



National Black Home Educators

April 18, 2016

To whom it may concern:

Home schooling works for African-Americans. The following are some key points I would like to share regarding a 2015 study of Black homeschool families and their students by Dr. Brian Ray.

Academic achievement of Black homeschool students:

Comparing Black homeschool students to Black public school students yields notable findings. While controlling for gender of student and family socioeconomic status, being homeschooled had an effect size in...

1. Reading scores of about 42 percentile points higher than if public schooled.
2. Language, being homeschooled had an effect size of about 26 percentile points higher than if public schooled.
3. Math, being homeschooled had an effect size of about 23 percentile points higher than if public schooled.

These Black homeschool students' achievement test scores were quite high, all things considered. They scored at or above the 50th percentile in reading (68th), language (56th), math (50th), and core (i.e., a combination of reading, language, and math; 58th) subtests. By definition, the 50th percentile is the mean for all students (or all ethnicities/races) nationwide in institutional public schools.

The study was not designed to compare Black homeschool students' scores to other homeschool students' scores. However, Black homeschool students scored above the national average of public school students and, likewise, homeschool students in general score above the public school average.

The parents' five most-often stated reasons for homeschooling were the following:

1. "prefer to teach the child at home so that you can provide religious or moral instruction" (selected as one of the "three main reasons" by 46.9% of parents),
2. "accomplish more academically than in conventional schools" (38.3%),
3. "for the parents to transmit values, beliefs, and worldview to the child" (34.6%),
4. "to customize or individualize the education of each child" (28.4%), and
5. "want to provide religious or moral instruction different from that taught in public schools" (27.2%).

Two key demographic features:

1. They were median income families.
2. 40% of the families would qualify for free/reduced lunch had they been in public schools.



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Key methods notes:

1. The study was the first of its kind, delving into the quickly growing world of African Americans engaging in parent-led home-based education, the parents' reasons for homeschooling and the children's academic achievement.
2. This was a nationwide study of Black families and the children in them who have been homeschooled more than half of their school-age lives.
3. The parents completed surveys about their motivations for homeschooling and the students took standardized academic achievement tests.
4. This was a descriptive and explanatory study. It was not experimental and does not necessarily settle cause-and-effect questions regarding homeschooling compared to public schooling.
5. People should be cautious making generalizations from this information.
6. However, the positive findings related to homeschooling are consistent with 30 years of research on homeschooling.

These are just a few of the findings available for anyone interested in the African-American community engaged in parent-led home-based education. Parent-led home based education, also known as homeschooling, should not be confused with institutional public school education that is conducted in a home setting. These key findings and many other positive results concerning black home educators and their students are supported in several other studies that have been conducted in urban areas, i.e. Washington-DC and Atlanta, Georgia. Much of the current research conducted supports the positive benefits of African-Americans who choose homeschooling.

Regards,

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