 8 charter school students may also be getting more instruction in math, although the finding is not significant.
- Class sizes tend to be larger in regular schools than in charter schools.
- Significantly more teachers in regular public schools have a major in the subjects they teach.
- More grade 8 math teachers in charter schools entered the teaching profession through an alternate certification program.
- Teachers in regular schools have more years of teaching experience than teachers in charter schools. (Chudowsky & Ginsburg, 2012, p. 6)

Evidenced by this research study, the findings are mixed. The main finding is the general statement which implies charter schools have no greater effectiveness than the traditional school model. However, the charter school data seem to be too small a sample to augment this discovery, yet the future looks brighter according to the data examined by these researchers. Furthermore, where the findings produces mixed results, the methodological constructs found in the charter school model mirror some of those found in the private school model, such as the size of the school and those of the class sizes.

Additional research findings support the research produced by Chudowsky and Ginsburg (2012). The research finding of Goldring et al. (2013) reports:

...On average, teachers in traditional public schools had more teaching experience (14 years) than teachers in public charter schools (9 years). The percentage of public school teachers with a master's degree as their highest degree was larger in

traditional public schools (48 percent) than in public charter schools (37 percent) and private schools (36 percent). (p. 3)

Furthermore, where the research suggests there are no significant findings that bring forward empirical evidence that the traditional school model is underperforming in comparison to the charter school model, there are some data findings to be considered. These data findings suggest the factors identified in the charter school methodological constructs such as the average school size, time differentiation for instructional engagement in specific subject matter (language arts and math), smaller pupil/teacher ratios, and the racial compositions of the schools themselves may indeed provide the charter school model the opportunity to become a more effective model for public schooling than the traditional model.

The results of this analysis demonstrates through the ideologues and pedagogues points of view educational advancement both in the methodological constructs of schooling in both the private and charter school models. The moral compass of the ideologues in the charter school model is pushed backed under the umbrella of separation of church and state indoctrination, yet the ideological need is present. The pedagogical need is also present and it operates under the umbrella of autonomy with the room to dismiss the bureaucratic nomenclature of mitigating rules that stifle effective educational practices. This is achieved through the waiver of rules established for the traditional model in public schoolings.

Inasmuch as autonomy and independent oversight are the fundamental elements of charter schooling, the factor of race and educational achievement are placed in context

by mirroring the private school model along the axiom of school size, class size and pupil/teacher ratio for instructional practices. The research of Chudowsky and Ginsburg (2012) has drawn this inference. Here, charter schools provide African-Americans, Hispanics, low-income, and limited English proficient students an entry point to gain access to a set of methodological practices that have empirical findings that suggest that this method of instructional engagement may be race neutral. Given these findings, one may refer to the works of Forster (2007) where one of the key findings reports: “the (*sic Educational Longitudinal Study*) ELS data show that students in private school made better academic gains than students in public schools, even after controlling for race, income, parental education and family composition” (Forster, 2007, executive summary).

Statements such as this have been viewed by others, and the models of charter schooling have become the beneficiaries. In the research study produced by Buddin (2012), data were analyzed at the district level concerning enrollment patterns for all states with charter schools. The analysis of data centered on how charter schools affected enrollment patterns for the traditional and private school models “after controlling for changes for the socioeconomic, demographic, and economic conditions in each district,” (Buddin, 2012, p. 1). There are three specific findings worth noting here, and they are written as follows.

1. A concern about charters is that they might disproportionately attract high-aptitude or white students. If so, this might increase the isolation of at-risk minority students in (*sic Traditional Public Schools*) TPSs or reduce the numbers of high-aptitude students at those schools. (p. 9)

2. Bifulco and Ladd (as cited in Buddin, 2012) found that charter schools were increasing the racial isolation of black and white students in North Carolina. Students with college educated parents were more likely to switch to charters than other students. Black students switched to charters with lower average scores than at their previous schools, but white students switched to charters with higher average scores than at their TPS. (p. 9)
3. If charters succeed in drawing students away from the traditional public schools and private schools, then charter presence might indirectly encourage reforms and improvements at existing schools. Several studies have looked at the indirect effects of charters on student achievement at TPSs. Achievement data are rarely available for private schools, so researchers have not examined how charters affect private school achievement. (p. 7)

Within the three findings identified above is the implication proffered by Fruchter (2007) and written as “the resurgence of segregated schooling..., what we strive for is quality education rather than integration..., and we define quality education as the improvement in standardized-test scores and the narrowing of the test gap between white students and students of color...” (p. 6). Ravitch (2013) further states,

In Hollywood films and television documentaries, the battle lines are clearly drawn. Traditional public schools are bad; their supporters are apologists for the unions. Those who advocate for charter schools, virtual schooling, and “school choice” are reformers; their supporters insist they are championing the rights of the minorities. They say they are leaders of the civil rights movement of our day.

It is a compelling narrative, one that gives us easy villains and ready-made solutions. It appeals to values Americans have traditionally cherished—choice, freedom, optimism, and a latent distrust of government. There is only one problem with this narrative. It is wrong. Public education is not broken. It is not failing or declining. The diagnosis is wrong, and the solutions of the corporate reformers are wrong. Our urban schools are in trouble because of concentrated poverty and racial segregation. But public education as such is not ‘broken.’ Public education is in a crisis only so far as society is and only so far as this new narrative of crisis has destabilized it. The solutions proposed by the self-proclaimed reformers have not worked as promised. They have failed even by their own most highly valued measure, which are test scores. (p. 4)

Other research studies offering evidence supporting the implications cited above include Bifulco and Ladd (2006), Jacob and Wolf (2012), and Stein et al. (2010). Jacob and Wolf conducted a longitudinal study concerning the effects of student achievement among school choice participants and those who have accessed their education in the traditional enclave of public schooling. This study took place in Milwaukee. The findings released through the Wisconsin Department of Public Instruction were as follows:

MADISON—Results from the first administration of statewide exams to students participating in the Milwaukee Parental Choice Program (MPCP) show lower academic achievement in choice schools than performance by students attending Milwaukee Public Schools (MPS). Results also show that both MPS and choice

schools have significantly lower student achievement than the statewide average, including for students who are from economically disadvantaged families. “Clearly for the children of Milwaukee, whether in MPS or choice schools dramatic improvements in academic achievement are needed,” said State Superintendent Tony Evers. “While both systems have some good schools, our statewide assessment data show, with very few exceptions, that the choice program provides similar or worse academic results than MPS...” “Given these results from our statewide assessments, I question plans in the 2011-13 state budget for expanding the choice program in Milwaukee or anywhere else in Wisconsin,” Evers stated. “The proposed budget directs more than \$22 million to expand vouchers for more students, including those from higher wealth families, which will have an impact on Milwaukee property taxpayers. Wisconsin should not prioritize more funding for vouchers in Milwaukee while 870,000 public school children across the state will get \$834 million less in state support for their education.” (pp. 33-34)

Furthermore, Bifulco and Ladd (2006) examined charter schools in North Carolina and they produced the following conclusion.

The findings in this paper raise serious concerns about North Carolina’s charter school program. One key finding is that charter schools are more racially segregated than traditional public schools in the same district. More telling is that both black and white charter school families tend to choose charter schools with peers who are more similar to their own children both racially and

socioeconomically than in their public schools. As a result of these choices, the charter school system clearly increases racial segregation. Moreover, many black students have moved into charter schools with higher proportions of black peers than their previous public schools despite lower achievement in those schools. In addition, we find that charter schools have had larger negative effects on the achievement of black students, and particularly on black students with less well educated parents, than on white students. This finding, together with the finding that charter schools have negative effects on average and that black students are more likely to opt into charter schools, implies that North Carolina's charter school program has increased the black-white test score gap. (pp. 29-30)

As this researcher has made a valid attempt to bring forward the varying interrelationships among the reviewed research studies reported, the citation of the work of Stein et al. (2010) is an appropriate ending for this section of the review literature on charter schools.

Despite stating that academics was a priority in their choice of school, parents do not always choose schools that have passed (*sic* Annually Yearly Progress) AYP, indicating a possible disconnect between perception and reality. If the education and policy communities believe AYP and other achievement indicators are central to parent choices, renewed efforts to define and obtain information on these indicators are needed. If rational choice is the impetus behind school choice, and rational choices are construed to be switching to schools with higher or better academic achievement, then it is important to reconsider how relevant

information is portrayed to parents so they can and will use it when making enrollment decisions for their children. (p. 3)

This researcher closes this section of the review of literature related to school choice regarding the various reasons parents choose whichever model of public schooling they deem the best venue to achieve the best possible education for their offspring with one observation. It is clear there are various variables that lend themselves to confusion. However, it is also clear race is a challenge and the model for achievement is based on the academic prowess demonstrated between those racial bodies reporting successes and failures.

Moreover, school size, class size, pupil/teacher ratio, autonomy, ability to manipulate the bureaucratic nomenclature by some; all lend themselves to the speculative notion that private schools and charter schools have something that the traditional model do not have. This conclusion brings forward the need to investigate the role of the parent and explore their involvement in their children's educational process. What the research thus far has revealed, particularly in the private schools and specifically in Catholic schools is parent involvement is mandatory.

The Code of Canon Law makes clear that this cooperation and collaboration are more than just highly desirable. They are canonical requirements. Canon 796 states that "it is incumbent upon parents to cooperate closely with the school teachers to whom they entrust their children to be educated. (Caparros et al., 1993, as cited in Frabutt et al., 2010, p. 29)

However, this is not the case for both the traditional model or other private school models, including the charter school model. Even for the other religious sects the research does not reveal any mandatory expectation for parental involvement. On the other hand, the research does reveal the posture of the First and Fourteenth Amendment to the Constitution of the United States insofar as the implied conflict between church and state. Therefore, it was vital to this researcher that the review of related literature for this study included a section of research studies that explores parental involvement in our public schools. As such, the following section reveals this researcher's findings with respect to parental involvement in the public school domain.

An Assessment of Parent Involvement

In this section of the literature review, this researcher was seeking a greater understanding for these specific questions: What is parent involvement? How is it described? Who is involved and for what purpose? Epstein, Sanders, Simon, Salinas, Jansorn, and Van Voorhis (2002) articulate a prevailing theme among educational practitioners, which describes the synergy for educational success, and that is parental involvement.

There is no topic in education on which there is greater agreement than the need for parent involvement. Teachers and administrators want to know how to work with families in positive ways and how to involve the community to increase student success. (p. 1)

In a research study produced by Howard and Reynolds (2008), it is suggested that the body of literature on parent involvement is voluminous. Their work supporting this

statement includes the citations of Bernard (2004), Fan and Chen (2001), McNeal (1999), McWayne et al. (2004), and Miedel and Reynolds (1999, as cited in Howard & Reynolds, 2008). Additionally, Howard and Reynolds wrote the following statement: “The existing literature helps to inform this work because it offers critical insights into the manner in which parents and schools have attempted to develop a symbiotic relationship that seeks to offer the best education possible to school age children” (pp. 81-82). Notes of observation for this researcher are the phrases best education possible and symbiotic relationship. These may very well become emerging themes as a result of this research study.

Therefore, the meaning and definition of parental involvement must be further examined. According to some research findings, the term “parental involvement” has different meaning in the professional literature: Barnyak and McNelly (2009); Howard and Reynolds (2008); Smith and Wohlstetter (2009); Smith, Wohlstetter, Kuzin, and De Pedro (2011). Some scholars write, “parent involvement may be viewed as multidimensional due to the fact that researchers have utilized various models and definitions” (Pelco, Jacobson, Rise, & Melka, 2000, as cited in Barnyak & McNelly, 2009, p. 35). However, other scholars have written: “...the terms “parent involvement,” “family involvement,” “parent engagement,” “parent empowerment,” and “school-family partnerships” are often used interchangeably” (Smith et al., 2011, p. 77). Nevertheless, while there are mixed reviews for a definitive definition of the term “parental involvement” this researcher employed the term as it has been explicated by Quimette, Feldman, and Tung (2006).

Parent involvement in education is widely regarded as a way to help students succeed in school. It is defined by researchers as including both home-and school-based activities, such as talking with their children, setting boundaries, helping with homework, communicating with teachers, volunteering in classrooms, and attending school-sponsored events (Chavkin & Williams, 1993; Epstein, 1995; Ho & Willms, 1996; Mapp, 2003; Swap, 1993, as cited in Quimette et al., 2006). (pp. 91-92)

Thus far, the research has described parental involvement as "...the manner in which parents and schools have attempted to develop a symbiotic relationship that seeks to offer the best education possible to school age children," (Howard & Reynolds, 2008, pp. 81-82). It has also been described as a way to help students succeed in school (Quimette et al., 2006). From these two principle frameworks for defining and describing parental involvement are three primary participants: the parent; the child; and the school. As succinctly as these research findings have produced a complex narrative concerning the foundational elements required for effective practices for engaging parents and others in a cooperative platform for students success, additional research finding suggests more studies are needed, specifically those who utilized the method of qualitative research inquiry as their instrument of investigation.

The works of Smith (2006) and McKenna and Millen (2013) provide additional research findings that evidence this level of reasoning. In these qualitative research inquiries, the population samples selected have been generally small, and the method of interviewing has been used for collection of data. The participants' selection processes

have been conducted through the procedures of purposeful sampling. The evidence for qualitative research practices supports each of these techniques. Beginning with the latter technique,

The research term used in the qualitative sampling approach is called purposeful sampling. In purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. The number of people and sites sampled vary from one study to the next. It is typical in qualitative research, however, to only study a few individuals or a few cases. (Creswell, 2002, pp.194-197)

Moreover, “in all forms of qualitative research, some and occasionally all of the data are collected through interviews” (Merriam, 1998, p. 71).

Based on these two premises, the work produced by each researcher brings forward the concept of generalization. Generalization is a statistical reference employed in the use of quantitative research studies. Hence, “since generalization in a statistical sense is not the goal of qualitative research, probabilistic sampling is not necessary or even justifiable in qualitative research” (Merriam, 1998, p. 61). Thus,

The qualitative researcher suggests possible limitations or weakness of the study and makes recommendations for future research. These limitations may address problems in data collection, unanswered questions by participants, or better selection of purposeful sampling of individuals or sites for the study. (Creswell, 2002, p. 280)

As justified within the literature these particular qualitative research studies do not lend themselves to broad generalization as a result of their work. However, collectively they do produce a “rich description of the phenomenon that was studied” (Merriam, 1998, p. 29). In these cases, the voices of parents and others directly involved in the education of children have been captured. As such, some scholars have written,

In the last decade or so the expression ‘giving voice’ has come to be associated with qualitative research. The expression comes from the feminist and other liberation movements and refers to empowering people who have not had a chance to tell about their lives to speak out so as to bring about social change (for examples of problematizing the concept of voice (see Ellsworth, 1989; Lather, 1991b; McWilliam, 1994; Omer, 1992). In addition it has been used to refer to making these voices available in written form. In the beginning of qualitative research, researchers recognized and wrote about how their work allowed people to be heard who might otherwise remain silent. (Bogdan & Bilkein, 1998, 204)

These particular elements of voice were presented in the works of Smith (2006) and McKenna and Millen (2013). In a study conducted by Smith (2006), four administrators, six teachers and six parents were interviewed. This case study focused on the impact of efforts undertaken to involve parents at a new school. According to Smith, “the voices of the study participants came through clearly during the analysis process” (p. 6). Four themes emerged as a result of this inquiry: A Foundation of Understanding; A Broad Definition; Creating Intentional Strategies; and Benefits of Parental Involvement. Smith also noted that this study does not represent all low-income schools. However,

lessons learned from this study can prove to be a useful tool for others in their efforts to expand parental involvement.

Furthermore, McKenna and Millen (2013) produced a qualitative research study where they defined the parent's voice as, "...the right and opportunity for parents and caregivers to express their thinking and understanding about their children's and families' everyday lives and educational experiences in and out of school" (p. 12). In addition to defining the parent's voice these researchers provided a definitive statement for parent's presence. "Parent presence refers to a parent or caregiver's actions and involvement in their children's education, whether through formal school spaces and traditional activities or in more personal, informal spaces, including spaces created by parents themselves" (Carreon et al., 2005, as cited in McKenna, & Millen, 2013, p. 12).

The sample size for this study included eight mothers. The racial composition of the participants selected included five African Americans and three Caucasians. Among the participants family composition, four were single mothers, four were married, all but one was employed, and all had children enrolled in multiple public schools. "Using Glaser and Straus's (1967)" (as cited in McKenna, & Millen, 2013, p. 15) grounded theory approach we (*sic McKenna, & Millen, 2013*) merged hypothetical ideas with qualitative data to create an inductive theory on parent voice and parent presence" (p. 15).

This research study produced "five key arenas in which parents constructed narratives related to parent engagement: children, self (parent), family, teacher, and school" (McKenna & Millen, 2013. p. 18). Parents voices were captured, illuminated and

deposited under the following headings: (a) Parent Voice and Presence Regarding the Child: Building Relationship and Parent Advocacy; (b) Parent Voice and Presence Regarding the Self: Behavioral and Cultural Modeling; (c) Parent Voice and Presence Regarding the Family: Providing Basic Needs and Cultural Modeling; (d) Parent Voice and Presence Regarding the Teacher: Relationship Building and Traditional Involvement; and (e) Parent Voice and Presence Regarding the School: Parent Advocacy and Traditional Involvement. McKenna and Millen concluded their study through this observation as a context for discussion.

Our analysis of how parents conceive of their involvement in their children's lives not only elucidate the phenomena of parent thinking/parent voice, but also highlights the associated actions to undergird a robust vision of parent presence. In each instance, when parents voiced their concerns, understandings, hopes, and frustrations surrounding schools, there was also evidence of the ways parents acted or wished to act as engaged participants in their children's lives beyond the typical homework/conferences/parent contract mode of engagement we sometimes see teachers enact. As such, this evidence supports an expanded notion of parent voice and presence. (pp. 33-34)

These scholars suggested this model of research inquiry (where the parent voice, parent presence and parent engagement are evidenced) is reliable enough to withstand a comparative analysis and deserves attention as a modern understanding of parents' role in the educational process. However, further investigation of the model presented is fully warranted.

The work presented within the context of the literature review for parental involvement is rich and diverse. As described earlier, “the existing literature helps to inform this work, because it offers critical insights into the manner in which parents and schools have attempted to develop a symbiotic relationship that seeks to offer the best education possible to school age children” (Howard & Reynolds, 2008, pp. 81-82). In conducting this review of related literature concerning parental involvement it was informing and it is useful for this researcher’s efforts in bringing forward a comprehensive review of research literature for this dissertation.

A Summary of Emergent Themes

Through an in depth review of the related literature this list for emerging themes is extensive. The following themes emerged from the review of related literature: Efficacy and Parent Perceptions in Public Schooling; The Paradox in Public Schooling; Parent Perceptions of Urban Education; Efficacy in the Pedagogical Community; Educational Outcomes and Parent Satisfaction; In Pursuit of a False Narrative; In Pursuit of the Best Education Possible; Race, Poverty, Inequality and Economic Classism; Facts, Fictions or Just Plain Old Lies; Religion Versus Academics You Choose; Education and Autonomy; God Centered Schooling; Education through Faith in God; Building Symbiotic Relationships Between Parents, Children and School Leaders; and Parents’ Voices Go Unheard.

In summary, these emerging themes echo from the writers who have spoken to the parents, conducted the research, analyzed the data, and produced the findings. Each

theme, deeply embedded in the review of related literature, warrants further research in an effort to gather a greater understanding for their meaning.

Summary

In this chapter, this researcher examined several studies, research papers and other articles regarding the educational system in the United States. Specific emphasis was given to both the traditional and nontraditional models for schooling with respect to urban education, school choice, effective school practices, and parental involvement. The methodologies used in the various research studies examined were qualitative, quantitative and mixed methodology. The articles as referenced were either position papers or other observations that were reported by those authors as it related to the literature being reviewed. The findings represented both pros and cons toward the performance indicators as reported and cited in this section for the review of literature relating to this particular study.

The chapter began with a limited historical overview of the public education system in a general context. The urban educational center was described based on the definition provided by the U.S. Census Bureau for urbanization. A historical underpinning of race and segregation was disclosed and the term best education possible was explored through the lens of a range of authors. Specific attention was given to each model of schooling beginning with the traditional model, and concluding with the nontraditional model. Categories of these models were examined separately which included the framework for the traditional school model, including the theme-based and magnet school model; the private school model; and the charter school model. This

chapter concluded with a review of related literature on parent involvement, and a list for the emerging themes was presented in a summary format.

CHAPTER III

THEORETICAL FRAMEWORK

In the text of Qualitative Research and Case Study Applications in Education, it is written: “The theoretical framework is derived from the orientation or stance that you bring to your study. It is the structure, the scaffolding, the frame of your study.” (Merriam, 1998, p. 45)

Introduction

Chapter III describes the theoretical framework for this research study. Additionally, the chapter includes the conceptual frames that shaped the research design, an explanation for theory of variables, definition of variables and other terms. The remaining content of the chapter incorporates a discussion on the relationship among variables, and limitations of this research study. A summary of the work presented herein is presented at the end of this chapter.

Research Design

The Theoretical Framework

In the text of *Qualitative Research and Case Study Applications in Education*, it is written: “The theoretical framework is derived from the orientation or stance that you bring to your study. It is the structure, the scaffolding, the frame of your study” (Merriam, 1998, p. 45) According to Creswell (2002), “A theoretical lens in narrative research is a guiding perspective or ideology that provides structure for advocating for

groups or individuals and writing the report. ...the narrative researcher provides the ‘voice’ for individuals whose voices may not be heard adequately in education” (p. 524).

Based on this principle of reasoning, the theoretical framework for this research study was driven by this former educational practitioner’s experiences at both the classroom and administrative levels. This researcher further believes there is a correlation among the home, church, community and school. However, the correlation of parental involvement is key, and, at all four levels, it appears to be the single most contributing factor for a child’s success in the greater society.

Moreover, Epstein, Sanders, Simon, Salinas, Jansorn, and Van Voorhis (2002) articulated a prevailing theme among educational practitioners, which describes the synergy for educational success—and that is parental involvement.

There is no topic in education on which there is greater agreement than the need for parent involvement. Teachers and administrators want to know how to work with families in positive ways and how to involve the community to increase student success. (p. 1)

Quimette, Feldman, and Tung (2006) suggested,

Parent involvement in education is widely regarded as a way to help students succeed in school. It is defined by researchers as including both home and school-based activities, such as talking with their children, setting boundaries, helping with homework, communicating with teachers, volunteering in classrooms, and attending school-sponsored events (Chavkin & Williams, 1993;

Epstein, 1995; Ho & Willms, 1996; Mapp, 2003; Swap, 1993, as cited in Quimette, et al., 2006). (pp. 91-92)

The theoretical framework for this research study was developed based on the review of related literature. This researcher conducted a quantitative and qualitative research study of parents' perspectives concerning their description of the phrases "best education possible" and "school choice" in regard to their child/children's experiences who attend or attended the traditional and nontraditional models of schooling. These parents' perspectives bring value to the body of knowledge required for continuous improvement in our educational structures, in both the traditional and nontraditional models of schooling.

Furthermore, how do parents define "best education?" Is it through the prism of academic quality as defined and interpreted by the parents? Is it based on the student's performance on standardized tests, a particular curriculum, or the different methods of pedagogical practices? These questions and others form the foundation for the development of this dissertation, and they supported the constructs for the theoretical underpinning of this researcher's inquiry.

Therefore, the theoretical framework for this study was undergirded by the explicit questions brought forward through the statement of the problem and the purpose of this study. By capturing, documenting and examining a selected group of parents' perceptions regarding their descriptions of the statements, "best education possible" and "school choice" in regard to the traditional and the nontraditional models for schooling,

this researcher explored several theories and utilized grounded theory as the controlling theory to form the theoretical framework for this research study.

Furthermore, theory is defined as, “an explanation of a particular phenomena in terms of a set of underlying constructs and a set of principles that relates the constructs to each other” (Gall, Gall, & Borg, 1999, p. 532). Moreover, this researcher examined the meaning of “customer satisfaction theory” as defined by Qualtrics (2014) where it is written,

Satisfaction is an overall psychological state that reflects the evaluation of a relationship between the customer/consumer and a company-environment-product-service. Satisfaction involves one of the following three psychological elements: cognitive (thinking/evaluation), affective (emotional/feeling), and behavioral. (para. 1)

Furthermore, there is the perspective for impact theory which encompasses

The beliefs, assumptions, and expectations inherent in a program about the nature of the change brought about by program action and how it results in the intended improvement in social conditions. Program impact theory is casual theory: It describes a cause-and-effect sequence in which certain program activities are instigating causes and certain social benefits are the effects they eventually produce. (Rossi, Freeman, & Lipsey, 1999, p. 78)

However, “grounded theory” is “...derived from data systematically gathered and analyzed through the research process” (Strauss & Corbin, 1998, p. 12). Additionally, “a grounded theory is based on concepts that are generated directly from the data that are

collected in one or more research studies” (Johnson & Christensen, 2000, p. 332).

Therefore, the theoretical framework for the development of a grounded theory for this research study was based on the following factors that are supported by Glaser (1992) where it is written: “a well-constructed, grounded theory will meet its four central criteria: fit, work, relevance and modifiability” (p. 15).

Nevertheless, where this researcher utilized both the quantitative and qualitative method to conduct this research study, and where no hypotheses was offered at the beginning of this research study to be tested within the quantitative data collected, the grounded theory presented in Chapter VI emerged through the data that were collected and analyzed as a result of this research study. Again, “the grounded theory approach is a general methodology of analysis linked with data collection that uses a systematically applied set of methods to generate an inductive theory about a substantive area” (Glaser, 1992, p. 15).

Additionally, the work produced by Merriam (1998) helped to shape this researcher’s understanding of substantive theory. Merriam provided this explanation for substantive theory.

A substantive theory has a specificity and hence usefulness to practice often lacking in theories that cover more global concerns. A substantive theory consists of categories, properties, and hypotheses. Categories, and the properties that define or illuminate the categories, are conceptual elements of the theory. Hypotheses are the relationships drawn among categories and properties. These hypotheses are tentative and are derived from the study. They are not set out at

the beginning of the study to be tested, as true in quantitative research. (pp. 17-18)

In conclusion, this researcher's theoretical framework was driven by professional practice-based experiences, review of related literature, as well as the procedures utilized for the development of grounded theory practices found in qualitative research study. Moreover, this researcher gained a specific understanding of the participants' experiences through their descriptions of the statements, "best education possible" and "school choice" in regard to the traditional and the nontraditional models for schooling. As such, this was the theoretical framework utilized for this research study.

Theory of Variables

The theory of variables incorporates the explanation of the principal phenomena under investigation by this researcher. In this research study, this researcher was interested in gathering an understanding of the parents' perspectives toward their perceptions of the traditional and nontraditional models of schooling as they related to the terms "best education possible" and "school choice."

Although this researcher entered the field without a hypothesis to be tested, the theory of variables is described as the parents' perceptions in relationship to their perceived educational outcomes as well as their overall satisfaction of those experiences when participating in the traditional, private and charter school models for schooling. This process is best described as grounded theory. "Grounded theory is a procedure to help researchers generate a theory" (Creswell, 2002, p. 439).

Moreover, it is suggested "...research questions are not framed by operationalizing variables; rather, they are formulated to investigate topics in all their complexity, in context" (Bogdan & Biklen, 1998, p. 2). Furthermore, "in qualitative research variables are not used and they are not measured. Instead, the exploration of a central phenomenon and a detailed discussion about the phenomenon are the objects of the study" (Creswell, 2002, p. 150).

Thus, "qualitative researchers build toward theory from observation and intuitive understandings gained in the field" (Merriam, 1998, p. 7). Therefore, as one of the acceptable forms of qualitative inquiry, grounded theory development was selected as the preferred choice for detailing the descriptive perspectives gained from the participants who participated in this research study. Through this process emerging themes were generated through the collection and analysis of data, and through selective coding categories, a grounded theory was formed.

Definition of Variables and Other Terms

The definitions of variables are as follows. The independent variable is defined as the parents' perceptions of the traditional and nontraditional models of schooling. The dependent variable is defined as the educational outcomes that are/were experienced by the parents whose child/children attend or attended these specific models of schooling. Other variables such as the number of years the participant lived in Georgia, gender, age, race, education, marital status, number of children in school and out of school or both, and family income are defined and described as participants' characteristics for this research study.

Additionally, for this research study there were two specific terms to be defined: traditional public schools and nontraditional public schools. Traditional public schools were defined as the regular public school that served grades P-12 and held no restrictions for parents' choice for enrollment of their child/children. Nontraditional schools were defined as any school, public or private, that functions outside the boundaries of the traditional public school systems' supervision. Examples such as theme schools and magnet schools which fall under the regular school systems' supervision were included in the description of the traditional school model.

Although home schools, virtual schools, web-based schools, and distant learning models are among the many options available to parents, it is to be noted this study only identified private/parochial, and charter schools that are governed by an independent board of supervisors as the nontraditional models for this research study. Also, the term alternative delivery model was used interchangeably with the description of nontraditional model. Moreover, the term "choice" applies only to the traditional, private and charter school models that were examined as a result of this research study. Furthermore, "best education" is defined as the outcome measurement of a child's performance on a standardized instrument of content analysis within the traditional model of public schooling (Fruchter, 2007).

Relationship among the Variables

This researcher employed both the quantitative and qualitative method during the collection of data for this research study. Nevertheless, for this research study, the principal method for data analysis and interpretation was qualitative. The priority within

the mixed method application supported this researcher's aim for developing a grounded theory rather than testing a particular hypothesis, which is found in quantitative procedures. Moreover, based on the definition of variables, readers may review Figure 1, Relationship among the Variables, which provides a vivid picture for how the relationships among variables interacted with one another for this research study.

Furthermore, readers may review how this researcher developed the reconstruction of the relationship among the defined variables that are depicted in Figure 2, Coding Model. The relationship among variables is described under Figure 1 as the parents' perception of the traditional and nontraditional model of public schooling (independent variables) in its relationship to the parents' perceptions regarding their educational outcomes within the traditional school model, private school model and charter school model (dependent variables). Figure 2 depicts how the quantitative variables for this research study were converted to categories for qualitative research application.

Limitations of the Study

There were four principal factors identified and described as significant limitations for this research study: (a) population size, (b) geographical location, (c) participants socioeconomic status, including educational achievements, and (d) generalization about grounded theory. The first factor for the limitation of this study was the population size. This research study was restricted to a purposeful sample size of 30 participants who completed a satisfaction survey instrument for quantitative inquiry and then reduced to a smaller sample size of 15 participants for qualitative understanding.

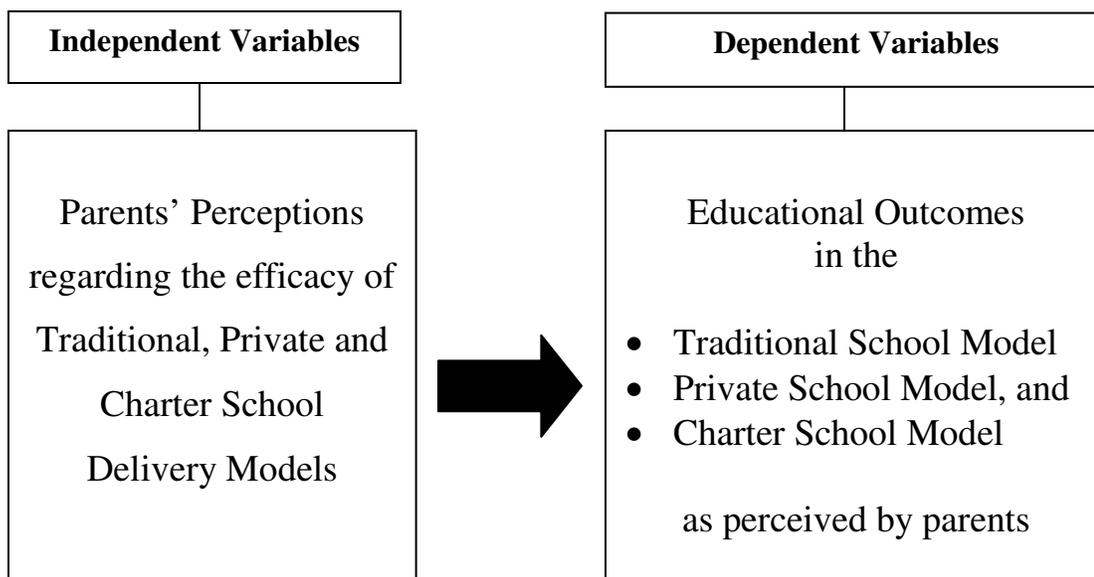


Figure 1. Relationship among the Variables

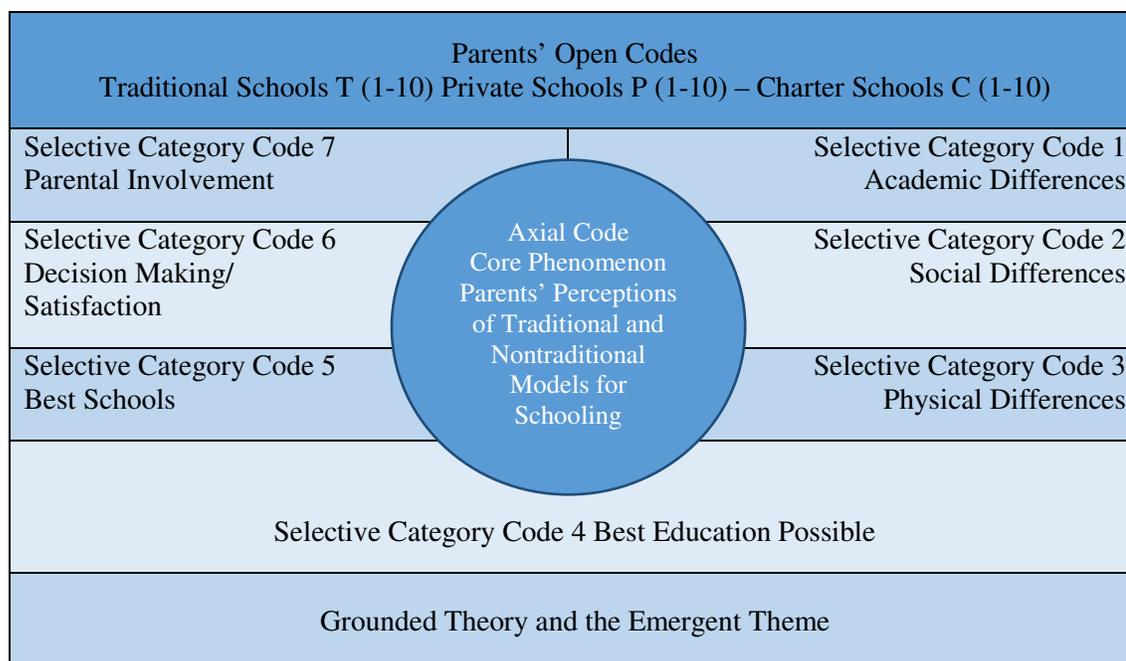


Figure 2. Coding Model: Interrelationship between Coding Categories and Grounded Theory

The second factor was the geographical location. This study was conducted in the state of Georgia which is located in the southern region of the United States, and the data collected came from a purposeful sample population who represented a major metropolitan area. Although the principles for conducting this research study were performed within the framework for best practices, it can be assumed participants from other regions of the United States may have different perspectives to offer from those presented by the participants who participated in this research study.

The third factor was the similarities of participant's socioeconomic status, including their educational achievement levels. This was viewed as a limitation, because there were no significant variances among the data sets to be examined in this regard. In fact all the participants had some college level training and 25 of the participants surveyed held a college degree and 16 held postgraduate degrees respectively. Additionally, 27 of the participant's reported their income level as being greater than \$48,000 annually.

The fourth and final factor for the limitations of this study was generalization. For the grounded theory that was developed from the results of this study, the researcher applied the following criteria as presented by Glaser (1992) and Strauss and Corbin (1998): "The research product constitutes a theoretical formulation or integrated set of conceptual hypotheses about a substantive area under study. That is all, the yield is just hypotheses" (Glaser, 1992, p. 16). "However, the real merit of a substantive theory lies in its ability to speak specifically for the populations from which it was derived and to apply back to them" (Strauss & Corbin, 1998, p. 267). Therefore, the grounded theory

presented in Chapter VI is just a hypothesis which is specifically applicable to the participants who participated in this research study. Further generalization are not plausible "...because it does not build in the variation or include the broad propositions of a more general theory" (Strauss & Corbin, 1998, p. 267).

Summary

In this chapter, this researcher explained how the theoretical framework for this quantitative and qualitative research study was formed. Because this researcher was interested in understanding the meaning of the participants' perspectives for the terms best education possible and school choice, an explanation was provided for the priority of choice with regard for the use of the quantitative and qualitative approaches in developing the theoretical framework for this research study. This researcher expressed in some detail the orientation and positions held that were related to his beliefs toward public education and that of the traditional public school model. Moreover, this researcher provided an overview of some of the questions that were developed for shaping this theoretical framework. These questions were developed as an attempt to explore the central phenomenon of parental involvement and their description of the terms best education possible and school choice.

Furthermore, this researcher discussed the use of theory, satisfaction theory, impact theory, grounded theory, as well as substantive theory and how they were utilized in shaping the theoretical framework for this research study. Grounded theory was also disclosed as the controlling theory for this research study. Additionally, this researcher

provided a presentation for the theory of variables, a definition of variables and other terms, as well as a discussion about the relationship among variables.

Finally, there were two figures provided to give a visual presentation for the relationship among variables and the reconstruction of variables into categories. Figure 1 depicted the relationship among variables and Figure 2 depicted how the quantitative variables were converted to categories for qualitative research. This chapter concluded with a discussion regarding the limitation of this research study.

CHAPTER IV
RESEARCH METHODOLOGY

“Mixed method designs are procedures for collecting both quantitative and qualitative data in a single study and for analyzing and reporting this data based on a priority and sequence of the information” (Creswell, 2002, p. 646).

It is further suggested, when researchers “...are interested in understanding the meaning people have constructed, that is, how they make sense of their world and the experiences they have in the world...,” (Merriam, 1998, p. 6), then qualitative methods are employed for conducting the research study.

Introduction

Chapter IV is a presentation of this researcher’s quantitative and qualitative research design. Herein, the readers may review the descriptions of the settings where the research took place and the sampling procedures employed for this research study. As one continues reading, an expository discussion concerning the following topics will be presented: working with human subjects, instrumentation, participant/location of research, data collection procedures, and a description of the data analysis methods used in this research study. This chapter concludes with a summary of the work presented.

Research Design

The research methodology selected for this study encompassed the use of both a quantitative approach as well as the qualitative platform which is described as a mixed methodology research design. “Mixed method designs are procedures for collecting both quantitative and qualitative data in a single study, and for analyzing and reporting this data based on a priority and sequence of the information” (Creswell, 2002, p. 646). It is further suggested, when researchers “...are interested in understanding the meaning people have constructed, that is, how they make sense of their world and the experiences they have in the world...” (Merriam, 1998, p. 6), then qualitative methods are employed for conducting the research study.

Inasmuch as this research design is described as a mixed methodology, Creswell (2002) suggested there are five specific characteristics of a mixed method design, and they are (a) justifying mixed method research, (b) collecting quantitative and qualitative data, (c) giving priority to quantitative or qualitative data, (d) sequencing quantitative and qualitative data, and (e) analysis in a triangulation design.

As suggested by Bogdan and Biklen (1998), this researcher chose to employ this mixed method design because “qualitative data can be used to supplement, validate, explain, illuminate, or reinterpret quantitative data gathered from the same subjects or site” (Miles & Huberman, 1994, as cited in Bogdan & Biklen, 1998, p. 37). Through the use of a satisfaction survey instrument, this researcher collected data from a total number of 30 participants. “Survey research is a form of descriptive research that involves collecting information about research participants’ beliefs, attitudes, interests, or behavior

through questionnaires, interviews, or paper-and-pencil tests” (Gall, Gall, & Borg, 1999, p. 173).

Hence, this researcher collected both quantitative and qualitative data for this research study. Moreover, this researcher’s primary interest was to gather an in-depth understanding of the participants’ perspective toward their personal experiences about the traditional and nontraditional models of schooling, therefore, a total of 15 of the 30 participants in the satisfaction survey were selected to participate in an in-depth interview. It should also be noted the priority for the data collected under this mix method design was placed on the contextual narratives provided by the participants who were interviewed. The sequencing for the quantitative and qualitative data collected was performed simultaneously. However, the research process began with the collection of quantitative data (survey instrumentation). Furthermore, the data were analyzed through a triangulation design. The quantitative data were used to validate the research findings from the qualitative procedures that were deployed as a result of this research study.

Additionally, this researcher selected grounded theory as the method for interpreting the data gathered from the field of participants who participated in this research investigation. The presumption for this choice was based on the following interpretations found in the literature. In 1967, grounded theory was introduced by two sociologists, Barney G. Glaser and Anselm L. Strauss (see Creswell, 2002; Glaser, 1992; Merriam, 1998; Strauss & Corbin, 1998). Also, “it is assumed that meaning is embedded in people’s experiences and that this meaning is mediated through the investigator’s own perceptions” (Merriam, 1998, p. 6). Therefore,

As true in other forms of qualitative research, the investigator as the primary instrument of data collection and analysis assumes an inductive stance and strives to derive meaning from the data. The end result of this type of qualitative research is a theory that emerges from, or is grounded in data-hence, grounded theory. (p. 17)

Furthermore, “grounded theory design is a systematic, qualitative procedure used to generate theory that explains, at a broad conceptual level, a process, an action, or interaction about a substantive topic” (Creswell, 2002, p. 439). By coupling these guiding principles of application for mixed methodology research, this researcher developed a research design that included featured elements such as coding, axial coding and triangulation where the outcome produced a ground theory that emerged from the data that were collected and analyzed as a result of this research study.

Description of the Setting

In an effort to ensure anonymity, this researcher selected not to disclose specific identifying markers describing the exact place, name, educational system, and citations where the participants who participated in this research study live. For the reason stated above, the description of the setting is described as follows.

This research study was conducted in the state of Georgia. Georgia is located in the southern region of the United States and its population size encompasses over nine million residents. Georgia has 159 counties within its boundaries. However, the setting for this research study was conducted within the radius of the seven municipal counties

surrounding the City of Atlanta which included Fulton, Cobb, DeKalb, Fayette, Clayton, Douglas, and Gwinnett.

Sampling Procedures

The sampling procedures utilized by this researcher for this research study were purposeful and nonprobability sampling. The selection of this choice was supported through research findings. “In purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon” (Creswell, 2002, p. 194). It is further suggested, purposeful sampling is the process of selecting “...individuals/groups based on specific questions/purposes of the research and on the basis of information available about these individuals/groups” (Tashakkori & Teddlie, 1998, p. 76).

Moreover, “nonprobability sampling is the method of choice for most qualitative research. Purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned” (Merriam, 1998, p. 61). Another scholar also echoed this perspective by stating, “...from the perspective of qualitative research, nonprobability sampling tends to be the norm” (Berg, 2001, p. 32).

As this researcher has written, the purpose of this study was to capture, document and examine parents’ perceptions regarding their descriptions of the statements, “best education possible” and “school choice” in regard to the traditional and the nontraditional models for public schooling. For this reason, the purposeful and nonprobability sampling procedure was the best fit for this research design. Thus, the size of the purposeful

sample included 30 participants who completed the satisfaction survey instrument and 15 participants in the interview process for the collection of data for this research study. Furthermore, this procedure supported this researcher's efforts to identify a population sample that could best provide the necessary data required for the completion of this study.

Working with Human Subjects

In an effort to gain a better understanding of the process for working with human subjects, this researcher reviewed the works of Bogdan and Biklen (1998), Creswell (2002), Johnson and Christensen (2000), and Merriam (1998). From this review of standard practices for conducting research studies involving human subjects Johnson and Christensen provided five central points for researchers to consider:

1. The leader has to get the informed consent of each participant.
2. Any deception must be justified by the study's scientific, educational, or applied value.
3. The research participants must know that they are free to withdraw from the study at any time without prejudice.
4. The research participants are protected from physical and mental discomfort, harm, and danger that may arise from the research procedures.
5. The research participants have a right to remain anonymous, and the confidentiality of the participants and the data must be protected. (p. 69)

For this research study, the chair of this researcher's dissertation committee provided written permission. Therefore, this researcher developed a participant consent

form outlining the nature of the research investigation which included the following constructs: the tentative title of the study; name of the principle investigator; university affiliation; and the purpose of the study.

Moreover, the consent form included a narrative statement expressing the participants' capacity to withdraw from the study at any time. Information in the consent form also provided the declarative statement that the participant's name and any other personal information provided would not be disclosed during the process of the investigation or after the study is completed.

Instrumentation

Two types of instruments were utilized in this study: (a) satisfaction survey instrument and (b) personal interviews. The first instrument selected was the survey instrument. The selection for the survey instrument was to build upon emerging themes that would come through the qualitative analysis of data and for the validation of findings from the qualitative data that were collected and analyzed as a result of this mixed method approach. According to Creswell (2002),

Surveys help describe the trends in a population or describe the relationship among variables or compare groups. Instances where surveys are most suitable are to access trends or characteristics of a population; learn about individual attitudes, opinions, beliefs, and practices; evaluate the success or effectiveness of a program; or identify the needs of the community. (p. 421)

In this study, the satisfactions survey instrument provided the constructs for the collection of data where this researcher defined the relationship among variables and compared the

data collected from the survey instrument against the data collected through the interviewing process. Moreover, this researcher used these instruments to examine the characteristics of the population, their opinions, beliefs and practices.

The second instrument selected for this research study was personal interviews. This choice of instrumentation is supported by the following research findings: “In all forms of qualitative research, some and occasionally all of the data are collected through interviews. The most common form of interview is the person-to-person encounter in which one person elicits information from another” (Merriam, 1998, p. 71). This selection for personal interviews as the priority of choice for instrumentation in conducting qualitative research studies is further evidenced by other scholars such as Borgdan and Biklen (1998). They articulated the following statement:

In qualitative research, interviews may be used in two ways. They may be the dominant strategy for data collection, or they may be employed in conjunction with participant observation, document analysis, or other techniques. In all of these situations the interview is used to gather descriptive data in the subjects’ own words so that the researcher can develop insights on how subjects interpret some piece of the world. (p. 94)

Based on the findings cited above and through a refined review of the work produced by Creswell (2002), Gall, Gall, and Borg (1998), and Johnson and Christensen (2000), this researcher developed and deployed the use of each instrument described above.

Again, prior to conducting this research investigation, all instruments that were used in this study were submitted to the chair of this researcher’s dissertation committee;

and approval was granted to proceed. The reader may review a copy of the protocols and instruments that were used in conducting this research study under the Appendices section which is listed under the Table of Contents.

Participants/Location of Research

The title for this research study is An Investigation of Parents' Perceptions Regarding the Efficacy of Traditional, Private and Charter School Delivery Models. The purpose of this research study was to capture, document and examine parents' perceptions regarding their descriptions of the statements, "best education possible" and "school choice" in regards to the traditional and the nontraditional models for schooling. This research study was further designed to capture the elements expressed by 30 participants who completed a satisfaction survey instrument and 15 participants who provided an in depth interview of their personal experiences.

These participants were selected by this researcher through the principal technique described as purposeful or nonprobability sampling. This research study took place in the state of Georgia. Participants' data were collected in various settings which included: their place of work, home, libraries, and other community locations that were suitable for the collection of data. Access to the research setting was approved by the chair of this researcher's dissertation committee, and through the permission of those who participated in this research study.

Data Collection Procedures

This researcher employed both quantitative and qualitative procedures in the collection of data that were analyzed as a result of this study. The process and steps for

data collection procedures began by receiving approval to proceed with this research study from the chair of this researcher's dissertation committee upon the successful presentation of this researcher's prospectus to the Department of Educational Leadership in the School of Education at Clark Atlanta University.

However, prior to approval, this researcher submitted three specific documents to the chair of this researcher's dissertation committee evidencing this researcher's preparedness to proceed. These four documents included: (a) a letter requesting permission to conduct this study in the State of Georgia which included the request to keep other descriptive factors and characteristics anonymous, (b) a standard letter described as the participant consent form, (c) a satisfaction survey instrument, and (d) an interview protocol form.

With approval of the letters requesting permission to conduct this study in the site selected and the participants consent form to be used, as well as the use of the satisfaction survey instrument, and the interview protocol form, this researcher began the process for data collection in the field. The population size for this study was small. A total of 30 participants completed the satisfaction survey and a total of 15 participants were interviewed. The purpose was to capture their interpretations and perspectives regarding their descriptions of the statements, "best education possible" and "school choice" in regard to the traditional and the nontraditional models for schooling.

The prescriptive criteria for participation in this study included the following factors. All participants were required to be adults who had a child/children who attend or attended a public or private school in Georgia. This requirement was applicable for all

of the participants who participated in the study which included those who provided the data for the satisfaction survey, as well as those who participated in the interviewing process. All participants were provided with a copy of the original consent form and those who were selected for interviews were required to sign and return the original participant consent form to the researcher who was conducting this study. All participants were required to acknowledge their availability to participate in the collection of survey data, and those selected for an interview were further required to acknowledge they were available to complete the interview process that would take between 45-60 minutes for completion.

Based on this criterion, this researcher identified a pool of 36 potential candidates to participate in this study. The pool of candidates was comprised of former educational colleagues, known and unknown parents who have/had a child/children who attend or attended one of the public educational models that was being investigated. Moreover, the pool of candidates was broken out into three separate categories: (a) traditional school parents, (b) private school parents, and (c) charter school parents. Each category of parents was comprised of a total of 12 potential participants for this research study.

Additionally, through collaborative efforts from former educational colleagues, parents who represented some of the participants that were identified for the charter school model were identified and selected for participation in this research study. Moreover, any participant who was not initially selected was placed into a holding pattern in case one or more of the 30 initial participants selected chose to withdraw from the study for any particular reason.

The process for data collection included a four step process. First, there was the initial identification of the potential participants who were screened to ensure he/she met the criteria identified above. Second, there was the selection process for the initial 30 participants who would complete the satisfaction survey instrument. This was also considered the first meeting to determine further participation for the interviewing process. At this point the selection process was strictly based on participants' availability.

During this meeting each participant who acknowledged that he/she was available to participate in the interviewing process was provided with a copy of the instrument designed as the participant's interviewing protocol. The purpose of this meeting was to collect the data from the participants for the satisfaction survey instrument and to develop an appropriate interviewing time that fit the participant's and researcher's schedule for participants available for further participation. It was also the opportunity when the researcher and participant strengthened their relationship. During this initial meeting, the researcher provided each participant who stated that he/she was available for an interview with a copy of the questions the participants were to be asked during the scheduled interview. Through this process, the participants were provided an opportunity to ready themselves for the interview.

Third, there was the second meeting with the selected participants who were available to participate in the interviewing process. The second meeting is where the actual interview took place. The interviews lasted for approximately one hour each. This researcher collected the data from the interview through detailed note taking and taped

recordings. Ethical foundations were incorporated in the participant's consent form providing assurances that the identity of the participant and other confidential information shared in this study would not be disclosed as a result of their participation in this study. In this effort each participant was provided the assurance his information will be handled with sensitivity and care, and the name and the community in which the participant lived remained anonymous.

Fourth, there was the point of triangulation. This means this researcher transcribed the interview from both the notes taken by hand and those that were tape-recorded and returned those transcriptions to the participants who were interviewed for validation. Another term for this process is member check. The following definitions support this premise. "Triangulation is the process of corroborating evidence from different individuals, (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., documents and interviews) in description" (Creswell, 2002, p. 651). Member checks are further described as "...taking data and tentative interpretations back to the people from whom they were derived and asking them if the results are plausible" (Merriam, 1998, p. 204).

The collection of data for both the quantitative and qualitative application of this study was performed simultaneously. However, the initial process began with the collection of survey data, and the process for conducting interviews was performed concurrently based on participants' availability. After collecting all the survey data and the completion of all the interviewing processes, all the participants who were placed in a holding pattern as well as those who participated in both the collection of survey data and

those who participated in the interviewing process were issued a letter of appreciation, acknowledging their participation and willingness to participate in this research study, wherein this researcher thanked each of them for their enduring support for this project. Upon completion of the process for triangulation and member checks, this researcher began the process of finalizing this work through data analysis, discussed in the next section.

Description of Data Analysis Methods

Quantitative and Qualitative

In the proceeding section this researcher described the processes that were used for the collection of data for this research study. In this section the researcher presents a description of the methods used in this research study for data analysis.

Quantitative research is defined as research relying primarily on the collection of quantitative data (i.e., numerical data). On the other hand, qualitative research is research relying primarily on the collection of qualitative data (i.e., non-numerical data such as words and pictures). (Johnson & Christensen, 2000, p.17)

In this research study both types of data were collected and analyzed. In the case for the quantitative data that were collected and analyzed, this researcher developed a satisfaction survey instrument where 30 participants provided an array of data that were analyzed as a result of this research study. The survey instrument was comprised of 30 questions where 10 participants representing the three separate models (traditional, private and charter) of schooling provided their selected responses to the 30 different questions disclosed on the survey.

Each participant who responded to the survey was provided an identifiable code. The participants coding process began by assigning specific codes for the parents' data forms. These codes are as follows: traditional school parents' codes—T-1, T-2, T-3, T-4, T-5, T-6, T-7, T-8, T-9, T-10; private school parents' codes—P-1, P-2, P-3, P-4, P-5, P-6, P-7, P-8, P-9, P-10; and charter school parents' codes—C-1, C-2, C-3, C-4, C-5, C-6, C-7, C-8, C-9, C-10.

There were also 10 characteristics that were identified on the survey instrument and they can be identified as variables. However, as reported in Chapter III, there were only two distinct variables that were identified for this research study and they were defined as the parents' perceptions of the traditional and nontraditional models of public schooling (independent variables), and the educational outcomes that are/were experienced by the parents whose child/children attends/attended these specific models of public schooling (dependent variables). Other variables such as the number of years the participant lived in Georgia, gender, age, race, education, marital status, number of children in-school and out-of-school or both, and family income, were also identified as participants' characteristics for this research study.

Thus, the method for the analysis of quantifiable data was conducted by compiling all of the participants' responses under three separate collection of data forms which represented each model of schooling surveyed. A summary of the three data sets were then compiled into one summary of statistical data. This summary of data is presented in Chapter V, under the section described as quantitative data. Furthermore, the summary of data produced a total number of 900 responses that were analyzed

collectively. Under the quantitative section of Chapter V, a complete discussion of the data collected and analyzed as a result of this research study is presented and displayed in tabular format and explained through an accompanying narrative. Furthermore, in the case for qualitative data analysis, the method for “data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials accumulated to increase understanding of them and to enable you to present what you have discovered to others” (Bogdan & Biklen, 1998, p. 157).

As described through the process and procedures for data collection, this researcher conducted 15 personal interviews from the initial 30 participants who completed the satisfaction survey instrument. The data from those interviews were transcribed in an effort to make sense of what was collected in the field. During the process of collecting data for this study, this researcher used the processes known as open coding, axial coding, selective coding and saturation. From this procedure emerging themes were formulated, and categories were identified for the qualitative data analysis method in this research study.

Furthermore, “coding is the process of segmenting and labeling text to form descriptions and broad themes in the data” (Creswell, 2002, p. 266). Axial coding is where “the researcher develops the concepts into categories and organizes the categories. Selective coding is the stage of data analysis in which the researcher puts the finishing touches on the grounded theory for the current research study” (Johnson & Christensen, 2000, p. 336). “Saturation is the point at which a theme is developed and detailed and no new information can add to its specification” (Creswell, 2002, p. 266).

Again, in Chapter V, readers are presented with a narrative that describes the qualitative data that were collected and analyzed as the result of this research study. The data is also displayed in some tabular formats. Particular emphasis should be given to Figure 2, Coding Model, where the interrelationship between the coding categories and ground theory is presented. Moreover, Figure 2 (Chapter III) depicts how the quantitative variables for this research study were converted to categories for qualitative application.

The presentation of qualitative data was further placed within the contextualization of the research questions that guided this researcher's inquiry. Seven categories were formed from the emerging themes that were found during the initial phase of the qualitative data analysis process. These categories were then placed in contextual form where each research question was analyzed based on the responses supplied by those who were interviewed. The participants' responses were analyzed accordingly where an analysis of their responses was presented under each research question. Additionally, the participants' responses were laid between the data that were analyzed and the summary of the participants' responses for each research question presented.

The final phase of the data analysis process included the process known as triangulation or member checks. Before, the data were analyzed, transcriptions of the data was returned to each participant who was interviewed for verification. Furthermore, the data collected and analyzed through the quantitative process served as a validating

instrument where the data outputs verified the validity of the qualitative data captured and described from those who were interviewed as a result of this research study.

Summary

This chapter began with an overview of the researcher's selected design. The research design further disclosed the practitioner's intent to utilize a quantitative and qualitative approach to this study and identified ground theory as the choice for application. The researcher then provided a description of the setting where this research study was conducted, followed by a narrative delineating the process that was used for purposeful and nonprobability sampling. In the middle portion of this chapter, the researcher described the ethical procedures that were used in working with human subjects, the instrumentation of choice for conducting this research project and the participant/location of research. The chapter closed with a detailed description of the data collection process, and a description of the data analysis methods that were employed while conducting this research study.

CHAPTER V
ANALYSIS OF THE DATA

“Data are compressed and linked together in a narrative form that conveys the meaning the researcher has derived from studying the phenomenon.”

(Merriam, 1998, pp. 178-179)

Introduction

This chapter is a presentation of data collected for this research study. In this study there were two methods utilized for the collection of data: quantitative and qualitative. For this study, the instrumentation process for the collection of data was twofold. First, the researcher incorporated the use of a satisfaction survey instrument for quantitative application; and, second, the researcher used the method of collecting personal interview data for qualitative understanding and to make sense of the parents’ perspectives toward the researcher’s inquiry.

This chapter presents the research through five specific examples presented by Creswell (2002). These five examples consist of the following:

1. **Justifying Mixed Method Research.** Mixed method researchers include a justification or rationale for their use of both quantitative and qualitative data.
2. **Collecting Quantitative and Qualitative Data.** In any mixed method study, there should be a clear indication that you are collecting both quantitative and qualitative data.

3. **Giving Priority to Quantitative or Qualitative Data.** Mixed method researchers advance the weight or priority to the collection of quantitative and qualitative data.
4. **Sequencing Quantitative and Qualitative Data.** Mixed method researchers advance the sequence of data collection using concurrent or sequential approaches.
5. **Analysis in a Triangulation Design.** The standard approach seems to be to converge or compare in some way both quantitative data with qualitative data. (pp. 569-570)

The purpose of this quantitative and qualitative research study was to capture, document and examine parents' perceptions regarding their descriptions of the terms, "best education possible" and "school choice" in regard to the traditional and the nontraditional models for schooling. The quantitative method for collection of data through the use of a satisfaction survey instrument was primarily for the purpose of gathering a proportional level of data that could be analyzed from a statistical point of view for parents' perspectives regarding the traditional and nontraditional models of schooling. The use of data collected through the implementation of the satisfaction survey also provided the researcher the opportunity to build, broaden and examine the emerging themes from the participants' interview data.

Therefore, in this chapter the readers will find a narrative that explains the various tables of data collected and analyzed in both a quantitative and qualitative format. Member checks support the validity of the data analyzed. This researcher collected both

quantitative and qualitative data at the same time. This chapter concludes with a summary for data analyzed as a result of this research study.

In this study each participant was given an identifiable code for the model of school where his/her child/children attend/attended or matriculated. The coding index further disclosed the following characteristics of the participants surveyed, interviewed or both. Characteristics of the participants who participated in this study included the following descriptors: number of years living in Georgia, gender, age, race, education, marital status, number of children in-school, out-of-school or both, and family income level.

All participants were assigned one of the following school-based code types: Traditional School Model (T/1-10), Private School Model (P/1-10), and Charter School Model (C/1-10). An additional characteristic was also revealed within the participants' data who were interviewed. This characteristic is described as unemployed, employed, or retired. Both the private and charter school models represent the factors related to analysis of data concerning the comparative perspectives for the nontraditional and alternative delivery model versus the traditional model of public schooling as they were presented by the parents who participated in this research study.

Presentation of the Data

In this study a total of 30 participants completed the satisfaction survey instrument, and a total of 15 participants provided an informed collection of personal interview data. The presentation of data begins with an overall description of the participants' profiles and characteristics for the types of data collected and analyzed.

These data are presented with a narrative that explains the various tables presented in this research study.

Quantitative Data

This section presents quantitative data collected and analyzed as result of this study. Table 1 provides the reader with a complete description of the participants' profiles. In Table 1, 10 traditional school parents were surveyed: nine had lived in Georgia for 21 years, one had lived here for fewer than 21 years but more than 11 years. Eight are female and two are male. Six are 54 years of age or older, three are between the ages of 48 and 53 years, and one is between the ages of 36 and 41 years.

All 10 traditional school parents reflected in Table 1 were African American. Five are postgraduates, two are college graduates, and three have some college experience. Seven of the parents are married, two are divorced and one is widowed. Among the parents surveyed in Table 1, seven have one to two children, two have three to four children, and one has five or more children. Within the group of parents who have one to two children, six have children who are out of school and one has both children in and out of school. For parents identified as having three or four children, one has children both in and out of school while the other parent has children out of school. The parent identified as having five to six children has children both in and out of school.

Table 1

Traditional School Participants: Profile Data

Code	N/Y/L/G	Gender	Age	Race	Education	Marital		F/I/L	SD/ID
						Status	#I/O/B		
T-01	21 yrs or longer	Female	54 yrs/older	AA	Some College	Married	1-2/O Children	48k- 63k	SD/ID
T-02	21 yrs or longer	Female	48-53 yrs	AA	Postgraduate	Married	5-6/B Children	48k- 63k	SD
T-03	21 yrs or longer	Female	48-53 yrs	AA	College Graduate	Married	1-2/B Children	64k+	SD
T-04	11-20 yrs	Female	36-41 yrs	AA	College Graduate	Divorced	3-4/B Children	16k- 31k	SD/ID
T-05	21 yrs or longer	Female	54 yrs/older	AA	Postgraduate	Married	1-2/O Children	64k+	SD/ID
T-06	21 yrs or longer	Male	54 yrs/older	AA	Postgraduate	Married	1-2/O Children	48k- 63k	SD/ID
T-07	21 yrs or longer	Female	54 yrs/older	AA	Postgraduate	Married	3-4/O Children	64k+	SD
T-08	21 yrs or longer	Female	48-53 yrs	AA	Some College	Divorced	1-2/O Children	32k- 47k	SD
T-09	21 yrs or longer	Female	54 yrs/older	AA	Some College	Widowed	1-2/O Children	32k-47	SD
T-10	21 yrs or longer	Male	54 yrs older	AA	Postgraduate	Married	1-2/O Children	64k+	SD/ID

Coding Definitions

T = Traditional

N/Y/L/G = Number of Years Living in Georgia

Race: AA = African American

#I/O/B: I = In-School/Children, O = Out-of-School/Children, B= Both, In-School and Out-of-School Children

FIL = Family Income Level

SD = Survey Data Only, ID = Interview Data, and SD/ID = Both Survey Data and Interview Data

Regarding family income, three parents revealed their family income to be in the range of \$48,000 to \$63,000 annually; one identified family income to be in the range of \$16,000 to \$31,000 annually; two identified family incomes to be in the range of \$32,000 to \$47,000 annually; while the remaining four identified their income as greater than \$64,000 annually. Among the 10 participants surveyed for the traditional model of public schooling, five were later interviewed for further research inquiry.

The following tables are presentations of the data collected and analyzed. Again, a total of 30 participants completed the quantitative instrument (satisfaction survey) for the collection of data for this study. In Table 2, Private School Parents, 10 participants were surveyed. All 10 had lived in Georgia for over 21 years. Six are male and four are female. Seven are 54 years of age or older, one is between the ages of 48 and 53 years, and two are between the ages of 42 and 47 years.

All 10 of the participants reflected in Table 2, Private School Parents, are African American. Four are postgraduates, four are college graduates, and two have some college experience. Nine of the parents are married and one is divorced. Among the parents surveyed for Table 2, five of the parents have three to four children and five have one to two children. Within the group of parents who have three to four children, three have children out of school while two have children in school. Within the group of parents who have one to two children, three identified their children as being out of school while two identified their children as being in school.

Table 2

Private School Participants: Profile Data

Code	N/Y/L/G	Gender	Age	Race	Education	Marital			
						Status	#I/O/B	F/I/L	SD/ID
P-01	21 yrs or longer	Male	54 yrs/older	AA	College Graduate	Married	3-4/O Children	48k- 63k	SD/ID
P-02	21 yrs or longer	Female	54 yrs/older	AA	Postgraduate	Married	3-4/O Children	48k- 63k	SD/ID
P-03	21 yrs or longer	Male	54 yrs/older	AA	Postgraduate	Married	3-4/I Children	64k+	SD
P-04	21 yrs or longer	Female	48-53 yrs	AA	College Graduate	Married	3-4/I Children	64K+	SD
P-05	21 yrs or longer	Male	42-47 yrs	AA	College Graduate	Married	1-2/I Children	64k+	SD/ID
P-06	21 yrs or longer	Male	54 yrs/older	AA	Some College	Married	1-2/O Children	64k+	SD/ID
P-07	21 yrs or longer	Female	42-47 yrs	AA	Postgraduate	Married	1-2/I Children	48k- 63k	SD/ID
P-08	21 yrs or longer	Male	54 yrs/older	AA	College Graduate	Divorced	1-2/O Children	48k- 63k	SD
P-09	21 yrs or longer	Female	54 yrs/older	AA	Postgraduate	Married	3-4/O Children	64k+	SD
P-10	21 yrs or longer	Male	54 yrs/older	AA	Some College	Married	1-2/O Children	64k+	SD

Coding Definitions

P = Private

N/Y/L/G = Number of Years Living in Georgia

Race: AA = African American

#I/O/B, I = In-School/Children; O= Out-of-School/Children; B= Both, In-School and Out-of-School/Children

FIL = Family Income Level

SD = Survey Data Only, ID = Interview Data, and SD/ID = Both Survey Data and Interview Data

Regarding family income, four parents revealed their family income to be in the range of \$48,000 to \$63,000 annually, while six of the parents indicated that their income was greater than \$64,000 annually. Among the 10 participants surveyed for the private school model of schooling, five were later interviewed for further research inquiry.

For Table 3, 10 charter school parents were surveyed: seven had lived in Georgia for over 21 years, and three had lived in Georgia for fewer than 21 years but more than 11 years. Five are female and five are male. Five are between the ages of 36 and 41 years, one is between the ages of 42 and 47 years, one is between the ages of 48 and 53 years, and three are identified as 54 years of age or older.

Nine of the 10 participants for Table 3, Charter School Parents, are African American, and one is identified as Latino American. Seven are postgraduates, and three are college graduates. All 10 parents are identified as being married. Among the parents surveyed for Table 3, seven have three to four children, and three have one to two children. Within the group of parents who have three to four children, four have children who are identified as being in school, two have children out of school, and one has children both in and out of school. Among parents identified as having one to two children, one is identified as in school, and two are identified as out of school.

Regarding family income, eight parents indicated their income as greater than \$64,000 annually, and two identified their income was between the ranges of \$48,000 to \$63,000 annually. Among the 10 participants surveyed for the charter school model of public schooling, five were later interviewed for further research inquiry.

Table 3

Charter School Participants: Profile Data

Code	N/Y/L/G	Gender	Age	Race	Education	Marital			
						Status	#I/O/B	F/I/L	SD/ID
C-01	11-20 yrs	Female	36-41 yrs	AA	Postgraduate	Married	3-4/I Children	64k+	SD/ID
C-02	11-20 yrs	Female	36-41 yrs	AA	Postgraduate	Married	3-4/I Children	64k+	SD/ID
C-03	21 yrs or longer	Female	36-41 yrs	AA	Postgraduate	Married	1-2/I Children	64k+	SD/SD
C-04	21 yrs or longer	Male	36-41 yrs	AA	Postgraduate	Married	3-4/I Children	64K+	SD
C-05	21 yrs or longer	Male	54 yrs/ older	AA	Postgraduate	Married	1-2/O Children	64k+	SD/ID
C-06	11-20 yrs	Male	36-41 yrs	LA	College Graduate	Married	3-4/B Children	48k- 63k	SD/ID
C-07	21 yrs or longer	Female	48-53 yrs	AA	Postgraduate	Married	1-2/O Children	64k+	SD
C-08	21 yrs or longer	Female	54 yrs/ older	AA	College Graduate	Married	3-4/I Children	64k+	SD
C-09	21 yrs or longer	Male	42-47 yrs	AA	College Graduate	Married	3-4/O Children	48k- 63k	SD
C-10	21 yrs or longer	Male	54 yrs/ older	AA	Postgraduate	Married	3-4/O Children	64k+	SD

Coding Definitions

C = Charter

N/Y/L/G = Number of Years Living in Georgia

Race: AA = African American; LA = Latino American

#I/O/B, I = In-School/Children; O= Out-of-School/Children; B= Both, In-School and Out-of-School/Children

FIL = Family Income Level

SD = Survey Data Only, ID = Interview Data, SD/ID = Both Survey Data and Interview Data

In summary of the quantitative data describing the participants' data collected for the satisfaction survey, 30 parents participated in the completion of the satisfaction survey instrument for quantitative measures. A total of four participants are identified as living in Georgia for fewer than 20 years but more than 11 years, and 26 are identified as living in Georgia for more than 21 years. Among the participants surveyed, a total of 13 are male and 17 are female. A total of six parents surveyed are identified between the ages of 36 and 41 years, three are identified between the ages 42 and 47 years, five are identified between the ages of 48 and 53 years, and 16 are identified as 54 years of age or over.

The total racial composition for the participants surveyed was 29 African American and one Latino American. All of the participants are high school graduates. However, five have some college experience, nine are college graduates, and sixteen are identified as postgraduates. The composition of those surveyed included twenty-six who are married, three who are divorced, and one, who is widowed. A total of 15 participants identified they have one to two children in their household family structure, 14 have three to four children in their household family structure, and one has five to six in the household family structure.

There were 10 participants for each educational platform surveyed, which included the traditional school, private school and the charter school models for schooling. Moreover, a total of nine participants identified their child/children as being in school, seventeen identified their child/children as being out-of-school and four identified their child/children as both in school and out of school. Fifteen participants

were selected for further inquiry through personal interview. The interview data will be described under the qualitative section for review of data collected and analyzed. See Table 4 for summary of participants profile data.

Table 4

Summary of Participants' Profile Data

Number of Years Living in Georgia	Number
11 – 20 years	4
21 years or longer	26
Gender	
Male	13
Female	17
Age Group	
36 – 41 years	6
42 – 47 years	3
48 – 53 years	5
54 years or over	16
Race/Ethnicity	
African American	29
Latino American	1
Education	
High School Graduate	30
Some College	5
College Graduate	9
Postgraduate	16
Marital Status	
Married	26
Divorced	3
Widowed	1

Table 4 (continued)

Number of Children in Household/Family	Number
1 – 2	15
3 – 4	14
5 – 6	1
Family Income Level	
\$16,000 – \$31,000	1
\$32,000 – \$47,000	2
\$48,000 - \$63,000	9
\$64,000 or higher	18
Educational Platform	
Traditional School	10
Charter School	10
Private School	10
Child/Children Enrollment Factor	
In-School	9
Out-of-School	17
Both	4

An Analysis of Quantitative Data Collected

The previous discussion revealed some of the characteristics of the participants who participated in this research study which included a total of 30 parents who completed the satisfaction survey instrument. A total of 10 parents completed the satisfaction survey instrument for each model of schooling examined—traditional, private and charter school. The satisfaction survey instrument was comprised of 30 specific questions.

In this section the researcher presents the participants data that were collected in the field from the satisfaction survey. Each question is displayed with a total composite score for each response given by the participant. Furthermore, each question was

analyzed and a particular finding was disclosed for each question. Each question was also measured within the value of zero to 100%. The standard error of measure and the sampling error for the satisfaction survey instrument was plus (+) or minus (-) 1% of the statistical value given in response to each question based on the total percentage of value for the entire group of participants surveyed with regards to each individual question examined. Therefore, the results of the satisfaction survey data are presented with a confidence value of 99.9% to 101% for each question analyzed.

The following codes and abbreviations were provided for the readers' interpretation for the data collected and analyzed as a result of this research study.

Codes: T = Traditional School; P = Private School and C = Charter School.

Abbreviations: R = Responses and N = Number of Participants. The survey questions were presented in the format of strongly disagree, disagree, agree, and strongly agree. This researcher assessed the participants responses within the two collected composites for a total score within the categories of strongly disagree/disagree and agree/strongly agree.

These analyses of data are presented in an individual format, and a summary of the entire data collected and analyzed is presented in Appendix A. However, the statistical results for each question from the satisfaction survey are displayed in a summary format. In Table 5, one may review the total summary of data that reflects the results of the participants' responses to the satisfaction survey instrument.

Table 5

Summary of Satisfaction Survey Data

Number Questions	Percent		Percent		Total
	Strongly Disagree/Disagree	NPR	Strongly Agree/Agree	NPR	
01	10%	03	90%	27	100%
02	07%	02	93%	28	100%
03	03%	01	97%	29	100%
04	03%	01	97%	29	100%
05	07%	02	93%	28	100%
06	03%	01	97%	29	100%
07	07%	02	93%	28	100%
08	07%	02	93%	28	100%
09	07%	02	93%	28	100%
10	07%	02	97%	28	100%
11	100%	30	00%	00	100%
12	10%	03	90%	27	100%
13	07%	02	93%	28	100%
14	03%	01	97%	29	100%
15	03%	01	97%	29	100%
16	97%	29	03%	01	100%
17	00%	00	100%	30	100%
18	97%	29	03%	01	100%
19	03%	01	97%	29	100%
20	07%	02	93%	28	100%
21	93%	28	07%	02	100%

Table 5 (continued)

Number Questions	Percent		Percent		Total
	Strongly Disagree/Disagree	NPR	Strongly Agree/Agree	NPR	
22	03%	01	97%	29	100%
23	100%	30	00%	00	100%
24	17%	05	83%	25	100%
25	07%	02	93%	28	100%
26	07%	02	93%	28	100%
27	03%	01	97%	29	100%
28	03%	01	97%	29	100%
29	03%	01	97%	29	100%
30	03%	01	97%	29	100%
Total		NPR		NPR	
NQ = 30	21%	= 188	79%	= 712	100%

NQ represents the total number of questions surveyed and NPR represents the total number of participants' responses for the entire group of participants surveyed for each category described above.

In summary of Table 5, the total number of questions (NQ) equals 30. The total number for the groups (NG) of data calculated were three sets of 10 which equals 30 total. The three groups of data collected represented: 10 traditional school participants; 10 private school participants; and 10 charter school participants. The total number of participants' responses per group (NPR) equals 300 divided by 10 participants equals thirty 30. The following formula represents the results for the data findings for the overall satisfaction survey instrument. $NQ (30) \times NG (30) \times NPR (30)$, equals the sum of 900 total possible responses to the satisfaction survey.

Overall, 79% of the total number of participants surveyed responded in the category of agree or strongly agree, while 21% of the participants responded in the category of strongly disagree/disagree. The mean scores for the category of agree or strongly agree was $\text{NPR } (712) \div \text{NQ } (30) = 23.7$, and the mean score for the category of strongly disagree/disagree was $\text{NPR } (188) \div \text{NQ } (30) = 6.3$.

Moreover, when questions 11, 16 and 21 were analyzed from the satisfaction survey, the participants' responses fell within the category of strongly disagree/disagree. However, when interpreting the findings of strongly disagree/disagree for the three questions identified above from an inverted position, the data revealed the following.

- ❖ I was significantly dissatisfied with the educational experience at my child's/children's school, and I had no other option available for my child/children participation. (Question Number 11)
 - **Inverted Position:** I was **not** significantly dissatisfied with the educational experience at my child/children's school, and I had **another** option available for my child/children's participation. (Satisfaction Survey Question Number 11)
- ❖ The school staff, teachers and administrators were significantly unorganized and my child/children failed to achieve the best education possible. (Question Number 16)
 - **Inverted Position:** The school staff, teachers and administrators **were not** significantly unorganized and my child/children **did not fail** to achieve the best education possible. (Satisfaction Survey Questions Number 16)

- ❖ The school failed to meet the educational needs of my child/children.

(Satisfaction Survey Question Number 21)

- **Inverted Position:** The school **did not** fail to meet the educational needs of my child/children. (Question Number 21)

As a result of this analysis of data and interpretations, the satisfaction survey data revealed a significant number or percentage of the parents perceptions were satisfied with their child's/children's educational outcomes as they relate to their ability to achieve the best education possible for their child/children in the public school model where their child/children attend or attended.

The raw data that represents each group of participants' responses who participated in the satisfaction survey are presented in Appendix B. Moreover, the satisfaction survey data were examined concurrently with the quantitative data that were collected and analyzed as a result of this research study. In the following section, a review of the qualitative data is presented within the application of the specific research questions undertaken as a result of this researcher's inquiry. Furthermore, the readers are presented with an explanation for how the quantitative data fit within the context of the researcher's inquiry for this study. In Chapter VI, the readers can review the findings for both the quantitative and the qualitative data collected and analyzed for the research questions that were examined as a result of this research study.

In summary for the quantitative data collected and analyzed, the satisfaction survey data revealed an overwhelming majority of the participants surveyed were

satisfied with the educational experiences within the model of schooling where their child/children attend or attended (see Table 5).

Qualitative Data

This section provides the qualitative data collected and analyzed as a result of this research study. Thus, qualitative data are presented with an overview of the participants' profiles followed by a display of data collected from those participants interviewed within nine separate sections categorized for data analysis. Moreover, this researcher collected both quantitative and qualitative data concurrently. The concurrency for the collection of data was based on participants' availability. Whereas this researcher identified 30 participants who were available and accessible for participation in the satisfaction survey instrument for the collection of data for this research study, a total of 15 participants were further identified as available to participate in the process for the collection of interview data.

Furthermore, "data are compressed and linked together in a narrative form that conveys the meaning the researcher has derived from studying the phenomenon" (Merriam, 1998, pp. 178-179). Therefore, this researcher developed a grounded theory as a result of the findings from this research study which is presented in Chapter VI. This presentation and analysis of data reveal how this researcher developed this grounded theory based on the data collected and analyzed. For this qualitative analysis, readers are provided a narrative that describes the participants' profiles both from an individual school level and in summation of all three models investigated. Additionally, the weight or priority was given to the qualitative collection of data because the data collected

through the qualitative interview process provided this researcher the primary evidence to be used to form the grounded theory that is presented in Chapter VI.

An Analysis of the Results from the Participants' Interview Data

A total of five participants were identified from each model of schooling investigated. The sampling process was purposeful due to the fact that these participants were identified as having significant knowledge and experiences within each model of schooling studied by this researcher. The participants' profiles for the interviews are as follows.

Among the traditional school data field, five participants were identified and interviewed. Within the data field for traditional school participants interviewed, all five have lived in Georgia for over 21 years; three are female and two are male; four were 54 years of age and older, and one is between the ages of 36 to 41; all five are African American; one has some college, one has a college graduate, and three are postgraduates; four are married and one is divorced; four have one to two children who are identified as being out of school, and one has three to four children who are identified as being both in school and out of school. Two reported their income levels to be in the range of \$48,000 to \$63,000, one reported their income level to be in the range of \$16,000 to \$31,000, and two reported their income to be in the range of \$64,000 and beyond. Two are identified as being employed, and three are identified as being retired.

Among the private school data field, five participants were identified and interviewed. Within the data for private school participants interviewed, all five have lived in Georgia for over 21 years; three are male and two are female; three are 54 years

of age and older, and two are between the ages of 42 and 47; all five were African American; two are college graduates; two are postgraduates; and one has some college; all five are married; two have three to four children who are identified as being out of school; two have one to two children who are identified as being in school, and one has one to two children who are identified as being out of school. Three reported their income levels to be in the range of \$48,000 to \$63,000, and two reported their income to be in the range of \$64,000 and beyond. Four are identified as being employed and one was identified as retired.

Among the charter school data field, five participants were identified and interviewed. Within the data for charter school participants who were interviewed, three have lived in Georgia for fewer than 21 years but more than 11 years, and two have lived in Georgia for over 21 years; three are female, and two are male; four are between the ages of 36 to 41; and one is 54 years of age and older; four are African American, and one is Latino American; four are postgraduates and one is a college graduate; all five are married; two have three to four children who are identified as being in-school, and one has three to four children who are identified as being both in school and out of school; one has one to two children identified as in school, and one has one to two children who are identified as being out of school. One reported the income level to be in the range of \$48,000 to \$63,000, and four reported their income to be in the range of \$64,000 and beyond; all five were identified as being employed.

In summary of the qualitative data describing the participants profile data, there were: a total of 15 participants interviewed; three have lived in Georgia for fewer than 21

years but more than 11 years, and 12 have lived in Georgia for over 21 years; eight are female and seven are male; four are between the ages of 36 to 41; two are between the ages of 42 to 47, and eight are 54 years of age and older; 14 are African American and one is Latino American; nine are postgraduates, four are college graduates, and two have some college; 14 are married, and one is divorced; six have one to two children identified as out of school, three have one to two children who are identified as being in school; two have three to four children who are identified as being out of school, two have three to four children who are identified as being in school, and two have three to four children identified as both in school and out of school. One reported the income level to be in the range of \$16,000 to \$31,000, six reported the income level to be in the range of \$48,000 to \$63,000, and eight reported their income to be in the range of \$64,000 and beyond. Eleven were identified as employed, and four were identified as retired. A complete composite for the participants who were interviewed is presented in Table 6.

Table 6

Interviewed Participants' Profile Data

Code	N/Y/L/G	Gender	Age	Race	Education	Marital			
						Status	#I/O/B	F/I/L	SD/ID
T-01	21 yrs or longer	Female	54 yrs/older	AA	Some College	Married	1-2/O Children	48k- 63kE	SD/ID
T-04	11-20 yrs	Female	36-41 yrs	AA	College Graduate	Divorced	3-4/B Children	16k- 31kE	SD/ID
T-05	21 yrs or longer	Female	54 yrs/older	AA	Postgraduate	Married	1-2/O Children	64k+ R	SD/ID
T-06	21 yrs or longer	Male	54 yrs/older	AA	Postgraduate	Married	1-2/O Children	48k- 63kR	SD/ID
T-10	21 yrs or longer	Male	54 yrs/older	AA	Postgraduate	Married	1-2/O Children	64k+ R	SD/ID
P-01	21 yrs or longer	Male	54 yrs/older	AA	College Graduate	Married	3-4/O Children	48k- 63kE	SD/ID
P-02	21 yrs or longer	Female	54 yrs/older	AA	Postgraduate	Married	3-4/O Children	48k- 63kR	SD/ID
P-05	21 yrs or longer	Male	42-47 yrs	AA	College Graduate	Married	1-2/I Children	64k+ E	SD/ID
P-06	21 yrs or longer	Male	54 yrs/older	AA	Some College	Married	1-2/O Children	64k+ E	SD/ID
P-07	21 yrs or longer	Female	42-47 yrs	AA	Postgraduate	Married	1-2/I Children	48k- 63kE	SD/ID
C-01	11-20 yrs	Female	36-41 yrs	AA	Postgraduate	Married	3-4/I Children	64k+ E	SD/ID
C-02	11-20 yrs	Female	36-41 yrs	AA	Postgraduate	Married	3-4/I Children	64k+ E	SD/ID
C-03	21 yrs or longer	Female	36-41 yrs	AA	Postgraduate	Married	1-2/I Children	64k+ E	SD/SD
C-05	21 yrs or longer	Male	54 yrs/older	AA	Postgraduate	Married	1-2/O Children	64k+ E	SD/ID
C-06	11-20 yrs	Male	36-41 yrs	LA	College Graduate	Married	3-4/B Children	48k- 63kE	SD/ID

Coding Definitions

T-P-C = Traditional, Private and Charter School Data; N/Y/L/G = Number of Years Living in Georgia
 Race: AA = African American; LA = Latino American; #I/O/B, I = In-School/Children; O= Out-of-School/Children; B= Both, In-School and Out-of-School/Children; F/I/L/R/E = Family Income Level Retired or Employed; Family Income Level Retired or Employed; SD = Survey Data Only, ID = Interview Data, SD/ID = Both Survey Data and Interview Data

The preceding narrative provided the readers with an overview of the characteristics of the profiles for the individuals who participated in the interviewing process for this research study. The continuation of this narrative is a presentation of the qualitative data that were collected and analyzed from the participants who were interviewed. This researcher utilized three specific coding processes to collect and analyze the data for this study as they relate to both qualitative inquiry and grounded theory. The three coding procedures used were: (a) open coding; (b) axial coding; and (c) selective coding. Each coding index is a direct quote defined by Creswell (2002):

1. Open Coding is the process used by the grounded theorist to form initial categories of information about the phenomenon being studied. (p. 647)
2. Axial Coding is when the grounded theorist selects one open coding category, positions it at the center of the process being explored (as the core phenomenon), and then relates other categories to it. (p. 641)
3. Selective Coding is the process in which the grounded theorist writes a theory based on the interrelationship of the categories in the axial coding model. (p. 549)

These analyses of data are presented through the process of open coding. This researcher began with the purpose of this study which was to capture, document and examine parents' perceptions regarding their statements, "best education possible" and "school choice" in regard to the traditional and the nontraditional models for schooling. As such, this research began with the open coding process for identifying three specific categories for schooling where specific data could be collected from parents whose

child/children attend, attended or matriculated as a result of their choice for participation. These categories of schools were coded as (a) traditional schools, (b) private schools, and (c) charter schools.

The axial coding category was the parents' perceptions of traditional and nontraditional models for schooling. This category was utilized throughout the analysis of data collected and examined by this researcher. Each research question revealed the parents' perceptions as they responded to the researcher's inquiry as a result of the interviewing process for this research study. There were nine specific research questions that were developed for this research study. However, through the use of selective coding, seven categories emerged where the data could be examined that would provide the underpinning for the development of a grounded theory. These seven categories were: (a) academic differences, (b) social differences, (c) physical differences, (d) best education possible, (e) best schools, (f) decision-making/satisfaction, and (g) parental involvement.

Thus, the analysis for the qualitative data collected was presented under these categories. Moreover, for each category of schooling examined, each parent was provided one of the following codes: T = Traditional School Model; P = Private School Model; and C = Charter School Model. Utilizing this method for coding, the need to use pseudonyms for parent identification was not applied for narrative reporting. Parents' data were captured under the open coding indexes as described above and they are presented according to the coding category that they represented in the collection of data for this research study.

The presentation for the analysis of qualitative data began with an overall assessment of the parents' perceptions of the traditional and nontraditional models of schooling which represents the core phenomenon for the category defined as axial coding for research question one. The remaining research questions were positioned and analyzed within the selective categories as described above. Participants' data are presented in the coding categories described under each question analyzed. Furthermore, parents' data are presented as direct quotes and they were validated through the process of member checks by the participants who were interviewed.

The analysis of data is presented in narrative form and a summary of the participants' data is presented at the end of each question analyzed. The findings are presented in Chapter VI. Again, qualitative data are presented under nine separate sections where the research questions are aligned with the categories developed for the presentation of this researcher's grounded theory. Table 7, Coding Model, depicts the process for the codes and categories that were utilized in this research study.

Axial Coding Category—Parents Perceptions of the Traditional and Nontraditional Models of Schooling

RQ1: What are parents' perceptions of the traditional public schools and alternative delivery models?

Traditional school parents perceived the traditional school model as more lenient, and the rules were not as consistently enforced as they were perceived to be in the nontraditional model. Traditional school parents further perceived the class sizes in the nontraditional model as smaller than those found in the traditional model.

Table 7

Coding Model

Open Coding			
Traditional Schools T (1-10) – Private Schools (P 1-10) – Charter Schools (C1-10)			
Axial Coding Category - Core Phenomenon RQ1			
Selective Coding Categories 1 through 7			
Category 1	Category 2	Category 3	Category 4
Academic Differences RQ2	Social Differences RQ3	Physical Differences RQ4	Best Education Possible RQ5
Category 5	Category 6		Category 7
Best Schools RQ6	Decision Making/Satisfaction RQ7		Parent Involvement RQ8 and RQ9

Additionally, the traditional school parents' perspectives were that the traditional school model receives and serves all students regardless of income and other related factors. Thus, traditional school parents perceived the traditional school model receives mixed reviews for its ability to deliver the best education possible.

Table 8 shows the dates of interviews for coded participant responses (exact quotations) included in this chapter and Chapter VI.

Participant T-01: Slight difference with traditional school—there is more leniency—there is greater rule in private school, private schools produce greater respect. Rules are enforced more in private schools.

Participant T-04: I believe alternative model may have smaller classes, which gives teacher an opportunity for better education. Traditional schools may not be able to give the same quality of education.

Table 8

Participant Codes: Traditional T-1-10; Private P-1-10; and Charter C-1-10

Participant Codes	Date of Interview Quotes
T-01	05/30/2014
T-04	06/14/2014
T-05	06/17/2014
T-06	06/17/2014
T-10	05/29/2014
P-01	06/08/2014
P-02	06/08/2014
P-05	06/21/2014
P-06	06/21/2014
P-07	06/26/2014
C-01	06/24/2014
C-02	06/24/2014
C-03	07/14/2014
C-05	07/17/2014
C-06	07/17/2014

Participant T-05: Both models have advantages. Any child can succeed regardless of income.

Participant T-06: Traditional education takes or has students that come just as they are. Everyone is not able to afford nontraditional education.

Participant T-10: Traditional schools compared to alternative school model, private or charter--there is a belief that within the alternative school model there are certain capabilities that alternative education provide that traditional does not provide. Whether it be technology or student engagement, - is where students and parents believe they are receiving their best education. Traditional schools get a mixed review to provide best education possible.

Private school parents offered their perspectives for the traditional and nontraditional models of schooling by describing the nontraditional model as having a greater financial underpinning in comparison to the traditional model. Private school parents further perceived the nontraditional model as a person-centered entity that provides choices for students based on their character, where the class sizes are smaller, and less behavior problems are evidenced when contrasting their perceptions of the two models of public schooling.

Additionally, perspectives produced by the private school parents included their perceptions toward teaching, discipline, accreditation, data analysis, curriculums, and the size of the traditional school models overall. Private school parents articulated their perceptions of these indicators as less effective, more rampant, unstable, not as good, and overcrowded in comparison to the nontraditional model of public schooling. See participants' data below (exact quotations).

Participant P-01: Private has more financial backing; emotional factor in private school is very important. Choices for private also based on child's character and their individual strengths and weaknesses is very important.

Participant P-02: Private schools are geared more toward individual students, smaller class size; behavior problems more rampant and frequent in public school; more teaching and less disciplining in private.

Participant P-05: Public schools do not have a good curriculum; too many kids in classroom; school system loss accreditation; too many discipline problems; nontraditional has better data analysis and better curriculum.

Participant P-06: Appreciated fact of greater student participation whereas they have more input; greater freedom to learn and share; less restriction in the nontraditional model.

Participant P-07: Traditional is overcrowded; students do not always get what they need; nontraditional, private is more individualized and focuses on a particular student needs.

Charter school parents' perceptions of the traditional model of public schooling appeared to be similar to the private school parents. Charter school parents also perceive the traditional school class sizes to be larger than the nontraditional model. Charter school parents also articulated their perceptions for discipline concerns that affect the quality of instruction, and the position of choice in the decision where their children were educated. Parental involvement, effective engagement, and less bureaucracy were also presented as perspectives that were described as the perceived variances between the traditional and nontraditional models, by the charter school parents.

In addition, to these perspectives, charter school parents articulated the varied purposes for the two models of public schooling by describing their perceptions of the traditional school model as a general labor outcome-based platform while the nontraditional model was perceived as a leadership-based platform that develops students for leadership positions in the broader market place for employment. Moreover, this perspective was offered as a reflection of the parent's professional outcomes as a result of their educational achievements and experiences. However, the curriculum utilized in the traditional model was perceived to be the same as the one being utilized in the charter school model. See participants' responses below (exact quotations).

Participant C-01: Traditional schools have larger class size; there also is a greater probability of discipline concerns which takes away from the teacher's whole effort for quality instruction. In the alternative model parents have chosen those models and are willing to do more for the success of their child. Students in the alternative then tend to be more engaged in the academic format.

Participant C-02: I embraced charter, because for me it involved more parental involvement. Traditional schools have a lack of parental support. Charter is more engaging.

Participant C-03: I would put them in two categories. Traditional schools are wasteful, constrained by policies, ineffective teachers with little passion, because teaching became a fall back or second choice career. Alternative school model, have teachers with limited experience, paid less, and have to do more with little to no resources. Charter schools have less bureaucracy.

Participant C-05: From what I've seen, the traditional model prepares students for labor positions of employment. The alternative model as a charter school prepares students to become leaders. The alternative curriculum prepares for leaders whereas the traditional prepares students for the work a day world. Higher paying professionals have a greater association to private school or alternative model such as charter schools. Again as I said previously, they prepare for leadership. Expectations are different. Teaching is different in the charter school. Alternative school teachers prepare students for executive positions, which may reflect the professional position of their parents.

Participant C-06: Alternative school parents—one of the biggest differences that I can see is that alternative model have greater parent participation. Most schools have the same curriculum. I think since there is more parent involvement there is a greater emphasis on how students achieve.

Furthermore, this researcher extended this research question by asking the parents the following question: “Based on the information that you receive through public information sources about the traditional American public schools, how would you describe their overall performance?” The parents provided the following information: public schools are good; they give you basics; traditional schools are failing; hands are tied; parents and teachers cannot find common ground; doing their best; failing institutions; private school has higher regard than public; not happy with traditional school in Georgia; lower performing; nontraditional have higher performing students; I am not sure, but, I would give them a B; traditional schools model lack necessary skills;

and traditional schools need improvement. See participants' responses below (exact quotations).

Participant T-01: There is nothing wrong with either, as long as the child gets their education. A lot does depend on where you live. Public school/traditional schools are good.

Participant T-04: They give you the basics, but they do not go above and beyond. Some teachers do, but not all of them.

Participant T-05: Traditional schools are failing; hands are tied and parents and teachers cannot establish common goals.

Participant T-06: Staff, principals, and teachers are doing the best they can.

Participant T-10: If I listen to sources of information provided by various media outlets, traditional schools are considered to be failing institutions, based on test scores alone. Based on this information of data, traditional schools are failing.

Participant P-01: Coming from another state, and then comparing education varies from state to state. Private school has higher regard than public.

Participant P-02: Traditional school gravitates toward middle not high. In private school academic achievement is from middle to high.

Participant P-05: I'm not happy with traditional schools in Georgia—not at all.

Participant P-06: Not happy with traditional public schools—particularly in Georgia.

Participant P-07: Traditional schools are lower performing. Globally traditional schools are lower in math and science. Traditional schools are not necessarily giving students what they need.

Participant C-01: Nontraditional schools have high performing students and high performing parents. Traditional school, teachers have to work harder.

Participant C-02: If I gave them an overall rating, I would give them B-. In my region I'm not secure or sure. American schools—there is a lot of different thought based on where you are. But, I would say a B-.

Participant C-03: Traditional schools are failing because of the fall out of No Child Left Behind. Traditional schools merely wanted students to regurgitate information that would hopefully prepare them for a standardized test not necessarily creating them to become critical thinkers. Students in the traditional model lack necessary skills to prepare them for the labor market.

Participant C-05: Traditional schools need improvement. Traditional schools are basically still on agrarian calendar, whereas school across the world go year round.

Participant C-06: Overall they don't meet the standards they should. Students do have a responsibility to make something out of themselves.

In summary, traditional school parents perceive the traditional school model is more lenient because rules are not consistently enforced, class sizes are larger than the

nontraditional model, they receive and serve all students regardless of income and other related factors, and they have mixed reviews for their ability to deliver the best education possible.

Private school parents proffered their perspectives by describing the nontraditional model as having a greater financial underpinning, a person-centered approach, choice, smaller class sizes, less discipline problems, better teaching, accreditation (inferred), effective data analysis, broader curriculums, and smaller schools as a whole in comparison to the traditional model of public schooling.

Charter school parents' perceptions of the traditional and nontraditional model of schooling appeared to be similar to the private school parents with regard to class sizes, discipline concerns, quality of instructions, and the position of choice in the decision where their children were being educated. Parental involvement, effective engagement, and less bureaucracy were also described by the charter school parents as the perceived differences between the traditional and nontraditional model of public schooling. Other perspectives provided by the charter school parents included their descriptions for purpose of schooling within the two models, where they described the traditional school model as a general labor outcome based platform, and the nontraditional model a leadership based platform that develops students for leadership positions in the broader market place for employment. However, the curriculum utilized in both models was perceived to be the same.

Furthermore, when parents were asked the follow-up question regarding their perceptions of America's traditional model from the perspective of public information

sources, the majority of the responses produced a disparaging picture for America's traditional public school model although the grade B was cited in the data.

Selective Coding Category 1—Academic Differences

RQ2: What are the parents' perceptions of the academic differences between traditional public schools and alternative delivery models?

The responses of traditional school parents for their perceptions regarding the academic differences between the traditional schools model and the nontraditional school model are threefold: first, in the academic setting the student-teacher ratio is perceived to be larger than the nontraditional model; second, the instructional opportunities are minimized by the lack of one-on-one instructions, and the lack of instructional materials, that are perceived to be available to students in the nontraditional model of schooling; and third, the traditional model academia is limited and the perception is the nontraditional model offers more rigor within its delivery of instruction academically. See participants' responses below (exact quotations).

Participant T-01: In private schools or charter schools you may have less students in class. There is more one-on-one for student and teacher in private school.

Participant T-04: Accessibility to teach with greater material; experiential learning; exposure may be greater in the alternative model.

Participant T-05: Some students need alternative instructions.

Participant T-06: All I really know and have experienced is traditional. I do not believe traditional schools are any less than nontraditional.

Participant T-10: Traditional schools work for basic students. Not necessarily challenging to the perception of the nontraditional. Math courses and science classes may be anatomy, botany, and chemistry; reading material may be more engaging in philosophy and history; a greater expectation, in a nontraditional—more rigorous than traditional. Traditional schools relegate to minimal study.

The responses of private school parents regarding the academic differences between the traditional and nontraditional models of schooling reflected a belief that there is wider academic variety of offerings for students outside the traditional model of public schooling. An additional perspective presented by the private school parent's centers on the perceived intellectual prowess of the nontraditional model in its efforts to offer more diversity, thus promoting a greater level of intellectual achievement.

Furthermore, private school parents perceived that the nontraditional model has a greater expectation of students, and their students are placed in a position to become more academically advanced; and they are being prepared for their next level of academic matriculation. Private school parents also perceived their students are taught mastery in their schools, whereas in the traditional school students are taught simply to pass the standardized test. See participants' responses below (exact quotations).

Participant P-01: Private school had wider academic variety and greater academic offerings; private school offerings were greater than public.

Participant P-02: Private schools promote more intellectual achievement. More academic diversity is promoted; private school greater expectation.

Participant P-05: Nontraditional is more advanced--more computer technology than traditional. Nontraditional prepares students for their next educational level.

Participant P-06: Again, students have greater freedom in learning; greater level of self-expression. Lessons are easier adapted to student potential.

Participant P-07: Traditional teaches to the standardized test, and not necessarily for student mastery.

The responses from charter school parents for their perspectives toward the academic differences between the traditional and nontraditional models of schooling were the perception the nontraditional model gives/have or provides a level of academic autonomy and there is a greater range of academic materials to teach. Charter school parents perceived the traditional school model as a restricted model. They further perceived there is a wider range of challenging students that are enrolled in the traditional school model than in the nontraditional school model. Thus, the level of perception is the academic engagement is made more difficult due to the level of student readiness, preparedness, and problem behaviors which in return produces a challenging environment for successful instructional engagement. Charter school parents particularly demand and expect more of their students which bring about greater success for all students. Charter school parents further perceived there is more flexibility and greater resources outside the traditional model of public schooling. See participants' responses below (exact quotations).

Participant C-01: Teachers in the traditional have to abide by a set curriculum, whereas, teachers in a nontraditional model have more autonomy and are able to use a wider range of academic matter. Traditional model have a wider range of student ability levels which can make the academic setting in the traditional model more difficult.

Participant C-02: Charter schools seem to demand more and get a better performance for academics. Expectations are higher in charter and therefore the results are higher. Traditional schools are flooded with a variety of learning levels of student and the expectations are lower, which means the academic results are lower.

Participant C-03: Traditional schools have less flexibility and, in some cases, less resources than charter. There is always a fear hanging over charter schools that they may have to close their doors. That kind of pressure trickles down into the classroom. It requires teachers to put in more uncompensated time.

Participant C-05: Academically there is a lower expectation in traditional schools. Students are categorized by zip codes which has nothing to do with their academic ability. Teaching styles are varied in the traditional setting rather than a standard level of acceptance. When this happens academic standards are not always successfully met.

Participant C-06: Teaching is different in the alternative school model. I was once a magnet school parent. I think in the alternative school model class size

provides different teaching. There seemed to me to have more hands on in the alternative charter school model.

In summary, the parents described their perspectives regarding the academic differences between the traditional and nontraditional models as the opportunities or the lack of opportunities for successful academic engagement. Parents further described their perspectives by articulating their perceptions toward the nontraditional model as having greater academic opportunities than the traditional model.

Other differences perceived and shared by the parents were the perspectives toward autonomy, instructional flexibility, greater resources, a broader curriculum, and their perspectives towards the intellectual prowess of the nontraditional model in comparison to the traditional model. Additionally, the parents articulated their perspectives for their perceived differences for academic mastery as an element for academic development not found within the traditional model of public schooling.

Selective Coding Category 2—Social Differences

RQ3: What are the parents' perceptions of the social differences between traditional public schools and alternative delivery models?

The responses for the traditional school parents regarding their perspectives for the social differences between the traditional and nontraditional models reflect greater personal relationships and interactions among students and teachers in the nontraditional model than in the traditional model. Traditional school parents identified uniformity of the dress code as part of the social differences, as well as a perceived social difference for school governance, which is articulated as a limitation in the traditional model verses the

nontraditional model. However, there was a perspective offered where the parent believed there are no social differences.

Furthermore, traditional school parents perceived there are differences within the range of social classifications that brings forward a diverse set of experiences that are prevalent in the nontraditional model but are not present/available within the traditional model. See participants' responses below (exact quotations).

Participant T-01: There are greater personal relationships in private schools between teacher and student, because you do not have as many students. There is greater teacher interaction.

Participant T-04: Uniforms are a part of the social, but I think socially there may be difference that may make my child feel out of place.

Participant T-05: Traditional schools have limitations. Better programs in private schools, because of their governance. When parents pay they can get a better education for their child.

Participant T-06: I really do not believe there are any social differences.

Participant T-10: Perception about classification of subgroups within society; a different set of parents that provide different experiences. Different subgroups (middle class, upper class and upper-upper class), different clubs—chess club, architecture, business, finance; a different classroom arrangement compared to the traditional school; traditional school may just have the traditional sporting/athletic

opportunities, where the alternative model may have other sporting/athletic opportunities, such as fencing or archery.

Private school parents expressed their perspectives toward the social differences between the two models (traditional and nontraditional) as having a greater understanding of the child's personal traits, which is reflected in the diversity of the student population with regard to his/her intellectual capacity, as well as the family values toward their religious beliefs that promote a set of standards that may not be supported by the traditional model of public schools.

Additionally, private school parents perceive their students as having access to more tangible learning experiences in the nontraditional model of schooling, and because there are perceived economic indicators that are not prevalent among many parents in the traditional model of public schooling different levels of expectation are embedded in the social arrangement of the nontraditional model verses the traditional model for public schooling. See participants' responses below (exact quotations).

Participant P-01: Important to know child's personal traits. In understanding child's traits we were able to determine best placement, in the private school setting over public.

Participant P-02: Private schools make a real effort toward diversity. Private school students are more varied intellectually.

Participant P-05: In the nontraditional for me and my children there is a greater focus on the Bible; religion is very important and developing sound religious standards. At my children school they have regular chapel.

Participant P-06: Students have greater access in tangible learning experiences; a variety of learning opportunities. Socially it was more difficult in relationship with my daughter, than with my son.

Participant P-07: Some differences can be a result of higher income for parents. Traditional parents have lower incomes; there is a different level of expectation in nontraditional.

Charter school parents perceived the social differences within the nontraditional model of schooling as having a wider range of diversity in its school's culture which is evidenced through the parents' values for education. This perspective is perceived not to be effectively presented and supported in the traditional model of public schooling. Charter parents saw governance and control as an additional feature that distinguishes the social differences between the traditional and nontraditional model.

Charter parents further perceived the social difference is found when the child discovers his/her purpose for being in school is to learn and grow and not just to be socially popular or leisurely accepted among his/her peers. Additionally, where there are the perceptions for ethnic stigmatization, parents in the nontraditional model perceive opportunities for student explorations are greater than they are in the traditional model. See participants' responses below (exact quotations).

Participant C-01: Traditional schools are again – have a wider range. You are getting a whole lot. Nontraditional have a greater reflection - students being like their parents socially. Alternative model students reflect parents' values. More control in the nontraditional.

Participant C-02: The social differences are different in the charter school because many students begin to ask questions and are learning why they are in school. When they begin to understand why, there is not as much havoc that is prevalent in the traditional setting. Charters understand they have one goal. Because the traditional has so many area of students they begin to focus on the social issues rather than academic and therein lies a problem.

Participant C-03: Traditional model students are socialized to be a part of the system. Charter schools have more holistic development of the child, providing opportunities to students to explore of themselves. Charter schools give more for differences of student.

Participant C-05: My observation even in the charter situation—a lot is based still in ethnicity. Stereotyping—imposing glass ceilings. Certain students in the alternative school model have greater exposure, while traditional model schools do not do as much as they can to address social differences.

Participant C-06: As we see new generation it's much easier for social participation. Students have been around people from different backgrounds since elementary school. Older generations may have issues but at my charter school, the school did a good job working with different students.

In summation, traditional, private, and charter school parents' projected similar perspectives concerning the social differences between the traditional and nontraditional models of public schooling. As such, these social differences between the two models

were described significantly different in regard to the differences that are viewed within the nontraditional model as opposed to the traditional model of public schooling.

Parents articulated the following perspectives about the social differences found and available in the nontraditional model, but not necessarily found and are available in the traditional model of public schooling. These perceptions included greater personal relationships and interaction among students; uniformity of the dress codes; school governance; social classification; extra curricula activities; understanding of the child's personal traits; diversity of the student population; intellectual capacity; family values/religious beliefs; access to more tangible learning experiences; economic strength; and an embedded social arrangement that promotes a different set of standards for behavior.

Selective Coding Category 3—Physical Differences

RQ4: What are the parents' perceptions of the physical differences between traditional public schools and alternative delivery models?

Traditional school parents expressed their perspectives about the physical differences between the traditional and nontraditional models within the framework of amenities, which included better classroom buildings, facilities, and equipment. The majority of the traditional school parents interviewed perceived these amenities were more prevalent in the nontraditional model than in the traditional model. See participants' responses below (exact quotations).

Participant T-01: Alternative classrooms are more spacious than traditional. Traditional schools have a smaller classroom. Private schools have better equipment.

Participant T-04: Alternative model have better equipment, and facilities--more equipment and more facilities to help students.

Participant T-05: Equipment is better; I believe in private schools. Parents are willing and able to pay for more.

Participant T-06: There are differences in physical structures, but I believe traditional school is better.

Participant T-10: Physical would be institutions that have swimming pools, technology resources, and plans for more modern facilities such as athletic fields, science building and other amenities that enhance the appearance of the institution.

The private school parents described their perceptions of the physical differences within the traditional and nontraditional models in a similar manner as the traditional school parents: better buildings and facilities. Again the nontraditional model was perceived by the majority of private school parents who were interviewed as having the better school buildings and facilities alike. Furthermore, parents expressed their justification for this perspective by stating that in the traditional model, schools are more restricted with budgeting and funding concerns. In the nontraditional private school

parents make it happen; parental resources are greater.” See participants’ responses below (exact quotations).

Participant P-01: Private school had greater facilities than public school.

Participant P-02: Private schools attempt to go beyond traditional classroom; more buildings in private school setting; more experiential learning.

Participant P-05: Buildings are comparable to one another--traditional and nontraditional. I’m not sure about technology, but private school does a good job with hands on.

Participant P-06: Private or nontraditional had greater or better equipment and facilities.

Participant P-07: In the traditional model schools are more restricted with budgeting and funding concerns. In the nontraditional, private school parents make it happen; parental resources are greater.

Charter school parents described their perceptions regarding the physical differences between the traditional and nontraditional models within the context of access to technological resources. The charter school parents’ perspectives towards buildings and facilities are mixed. However, some parents perceive that the grounds for the nontraditional model have a better appearance than the traditional model. See participants’ responses below (exact quotations).

Participant C-01: Buildings are not that different. Equipment used—there is more equipment. Lap top computers. In the nontraditional, we have to provide

for that ourselves. Parents have raised their own money. Parents have to provide more on their own.

Participant C-02: The quality of materials is better. Traditional school gets a plethora of money which is not always used appropriately. Money in charter schools is used to do more. Parent involvement supports the charter and that makes a big difference. Charter schools are better at safe guarding financial resources which makes the school better.

Participant C-03: Charter schools, in some cases, are left over garbage that a traditional system wanted to give away. Some charter schools have very strained resources. Not always having the basic necessities that traditional schools have.

Participant C-05: There is a tremendous difference. Technology is greater in the alternative model. In the alternative model there is greater access to lap-tops, traditional model schools may have, but I do not believe to the extent of the alternative. The grounds are even kept better

Participant C-06: Parent involvement, I have seen parents end up providing different materials so there is a difference, and parents make a big difference.

In summary, the majority of the parents who represented the traditional and private school models expressed their perceptions of the nontraditional model's physical differences as having better classroom buildings; facilities; equipment; and technology in comparison to the traditional model. However, the charter school parents' perceptions were mixed with regards to buildings, and facilities, they did offer the perspective that the

technologies were better, and the grounds (landscape) were better kept (maintained) in the nontraditional model in comparison to the traditional model.

Selective Coding Category 4—Best Education Possible

RQ5: How do parents define “best education possible?”

Traditional school parents defined “best education possible” as the acquisition of appropriate resources that allow students to meet the academic and social standards that prepares them to fulfill their personal destinies in becoming a man or woman. These resources are described as equipment to teach; positive support structures and a stimulating environment in which to grow and learn. See participants’ responses below (exact quotations).

Participant T-01: Best education means enough knowledge and equipment to teach kids.

Participant T-04: An education that helps students meet their needs to become a better person.

Participant T-05: Where students are appreciated, goal and objectives are met academically and students feel good about themselves.

Participant T-06: Education that produces well rounded students to be their best.

Participant T-10: Best education is education that equips you for movement in life, with minimum barriers; allows access for possible wealth creation and happiness--one that mitigates complications and actions; the environment that

allows you to dream out-loud; one that gives you a capacity to pursue and fulfill your destiny as a man, woman or child.

Private school parents defined “best education possible” as a combination of involvement from all stakeholders (students, teachers, and parents) that work cohesively in developing students’ academic and social potential from a visionary perspective that is influenced by the provision of safety. See participants’ responses below (exact quotations).

Participant P-01: Best education is a combination of academic and personal development and fulfillment.

Participant P-02: An education that involves students, teachers and parents; an education that discovers students’ skills, using different techniques promoting student learning.

Participant P-05: A school that has safety in their vision, and a curriculum, - vision and mission to learning.

Participant P-06: Education that allows for my child to be successful upon completion.

Participant P-07: Best education is an education that meets the needs of students wherever they are and prepare them for a college career.

Charter school parents defined “best education possible” as the access to knowledge, curriculum, textbooks, technology, and research-based instructions that are made available to all who participate in the engagement of learning; where each student

is provided with the tools needed for entry into the postsecondary environment and are prepared for the career fields that are present or being developed in the 21st century market place. See participants' responses below (exact quotations).

Participant C-01: Teachers having and providing knowledge of the curriculum, that promotes student engagement, and using technology to its maximum.

Participant C-02: Best education means an education offered at its highest level, providing appropriate resources including technology and textbooks, and is research based in its delivery.

Participant C-03: Resource Equity—Meaning, all children in our education environment have access to the educational tools needed for careers in the 21st century; careers such as technology. They also have access to the highest probability of success from field trips, effective student teacher ratios, and competent instruction.

Participant C-05: The best education possible is preparing students for college and life. Classroom setting and social settings are extremely important.

Participant C-06: Best education possible is a place where students can academically achieve and meet expectations and motivated to achieve goals.

In summary, the parents' perspectives from each model described above, defined the term best education possible as the acquisition of appropriate resources that allows students to meet academic and social standards; a combination of involvement from all stakeholders (students, teachers, and parents) that work cohesively in developing

students' academic and social potential from a visionary perspective; and the access to knowledge, curriculum, textbooks, technology, and research-based instruction made available to all who engage in learning. Furthermore, the parents articulated their perspectives as an outcome-driven definition. This included the students' provisions for fulfilling their destiny as men and women, acquiring the tools necessary to access both the postsecondary environment, as well as the current career ladder of their choice and career development in the twenty-first century market place as a result of their educational experiences.

Selective Category 5—Best Schools

RQ6: How do parents describe “best schools?”

Traditional school parents described “best schools” as, schools that are comfortable and a place where the school has high expectations in the delivery of quality educational experiences that comes from high levels of instructions, which produces high grade point averages that prepare students for continuous education. See participants' responses below (exact quotations).

Participant T-01: The level of instruction to deliver to students' grade point averages and activities.

Participant T-04: Schools that have teachers that care and focus on giving students all they need for success.

Participant T-05: Schools that parents feel comfortable to send their children to.

Participant T-06: Best schools are schools that are willing to do whatever it takes.

Participant T-10: Best schools are schools that engage students and parents that undergird students thinking out their lives and career paths. Best schools provide a total experience to build upon a continuous education.

Private school parents described “best schools” as schools that exhibit the students’ academic prowess through the displaying of high grade point averages, greater graduation rates, high levels of parental involvement, and a rigorous curriculum maintained in the educational environment. See participants’ responses below (exact quotations).

Participant P-01: Academic grades carried more weight than public; a level of student and parent gratification.

Participant P-02: Schools that are student centered with high parental involvement.

Participant P-05: Test scores would identify what is the best school.

Participant P-06: Best schools means higher grade point averages, and greater graduation rates.

Participant P-07: Best schools are defined as having a curriculum that is rigorous and challenging. It takes into account all students do not learn in the same fashion.

Charter school parents described “best schools” as, schools that have engaging teachers who are knowledgeable, where a rigorous curriculum is offered that prepares the students to produce high test scores, low behavior problems, and access to the greatest resources needed to meet the students at their current level of readiness. See participants’ responses below (exact quotations).

Participant C-01: Best schools have engaging teachers. Teachers that are knowledgeable. Best education provides a rigorous curriculum which prepares students for the real world.

Participant C-02: Schools that produce the highest level of test scores and have low behavior or discipline problems.

Participant C-03: Best schools are schools that have the greatest access to resources.

Participant C-05: Best schools are those schools that are able to meet students where they are and take into consideration aptitude, and socioeconomic aspects. Best schools are places where testing and gathering information takes place to determine how to place fundamental information for eventual careers.

Participant C-06: I think best schools are schools that can perform well. They provide a challenging curriculum; providing different educational opportunities. In high school, students get to explore different opportunities. They are more ready for a multicultural environment.

In summary, parents described “best schools” as schools that are comfortable; where high expectations in the delivery of quality education produces high grade point averages that exhibits the students’ academic prowess and where greater graduation rates are produced. Moreover, parental involvement must be significantly evidenced by parents. Additionally, the parents’ definition embraced the concept for schools to have engaging teachers who are knowledgeable; schools that offer a rigorous curriculum and maintain a standard of excellence that prepares the students to produce high test scores and few behavior problems. Finally, parents perceived the best schools would have the greatest access to the resources needed to meet the students at their current level of readiness.

Selective Coding Category 6—Decision Making/Satisfaction

RQ7: How do parents make informed decisions about school choice?

Traditional school parents stated their informed decisions about school choice are driven by the school’s curriculum, instructional engagement, test scores and safety. See participants’ responses below (exact quotations).

Participant T-01: Decisions are made on the type of curriculum that the school offers.

Participant T-04: Test scores are not the whole picture. But I would search and believe safety is my decision.

Participant T-05: Made my decisions based on curriculum and was it meeting my child’s needs.

Participant T-06: I used all of these to make decisions about my child's education.

Participant T-10: Initially I was not influenced by test scores. My expectation was that our child was meeting the standard; only attended one conference about grades. We were well informed. Our child took SAT during his sophomore year. Result was that he was ready to matriculate on a college level. Homework was monitored. Our decision was based on safety, curriculum, instructional engagement, and then test scores.

Private school parents articulated their decision-making regarding school choice according to test scores, instructional techniques, through discussions with their children, visiting other private schools, safety, leadership of the administration, and level of instruction. See participants' responses below (exact quotations).

Participant P-01: Never worried about safety. Test scores were very important, followed by curriculum with good instructions.

Participant P-02: Consulted test scores; observed various instruction techniques; discussed with our children; visited other private schools to see if child could make.

Participant P-05: Curriculum stands out--safety and leadership of the administration.

Participant P-06: Made decisions based on the curriculum that the school had.

Participant P-07: Most of our decisions about preferred schooling are made in curriculum, and level of instructions.

Charter school parents articulated their informed decision- making process for school choice as a combination of the four following responses provided: school safety; curriculum engagement; test scores; and level of instruction. See participants' responses below (exact quotations).

Participant C-01: Combination of all four. I want my school to be safe. School safety is critical. Curriculum and engagement are important. If the teacher teaches the student will learn. Finally, test score, they have their place and will be a product of good instruction.

Participant C-02: I look at all factors given. All of them are important. Was my child growing, was my question, and I think the method of instructional engagement stick out.

Participant C-03: My decisions were based primarily on the level of instruction. I was always very interested in who my child's teacher was and their capabilities.

Participant C-05: Decisions were made based on the curriculum offered. What were my children going to be taught and should learn.

Participant C-06: I think that all I see here are related. In order for a school to be good they all are important and related to each other.

When the researcher provided these four areas, (a) test scores, (b) curriculum, (c) different method of instructional engagement, and (d) safety, participants were asked to prioritize their importance in relationship to their decision-making about school choice. Among the traditional school parents' data selections for priority and importance for decision-making, participants reported the following data. Three parents chose safety as their fourth priority, and two chose safety as their first priority. Two parents chose curriculum as their first priority, one chose curriculum as their third priority, and two chose curriculum as their second priority. Two parents chose method of instruction as their second priority, one chose method of instructions as their first priority, and two chose method of instruction as their third priority. Finally, two parents chose test scores as their third priority, two chose test scores as their fourth priority, and one chose test scores as their second priority (see Table 9).

Table 9

Traditional School Decision-Marking Priority

Codes	Safety	Curriculum	Method of Instructions	Test Scores
T-01	4 th	1 st	2 nd	3 rd
T-04	1 st	3 rd	2 nd	4 th
T-05	4 th	2 nd	1 st	3 rd
T-06	4 th	1 st	3 rd	2 nd
T-10	1 st	2 nd	3 rd	4 th

Among the private school parents' data selections for priority and importance for decision-making, parents reported the following data. Three parents chose safety as their

fourth priority, one chose safety as his/her third priority, and one chose safety as their first priority. Three parents chose curriculum as their first priority, and two chose curriculum as their second priority. Three parents chose method of instruction as their second priority, one chose method of instructions as their first priority, and one chose method of instruction as their third priority. Finally, three parents chose test scores as their third priority, and two chose test scores as their fourth priority (see Table 10).

Table 10

Private School Decision-Making Priority

Codes	Safety	Curriculum	Method of Instructions	Test Scores
P-01	4 th	1 st	2 nd	3 rd
P-02	4 th	1 st	2 nd	3 rd
P-05	3 rd	1 st	2 nd	4 th
P-06	4 th	2 nd	1 st	3 rd
P-07	1 st	2 nd	3 rd	4 th

Among the charter school parents' data selections for priority and importance for decision-making, the following data were reported. Three parents chose safety as their first priority, one chose safety as their second priority, and one chose safety as their third priority. Three parents chose curriculum as their third priority, one chose curriculum as their first priority, and one chose curriculum as their second priority. Three parents chose method of instructions as their second priority, one chose method of instruction as their first priority, and one chose method of instruction as their third priority. Finally, all five parents chose test scores as their fourth priority (see Table 11).

Table 11

Charter School Decision-Making Priority

Codes	Safety	Curriculum	Method of Instructions	Test Scores
C-01	1 st	3 rd	2 nd	4 th
C-02	1 st	3 rd	2 nd	4 th
C-03	2 nd	3 rd	1 st	4 th
C-05	3 rd	1 st	2 nd	4 th
C-06	1 st	2 nd	3 rd	4 th

RQ6 was further advanced during the interviewing process by asking the participants the following question: Describe the overall level of satisfaction that you have experienced or are experiencing while educating your child/children in either of the models of schooling described in this research study.

The parents overwhelmingly stated that they were very pleased, very satisfied, strongly satisfied, highly satisfied, completely satisfied, and satisfied with their experiences in educating their child/children within the model of schooling in which they participated with their child/children (see Table 12).

In summary, the traditional school parents stated they make their informed decisions about school choice by examining the school's curriculum, instructional engagement process, test scores and safety records. Private school parents stated they base their decision-making processes on test scores, instructional techniques, and discussions with their children, visits to other private schools, safety records, leadership, and level of instruction.

Table 12

Parents Satisfaction Outcomes

Traditional School Parents Satisfaction Outcomes	
T-01	Very pleased, public school did a fine job.
T-04	Very satisfied.
T-05	Very satisfied.
T-06	Very satisfied.
T-10	My child went to traditional, -I am extremely satisfied in the traditional model.
Private School Parents Satisfaction Outcomes	
P-01	High level of satisfaction.
P-02	Children received great education.
P-05	Strongly satisfied in nontraditional private school with religious foundation.
Private School Parents Satisfaction Outcomes (continued)	
P-06	Highly satisfied.
P-07	Highly satisfied.
Charter School Parents Satisfaction Outcomes	
C-01	Very pleased.
C-02	Completely satisfied.
C-03	Overall experience, I was very satisfied.
C-05	My biggest problem was white females not necessarily understanding young African American males and their behavioral tendencies. How their behavior was different from African American girls and even white boys and girls. My overall rating is, I was satisfied.
C-06	Satisfied.

Charter school parents stated that their decision-making process for school choice consists of four specific factors: school safety; curriculum engagement; test scores; and level of instruction. However, when this researcher asked participants to prioritize their selection process according to the level of importance, various degrees of priority were revealed. Moreover, these various degrees of priority were shown in Table 10, Table 11, and Table 12.

Furthermore, the parents disclosed their perspectives regarding their level of satisfaction by stating that they are very pleased, very satisfied, strongly satisfied, highly satisfied completely satisfied, and satisfied with their experiences in educating their child/children within the model of schooling in which they participated with their child/children. The satisfaction outcome data are presented in Chapter VI.

Selective Coding Category 7—Parental Involvement

Both RQ8 and RQ9 fall within the selective coding category framed as number 7. However, the participants' data were analyzed independently and they are presented separately.

RQ8: How do parents describe the term “parent involvement?”

Traditional school parents describe the term parent involvement as being involved in the school; participating in programs; being visible; attending activities; attending meetings; having knowledge of their children; studying with their children; being in the school; talking with teachers; being engaged with their students; following student performance; and having a presence in the school environment. See participants' responses below (exact quotations).

Participant T-01: Parents involved in the school –participating in programs and being visible –going with students on field trips.

Participant T-04: Parents attend meeting and know what is going on with their children.

Participant T-05: Parental influences; parents need to study with students and become totally involved.

Participant T-06: Continuously being in the school; talking to teachers; staying aware and assisting teachers.

Participant T-10: The latter word means parents are engaged with students; a participating process by following student performances; engaging with teachers; having presence in school environment in various activities.

Private school parents describe the term parental involvement as attending and chaperoning activities in which their children participate; participating in the development of the curriculum; working with teachers and administrators to promote student achievement academically, and socially; assisting where ever they can; helping teachers; communicating with teachers; being active in extra curricula activities; taking part in the education of the child; coming to school events; and always seeking help. See participants' responses below (exact quotations).

Participant P-01: Attending and chaperoning activities in which child participated.

Participant P-02: Principal and teacher determine; deem parental involvement. Parents can raise money; parents involved developing curriculum; more verbal and written communication in private; parents working with teachers and administration to promote student achievement academically and socially; parents make sure their student take advantage of the curriculum.

Participant P-05: Assisting whenever they can; helping teachers; helping in the concession stands; keeping score at athletic events.

Participant P-06: Parent involvement means, communicating with teachers; being active in extra curriculum activities.

Participant P-07: Parents who take part in the education of their child, coming to school events; communicating with teachers; parents who are always seeking to help.

Charter school parents describe parent involvement as parents that are involved in their child's education: classroom observance; establishing lines of communication; making sure homework is completed; being involved in the total process; expressing expectations to teachers; being consistently on call; being totally involved in their child's academic and social life; helping other people's children; supporting financial goals of the school; knowing the school's mission; knowing resources needed to educate children; investing time, talents and resources for the school's mission; being involved in the student's education regularly; monitoring the performance of the child; and being aware of what is taking place in the education of your child. See participants' responses below (exact quotations).

Participant C-01: Parents involved in their child's education; popping into the classroom and establishing lines of communication; making sure home work is completed; parental involvement does not always mean being at the school, but being involved in the total process; expressing expectations to teacher.

Participant C-02: A parent that is on call consistently; a parent that is totally involved in their child's academic and social school life; also helping other people's kids at school.

Participant C-03: Parent involvement is based on fundraising. As a parent, your role is to support financially the goals of the school. The role is to support the school; to know the school's mission, and resources to educate children. The parents' role should be to invest time, talents, and resources toward the school mission.

Participant C-05: Parent involvement means being they're involved in the student's education regularly and monitoring the performance of the child.

Participant C-06: To be aware of what's taking place in the education of your child.

In summary, the traditional school parents described the term "parent involvement" as parents who are/were involved in the school, through program participation, which included their visible presence and active engagement in activities and meetings that were held at the school. Moreover, they stated that having knowledge of their children, and studying with them as well as talking with their teachers are/were descriptive factors that represent parent involvement. Following student performance was also stated as a description of parent involvement.

Private school parents described the term parental involvement as parents who are/were attending and chaperoning activities their children participate in, as well as their

participation in the develop of the school's curriculum. Another descriptive factor cited by the private school parents for parental involvement included working with teachers and administrators to promote student achievement academically, and socially. Assisting whenever they can, helping teachers, and communications with teachers were also descriptors for parent involvement. Being active in extra curricula activities, and always seeking help concluded the private school participants' descriptions for parental involvement.

Charter school parents described parent involvement as engagement in their child's education through classroom observations, and establishing lines of communication. Making sure homework is completed, being totally involved in the education process and expressing expectations to teachers were also provided as descriptions for parental involvement. Additionally, helping other people's children, having knowledge of the school's mission, and being financially supportive of the goals of the school were relevant factors for parental involvement. Moreover, charter school parents stated that being an investor of time, talents and resources for the schools mission, along with the monitoring of the child's performance were descriptors that can be cited as parent involvement.

RQ9: What level of parental involvement is presented or demonstrated at the school level?

Traditional school parents stated their level of parental involvement was demonstrated through their participation in the Parent Teachers Association (PTA) as members or in the leadership role as President of the PTA at their respective schools.

Additionally, parents described their level of parent involvement through their participation in various activities which included: sporting events, honors day programs, school dances, quiz bowls, school debates, and concerts. See participants' responses below (exact quotations).

Participant T-01: PTA–Graduation Activities.

Participant T-04: Not as involved as I use to be. Work schedules have interrupted my involvement. Activities and work schedule is different, although I have worked in sporting events, and honors day programs.

Participant T-05: PTA; constant communication with teachers and school personnel.

Participant T-06: I was in the schools regularly and served as PTA president.

Participant T-10: My involvement began day one; basic rules for child and school. A's, B's child got opportunity to voice opinion. Grades fall below a B; teacher was to contact parent. Attended activities, chaperon–school dances; involved in quiz bowls, debate activities; attended concerts.

Private school parents stated their level of parental involvement was demonstrated through their participation in the following activities: sporting events; monitoring classrooms; transporting students to activities; working in concession stands; attending concerts; working wherever needed; coaching; setting up luncheon for parents to eat with their children; teacher conferences; volunteering; and supporting the school financially. See participants' responses below (exact quotations).

Participant P-01: Sporting events, musical concerts, and monitoring classrooms.

Participant P-02: Transported student to activities; worked in concession stand; visited classroom, attended athletic event and concerts.

Participants P-05: Working in whatever area I was needed.

Participant P-06: Coached in sporting events; set up luncheon for parents to eat with children and students.

Participant P-07: I have participated in teacher conferences, volunteering, supporting with finance, and school supplies.

Charter school parents stated their level of parental involvement was demonstrated through their participation in honors day programs, ball games, band activities, teacher conferences, and instructions. Moreover, eating lunch, serving as President of the Parent Teacher Student Organization (PTSO), and participating in the PTA, as well as serving in the role of fund raiser demonstrated their parent involvement. See participants' responses below (exact quotations).

Participant C-01: A big piece is home-school communication—two-man team. Honors days – always letting our students know we are involved.

Participant C-02: Parent involvement at ball games, conferences, teacher assisting, eating lunch, and participating in school activities.

Participant C-03: I've been almost too involved. I served as founder and president of the school (Parent Teacher Student Organization) PTSO. I was a fundraiser and in two years raised \$40,000.00. I served as parent teacher liaison.

Participant C-05: Involved in PTA, band activities of my children, and addressing when necessary behavioral problems.

Participant C-06: Yes, I participated as a PTA member, monitored student progress, communicated with teachers; helped in afterschool activities.

In summary, the traditional school parents stated they demonstrated their level of parental involvement through participation in the PTA as members or in a leadership role. Additionally, parents described their level of parent involvement in various activities that included: sporting events; honors day programs; school dances; quiz bowls; school debates and concerts.

Private school parents' parental involvement included participation in sporting events, monitoring of classrooms, transporting students, working in concession stands, attending concerts, coaching; eating lunch with their children, attending teacher conferences, volunteering, and supporting the school financially.

Charter school parents stated they demonstrated their level of parental involvement through their participation in honors day programs, ball games, band activities, teacher conferences, and instructions. Eating lunch, serving as PTSO president and participating in the PTA, as well as serving in the role of fund raiser demonstrated their parent involvement.

Summary

In Chapter V, this researcher presented a wealth of data that delineated the parents' descriptions of their perspectives for the terms, "best education possible" and "school choice" with regard to their perceptions of the traditional and nontraditional models of public schooling. The chapter began with a presentation for an analysis of quantitative data from the participants' satisfaction survey instrument, where a total of 30 parents provided their perspectives for this research study.

A total of 15 participants provided a descriptive account of their perceptions for the qualitative data presented and analyzed for this research study. This researcher developed nine researcher questions and seven selective coding categories as the framework for building a grounded theory about this research study. This researcher analyzed qualitative data and provided a summary for each section presented. Both the quantitative and qualitative data were informative and rich in statistical and narrative presentations.

The parents provided a comprehensive and informed set of perspectives of their perceptions of the traditional and nontraditional models of schooling, and all of the participants who shared their voices through the qualitative process stated they were satisfied with their educational experiences in the model of schooling in which they and their children participated. This perspective was also evident through the analysis of quantitative data that revealed an overwhelming majority of the parents who were surveyed were satisfied with their child/children's educational outcomes as parents relate

to their ability to achieve the best education possible for their child/children in the selected school model where their child/children attend or attended.

CHAPTER VI

FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

“After reporting and explaining the detailed results, researchers concluded a study by summarizing key findings, developing explanations for results, suggesting limitations in the research, and making recommendations for future inquiries.” (Creswell, 2002. p. 252)

Introduction

Chapter VI is a comprehensive presentation for the findings, conclusions, implications and recommendations derived from the results of this research study. The research findings from this research study are presented for both methods of application—quantitative and qualitative. The findings are presented in narrative form and are accompanied by some tabular formats.

Moreover, this researcher presents quantitative findings within the framework for examining the relationship among variables and the qualitative research findings within the context of the research questions studied. The qualitative findings are presented and aligned in the categories that emerged as a result of this research study. In addition, the readers are presented with the grounded theory that was produced from these findings.

Furthermore, the reader will review a number of interpretations drawn from the findings, along with a series of conclusions and recommendations following each research question. A comprehensive summary for the conclusion of this research study

will follow. This chapter concludes with a discussion for implications, limitations of the study, and recommendations for further research investigations.

Quantitative Findings

A total of 30 participants completed the satisfaction survey instrument for this research study. The population sample was represented by 10 participants from each school model which included traditional, private and charter school parents (see Table 5, Chapter V).

The findings from the satisfaction survey instrumentation which represents the quantitative method employed in this research study revealed an overwhelming majority of the participants surveyed were satisfied with their educational experiences within the model of schooling where their child/children attend or attended. Moreover, the findings revealed 79% of the total number of participants surveyed responded in the category of agree or strongly agree while 21% of the participants responded in the categories of strongly disagree or disagree. However, the most significant finding suggested that the charter school parents revealed the least amount of satisfaction when compared to the findings in Tables 13, 14, and 15. The tables are the individual summaries for the satisfaction survey data.

Table 13

Summary of Traditional School Participants Survey Data Results

Data Sets	Strongly				Strongly				Total	
	Disagree		Disagree		Agree		Agree			
Total R = 300	R = 43	14.3%	R = 12	4.0%	R = 73	24.3%	R = 172	57.3%	N = 10	99.9%
Total %	18.3%				81.6%					

R = Total Number of Responses

Table 14

Summary of Private School Participants Survey Data Results

Data Sets	Strongly				Strongly				Total	
	Disagree		Disagree		Agree		Agree			
Total R = 300	R = 48	16.0%	R = 2	1.0%	R = 57	19.0%	R = 193	64.0%	N = 10	100%
Total %	17.0%				83.0%					

R = Total Number of Responses

Table 15

Summary of Charter School Participants Survey Data Results

Data Sets	Strongly				Strongly				Total	
	Disagree		Disagree		Agree		Agree			
Total R = 300	R = 41	14.0%	R = 42	14.0%	R = 94	31.0%	R = 123	41.0%	N = 10	100%
Total %	28.0%				72.0%					

R = Total Number of Responses

Conclusions

In conclusion for these findings, 24 participants out of the 30 participants who were surveyed were satisfied with their educational outcomes as they related to all three models of schools examined as result of this research study. Therefore, when the data were reviewed for the relationship among variables regarding the parents' perceptions regarding the efficacy of traditional, private and charter school delivery models (Independent Variables) in relationship to educational outcomes (Dependent Variables) in the traditional school model, private school model, and charter school model, the findings revealed seventy-nine percent (79%) of the parents who were surveyed were satisfied with their educational outcomes. However, 21% were not satisfied (see Figure 1, Chapter III).

Recommendations

Based on these findings from the participant's satisfaction survey and this researcher's conclusion, it is recommended charter school parents review their expectations with the school personnel and then express clearly their areas of concern to the teachers, administrator and their child/children to ensure the objectives and goals are met as expected or anticipated by the parent. In completing this process, clearer expectations are identified and a unified effort for all stakeholder are targeted to ensure the methodologies to the meet the expected targets are met in a timely manner. Furthermore, this approach brings forward the awareness of all parties of the challenges and expectation that must be addressed to safeguard the possibility for experiencing dissatisfaction in any educational delivery model.

It is further recommended policymakers and administrative leaders provide opportunities for parents to consistently express their concerns through technology or other means of communication to local school administrators. Moreover, policy makers and administrative leaders should conduct ongoing surveys of parent's satisfaction to determine areas that are exemplary as well areas for continuous improvement. Through this process parent evaluation data will reveal the level of satisfaction of the parent's involvement in the schools.

Qualitative Findings

Statistically, the quantitative findings revealed numerical distributions for parents' perceptions toward the level of satisfaction in their relationship among the variables that were examined. However, the data do not provide any specific reasons why and how these perceptions were formed, materialized, achieved, and sustained.

Therefore, this researcher collected data through the qualitative method to gain a better understanding of why and how these perceptions were formed, materialized, achieved and sustained as a result of the parents' engagement in the two models of public schooling that were examined under this research study (traditional and nontraditional models).

The qualitative findings were extracted from 50% percent of the participants surveyed as a result of this research study. These findings represented the total number of participants who were selected for further inquiry as a result of their participation in the collection of data from the quantitative proceedings. A total of 15 participants who have a child/children who attends/attended a traditional, private, or charter school

provided the qualitative data for this research study. A total of five parents participated in the in-depth interviewing process for each school represented in the study.

This researcher's findings are presented within the context of the research questions studied and aligned the findings in the categories that emerged as a result of this research study. At the end of the qualitative narrative for the research finding readers are presented with the grounded theory that was produced from these findings.

Axial Coding Category: Parents Perceptions of the Traditional and Nontraditional Models of Schooling

RQ1: What are parents' perceptions of the traditional public schools and alternative delivery models?

Findings

- Traditional school parents perceived the traditional school model as more lenient, rules are not as consistently enforced, and class sizes are smaller than those found in the traditional model. Additionally, traditional school parents perceived the traditional school model receives mixed reviews for its ability to deliver the best education possible.
- Private school parents described the nontraditional model as having a greater financial underpinning in comparison to the traditional model. Private school parents further perceived the nontraditional model as a person-centered entity that provides choices for students based on their character, where the class sizes are smaller, and less behavior problems are evidenced when contrasting their perceptions of the two models of schooling.

- Additional findings from the perspectives of the private school parents included their perceptions toward teaching, discipline, accreditation, data analysis, curriculums, and the size of the traditional school models overall. Private school parents articulated their perceptions of these indicators as less effective, more rampant, unstable, not as good, and overcrowded in comparison to the nontraditional model of public schooling.
- Charter school parents also perceived the traditional school class sizes to be larger than the nontraditional model. Charter school parents also cited their perceptions for discipline concerns that affect the quality of instruction, and the position of choice in the decision where their children were educated. Parental involvement, effective engagement, and less bureaucracy were also described as the perceived variances between the traditional and nontraditional models, by the charter school parents.
- In addition to these perspectives, charter school parents articulated the varied purposes for the two models of public schooling by describing their perceptions of the traditional school model as a general labor outcome-based platform while the nontraditional model was perceived as a leadership-based platform that develops students for leadership positions in the broader market place for employment.

Conclusions

In conclusion for the findings regarding RQ1, parents' perceptions of the traditional public school and alternative delivery models, traditional parents have a mixed

opinion regarding the capability and deliverance of the best education possible. The factors of concern are leniency, school rules toward behavior and the size of the student population in the traditional classrooms. Furthermore, there is a general perception that the nontraditional model has a greater financial underpinning, a person-centered approach, choice, smaller class sizes, less discipline problems, better teaching, accreditation (inferred), effective data analysis, broader curriculums, and smaller schools as a whole in comparison to the traditional model of public schooling.

Parental involvement, effective engagement, and less bureaucracy were also described by the parents as the perceived differences between the traditional and nontraditional model of public schooling. Other perspectives provided by the parents included their descriptions for purpose of schooling, where the charter school parents described the traditional school model as a general labor outcome based platform, while the nontraditional model is perceived to be a leadership based platform that develops students for leadership positions in the broader market place for employment. These perceptions may be the identifiable factors for the mixed reviews that were echoed by the traditional school parents.

Recommendations

It is recommended, traditional school parents gain a greater understanding of the school districts standards and policies referring to consequences for inappropriate behaviors, student class size population and the methods for exercising their process to affect changes within the policy guidelines of the school district. Furthermore, additional research should be conducted to improve the awareness of traditional school parent's

position towards self-advocacy in the traditional school model. This method of application exemplifies the perspective articulated by the private and charter school parents for their awareness of the processes needed for effective parent engagement in their child's/children's education. Administrators and policymakers should revisit and establish best practices for school success which includes the use of smaller class sizes, and other methods for early behavior intervention programs.

Selective Coding Category 1: Academic Differences

RQ2: What are the parents' perceptions of the academic differences between traditional public schools and alternative delivery models?

Findings

- The findings from the traditional school parents for their perceptions regarding the academic differences between the traditional schools model and the nontraditional school model are threefold: first, in the academic setting the student-teacher ratio is perceived to be larger than the nontraditional model; second, the instructional opportunities are minimized by the lack of one-on-one instructions, and the lack of instructional materials, that are perceived to be available to students in the nontraditional model of schooling; and third, the traditional model academia is limited and the perception is the nontraditional model offers more rigor within its delivery of instruction academically.
- The findings from the private school parents regarding the academic differences between the traditional and nontraditional models of schooling

reflected a belief that there is wider academic variety of offerings for students outside the traditional model of public schooling. An additional perspective presented by the private school parent's centers on the perceived intellectual prowess of the nontraditional model in its efforts to offer more diversity, thus promoting a greater level of intellectual achievement. Furthermore, private school parents perceived that the nontraditional model has a greater expectation of students, and their students are placed in a position to become more academically advanced and they are being prepared for their next level of academic matriculation. Private school parents also perceived their students are taught mastery in their schools, whereas in the traditional school students are taught simply to pass the standardized test.

- The findings from the charter school parents for their perspectives toward the academic differences between the traditional and nontraditional models of schooling were the perceptions, the nontraditional model gives/have or provides a level of academic autonomy and there is a greater range of academic materials to teach. Charter school parents perceived the traditional school model as a restricted model. They further perceived there is a wider range of challenging students that are enrolled in the traditional school model than in the nontraditional school model. Thus, the level of perception is the academic engagement is made more difficult due to the level of student readiness, preparedness, and problem behaviors which in return produces a challenging environment for successful instructional engagement. Charter

school parents particularly demand and expect more of their students which bring about greater success for all students. Charter school parents further perceived there is more flexibility and greater resources outside the traditional model of public schooling.

Conclusions

In conclusion, for research question number two; the parents described their perspectives regarding the academic differences between the traditional and nontraditional models as the opportunities or the lack of opportunities for successful academic engagement. Parents further described their perspectives by articulating their perceptions toward the nontraditional model as having greater academic opportunities than the traditional model.

Other differences perceived and shared by the parents were the perspectives toward autonomy, instructional flexibility, greater resources, a broader curriculum, and their perspectives towards the intellectual prowess of the nontraditional model in comparison to the traditional model. Additionally, the parents articulated their perspectives for their perceived differences for academic mastery as an element for academic development not found within the traditional model of public schooling.

Recommendations

As stated earlier traditional school parents should engage themselves in the local school districts policies and procedural guidelines and involve themselves in the process to affect the required changes needed to impact these perceived differences in the pedagogy that is being practiced in the traditional school environment. This includes the

process for advocating for more one-on-one instructions, stronger and more rigorous curricula's as well as a greater offering of academic classes that will prepare students for advanced matriculation in the postsecondary environment. Traditional school parents should also advocate for more instructional autonomy and flexibility for their respective school district.

It is further recommended parents from the traditional model engage in significant dialogue with their child's/children's teachers and visit their classrooms in order to acquire firsthand knowledge for what is being taught in the classroom, and what is expected of their child/children. Private school parents should continue to acquire valued information from school resources as how to maintain a high level of academic achievement from the student and the role parent can play in nurturing academic prowess. Charter school parents should establish participatory line of involvement that help students in selecting avenues to pursue academic achievement. Administrators should encourage parent participation in the educational delivery process by promoting academic days where teachers, administrators, and parents explore the curricula being implement in the school.

Selective Coding Category 2: Social Differences

RQ3: What are the parents' perceptions of the social differences between traditional public schools and alternative delivery models?

Findings

- The findings from the traditional school parents regarding their perspectives for the social differences between the traditional and nontraditional models

reflect greater personal relationships and interactions among students and teachers in the nontraditional model than in the traditional model. Traditional school parents identified uniformity of the dress code as part of the social differences, as well as a perceived social difference for school governance, which is articulated as a limitation in the traditional model versus the nontraditional model. However, there was a perspective offered where the parent believed there are no social differences. Furthermore, traditional school parents perceived there are differences within the range of social classifications that brings forward a diverse set of experiences that are prevalent in the nontraditional model but are not present/available within the traditional model.

- Private school parents expressed their perspectives toward the social differences between the two models (traditional and nontraditional) as having a greater understanding of the child's personal traits, which is reflected in the diversity of the student population with regard to his/her intellectual capacity, as well as the family values toward their religious beliefs that promote a set of standards that may not be supported by the traditional model of public schools. Additionally, private school parents perceive their students as having access to more tangible learning experiences in the nontraditional model of schooling, and because there are perceived economic indicators that are not prevalent among many parents in the traditional model of public schooling

different levels of expectation are embedded in the social arrangement of the nontraditional model verses the traditional model for public schooling.

- Charter school parents perceived the social differences within the nontraditional model of schooling as having a wider range of diversity in its school's culture which is evidenced through the parents' values for education. This perspective is perceived not to be effectively presented or supported in the traditional model of public schooling. Charter parents saw governance and control as an additional feature that distinguishes the social differences between the traditional and nontraditional model. Additionally, where there are the perceptions for ethnic stigmatization, parents in the nontraditional model perceive opportunities for student explorations are greater than they are in the traditional model.

Conclusions

In conclusion, the following perceptions were presented as lacking or unavailable in the traditional model of schooling by the parents who were interviewed with regard to the social differences found between the traditional public school and the alternative delivery model. These perceptions included greater personal relationships and interaction among students; uniformity of the dress codes; school governance; social classification; extra curricula activities; understanding of the child's personal traits; diversity of the student population; intellectual capacity; family values/religious beliefs; access to more tangible learning experiences; economic strength; and an embedded social arrangement that promotes a different set of standards for behavior.

Recommendations

Based on the findings further investigation is needed to gather more information concerning the perceived difference between the private school model and the charter school model, because no perspective differences were offered in relationship between the private and charter school model by any of the respondents. Furthermore, it is recommended traditional school parents visit various private and charter school models, and speak with parents, teachers, and students to determine and verify if their perspectives are valid. Policymakers should utilize parental panels and local school councils in developing and establishing values by consensus in determining acceptable norms for student social expressions within the school.

Selective Coding Category 3: Physical Differences

RQ4: What are the parents' perceptions of the physical differences between traditional public schools and alternative delivery models?

Findings

- Traditional school parents expressed their perspectives about the physical differences between the traditional and nontraditional models within the framework of amenities, which included better classroom buildings, facilities, and equipment. The majority of the traditional school parents interviewed perceived these amenities were more prevalent in the nontraditional model than in the traditional model.
- The private school parents described their perceptions of the physical differences within the traditional and nontraditional models in a similar

manner as the traditional school parents: better buildings, and facilities.

Again the nontraditional model was perceived by the majority of private school parents who were interviewed as having the better school buildings and facilities alike.

- Charter school parents described their perceptions regarding the physical differences between the traditional and nontraditional models within the context of access to technological resources. The charter school parents' perspectives towards buildings and facilities are mixed. However, some parents perceive that the grounds for the nontraditional model have a better appearance than the traditional model.

Conclusion

In conclusion, the majority of the parents who represented the traditional and private school models expressed their perceptions of the nontraditional model's physical differences as having better classroom buildings; facilities; equipment; and technology in comparison to the traditional model. However, the charter school parents' perceptions were mixed with regards to buildings, and facilities, they did offer the perspective that the technologies were better, and the grounds (landscape) were better kept (maintained) in the nontraditional model in comparison to the traditional model.

Recommendations

Traditional and charter school parents should request additional funding to ensure their facilities and amenities are current, practical and up-to-date in all elements of school design features that encourage and promote the well-being of the student population

being served in their respective educational models. Parents should conduct accountability measures to ensure the resources that are available are being utilized properly and efficiently when they are delivered to the local school districts. Parents should be involved and have an active role in this process.

Policymakers should increase funding to ensure facilities and services in the traditional school setting are kept modern and up-to-date and replacements funds for facilities should be placed in a separate category and be designated for specific school districts based on need.

Selective Coding Category 4: Best Education Possible

RQ5: How do parents define “best education possible?”

Findings

- Traditional school parents defined “best education possible” as the acquisition of appropriate resources that allow students to meet the academic and social standards that prepares them to fulfill their personal destinies in becoming a man or woman. These resources are described as equipment to teach; positive support structures and a stimulating environment in which to grow and learn.
- Private school parents defined “best education possible” as a combination of involvement from all stakeholders (students, teachers, and parents) that work cohesively in developing students’ academic and social potential from a visionary perspective that is influenced by the provision of safety.
- Charter school parents defined “best education possible” as the access to knowledge, curriculum, textbooks, technology, and research-based

instructions that are made available to all who participate in the engagement of learning; where each student is provided with the tools needed for entry into the postsecondary environment and are prepared for the career fields that are present and being developed in the 21st century market place.

Conclusions

In conclusion, the parents' perspectives from each model described above, defined the term best education possible as the acquisition of appropriate resources that allows students to meet academic and social standards; a combination of involvement from all stakeholders (students, teachers, and parents) that work cohesively in developing students' academic and social potential from a visionary perspective; and the access to knowledge, curriculum, textbooks, technology, and research-based instruction made available to all who engage in learning. Furthermore, the parents articulated their perspectives as an outcome-driven definition. This included the students' provisions for fulfilling their destiny as men and women, acquiring the tools necessary to access both the postsecondary environment, as well as the current career ladder of their choice and career development in the 21st century market place as a result of their educational experiences.

Recommendations

Parents as stakeholders should continue to review best practices that provides a narrative where findings are used to develop a broad rubric that identifies the elements needed to achieve the best educational possible for all teachers and children who participate in the educational process of teaching and learning. Furthermore, in all

delivery models, it is recommended that additional study and research be given to facilitate appropriate methodologies to increase student achievement and social development for the best education possible. Policymakers should develop and identify a definitive definition for the use of the term “best education possible” that is researched based and applicable to all.

Selective Category 5: Best Schools

RQ6: How do parents describe “best schools?”

Findings

- Traditional school parents described “best schools” as, schools that are comfortable and a place where the school has high expectations in the delivery of quality educational experiences that comes from high levels of instructions, which produces high grade point averages that prepare students for continuous education.
- Private school parents described “best schools” as schools that exhibit the students’ academic prowess through the displaying of high grade point averages, greater graduation rates, high levels of parental involvement, and a rigorous curriculum maintained in the educational environment.
- Charter school parents described “best schools” as schools that have engaging teachers who are knowledgeable, where a rigorous curriculum is offered that prepares the students to produce high test scores, low behavior problems, and access to the greatest resources needed to meet the students at their current level of readiness.

Conclusions

In conclusion, parents described “best schools” as schools that are comfortable, where high expectations in the delivery of quality education produces high grade point averages that exhibits the students’ academic prowess, and where greater graduation rates are produced. Moreover, parental involvement must be significantly evidenced by parents. Additionally, the parents’ definition embraced the concept for schools to have engaging teachers who are knowledgeable, schools that offer a rigorous curriculum, and schools that maintain a standard of excellence that prepares the students to produce high test scores and few behavior problems. Finally, parents perceived the best schools would have the greatest access to the resources needed to meet the students at their current level of readiness.

Recommendations

Parents as stakeholders should continue to review best practices that provide a narrative where findings are used to develop a broad rubric that identifies the elements needed to deliver the best schools for all teachers and children who participate in the educational process of teaching and learning. Furthermore, in all delivery models, it is recommended that additional study and research be given to facilitate appropriate methodologies to increase student achievement and social development for the best schools. Administrators should exhibit and promote the success of their students and school through public media, newsletter, community outlets and other platforms where parent and other critical stakeholders may see the evidence of success in best practices for educational achievement at their respective schools.

Selective Coding Category 6: Decision Making/Satisfaction

RQ7: How do parents make informed decisions about school choice?

Findings

- Traditional school parents stated their informed decisions about school choice are driven by the school's curriculum, instructional engagement, test scores and safety.
- Private school parents articulated their decision- making regarding school choice according to test scores, instructional techniques, through discussions with their children, visiting other private schools, safety, leadership of the administration, and level of instruction.
- Charter school parents articulated their informed decision- making process for school choice as a combination of the four following responses provided: school safety; curriculum engagement; test scores; and level of instruction.

However, when this researcher asked participants to prioritize their selection process according to the level of importance, various degrees of priority were revealed.

Findings

- The majority of participants for the traditional school model process for decision making held no majority order of preference for the curriculum, methods of instructions and test scores. However, a majority identified safety as its fourth priority in the selection process for decision making.

- The order for the private school model process for decision making was prioritized by the majority as curriculum, first; method of instruction, second; test scores, third; and safety, fourth; and
- The order for the charter school model process for decision-making was prioritized for the majority as safety, first; method of instruction, second; curriculum, third; and test scores, fourth.

Furthermore, research question six was further advanced during the interviewing process by presenting the participants the following statement: Describe the overall level of satisfaction that you have experienced or are experiencing while educating your child/children in either of the models of schooling described in this research study.

Findings

- The parents disclosed these findings by stating that they were very pleased, very satisfied, strongly satisfied, highly satisfied, completely satisfied, and satisfied with their experiences in educating their child/children within the model of schooling in which they participated with their child/children.

Conclusions

In conclusion, the traditional school parents stated they make their informed decisions about school choice by examining the school's curriculum, instructional engagement process, test scores and safety records. Private school parents stated they base their decision-making processes on test scores, instructional techniques, and discussions with their children, visits to other private schools, safety records, leadership, and level of instruction. Charter school parents stated that their decision-making process

for school choice consists of four specific factors: school safety; curriculum engagement; test scores; and level of instruction. However, school safety was the least of the participants' concerns that represented the traditional and private school models whereas safety was the main concern for those who participated in the charter school model. Furthermore, the parents disclosed their perspectives regarding their level of satisfaction by stating that they are very pleased, very satisfied, strongly satisfied, highly satisfied completely satisfied, and satisfied with their experiences in educating their child/children within the model of schooling in which they participated with their child/children.

Recommendations

Traditional school parents should visit other high performing schools in their respective districts and inquire the approaches being utilized by other parents in driving their decision making processes about the school curricula, methods of instruction and the leadership practices of the teachers and the administrators in these high performing schools. Additionally, all school models should seek to employ the highest levels of school safety that are researched and evidence based that promotes the greatest degree of security where the outcomes drives the need to focus on the teaching and learning rather than the threat of disruption to the school climate and the conditions for positive academic studies. Administrators should exhibit and promote the success of their students and school through public media, newsletter, community outlets and other platforms where parent and other critical stakeholders may see the evidence of success in best practices for educational achievement at their respective schools.

The Selective Coding Category Number 7 (Parental Involvement) was identified as the selective category for both RQ8 and RQ9. However, the researcher analyzed participants' data independently. Therefore, the findings are presented separately for this research study.

Selective Coding Category 7: Parental Involvement

RQ8: How do parents describe the term "parent involvement?"

Findings

- Traditional school parents describe the term parent involvement as being involved in the school; participating in programs; being visible; attending activities; attending meetings; having knowledge of their children; studying with their children; being in the school; talking with teachers; being engaged with their students; following student performance; and having a presence in the school environment.
- Private school parents describe the term parental involvement as attending and chaperoning activities their children participate in; participating in the development of the curriculum; working with teachers and administrators to promote student achievement academically, and socially; assisting where ever they can; helping teachers; communicating with teachers; being active in extra curricula activities; taking part in the education of the child; coming to school events; and always seeking help.
- Charter school parents describe parent involvement as parents that are involved in their child's education: classroom observance; establishing lines

of communication; making sure homework is completed; being involved in the total process; expressing expectations to teachers; being consistently on call; being totally involved in their child's academic and social life; helping other people's children; supporting financial goals of the school; knowing the school's mission; knowing resources needed to educate children; investing time, talents and resources for the school's mission; being involved in the student's education regularly; monitoring the performance of the child; and being aware of what is taking place in the education of your child.

Conclusions

In conclusion, the traditional school parents described the term "parent involvement" as parents who are/were involved in the school, through program participation, which included their visible presence and active engagement in activities and meetings that were held at the school. Moreover, they stated that having knowledge of their children, and studying with them as well as talking with their teachers are/were descriptive factors that represent parent involvement. Following student performance was also stated as a description of parent involvement.

Private school parents described the term parental involvement as parents who are/were attending and chaperoning activities their children participate in, as well as their participation in the develop of the school's curriculum. Another descriptive factor cited by the private school parents for parental involvement included working with teachers and administrators to promote student achievement academically, and socially. Assisting whenever they can, helping teachers, and communications with teachers were also

descriptors for parent involvement. Being active in extra curricula activities, and always seeking help concluded the private school participants' descriptions for parental involvement.

Charter school parents described parent involvement as engagement in their child's education through classroom observations, and establishing lines of communication. Making sure homework is completed, being totally involved in the education process and expressing expectations to teachers were also provided as descriptions for parental involvement. Additionally, helping other people's children, having knowledge of the school's mission, and being financially supportive of the goals of the school were relevant factors for parental involvement. Moreover, charter school parents stated that being an investor of time, talents and resources for the schools mission, along with the monitoring of the child's performance were descriptors that can be cited as parent involvement.

Recommendations

The examples stated in the participants' findings appear to be effective factors that support the parents' respective degrees of satisfactory outcomes for their educational experiences in the model they participated in when describing their definition of the best schools and the best education possible. Therefore, this researcher recommends parents review the findings and place these approaches into practice as they move forward in their respective roles as parents with children seeking the best education possible in the best schools of their choice where possible. Administrator should consider including a series of descriptions or examples of parent involvement in the student parent handbook.

Selective Coding Category 7: Parental Involvement

RQ9: What level of parental involvement is presented or demonstrated at the school level?

Findings

- Traditional school parents stated their level of parental involvement was demonstrated through their participation in the Parent Teachers Association (PTA) as members or in the leadership role as President of the PTA at their respective schools. Additionally, parents described their level of parent involvement through their participation in various activities which included: sporting events, honors day programs, school dances, quiz bowls, school debates, and concerts.
- Private school parents stated their level of parental involvement was demonstrated through their participation in following activities: sporting events; monitoring classrooms; transporting students to activities; working in concession stands; attending concerts; working wherever needed; coaching; setting up luncheon for parents to eat with their children; teacher conferences; volunteering; and supporting the school financially.
- Charter school parents stated their level of parental involvement was demonstrated through their participation in honors day programs, ball games, band activities, teacher conferences, and instructions. Moreover, eating lunch, serving as President of the Parent Teacher Student Organization (PTSO), and

participating in the PTA, as well as serving in the role of fund raiser demonstrated their parent involvement.

Conclusions

In conclusion, the traditional school parents stated they demonstrated their level of parental involvement through participation in the PTA as members or in a leadership role. Additionally, parents described their level of parent involvement in various activities that included: sporting events; honors day programs; school dances; quiz bowls; school debates and concerts.

Private school parents' parental involvement included participation in sporting events, monitoring of classrooms, transporting students, working in concession stands, attending concerts, coaching; eating lunch with their children, attending teacher conferences, volunteering, and supporting the school financially.

Charter school parents stated they demonstrated their level of parental involvement through their participation in honors day programs, ball games, band activities, teacher conferences, and instructions. Eating lunch, serving as PTSO president and participating in the PTA, as well as serving in the role of fund raiser demonstrated their parent involvement.

Recommendations

Again, the examples stated in the participants' findings appear to be effective factors that support the parents' respective degrees of satisfactory outcomes for their educational experiences in the model they participated in when describing their definition of the best schools and the best education possible. Therefore, this researcher

recommends parents review the findings and place these approaches into practice as they move forward in their respective roles as parents with children seeking the best education possible in the best schools of their choice where possible. Administrator should consider including a series of descriptions or examples of parent involvement in the student parent handbook.

This concludes the presentation of findings for this research study. However, in qualitative research studies, "...the focus is on the interpretation and meaning; the researcher is the primary instrument in data collection and analysis; research activities include fieldwork; the process is primarily inductive; and rich description characterize the end product" (Merriam, 1998, p. 25). However,

In quantitative research studies, the investigator studies problems in which trends need to be described or explanations need to be developed for the relationship among variables. Describing a trend means that the research problem can best be answered by a study in which the researcher seeks to establish the overall tendency of responses from individuals and to note how this tendency varies among people. (Creswell, 2002, p. 50)

In this research study, the findings were evidenced from both quantitative and qualitative methods. In summary of the research findings for the quantitative data developed through the implementation of the satisfaction survey revealed an overall satisfaction outcome as it related to the independent and dependent variables examined. However, the data also revealed charter school parents fell seven percentage points (7%), lower than the results for the overall satisfaction data while the other two models of

schooling, traditional and private, exceeded the overall satisfaction rating of 79% by 2.6% and 4%, respectively.

In summary of the qualitative findings, the data was rich, and it was extensively filled with descriptive accounts of the parent perspectives. The parents' voices were evidenced throughout the narrative and they provided vivid details of their experiences within each model of schooling explored. Through these data findings the parents spoke clearly as they stated they were satisfied with their educational experiences and they offered several examples of why and how these perceptions were formed, materialized, achieved, and sustained.

Furthermore, there was no hypotheses to be tested for the quantitative procedures deployed within this research study because the outcome for this researcher was to produce a grounded theory from the qualitative data collected and analyzed, based on the findings that were produced as a result of this research study.

The Grounded Theory

The ground theory for this research study was formed through the analysis of data collected, and examined, as well as from the data findings that were presented above. The research questions were aligned within the categories where the following themes emerged: (a) How do I measure success; (b) Whose talking to my child; (c) Can it get any better than this; (d) Is this the best I can achieve; (e) Are we in the right place; (f) Who made that decision for my child; and (g) What does it take to get this done?

The themes emerged in the form of questions. However, through the coding process each research question was assigned a selective category that fit the theme where

it emerged. Moreover, the major theme that emerged from this research process was parent satisfaction in the public educational arena. This theme was assigned to the axial coding category for the core phenomenon of this research study. The themes identified above are embedded in the selective coding categories as they are presented in Table 7 Coding Model (see Chapter V), and they are also aligned within the research questions where the data was collected and analyzed which produced the findings for this grounded theory.

The grounded theory is drawn from these categories and it reads as follows: Parents who have a minimum of a high school diploma or greater and who are single and/or married with an income no less than \$31,000 can achieve a satisfactory outcome as well as the best education possible for their child/children in the traditional or nontraditional model of schooling, where he/she is actively engaged in his/her child/children educational matriculation.

Evidence in support of this grounded theory comes from the works of Glaser (1992), “a well-constructed grounded theory will meet its four central criteria: fit, work, relevance, and modifiability” (p. 15). The emergent theme: “All Parents Can Achieve the Best Education Possible in the Traditional School Environment If They Are Engaged.” This grounded theory fits, it works, has relevance, and it is modifiable. The reader can review Figure 2, Coding Model (Chapter III) which depicts the framework where this grounded theory was formed.

Conclusions

Based on the body of work that was undertaken by this researcher, a grounded theory has emerged from the data collected and analyzed that fits the characteristics of the participants who participated in this study. As other research scholars have written, “The research product constitutes a theoretical formulation or integrated set of conceptual hypotheses about a substantive area under study. That is all, the yield is just hypotheses” (Glaser, 1992, p. 16). “However, the real merit of a substantive theory lies in its ability to speak specifically for the populations from which it was derived and to apply back to them” (Strauss & Corbin, 1998, p. 267). Therefore, the grounded theory developed by this researcher is just a hypothesis that is grounded in the data from which it came, and it is specifically applicable to the participants who participated in this research study. Further generalization are not plausible “...because it does not build in the variation or include the broad propositions of a more general theory” (Strauss & Corbin, 1998, p. 267).

However, one may ask, what does this mean, and how do these findings bring value or contribute to the scholarship for mixed methodology research? This researcher attempts to address this question through the following statement. This body of work reflects the perspectives of 30 parents who have provided their perceptions about their personal experiences as they negotiated specific outcomes for their child/children’s educational achievements. By providing substantive information in the form of a satisfaction survey and personal interviews, their voices are now within a body of work

that gives meaning to their experiences as they have described them in this research study.

Through the research process, this researcher has brought forward a wealth of qualitative data supported by a limited level of quantitative data. The findings reveal that an overwhelming majority of the parents surveyed were satisfied with their educational outcomes within each model of schooling surveyed. The parents who participated in the interviewing process provided the qualitative data for the answers to research questions deployed in this research study. These parents also provided the voices that were necessary for this researcher to gain a better understanding of why and how these perceptions have been formed, materialized, achieved, and sustained.

Moreover, as this researcher conducted these interviews, the participants overwhelmingly revealed a distinctive distrust toward the traditional model of public schooling. Their perceived belief encompassed the idea that outside the traditional school model they could achieve a better education for their child/children. Although they responded in the affirmative toward their choice for the model of schooling where their experiences have been gathered, framed, and sustained. The sentiment toward the traditional model was best described by the traditional school parent's voice.

Participant T-10: Traditional schools compared to alternative school model, private or charter, there is a belief that within the alternative school model there are certain capabilities that alternative education provide that traditional does not provide. Whether it be technology or student engagement, this is where students

and parents believe they are receiving their best education. Traditional schools get a mixed review to provide best education possible

Captured in the research are the parents' perspectives that support this perception. However, the data revealed, when parents are engaged in their children's educational experiences at any of the school models studied, success and satisfaction can be achieved. The descriptive factors for the parental engagement include active participation in the schools safety programs, curriculum design, and methods for instruction. Other descriptive factors required for success and personal satisfaction include active engagement in extra curricula activities: presence at the school; and effective communications for expectations for the children, and the educational practitioners. Through this approach, all parties are actively engaged in the education of the child's developmental needs which produces satisfactory outcomes that can be demonstrated through the child/children's test scores.

Furthermore, because there is the perception that other delivery models can provide the best education possible for their children, parents are challenged by these perceived differences when in fact they should take an active role in diffusing the myths that the public school model is failing to achieve its objectives. The parents who participated in this research study demonstrated this fact through their acknowledgements of their satisfaction and positive outcomes in educating their child/children in the traditional school model successfully. Although, the other parents who reached this same successful experience chose to engage their children in the alternative delivery model,

they too achieved the same level of satisfaction that was described by the traditional school parents.

Implications

The implications from these research study findings offer a glaring insight about the misrepresentation, miscommunication or distortion of facts that are promoted by various pundits, analysts, commentators, and especially those experts who have alternative agendas with regard to the educational outcomes of our children who participate in the traditional market place for public schooling.

The information one receives and is provided drives his/her perceptions toward the institutional prowess of the pedagogical practices situated in either model of schooling. Listen to the voices of the participants in regard to their responses to the information they have received concerning the traditional school model.

Participant T-01: There is nothing wrong with either, as long as the child gets his/her education. A lot does depend on where one lives. Public school/traditional schools are good.

Participant T-10: If I listen to sources of information provided by various media outlets, traditional schools are considered to be failing institutions--based on test scores alone. Based on this information of data, traditional schools are failing.

Participant P-06: Not happy with a traditional public schools, particularly in Georgia.

Participant P-07: Traditional schools are lower performing. Globally traditional schools are lower in math and science. Traditional schools are not necessarily giving students what they need.

Participant C-03: Traditional schools are failing because of the fall out of No Child Left Behind. Traditional schools merely wanted students to regurgitate information that would hopefully prepare them for a standardized test not necessarily creating them to become critical thinkers. Students in the traditional model lack necessary skills to prepare them for the labor market.

Participant C-06: Overall they don't meet the standards they should. Students do have a responsibility to make something out of themselves.

These parents' voices reflect the misrepresentation, miscommunication or distortion of facts that are promoted by various pundits, analysts, commentators, and especially those experts who have alternative agendas with regard to the educational outcomes of our children who participate in the traditional market place for public schooling.

Another inference drawn from the research findings may be applied to the concern for safety. The data revealed safety was the least of the participants' concerns who represented the traditional and private school models whereas safety was identified as the main concern for those who participated in the charter school model. Thus, the perceived differences for the parents' concern for safety within the traditional school model may have impacted their decision to choose to participate in the nontraditional school model.

Therefore, the implications from the findings for current and future theory and practice related to the purpose of research: continue to conduct further inquiries such as this; provide the public with sound and credible research based theories that are grounded in the data; and produce findings for best practices for educational advancement for all. In short, produce evidence-based research that informs the public that our children can achieve the best education possible in either model of public schooling, and dispel the myths that, without effective parental engagement, one is better than the other.

The implications from the research findings further reveal parent involvement is the single most contributing factor for a child's success for educational matriculation within either of the models examined. These implications are drawn from the data, and the inference is all children can succeed if they are provided with a strong parental support system and a rigorous curriculum that is implemented through a diverse set of instructional methods that are delivered in a safe environment.

Limitations of the Study

There were four principal factors identified and described as significant limitations for this research study: (a) population size; (b) geographical location; (c) participants socioeconomic status, including educational achievements; and (d) generalization about grounded theory.

The first factor for the limitation of this study was the population size. This research study was restricted to a purposeful sample size of 30 participants who completed a satisfaction survey instrument for quantitative inquiry and then reduced to a smaller sample size of 15 participants for qualitative understanding.

The second factor was the geographical location. This study was conducted in the state of Georgia which is located in the southern region of the United States, and the data collected came from a purposeful sample population who represented a major metropolitan area. Although the principles for conducting this research study were performed within the framework for best practices, it can be assumed participants from other regions of the United States, from both, a rural and/metropolitan area may have different perspectives to offer from those presented by the participants who participated in this research study.

The third factor was the similarities of participant's socioeconomic status including their educational achievement levels. This was viewed as a limitation, because there were no significant variances among the data sets to be examined in this regard. In fact all the participants had some college level training and 25 of the participants surveyed held a college degree and 16 held postgraduate degrees respectively. Additionally, 27 of the participant's reported their income level as being greater than \$48,000 annually.

The fourth and final factor for the limitations of this study is generalization. In the case for the grounded theory that was developed from the results of this research study, this researcher applied the following criteria as they were presented by Glaser (1992) and Strauss and Corbin (1998). "The research product constitutes a theoretical formulation or integrated set of conceptual hypotheses about a substantive area under study. That is all, the yield is just hypotheses" (Glaser, 1992, p. 16)! "However, the real merit of a substantive theory lies in its ability to speak specifically for the populations

from which it was derived and to apply back to them” (Strauss & Corbin, 1998, p. 267). Therefore, the grounded theory presented in Chapter VI is just a hypothesis which is specifically applicable to the participants who participated in this research study. Further generalization are not plausible “...because it does not build in the variation or include the broad propositions of a more general theory” (Strauss & Corbin, 1998, p. 267).

Recommendations

Based on the overwhelmingly representation of African American adults who participated in this study, a similar study should be conducted with primarily European American adults and other racial groups including Asian Americans and Latino American adults. Race was cited as a factor within the review of related literature with regards to educational outcomes as well as a disparaging gap for educational advancement found among the racial groups. As a result, given all other factors are the same, the grounded theory produced from this research study could be further validated across racial lines.

Additionally, due to the population size within the qualitative framework of this research study, the ground theory should be placed within a quantitative study and the hypotheses should be tested for further validity across a larger sample population. Furthermore, a research study of the teachers and the administrators’ perceptions who serve in these models may shed light on various reasons why and how some parents’ perceptions are/were formed, materialized, achieved, and sustained among these two models of public schooling.

Summary

In Chapter VI the reader was presented with a narrative that discussed the findings, conclusions, implications and recommendations that were produced as a result of this research study. In the introduction section, this researcher articulated the research findings were produced through both methods of application which included quantitative and qualitative. Furthermore, this researcher reported 30 participants completed a satisfaction survey for quantitative findings, and 15 participants provided in-depth interviews for the qualitative findings. The findings for the relationship among variables for the quantitative application revealed a 79% level of satisfaction and a 21% level of dissatisfaction from the satisfaction survey. In the case of qualitative findings this researcher produced and presented a grounded theory through an analysis of data findings that were found in the open coding model for interrelationship between coding categories and grounded theory. The chapter concluded with a discussion for the conclusions implications, limitations of the study, and recommendations for further research.

APPENDIX A

Results from the Satisfaction Survey

1. I am completely satisfied with my child's/children's educational outcomes.										
Code	Strongly		Disagree		Agree		Strongly		Total	
T-P-C	Disagree		Disagree		Agree		Agree		Responses	
Total	100%	R=01 03%	R=02 07%	R=09 30%	R=18 60%			N-R	30	

- **Analysis of Data:** Ninety percent or 27 of the participants agreed and/or strongly agreed they were completely satisfied with their child's/children's educational outcomes, while 10% or 3 participants disagreed and/or strongly disagreed.

2. The teachers were effective educational leaders within the school where my child/children attended.										
Code	Strongly		Disagree		Agree		Strongly		Total	
T-P-C	Disagree		Disagree		Agree		Agree		Responses	
Total	101%	R=00 00%	R=02 07%	R=11 37%	R=17 57%			N-R	30	

- **Analysis of Data:** Ninety-four percent or 28 of the participants agreed and/or strongly agreed the teachers were effective educational leaders within the school where their child/children attended, while 7% or 2 participants disagreed and/or strongly disagreed.

3. The faculty and staff responded to my thoughts and concerns about my child's/children's educational instructional needs.										
Code	Strongly		Disagree		Agree		Strongly		Total	
T-P-C	Disagree		Disagree		Agree		Agree		Responses	
Total	99%	R=00 00%	R=01 03%	R=13 43%	R=16 53%			N-R	30	

- **Analysis of Data:** Ninety-six percent or 29 of the participants agreed and/or strongly agreed the faculty and staff responded to their thoughts and concerns about their child's/children's educational instructional needs, while 3% or one participant disagreed and/or strongly disagreed.

4. The Administrators and/or Principals were passionate and personable leaders.										
Code	Strongly		Disagree		Agree		Strongly		Total	
T-P-C	Disagree		Disagree		Agree		Agree		Responses	
Total	100%	R=00 00%	R=01 03%	R=11 37%	R=18 60%			N-R	30	

- **Analysis of Data:** Ninety-seven percent or 29 of the participants agreed and/or strongly agreed the administrators and/or principals were passionate and personable leaders, while 3% or 1 participant disagreed and/or strongly disagreed.
-

5. Technology was interwoven within curricula and used throughout the daily instructional process.

Code	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
T-P-C	R=00 00%	R=02 07%	R=07 23%	R=21 70%	N-R 30
Total	100%				

- **Analysis of Data:** Ninety-three percent or 28 of the participants agreed and/or strongly agreed technology was interwoven within curricula and used throughout the daily instructional process while 7% or 2 participants disagreed and/or strongly disagreed.

6. The class sizes were appropriate for my child/children to receive the attention needed to grow and learn.

Code	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
T-P-C	R=00 00%	R=01 03%	R=13 43%	R=16 53%	N-R 30
Total	99%				

- **Analysis of Data:** Ninety-six percent or 29 of the participants agreed and/or strongly agreed the class sizes were appropriate for their child/children to receive the attention he/she needed to grow and learn, while 3% or 1 participant disagreed and/or strongly disagreed.

7. The school environment was warm, inviting and friendly.

Code	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
T-P-C	R=00 00%	R=02 07%	R=11 37%	R=17 57%	N-R 30
Total	101%				

- **Analysis of Data:** Ninety-four percent or 28 participants agreed and/or strongly agreed the school environment was warm, inviting and friendly, while 7% or 2 participants disagreed and/or strongly disagreed.

8. The school was considered as a high performance learning center by the state of Georgia.

Code	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
T-P-C	R=00 00%	R=02 07%	R=04 13%	R=24 80%	N-R 30
Total	100%				

- **Analysis of Data:** Ninety-three percent or 28 of the participants agreed and/or strongly agreed their school was considered a high performance learning center by the state of Georgia while 7% or 2 participants strongly disagreed and/or disagreed.

9. There was evidence of a strong Parent Teachers Association (PTA) in the school.

Code	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
T-P-C	R=00 00%	R=02 07%	R=03 10%	R=25 83%	N-R 30
Total	100%				

- **Analysis of Data:** Ninety-three percent or 28 of the participants agreed and/or strongly agreed there was evidence of a strong Parent Teachers Association (PTA) in the school, while 7% or 2 participants disagreed and/or strongly disagreed.

10. There was visible evidence of external community involvement and participation.										
Code	Strongly Disagree		Disagree		Agree		Strongly Agree		Total Responses	
T-P-C	R=00	00%	R=02	07%	R=05	17%	R=23	77%	N-R	30
Total	101%									

- **Analysis of Data:** Ninety-four percent or 28 of the participants agreed and/or strongly agreed there was visible evidence of external community involvement and participation, while 7% or 2 participants disagreed and/or strongly disagreed.

11. I was significantly dissatisfied with the educational experience at my child's/children's school, and I had no other option available for my child/children participation.										
Code	Strongly Disagree		Disagree		Agree		Strongly Agree		Total Responses	
T-P-C	R=24	80%	R=06	20%	R=00	00%	R=00	00%	N-R	30
Total	100%									

- **Analysis of Data:** One hundred percent or 30 of the participants strongly disagreed and/or disagreed that they were significantly dissatisfied with the educational experience at their child's/children's school, and they had no other option available for their child/children's participation.

12. I was very active at my child's/children's school and participated regularly in a number of events.										
Code	Strongly Disagree		Disagree		Agree		Strongly Agree		Total Responses	
T-P-C	R=00	00%	R=03	10%	R=09	30%	R=18	60%	N-R	30
Total	100%									

- **Analysis of Data:** Ninety percent or 27 of the participants agreed and/or strongly agreed they were very active at their child's/children's school and participated regularly in a number of events while 10% or 3 participants disagreed and/or strongly disagreed.

13. The educational environment was stimulating.										
Code	Strongly Disagree		Disagree		Agree		Strongly Agree		Total Responses	
T-P-C	R=00	00%	R=02	07%	R=07	23%	R=21	70%	N-R	30
Total	100%									

- **Analysis of Data:** Ninety-three percent or 28 of the participants agreed and/or strongly agreed the educational environment was stimulating, while 7% or 2 participants disagreed and/or strongly disagreed.

14. The academic program was rigorous and my child/children had the opportunity to take advanced placement classes.										
Code	Strongly Disagree		Disagree		Agree		Strongly Agree		Total Responses	
T-P-C	R=00	00%	R=01	03%	R=08	27%	R=21	70%	N-R	30
Total	100%									

- **Analysis of Data:** Ninety-seven percent or 29 of the participants agreed and/or strongly agreed the academic program was rigorous and their child/children had the opportunity to take advanced placement classes, while 3% or 1 participant disagreed and/or strongly disagreed.

15. The school had several nonacademic programs/activities (clubs) for my child/children to participate in during after school hours.

Code	Strongly Disagree		Disagree		Agree		Strongly Agree		Total Responses
T-P-C	R=00	00%	R=01	03%	R=09	30%	R=20	67%	N-R 30
Total	100%								

- **Analysis of Data:** Ninety-seven percent or 29 of the participants agreed and/or strongly agreed the school had several nonacademic programs/activities (clubs) for their child/children to participate in during after school hours, while 3% or 1 participant disagreed and/or strongly disagreed.

16. The school staff, teachers and administrators were significantly unorganized and my child/children failed to achieve the best education possible.

Code	Strongly Disagree		Disagree		Agree		Strongly Agree		Total Responses
T-P-C	R=24	80%	R=05	17%	R=01	03%	R=00	00%	N-R 30
Total	100%								

- **Analysis of Data:** Ninety-seven percent or 29 of the participants strongly disagreed and/or disagreed the school staff, teachers and administrators were significantly unorganized and their child/children failed to achieve the best education possible, while 3% or 1 participant agreed and/or strongly agreed.

17. School discipline was well managed.

Code	Strongly Disagree		Disagree		Agree		Strongly Agree		Total Responses
T-P-C	R=00	00%	R=00	00%	R=14	47%	R=16	53%	N-R 30
Total	100%								

- **Analysis of Data:** One hundred percent or 30 of the participants agreed and/or strongly agreed school discipline was well managed.

18. The school was ranked as a low performing school by the state of Georgia.

Code	Strongly Disagree		Disagree		Agree		Strongly Agree		Total Responses
T-P-C	R=24	80%	R=05	17%	R=01	03%	R=00	00%	N-R 30
Total	100%								

- **Analysis of Data:** Ninety-seven percent or 29 of the participants strongly disagreed and/or disagreed the school was ranked as a low-performing school by the state of Georgia, while 3% or 1 participant strongly agreed and/or agreed.

19. I would recommend this school to other parents.

Code	Strongly Disagree		Disagree		Agree		Strongly Agree		Total Responses
T-P-C	R=00	00%	R=01	03%	R=06	20%	R=23	77%	N-R 30
Total	100%								

- **Analysis of Data:** Ninety-seven percent or 29 participants agreed and/or strongly agreed they would recommend this school to other parents, while 3% or 1 participant strongly disagreed and/or disagreed.

20. The faculty and administration communicated with me in a timely manner about my child/children progress in school.										
Code	Strongly		Disagree		Agree		Strongly		Total	
T-P-C	Disagree		Disagree		Agree		Agree		Responses	
Total	101%	R=00	00%	R=02	07%	R=08	27%	R=20	67%	N-R 30
➤ Analysis of Data: Ninety-four percent or 28 of the participants agreed and/or strongly agreed the faculty and administration communicated with them in a timely manner about their child/children progress in school, while 7% or 2 participants strongly disagreed and/or disagreed.										
21. The school failed to meet the educational needs of my child/children.										
Code	Strongly		Disagree		Agree		Strongly		Total	
T-P-C	Disagree		Disagree		Agree		Agree		Responses	
Total	100%	R=25	83%	R=03	10%	R=02	07%	R=00	00%	N-R 30
➤ Analysis of Data: Ninety-three percent or 28 participants strongly disagreed and/or disagreed the school failed to meet the educational needs of their child/children, while 7% or 2 participants strongly agreed and/or agreed.										
22. The educational program has prepared and/or is preparing my child/children for entry into the postsecondary academic environment.										
Code	Strongly		Disagree		Agree		Strongly		Total	
T-P-C	Disagree		Disagree		Agree		Agree		Responses	
Total	100%	R=01	03%	R=00	00%	R=09	30%	R=20	67%	N-R 30
➤ Analysis of Data: Ninety-seven percent or 29 of the participants agreed and/or strongly agreed the educational program has prepared and/or is preparing their child/children for entry into the postsecondary academic environment, while 3% or 1 participant strongly disagreed and/or disagreed.										
23. My child/children was/were considered and labeled as a discipline problem for the school.										
Code	Strongly		Disagree		Agree		Strongly		Total	
T-P-C	Disagree		Disagree		Agree		Agree		Responses	
Total	100%	R=26	87%	R=04	13%	R=00	00%	R=00	00%	N-R 30
➤ Analysis of Data: One hundred percent or 30 participants strongly disagreed and/or disagreed their child/children was/were considered and labeled as a discipline problem for the school.										
24. The school had a telephone and/or Internet homework hotline that was active and available for parent communications.										
Code	Strongly		Disagree		Agree		Strongly		Total	
T-P-C	Disagree		Disagree		Agree		Agree		Responses	
Total	99%	R=04	13%	R=01	03%	R=07	23%	R=18	60%	N-R 30
➤ Analysis of Data: Eighty-three percent or 25 of the participants agreed and/or strongly agreed the school had a telephone and/or Internet homework hotline that was active and available for parent communications, while 16% or 5 participants strongly disagreed and/or disagreed.										

25. The instructional program was designed to engage the learner at his/her appropriate level of readiness.

Code	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
T-P-C					
Total	100% R=01 03%	R=01 03%	R=08 27%	R=20 67%	N-R 30

- **Analysis of Data:** Ninety-four percent or 28 of the participants agreed and/or strongly agreed the instructional program was designed to engage the learner at his/her appropriate level of readiness, while 6% or 2 participants strongly disagreed and/or disagreed.

26. Teachers intervened and re-taught lessons to ensure all students were meeting and/or exceeding the standard as outlined in the curricula.

Code	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
T-P-C					
Total	99% R=01 03%	R=01 03%	R=16 53%	R=12 40%	N-R 30

- **Analysis of Data:** Ninety-three percent or 28 participants strongly agreed and/or agreed the teachers intervened and re-taught lessons to ensure all students were meeting and/or exceeding the standard as outlined in the curricula, while 6% or 2 participants strongly disagreed and/or disagreed.

27. Student expectations were clearly defined and posted throughout the classroom and school environment.

Code	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
T-P-C					
Total	100% R=00 00%	R=01 03%	R=06 20%	R=23 77%	N-R 30

- **Analysis of Data:** Ninety-seven percent or 29 participants agreed and/or strongly agreed student expectations were clearly defined and posted throughout the classroom and school environment, while 3% or 1 participant strongly disagreed and/or disagreed.

28. Character education was displayed within the classroom and modeled by the students, staff, faculty and administration.

Code	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
T-P-C					
Total	100% R=00 00%	R=01 03%	R=11 37%	R=18 60%	N-R 30

- **Analysis of Data:** Ninety-seven percent or 29 participants agreed and/or strongly agreed character education was displayed within the classroom and modeled by the students, staff, faculty and administration, while 3% or 1 participant strongly disagreed and/or disagreed.

29. Parents were actively engaged as participating leaders in developing the school's vision, goals and objectives.

Code	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
T-P-C					
Total	100% R=00 00%	R=01 03%	R=09 30%	R=20 67%	N-R 30

- **Analysis of Data:** Ninety-seven percent or 29 of the participants agreed and/or strongly agreed parents were actively engaged as participating leaders in developing the school's vision, goals and objectives, while 3% or 1 participant strongly disagreed and/or disagreed.

30. The school had a robust engaging extra curriculum program and a comprehensive learning environment that was diverse and completely accessible to all students who attended the school.									
Code	Strongly Disagree		Disagree		Agree		Strongly Agree		Total Responses
T-P-C	R=01	03%	R=00	00%	R=06	20%	R=23	77%	N-R 30
Total	100%								

- **Analysis of Data:** Ninety-seven percent or 29 of the participants agreed and/or strongly agreed the school had a robust engaging extra curriculum program and a comprehensive learning environment that was diverse and completely accessible to all students who attended the school, while 3% or 1 participant strongly disagreed and/or disagreed.
-

APPENDIX B

Participants Satisfaction Survey Summary: Raw Data

Codes: - T= Traditional School; P = Private School; C =Charter School
Abbreviations: N = Number of Participants; R = Number of Responses

1. I am completely satisfied with my child's/children's educational outcomes.											
Code	Strongly Disagree		Disagree		Agree		Strongly Agree		Total Responses		
T	R = 00		R = 00		R = 01		R = 09		N-R-10		
P	R = 00		R = 00		R = 04		R = 06		N-R-10		
C	R = 01		R = 02		R = 04		R = 03		N-R-10		
Total	100%	R=01	03%	R=02	07%	R=09	30%	R=18	60%	N-R	30
2. The teachers were effective educational leaders within the school where my child/children attended.											
Code	Strongly Disagree		Disagree		Agree		Strongly Agree		Total Responses		
T	R = 00		R = 00		R = 02		R = 08		N-R-10		
P	R = 00		R = 00		R = 02		R = 08		N-R-10		
C	R = 00		R = 02		R = 07		R = 01		N-R-10		
Total	101%	R=00	00%	R=02	07%	R=11	37%	R=17	57%	N-R	30
3. The faculty and staff responded to my thoughts and concerns about my child's/children's educational instructional needs.											
Code	Strongly Disagree		Disagree		Agree		Strongly Agree		Total Responses		
T	R = 00		R = 00		R = 05		R = 05		N-R-10		
P	R = 00		R = 00		R = 01		R = 09		N-R-10		
C	R = 00		R = 01		R = 07		R = 02		N-R-10		
Total	99%	R=00	00%	R=01	03%	R=13	43%	R=16	53%	N-R	30
4. The Administrators and/or Principals were passionate and personable leaders.											
Code	Strongly Disagree		Disagree		Agree		Strongly Agree		Total Responses		
T	R = 00		R = 00		R = 05		R = 05		N-R-10		
P	R = 00		R = 00		R = 01		R = 09		N-R-10		
C	R = 00		R = 01		R = 05		R = 04		N-R-10		

Total	100%	R=00	00%	R=01	03%	R=11	37%	R=18	60%	N-R	30
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Codes: - T= Traditional School; P = Private School; C =Charter School
Abbreviations: N = Number of Participants; R = Number of Responses

5. Technology was interwoven within curricula and used throughout the daily instructional process.

Code	Strongly Disagree			Strongly Agree			Total Responses				
	R	%	R	%	R	%					
T	00	00%	00	07%	02	23%	N-R-10				
P	00	00%	00	07%	03	23%	N-R-10				
C	00	00%	02	07%	02	23%	N-R-10				
Total	100%	R=00	00%	R=02	07%	R=07	23%	R=21	70%	N-R	30

6. The class sizes were appropriate for my child/children to receive the attention needed to grow and learn.

Code	Strongly Disagree			Strongly Agree			Total Responses				
	R	%	R	%	R	%					
T	00	00%	00	03%	05	43%	N-R-10				
P	00	00%	00	03%	01	43%	N-R-10				
C	00	00%	01	03%	07	43%	N-R-10				
Total	99%	R=00	00%	R=01	03%	R=13	43%	R=16	53%	N-R	30

7. The school environment was warm, inviting and friendly.

Code	Strongly Disagree			Strongly Agree			Total Responses				
	R	%	R	%	R	%					
T	00	00%	00	07%	02	37%	N-R-10				
P	00	00%	00	07%	04	37%	N-R-10				
C	00	00%	02	07%	05	37%	N-R-10				
Total	101%	R=00	00%	R=02	07%	R=11	37%	R=17	57%	N-R	30

8. The school was considered as a high performance learning center by the state of Georgia.

Code	Strongly Disagree			Strongly Agree			Total Responses				
	R	%	R	%	R	%					
T	00	00%	01	07%	01	13%	N-R-10				
P	00	00%	00	07%	02	13%	N-R-10				
C	00	00%	01	07%	01	13%	N-R-10				
Total	100%	R=00	00%	R=02	07%	R=04	13%	R=24	80%	N-R	30

9. There was evidence of a strong Parent Teachers Association (PTA) in the school.

Code	Strongly Disagree			Strongly Agree			Total Responses
	R	%	R	%	R	%	
T	00	00%	01	07%	01	13%	N-R-10
P	00	00%	00	07%	01	13%	N-R-10
C	00	00%	01	07%	01	13%	N-R-10

Total	100%	R=00	00%	R=02	07%	R=03	10%	R=25	83%	N-R	30
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Codes: - T= Traditional School; P = Private School; C =Charter School
Abbreviations: N = Number of Participants; R = Number of Responses

10. There was visible evidence of external community involvement and participation.

Code	Strongly Disagree			Strongly Agree			Total Responses				
	R	%	R	%	R	%					
T	R = 00	00%	R = 00	07%	R = 02	17%	N-R-10				
P	R = 00	00%	R = 00	07%	R = 02	17%	N-R-10				
C	R = 00	00%	R = 02	07%	R = 01	07%	N-R-10				
Total	101%	R=00	00%	R=02	07%	R=05	17%	R=23	77%	N-R	30

11. I was significantly dissatisfied with the educational experience at my child's/children's school and I had no other option available for my child/children participation.

Code	Strongly Disagree			Strongly Agree			Total Responses				
	R	%	R	%	R	%					
T	R = 09	80%	R = 01	20%	R = 00	00%	N-R-10				
P	R = 10	100%	R = 00	00%	R = 00	00%	N-R-10				
C	R = 05	50%	R = 05	50%	R = 00	00%	N-R-10				
Total	100%	R=24	80%	R=06	20%	R=00	00%	R=00	00%	N-R	30

12. I was very active at my child's/children's school and participated regularly in a number of events.

Code	Strongly Disagree			Strongly Agree			Total Responses				
	R	%	R	%	R	%					
T	R = 00	00%	R = 02	10%	R = 03	15%	N-R-10				
P	R = 00	00%	R = 00	00%	R = 04	40%	N-R-10				
C	R = 00	00%	R = 01	5%	R = 02	10%	N-R-10				
Total	100%	R=00	00%	R=03	10%	R=09	30%	R=18	60%	N-R	30

13. The educational environment was stimulating.

Code	Strongly Disagree			Strongly Agree			Total Responses				
	R	%	R	%	R	%					
T	R = 00	00%	R = 00	07%	R = 03	23%	N-R-10				
P	R = 00	00%	R = 00	00%	R = 03	30%	N-R-10				
C	R = 00	00%	R = 02	14%	R = 01	7%	N-R-10				
Total	100%	R=00	00%	R=02	07%	R=07	23%	R=21	70%	N-R	30

14. The academic program was rigorous and my child/children had the opportunity to take advance placement classes.

Code	Strongly Disagree			Strongly Agree			Total Responses
	R	%	R	%	R	%	
T	R = 00	00%	R = 00	07%	R = 03	23%	N-R-10
P	R = 00	00%	R = 00	00%	R = 03	30%	N-R-10
C	R = 00	00%	R = 01	7%	R = 02	14%	N-R-10

Total	100%	R=00	00%	R=01	03%	R=08	27%	R=21	70%	N-R	30
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Codes: - T= Traditional School; P = Private School; C =Charter School
Abbreviations: N = Number of Participants; R = Number of Responses

15. The school had several nonacademic programs/activities (clubs) for my child/children to participate in during after school hours.

Code	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses						
T	R = 00	R = 00	R = 02	R = 08	N-R-10						
P	R = 00	R = 00	R = 03	R = 07	N-R-10						
C	R = 00	R = 01	R = 04	R = 05	N-R-10						
Total	100%	R=00	00%	R=01	03%	R=09	30%	R=20	67%	N-R	30

16. The school staff, teachers and administrators were significantly unorganized and my child/children failed to achieve the best education possible.

Code	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses						
T	R = 08	R = 02	R = 00	R = 00	N-R-10						
P	R = 10	R = 00	R = 00	R = 00	N-R-10						
C	R = 06	R = 03	R = 01	R = 00	N-R-10						
Total	100%	R=24	80%	R=05	17%	R=01	03%	R=00	00%	N-R	30

17. School discipline was well managed.

Code	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses						
T	R = 00	R = 00	R = 05	R = 05	N-R-10						
P	R = 00	R = 00	R = 02	R = 08	N-R-10						
C	R = 00	R = 00	R = 07	R = 03	N-R-10						
Total	100%	R=00	00%	R=00	00%	R=14	47%	R=16	53%	N-R	30

18. The school was ranked as a low performing school by the state of Georgia.

Code	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses						
T	R = 07	R = 03	R = 00	R = 00	N-R-10						
P	R = 09	R = 01	R = 00	R = 00	N-R-10						
C	R = 08	R = 01	R = 01	R = 00	N-R-10						
Total	100%	R=24	80%	R=05	17%	R=01	03%	R=00	00%	N-R	30

19. I would recommend this school to other parents.

Code	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
T	R = 00	R = 00	R = 02	R = 08	N-R-10
P	R = 00	R = 00	R = 02	R = 08	N-R-10

C	R = 00		R = 01		R = 02		R = 07		N-R-10		
Total	100%	R=00	00%	R=01	03%	R=06	20%	R=23	77%	N-R	30

Codes: - T= Traditional School; P = Private School; C =Charter School

Abbreviations: N = Number of Participants; R = Number of Responses

20. The faculty and administration communicated with me in a timely manner about my child/children progress in school.

Code	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses						
T	R = 00	R = 00	R = 03	R = 07	N-R-10						
P	R = 00	R = 00	R = 02	R = 08	N-R-10						
C	R = 00	R = 02	R = 03	R = 05	N-R-10						
Total	101%	R=00	00%	R=02	07%	R=08	27%	R=20	67%	N-R	30

21. The school failed to meet the educational needs of my child/children.

Code	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses						
T	R = 08	R = 02	R = 00	R = 00	N-R-10						
P	R = 10	R = 00	R = 00	R = 00	N-R-10						
C	R = 07	R = 01	R = 02	R = 00	N-R-10						
Total	100%	R=25	83%	R=03	10%	R=02	07%	R=00	00%	N-R	30

22. The educational program has prepared and/or is preparing my child/children for entry into the postsecondary academic environment.

Code	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses						
T	R = 00	R = 00	R = 02	R = 08	N-R-10						
P	R = 00	R = 00	R = 02	R = 08	N-R-10						
C	R = 01	R = 00	R = 05	R = 04	N-R-10						
Total	100%	R=01	03%	R=00	00%	R=09	30%	R=20	67%	N-R	30

23. My child/children was/were considered and labeled as a discipline problem for the school.

Code	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses						
T	R = 10	R = 00	R = 00	R = 00	N-R-10						
P	R = 09	R = 01	R = 00	R = 00	N-R-10						
C	R = 07	R = 03	R = 00	R = 00	N-R-10						
Total	100%	R=26	87%	R=04	13%	R=00	00%	R=00	00%	N-R	30

24. The school had a telephone and/or Internet homework hotline that was active and available for parent communications.

Code	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
T	R = 01	R = 00	R = 04	R = 05	N-R-10
P	R = 00	R = 00	R = 01	R = 09	N-R-10

C		R = 03		R = 01		R = 02		R = 04		N-R-10
Total	99%	R=04	13%	R=01	03%	R=07	23%	R=18	60%	N-R 30

Codes: - T= Traditional School; P = Private School; C =Charter School

Abbreviations: N = Number of Participants; R = Number of Responses

25. The instructional program was designed to engage the learner at his/her appropriate level of readiness.

Code		Strongly Disagree		Disagree		Agree		Strongly Agree		Total Responses
T		R = 00		R = 00		R = 04		R = 06		N-R-10
P		R = 00		R = 00		R = 02		R = 08		N-R-10
C		R = 01		R = 01		R = 02		R = 06		N-R-10
Total	100%	R=01	03%	R=01	03%	R=08	27%	R=20	67%	N-R 30

26. Teachers intervened and re-taught lessons to ensure all students were meeting and/or exceeding the standard as outlined in the curriculum.

Code		Strongly Disagree		Disagree		Agree		Strongly Agree		Total Responses
T		R = 00		R = 00		R = 06		R = 04		N-R-10
P		R = 00		R = 00		R = 04		R = 06		N-R-10
C		R = 01		R = 01		R = 06		R = 02		N-R-10
Total	99%	R=01	03%	R=01	03%	R=16	53%	R=12	40%	N-R 30

27. Student expectations were clearly defined and posted throughout the classroom and school environment.

Code		Strongly Disagree		Disagree		Agree		Strongly Agree		Total Responses
T		R = 00		R = 00		R = 02		R = 08		N-R-10
P		R = 00		R = 00		R = 01		R = 09		N-R-10
C		R = 00		R = 01		R = 03		R = 06		N-R-10
Total	100%	R=00	00%	R=01	03%	R=06	20%	R=23	77%	N-R 30

28. Character education was displayed within the classroom and modeled by the students, staff, faculty and administration.

Code		Strongly Disagree		Disagree		Agree		Strongly Agree		Total Responses
T		R = 00		R = 00		R = 04		R = 06		N-R-10
P		R = 00		R = 00		R = 02		R = 08		N-R-10
C		R = 00		R = 01		R = 05		R = 04		N-R-10
Total	100%	R=00	00%	R=01	03%	R=11	37%	R=18	60%	N-R 30

29. Parents were actively engaged as participating leaders in developing the school's vision, goals and objectives.

Code		Strongly Disagree		Disagree		Agree		Strongly Agree		Total Responses
T		R = 00		R = 00		R = 02		R = 08		N-R-10
P		R = 00		R = 00		R = 05		R = 05		N-R-10

	C	R = 00		R = 01		R = 02		R = 07		N-R-10
Total	100%	R=00	00%	R=01	03%	R=09	30%	R=20	67%	N-R 30
Codes: - T= Traditional School; P = Private School; C =Charter School										
Abbreviations: N = Number of Participants; R = Number of Responses										
30. The school had a robust engaging extra curriculum program and a comprehensive learning environment that was diverse and completely accessible to all students who attended the school.										
Code		Strongly Disagree		Disagree		Agree		Strongly Agree		Total Responses
T		R = 00		R = 00		R = 02		R = 08		N-R-10
P		R = 00		R = 00		R = 00		R = 10		N-R-10
C		R = 01		R = 00		R = 04		R = 05		N-R-10
Total	100%	R=01	03%	R=00	00%	R=06	20%	R=23	77%	N-R 30

APPENDIX C

Memorandum to Participants

Keith L. Reynolds
Clark Atlanta University School of Education
Department of Educational Leadership
Atlanta, Georgia 30314

To: Selected Participants

From: Keith L. Reynolds

Re: Dissertation Project

Date: May 2014

Please be informed that I am seeking your participation in a research study that is tentatively entitled: *An Investigation of the Perceptions of Parents in an Urban Setting Regarding the Efficacy of Selected Nontraditional Educational Models in Improving Student Learning Outcomes When Compared to Traditional Models: Implications for Educational Leaders.*

You have been selected for participation because you were identified as a parent who has and/or had a child/children enrolled and/or completed one of Georgia's public/private school models for educational matriculation at the secondary level.

You are also being invited to participate because you have specific knowledge and experience concerning your satisfaction with one of Georgia's public/private school models. It is from this experience that I seek your input. Please be informed that at no time will your personal information and/identity be revealed. This includes your name as well as the community you live in. Pseudonyms will be formed for each participant as the method of application when the final report is written. There are no risks involved for anyone who chooses to participate in this study. It is also important that I point out the fact that you may withdraw from participating in this study at any time for any reason that you so choose. There are no penalties for withdrawal.

This initial meeting is to gather your insights through the collection of data from the participant's satisfaction survey. It is also the point where the researcher collects the necessary documents for participants consent to participate in this study. Finally, in the essence of time, I will only select a small sample of participants to conduct a second round of interviews. You may and/or may not be selected for the second round of interviews for data collection. However, I am deeply grateful for your participation and thank you immensely for your contributions. Again thank you.

APPENDIX D

Parent Consent Form

Keith L. Reynolds
Clark Atlanta University School of Education
Department of Educational Leadership
Atlanta, Georgia 30314

Tentative Title: An Investigation of the Perceptions of Parents in an Urban Setting Regarding the Efficacy of Selected Nontraditional Educational Models in Improving Student Learning Outcomes When Compared to Traditional Models: Implications for Educational Leaders

Principal Investigator: Keith L. Reynolds
Doctoral Candidate

University Affiliation: Clark Atlanta University
School of Education
Department of Educational Leadership

To the parent and/or participant whose name and signature are revealed below, I Keith L. Reynolds, a doctoral candidate from Clark Atlanta University School of Education in the Department of Educational Leadership am seeking your consent and requesting your participation in a qualitative research study in the effort to fulfill the necessary requirements for the Degree of Doctor of Educational Leadership. The purpose of this qualitative research study is to capture, document and examine parents' perceptions regarding their descriptions of the statements, "best education possible and school choice" in regards to the traditional and the nontraditional models for public schooling. The tentative title for this research study: An Investigation of the Perceptions of Parents in an Urban Setting Regarding the Efficacy of Selected Nontraditional Educational Models in Improving Student Learning Outcomes When Compared to Traditional Models: Implications for Educational Leaders.

You were selected as a possible candidate based on the prescriptive factors that are required for participation in this study. Those factors are, all participants must: be adults who had and/or have child/children who attended a public and/or private school; participants must sign and submit the original participant consent form to participate in this study; and, acknowledge his/her availability to participate in the interviewing process that may take between 45-60 minutes for completion.

Additionally, you were selected as a possible candidate because you bring with you the primary knowledge and experiences needed for this research inquiry.

Furthermore, this consent form is to verify that you the undersigning representative have agreed to participate in this research study and you have provided me with your consent. In keeping with professional standard practices for conducting research studies such as this, confidentiality guidelines will be applied. Please be informed that at no time will your personal information and/identity be revealed. This includes your name as well as the community you live in. Pseudonyms will be formed for each participant as the method of application when the final report is written. There are no risks involved for anyone who chooses to participate in this study. It is also important that I point out the fact that you may withdraw from participating in this study at any time for any reason that you so choose. There are no penalties for withdrawal.

I am aware that your time is valuable. Therefore, the scheduling of your interview will be based on your availability. The process for this study begins with your consent to proceed. Next I will provide you with what is called the interview protocol. This interview protocol reveals the structure of the interview and some of the major questions you will be asked to respond to during your interviewing session. After completing the primary interview session, I will return the transcript to you for your review to ensure the perspectives given were transcribed correctly.

Finally, you agree based on the information provided above, that you voluntarily agree to participate in this study. You further agree that I may present my dissertation at professional meetings for scholarly discussions and/or for publications by me and/or the Department of Educational Leadership in the School of Education at Clark Atlanta University. It is not my intent to evaluate, critique, or report any findings relative to your individual feelings about this site. It is only my intent to capture and describe your perceptions concerning the traditional and nontraditional models of public schooling and describe how you made and/or make sense of this process. If you have any questions regarding this study you may reach me at 770-652-8058.

PARENTS' AGREEMENT CONSENT FORM

I have read the above written request requesting my participation this qualitative research study. I the parent whose name and signature are revealed below did in fact have the opportunity to ask questions and the researcher has answered them to my satisfaction. Therefore, I, the parent do voluntary consent to participate in this study and thereby grant the principal researcher permission to proceed with this research in all parts that were described above.

Date	Parent Name	Parent Signature
Date	Principal Researcher Name	Principal Researcher Signature

Participant Interview Code	
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The structure of this consent form was adapted from the works of Johnston & Christensen (2000, p. 77) and Creswell (2002, p. 162).

APPENDIX E

Participants' Satisfaction Survey Instrument

Keith L. Reynolds
Clark Atlanta University School of Education
Department of Educational Leadership

Thank you for agreeing to participate in this study. I am providing you with what is described as a satisfaction survey instrument. This satisfaction survey instrument is a tool that researchers use to gather data for their research studies. The purpose of the satisfaction survey is to gather your perspective regarding your personal level of satisfaction with the educational experiences relating to your child/children outcomes at the respective school(s) he/she attends and/or attended.

Participant Profile

Check “√” the statement that best describes you and your current situation

Number of Years Living in Georgia	Marital Status
<input type="checkbox"/> Less than 5 years	<input type="checkbox"/> Single
<input type="checkbox"/> 6-10 years	<input type="checkbox"/> Married
<input type="checkbox"/> 11-20 years	<input type="checkbox"/> Separated
<input type="checkbox"/> 21 years or longer	<input type="checkbox"/> Divorced
Gender	<input type="checkbox"/> Widowed
<input type="checkbox"/> Male	<input type="checkbox"/> Female
Age Group	Number of Children in Household/Family
<input type="checkbox"/> 24-29	<input type="checkbox"/> 1 – 2
<input type="checkbox"/> 30-35	<input type="checkbox"/> 3 – 4
<input type="checkbox"/> 36-41	<input type="checkbox"/> 5 – 6
<input type="checkbox"/> 42-47	<input type="checkbox"/> 7 – 8
<input type="checkbox"/> 48-53	<input type="checkbox"/> 9 or more
<input type="checkbox"/> 54 or over	Family Income Level
Race/Ethnicity	<input type="checkbox"/> \$15,000
<input type="checkbox"/> Caucasian	<input type="checkbox"/> \$16,000 – \$31,000
<input type="checkbox"/> African American	<input type="checkbox"/> \$32,000 – \$47,000
<input type="checkbox"/> Latino American	<input type="checkbox"/> \$48,000 - \$63,000
<input type="checkbox"/> Native American	<input type="checkbox"/> \$64,000 or higher
<input type="checkbox"/> Asian	
<input type="checkbox"/> Other	

Participant Profile (continued)

Education

- Some High School
 High School Graduate
 Some College
 College Graduate
 Postgraduate

Ranking/Rating Factor: Check “√”

Educational Platform

- Traditional School
 Charter School
 Private School

Child/Children Enrollment Factor

- In-School
 Out-of-School
 Both

Ranking/Rating Instructions for Participants

Based on the following scale of 1-4, rank and/or rate your personal experiences and/or outcomes as they relate to your child's children's educational outcomes and/or experiences in the school(s) he/she/they attends and/or attended. With a black or blue pen and/or pencil **circle the number** that best reflects your perspective. Please rank/rate your responses based on your current level of experiences as they apply and/or applied for the year end dates of the 2013/14 school year. If your child/children completed his/her education before the end of the 2013/14 school year ending date, your response should be based on the overall experiences and/or outcomes as they applied during your child's children's enrollment in the last school he/she attended.

	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
1. I am completely satisfied with my child's/children's educational outcomes.				
2. The teachers were effective educational leaders within the school where my child/children attended.				
3. The faculty and staff responded to my thoughts and concerns about my child's/children's educational instructional needs.				
4. The Administrators and/or Principals were passionate and personable leaders.				
5. Technology was interwoven within curricula and used throughout the daily instructional process.				
6. The class sizes were appropriate for my child/children to receive the attention needed to grow and learn.				
7. The school environment was warm, inviting and friendly.				
8. The school was considered as a high performance learning center by the state of Georgia,				

	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
9. There was evidence of a strong Parent Teachers Association (PTA) in the school.				
10. There was visible evidence of external community involvement and participation.				
11. I was significantly dissatisfied with the educational experience at my child's/children's school and I had no other option available for my child/children participation.				
12. I was very active at my child's/children's school and participated regularly in a number of events.				
13. The educational environment was stimulating.				
14. The academic program was rigorous and my child/children had the opportunity to take advance placement classes.				
15. The school had several nonacademic programs/activities (clubs) for my child/children to participate in during after school hours.				
16. The school staff, teachers and administrators were significantly unorganized and my child/children failed to achieve the best education possible.				
17. School discipline was well managed.				
18. The school was ranked as a low performing school by the state of Georgia.				
19. I would recommend this school to other parents.				
20. The faculty and administration communicated with me in a timely manner about my child/children progress in school.				
21. The school failed to meet the educational needs of my child/children.				
22. The educational program has prepared and/or is preparing my child/children for entry into the postsecondary academic environment.				
23. My child/children was/were considered and labeled as a discipline problem for the school.				
24. The school had a telephone and/or Internet homework hotline that was active and available for parent communications.				
25. The instructional program was designed to engage the learner at his/her appropriate level of readiness.				

	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
26. Teachers intervened and re-taught lessons to ensure all students were meeting and/or exceeding the standard as outlined in the curriculum.				
27. Student expectations were clearly defined and posted throughout the classroom and school environment.				
28. Character education was displayed within the classroom and modeled by the students, staff, faculty and administration.				
29. Parents were actively engaged as participating leaders in developing the school's vision, goals and objectives.				
30. The school had a robust engaging extra curriculum program and a comprehensive learning environment that was diverse and completely accessible to all students who attended the school				

APPENDIX F

Participants Interview Protocol Instrument

Participant Interview Code	
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Keith L. Reynolds
Clark Atlanta University
School of Education
Department of Educational Leadership

Thank you for agreeing to participate in this study. I am providing you with what is described as an interview protocol. This interviewing protocol is a tool that qualitative researchers use to prepare participants for the interview itself. As I shared with you in the information cited in your consent form, your scheduled interview in this study may take only 45-60 minutes of your time. I am also reminding you here, that for any reason of your choosing you may withdraw from participating in this study at any time and for any reason that you may find. The purpose of providing you with a copy of this interview protocol is for you to become familiar with some of the major questions that will be asked during the interviewing process. Again, at no time will your personal information and/identity be revealed. This includes your name as well as the community where you live. Pseudonyms will be formed for each participant as the method of application when the final report is written. Therefore, become familiar with this questionnaire and I look forward to meeting with you to conduct your interview at the appropriately scheduled time. After our completed interview, I will return a copy of your responses that were transcribed for your review to ensure that I have captured your perspectives correctly.

Name _____ Pseudonym for Name _____

For this study traditional public schools model is defined as the regular public school that serves grades P-12 and there are no restrictions for parents' options for enrollment of their child/children. The Nontraditional schools model is defined as any school public and/or private that functions outside the boundaries of the traditional public school systems supervision. Examples such as theme schools and magnet schools which fall under the regular school systems supervision are included in the description of the traditional schools model. Private/parochial, and/or charter schools that are governed by an independent board of supervisors are defined as the nontraditional model for this research study. Furthermore, the term alternative model may be used interchangeably with the description of nontraditional model.

1. How long have you lived in Georgia?
2. How do you describe your marital status: Single, Married, Divorced, Separated, Widowed, or Widower?
3. How do you describe your economic status? (low income, average income, middle income, upper middle income, upper-upper income)
4. How do you describe your family structure? (e.g., I am married and we have three children in our household.)
5. How far did you go in school? (e. g., I completed high school and went to college for two years and earned my associates degree in nursing.)
6. Did or does/do your child/children attend a traditional public school, or a nontraditional public school?
7. How would describe your age range (24-29; 30-35; 36-41; 42-47; 48-53; 54 or over)?
8. How do you describe your current employment status? (e.g., retired, currently employed, unemployed, etc.)
9. How do you describe your race and/or ethnicity? (e.g., Caucasian, African American, Asian, Native American, Latino-Hispanic, or Other)
10. How would you describe the phrase, best education possible?
11. Describe your perceptions of the comparison of traditional public schools and alternative delivery models.
12. Describe your perceptions of the academic differences between the traditional public schools and the nontraditional and/or alternative delivery models.
13. Describe your perceptions of the social differences between the traditional public schools and the nontraditional and/or alternative delivery models.
14. Describe your perceptions of the physical/structural differences between the traditional public schools and the nontraditional and/or alternative delivery models.
15. How do you describe best schools?
16. Based on the information that you receive through public information sources about the traditional American public schools, how would you describe their overall performances?
17. What is your interpretation of the phrase parent involvement?
18. Describe the levels of parental involvement that you have demonstrated and experienced during the process of educating your child/children.

19. Explain how you made or make your decision about the quality of education that your child/children received based on one more or all of the following factors: tests scores, curriculum, different method for instructional engagement, and/or the schools safety record.
20. Describe how you prioritize the importance of tests scores, curriculum, different methods for instructional engagement, and/or the school's safety as expressed above.
21. Describe the overall level of satisfaction that you have experienced or are experiencing while educating your child/children in either of the models of schooling described in this research study.

This concludes our interview. The value of your participation in this study is greatly appreciated. While you may not have received any direct benefits for participating in this study, you should know that your perspectives will add value to the success of this research project. You should feel good about this, because, when I present this research study during my dissertation defense, your voice will be a crucial part of that defense. Again thank you for your participation.

APPENDIX G

Participant Research Listing Form

Keith L. Reynolds
Clark Atlanta University, School of Education
Department of Educational Leadership

Codes: Traditional = T-1-10 Private = P-1-10 Charter = C-1-10

Code	Name	Contact Information	Survey Data	Interview Data	Both
01					
02					
03					
04					
05					
06					
07					
08					
09					
10					

Reserve Listing

Code	Name	Contact Information	Survey Data	Interview Data	Both
11					
12					

APPENDIX H

Quantitative Data Form for Individual Participant's Satisfaction Survey Results

Participant Satisfaction Survey Data	Code:
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Dissertation Satisfaction Survey Instrument Data Results – Individual Participants

Coding Definitions

Traditional = T; Private = P; Charter = C; T N/Y/L/G = Number of Years Living in Georgia; M/S = Marital Status; #I/O/B, I = In-School/Children; O= Out-of-School/Children; B= Both, In-School and Out-of-School/Children; FI = Family Income Level; SD = Survey Data Only; ID = Interview Data; SD/ID = Both Survey Data and Interview Data; R = Number of Responses; and 01/10 = Number of Participants.

Code	N/Y/L/G	Gender	Age	Race	Education	M/S	#I/O/B	F/I/L	SD/ID
T-01/10									
P-01/10									
C-01/10									

INDIVIDUAL PARTICIPANT SURVEY DATA

	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
	R = 0	R = 0	R = 0	R = 0

1. I am completely satisfied with my child's/ children's educational outcomes.
2. The teachers were effective educational leaders within the school where my child/children attended.
3. The faculty and staff responded to my thoughts and concerns about my child's/children's educational instructional needs.

	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
	R = 0	R = 0	R = 0	R = 0
4. The Administrators and/or Principals were passionate and personable leaders.				
5. Technology was interwoven within curricula and used throughout the daily instructional process.				
6. The class sizes were appropriate for my child/children to receive the attention needed to grow and learn.				
7. The school environment was warm, inviting and friendly.				
8. The school was considered as a high performance learning center by the state of Georgia,				
9. There was evidence of a strong Parent Teachers Association (PTA) in the school.				
10. There was visible evidence of external community involvement and participation.				
11. I was significantly dissatisfied with the educational experience at my child's/children's school and I had no other option available for my child/children participation.				
12. I was very active at my child's/children's school and participated regularly in a number of events.				
13. The educational environment was stimulating.				
14. The academic program was rigorous and my child/children had the opportunity to take advance placement classes.				
15. The school had several nonacademic programs/activities (clubs) for my child/children to participate in during after school hours.				
16. The school staff, teachers and administrators were significantly unorganized and my child/children failed to achieve the best education possible.				
17. School discipline was well managed.				
18. The school was ranked as a low performing school by the state of Georgia.				

	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
	R = 0	R = 0	R = 0	R = 0
19. I would recommend this school to other parents.				
20. The faculty and administration communicated with me in a timely manner about my child/children progress in school.				
21. The school failed to meet the educational needs of my child/children.				
22. The educational program has prepared and/or is preparing my child/children for entry into the postsecondary academic environment.				
23. My child/children was/were considered and labeled as a discipline problem for the school.				
24. The school had a telephone and/or Internet homework hotline that was active and available for parent communications.				
25. The instructional program was designed to engage the learner at his/her appropriate level of readiness.				
26. Teachers intervened and re-taught lessons to ensure all students were meeting and/or exceeding the standard as outlined in the curriculum.				
27. Student expectations were clearly defined and posted throughout the classroom and school environment.				
28. Character education was displayed within the classroom and modeled by the students, staff, faculty and administration.				
29. Parents were actively engaged as participating leaders in developing the school's vision, goals and objectives.				
30. The school had a robust engaging extra curriculum program and a comprehensive learning environment that was diverse and completely accessible to all students who attended the school.				

APPENDIX I

Qualitative Data Form for Individual Participant's Interview Data

Participant Interview Data	Code:
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Dissertation Instrumentation
Interview Data Results – Individual Participants

Coding Definitions

Participants' data for questions 1 through 9 are captured in the coding index boxes cited below. Participants responses to questions 10 through 21 are captured in narrative form as described below. Traditional = T; Private = P; Charter = C; N/Y/L/G = Number of Years Living in Georgia; M/S = Marital Status; #I/O/B, I = In-School/Children; O= Out-of-School/Children; B= Both, In-School and Out-of-School/Children; F/I/L/R/E = Family-Income-Level-Retired-Employed; SD = Survey Data Only; ID = Interview Data; SD/ID = Both Survey Data and Interview Data.

INDIVIDUAL PARTICIPANT PROFILE DATA

Code	N/Y/L/G	Gender	Age	Race	Education	M/S	#I/O/B	F/I/L/	
								R/E	SD/ ID
T-01/05									
P-01/05									
C-01/05									

INDIVIDUAL PARTICIPANT INTERVIEW DATA

1. How would you describe the phrase, best education possible?
Participant Response:

2. Describe your perceptions of the comparison of traditional public schools and alternative delivery models.
Participant Response:
3. Describe your perceptions of the academic differences between the traditional public schools and the nontraditional and/or alternative delivery models.
Participant Response:
4. Describe your perceptions of the social differences between the traditional public schools and the nontraditional and/or alternative delivery models.
Participant Response:
5. Describe your perceptions of the physical/structural differences between the traditional public schools and the nontraditional and/or alternative delivery models.
Participant Response:
6. How do you describe best schools?
Participant Response:
7. Based on the information that you receive through public information sources about the traditional American public schools, how would you describe their overall performances?
Participant Response:
8. What is your interpretation of the phrase parent involvement?
Participant Response:
9. Describe the levels of parental involvement that you have demonstrated and experienced during the process of educating your child/children.
Participant Response:

10. Explain how you made or make your decision about the quality of education that your child/children received based on one more or all of the following factors: tests scores, curriculum, different method for instructional engagement, and/or the schools safety record.
Participant Response:
11. Describe how you prioritize the importance of tests scores, curriculum, different methods for instructional engagement, and/or the school's safety as expressed above.
Participant Response:
12. Describe the overall level of satisfaction that you have experienced or are experiencing while educating your child/children in either of the models of schooling described in this research study.
Participant Response:

APPENDIX J

Qualitative Data Form for Summary of Participant’s Interview Data

Summary of Participants Interview Data	Code:
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<p>Dissertation Instrumentation Summary of Participants Interview Data</p> <p>Coding Definitions</p> <p>Participants’ data for questions 1 through 9 are captured in the coding index boxes cited below. Participants responses to questions 10 through 21 are captured in narrative form as described below. Traditional T; Private = P; Charter = C; N/Y/L/G = Number of Years Living in Georgia; M/S = Marital Status; #I/O/B, I = In-School/Children; O= Out-of-School/Children; B= Both, In-School and Out-of-School/Children; F/I/L/R/E = Family-Income-Level-Retired-Employed; SD = Survey Data Only; ID = Interview Data; SD/ID = Both Survey Data and Interview Data.</p>
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SUMMARY OF PARTICIPANT PROFILE DATA

Code	N/Y/L/G	Gender	Age	Race	Education	M/S	#I/O/B	F/I/L/ R/E	SD/ ID
T/P/C 01									
T/P/C 02									
T/P/C 03									
T/P/C/ 04									
T/P/C 05									

SUMMARY PARTICIPANT SURVEY DATA

1. How would you describe the phrase, best education possible?	
Participants Responses:	
T/P/C 01	
T/P/C 02	
T/P/C 03	
T/P/C 04	
T/P/C 05	
Summary of Findings	
2. Describe your perceptions of the comparison of traditional public schools and alternative delivery models.	
Participants Responses:	
T/P/C 01	
T/P/C 02	
T/P/C 03	
T/P/C 04	
T/P/C 05	
Summary of Findings	
3. Describe your perceptions of the academic differences between the traditional public schools and the nontraditional and/or alternative delivery models.	
Participants Responses:	
T/P/C 01	
T/P/C 02	
T/P/C 03	
T/P/C 04	
T/P/C 05	
Summary of Findings	

4. Describe your perceptions of the social differences between the traditional public schools and the nontraditional and/or alternative delivery models.	
Participants Responses:	
T/P/C 01	
T/P/C 02	
T/P/C 03	
T/P/C 04	
T/P/C 05	
Summary of Findings	
5. Describe your perceptions of the physical/structural differences between the traditional public schools and the nontraditional and/or alternative delivery models.	
Participants Responses:	
T/P/C 01	
T/P/C 02	
T/P/C 03	
T/P/C 04	
T/P/C 05	
Summary of Findings	
6. How do you describe best schools?	
Participants Responses:	
T/P/C 01	
T/P/C 02	
T/P/C 03	
T/P/C 04	
T/P/C 05	
Summary of Findings	

7. Based on the information that you receive through public information sources about the traditional American public schools, how would you describe their overall performances?	
Participants Responses:	
T/P/C 01	
T/P/C 02	
T/P/C 03	
T/P/C 04	
T/P/C 05	
Summary of Findings	
8. What is your interpretation of the phrase parent involvement?	
Participant Response:	
T/P/C 01	
T/P/C 02	
T/P/C 03	
T/P/C 04	
T/P/C 05	
Summary of Findings	
9. Describe the levels of parental involvement that you have demonstrated and experienced during the process of educating your child/children.	
Participants Responses:	
T/P/C 01	
T/P/C 02	
T/P/C 03	
T/P/C 04	
T/P/C 05	
Summary of Findings	

10. Explain how you made or make your decision about the quality of education that your child/children received based on one more or all of the following factors: tests scores, curriculum, different method for instructional engagement, and/or the schools safety record.

Participants Responses:

T/P/C 01	
T/P/C 02	
T/P/C 03	
T/P/C 04	
T/P/C 05	

Summary of Findings

11. Describe how you prioritize the importance of tests scores, curriculum, different methods for instructional engagement, and/or the school’s safety as expressed above.

Participants Responses:

T/P/C 01	
T/P/C 02	
T/P/C 03	
T/P/C 04	
T/P/C 05	

Summary of Findings

12. Describe the overall level of satisfaction that you have experienced or are experiencing while educating your child/children in either of the models of schooling described in this research study.

Participants Responses:

T/P/C 01	
T/P/C 02	
T/P/C 03	
T/P/C 04	
T/P/C 05	

Summary of Findings

APPENDIX K

Participants Letter of Appreciation

Keith L. Reynolds
Clark Atlanta University, School of Education
Department of Educational Leadership
Atlanta, Georgia 30314

Keith L. Reynolds
[Address]

Date:

Participants
[Name and Address]

Dear [Participants Last (Mr. and/or Mrs.) Name]

[Body of text for those who participated]

Thank you for your participation in this research study. Your input regarding your perceptions of the traditional and nontraditional models of public schooling in Georgia were invaluable. Your perspectives are now grounded in the literature regarding your level of satisfaction as well as your perceptions for the terms, best education possible and school choice. You should also be informed that your perspectives provided the evidence I needed to produce a grounded theory.

[Body of text for those who were place on the reserve list for participation]

Thank you for your willingness to participate in this research study. Your availability was not needed for the completion of this research study. However, your willingness to assist me with the collection of valuable data regarding your perceptions of the traditional and nontraditional models of public/private schooling in Georgia is greatly appreciated.

Furthermore, I have completed the collection of data for this research study, and I have prepared my final report. Additionally, please be reminded that at no time was your personal information revealed within this research study. I used a specific coding model to ensure your confidentiality was maintained.

Again thank you for your time and consideration for participation in this research study.

Sincerely,

Keith L. Reynolds

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