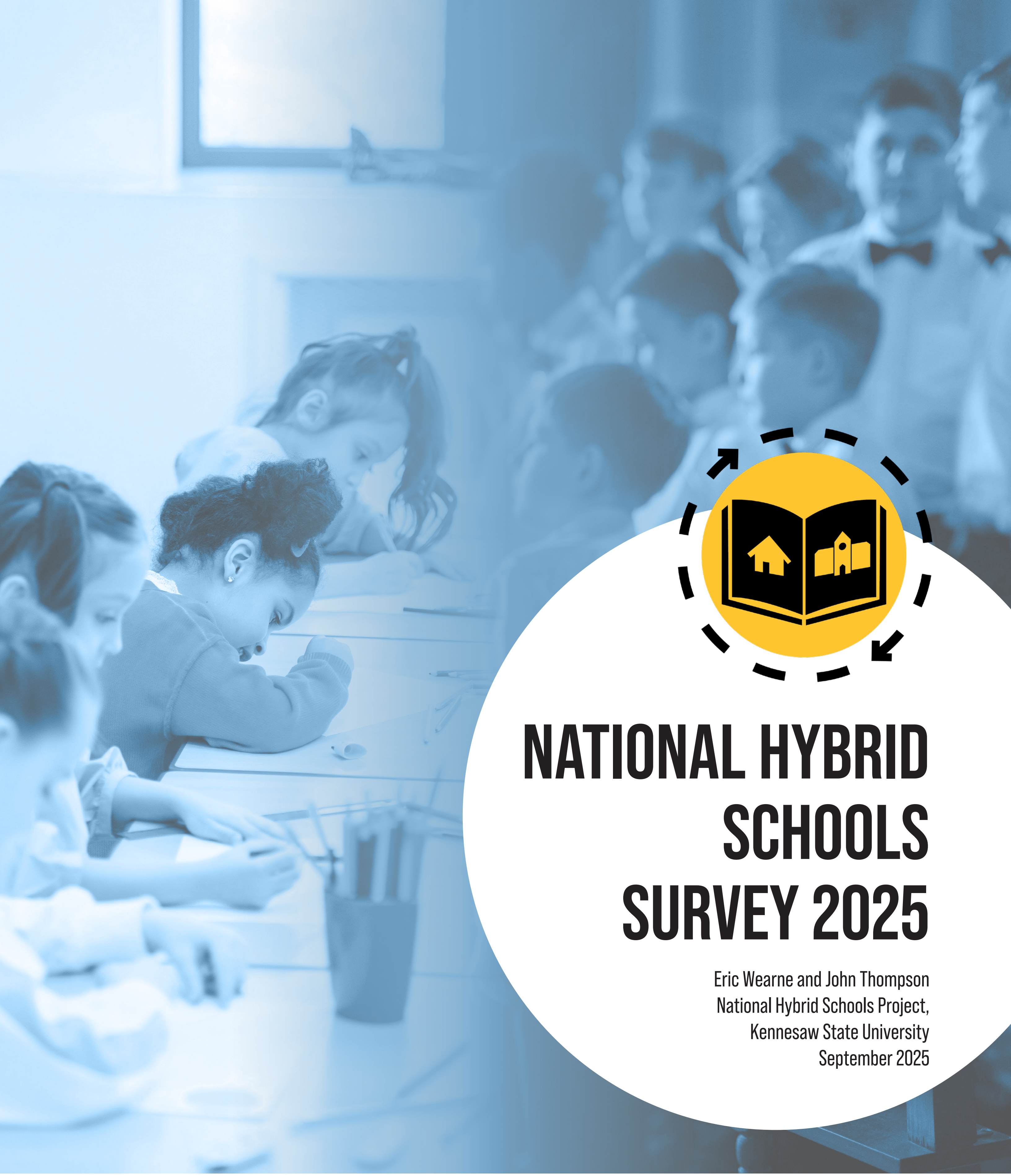

NATIONAL HYBRID SCHOOLS SURVEY 2025

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01 Introduction

Five years after the COVID-19 pandemic, hybrid schooling has not only endured but expanded into a durable feature of American education. Just as workplaces continue to wrestle with remote work and “return to office” policies, many families have embraced a similar rhythm, sending their children to school buildings only part of the week, while preserving significant learning time at home. What began as a response to disruption is increasingly a deliberate choice.

This report presents the results of the fourth annual National Hybrid Schools Survey, continuing our effort to systematically explore the growing and evolving sector of hybrid schools in the United States. With each successive year, we refine our understanding of the scale, diversity, and operational characteristics of these schools. In 2025, the results reflect both continuity and change. We still find a strong presence of religious schools, and also a notable expansion of alternative curricular models, and increasing experimentation with scheduling, particularly in high school grades.

The broad trend is that this sector has continued to grow since our first survey, and anecdotal feedback from school leaders points to stable or growing waitlists in many communities. Average enrollment in this year’s report is 197 students, lower than our 2024 survey number. However: we have identified many new schools, and nearly half of respondents to this year’s survey were new respondents. Among these new respondents, the average school size was 169.4, the median founding date was 2020, and approximately 10 percent of these new respondents were founded in 2024. Taken together, this suggests that this year’s respondent sample represents a newer, smaller segment of the hybrid school population. It also suggests that the momentum for hybrid schooling continues, though comparisons across years should be conducted with caution.

02 Defining Hybrid Schools

As in previous reports, we define "hybrid schools" as institutions that combine structured school programming with the flexibility of home education, and are arranged as formal institutions. Specifically:

1. Most or all of the curriculum is determined by the school, though parents may do varying amounts of instruction and grading; and

2. Students attend live classes fewer than five days per week in a physical building and are homeschooled the rest of the week.

This definition allows us to distinguish hybrid schools from conventional five-day programs and from more informal co-ops. These are formal institutions with distinct educational philosophies and governance structures, but which deliver instruction in ways that blend traditional schooling with at-home learning. Hybrid schools remain diverse in their governance models, affiliations, and instructional approaches, and are increasingly being shaped by state-level policy changes.

Were we to include all of the instances of homeschool co-ops, schools which offer only a la carte services, or schools that innovate in their use of time in any way, our list would be significantly larger. Narrowing the definition inevitably reduces our respondent pool, but it does so in ways that strengthen the analysis. In particular, keeping the focus on well-defined hybrid schools is useful in at least four respects:

Institutional Identity

Hybrid schools operate as schools: they design curriculum, organize instruction, and provide accountability. By contrast, co-ops and service providers function more as supplements to parent-directed homeschooling. Tracking them together would blur the line between informal support groups and formal educational institutions.

Policy Relevance

Hybrid schools engage with funding streams such as vouchers, tax credits, and education savings accounts, but unlike individual homeschoolers or co-ops, they operate as formal institutions that must set tuition, manage compliance, and often interact with state regulators. This means their relationship to public funding is more structured and visible: ESA dollars may fully or partially cover hybrid tuition, creating clearer policy levers and accountability questions. By contrast, homeschoolers and co-ops typically use ESAs in more individualized ways. Tracking hybrids separately allows policymakers and researchers to assess how choice programs are shaping schools as institutions, rather than families as consumers.

Civil Society Role

Hybrids represent durable "little platoons": small but structured institutions that families intentionally build to meet their needs. While homeschool co-ops also foster community, they tend to be more fluid, organized around particular seasons, subjects, or particular family networks, whereas hybrids typically develop lasting governance, identity, and continuity as schools.

Comparability Over Time

Consistent definitions allow us to track enrollment, tuition, and founding trends year-to-year. Including every part-time or supplemental arrangement would make longitudinal data less meaningful.

As full time homeschooling continues to grow across the country[1], and as more school districts test shorter school weeks[2], hybrid schools stand out as a distinct and durable sector. They are neither conventional schools with minor scheduling tweaks nor informal co-ops, but a new institutional form. By blending the flexibility of homeschooling with the structure of schooling, hybrid schools demonstrate how families and communities are deliberately reimagining education by building small, resilient institutions that meet local needs.

[1] https://education.jhu.edu/edpolicy/policy-research-initiatives/homeschool-hub/homeschool-growth-2023-2024/
[2] See: https://www.texastribune.org/blog/education/considering-the-four-day-school-week-pilot-it-and-evaluate-it/

03 Quick Facts for 2025

- **Average Enrollment** (2024-2025 school year): 197 students
  - K-8: 147 students
  - 9-12: 51 students
- **Mean Tuition:** $5,743
  - Median Tuition: $4,928
  - Range: $0 to $27,000
- **Most Common Attendance Models:**
  - K-5: 2.94 days/week
  - 6-8: 2.74 days/week
  - 9-12: 3.16 days/week
- **Curriculum Models:**
  - Alternative/Other: 47%
  - Classical: 29%
  - Regular/Comprehensive: 22%
  - Special Education and Montessori: 2%
- **Student Classification:**
  - Homeschoolers: 61%
  - Enrolled in school: 10%
  - Mixed/"Other": 29%

04 Survey Respondents

Location

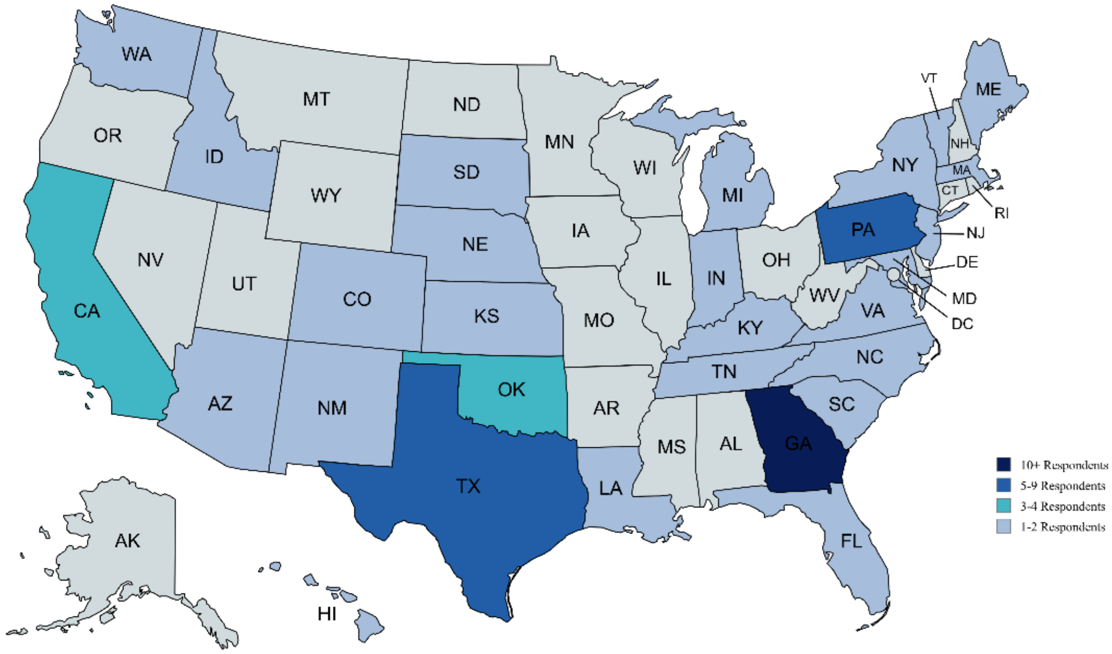

Figure 1. Number of survey respondents by state.

Hybrid schools are located in every state in the U.S., and 66 schools from 29 states responded to the 2025 survey, as noted above in Figure 1, with most of our respondents coming from Georgia and the rest of the South, Texas, Pennsylvania, and California. Our respondents this year, in addition to being smaller on average than in past years, were also much more suburban, as shown in Figure 2 on the next page.

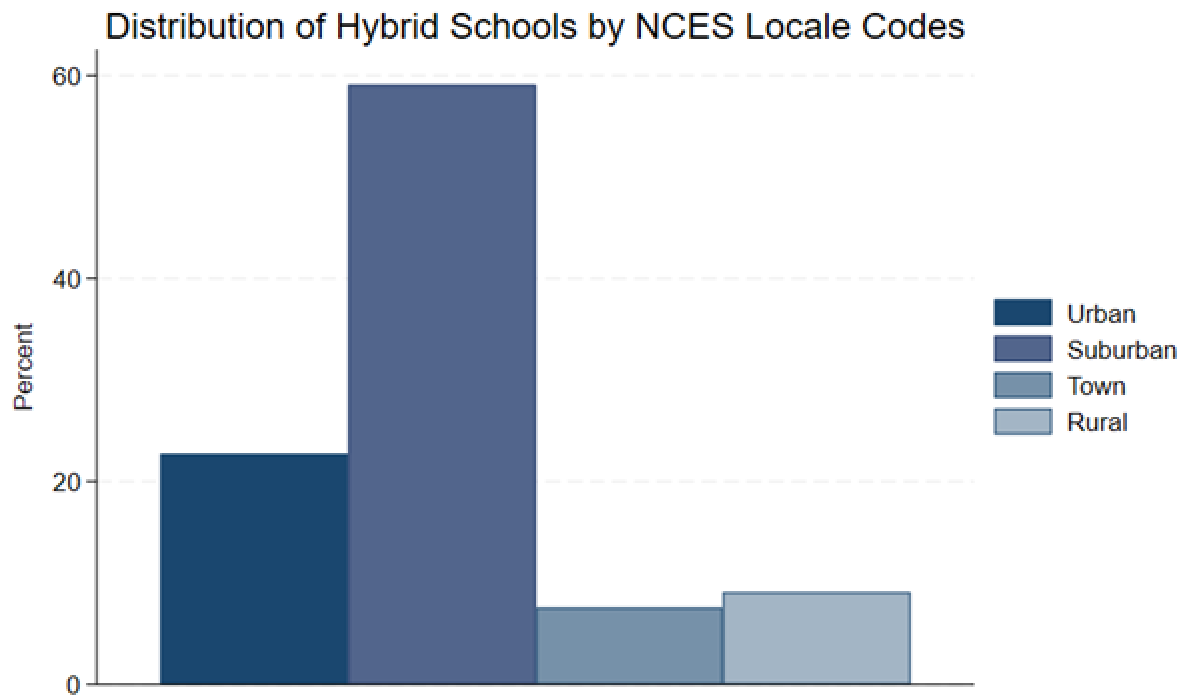

Figure 2. Hybrid school distribution by National Center for Education Statistics (NCES) code.

05 Trends Over Time

Enrollment

From 2018 through 2024, average enrollment rose steadily, from 152 to 263 students. In 2025, we see a dip to 197 students per school. However, this figure still represents growth over 2018 levels. The modest downturn likely reflects a greater number of small schools entering the sample. Rather than indicating stagnation, this may point to diffusion: newer schools may be serving more local or niche populations, contributing to a wider and more diverse sector. Large hybrid schools exist, but the field may be leaning toward settling on a somewhat smaller school size after some years of rapid growth.

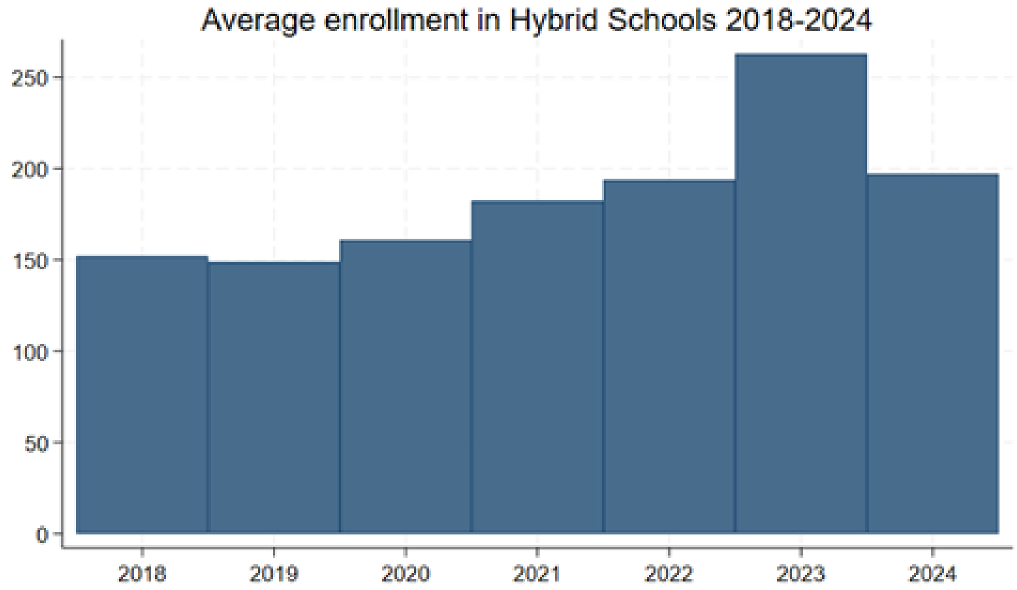

Figure 3. Average enrollment in hybrid schools, 2018-2025.

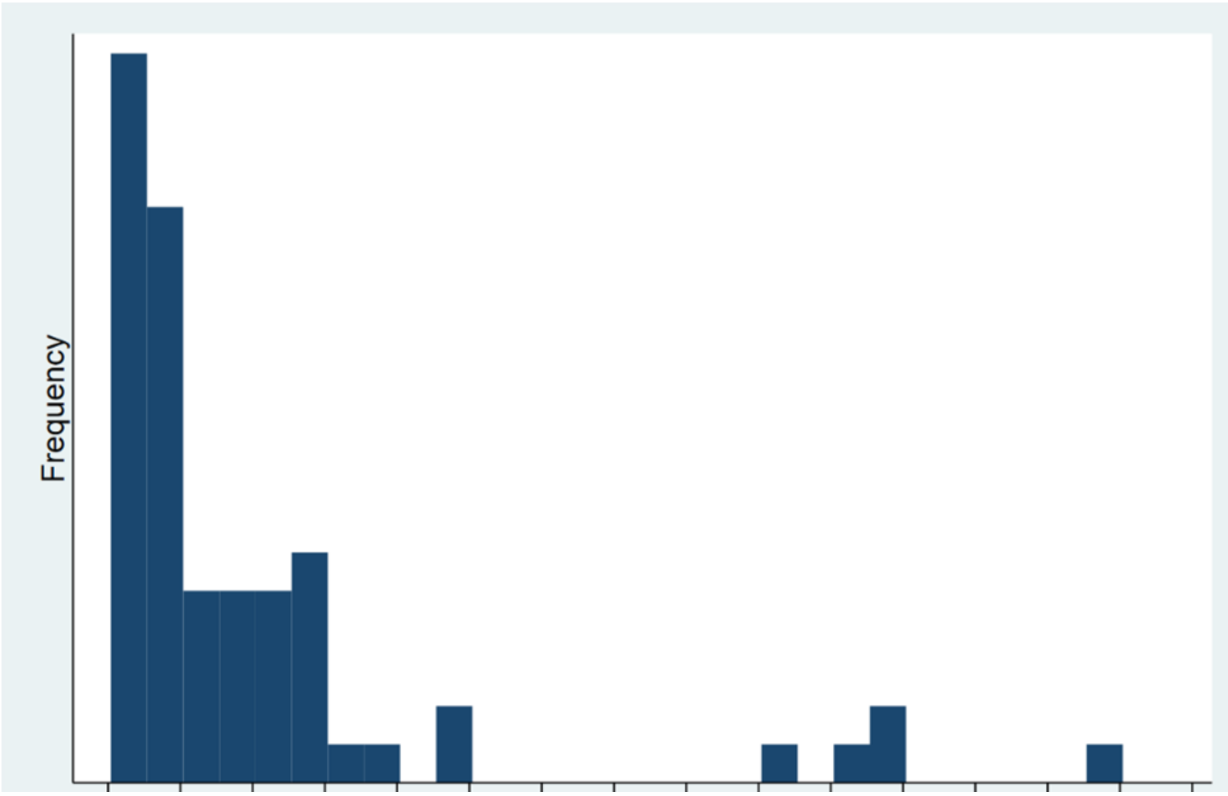

Figure 4. Frequency of responding hybrid schools, by enrollment, 2025.

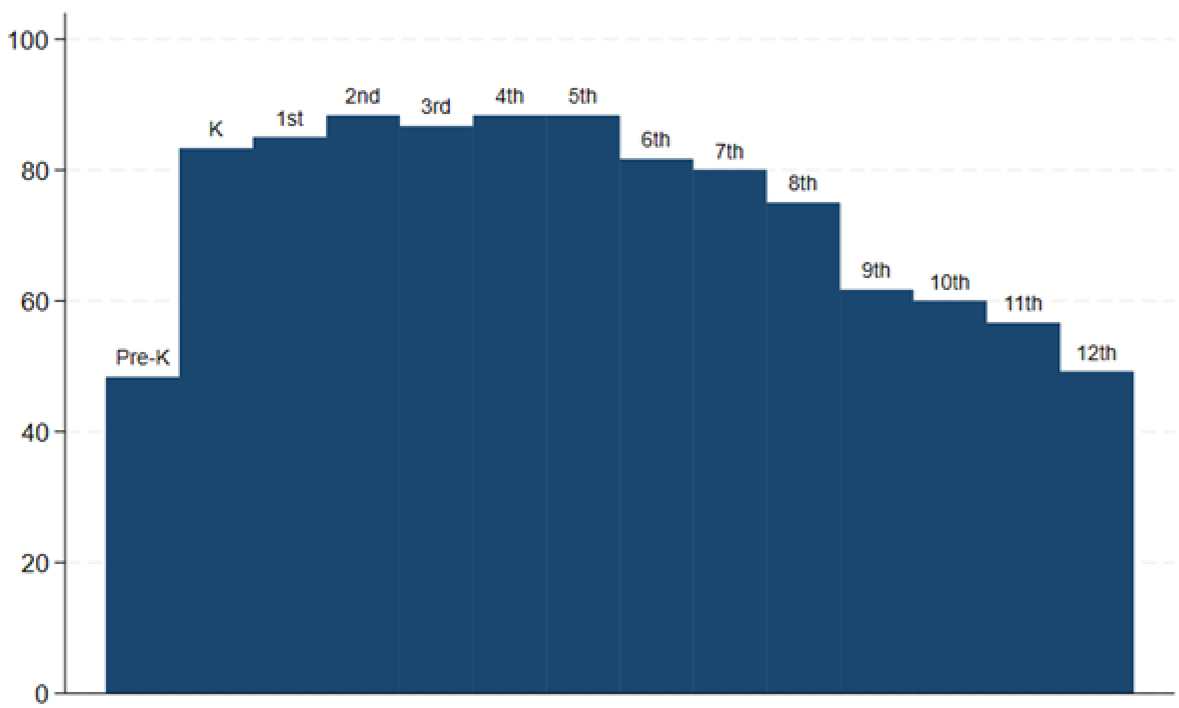

Figure 5. Frequency of grades served by hybrid schools, 2025.

Founding Dates

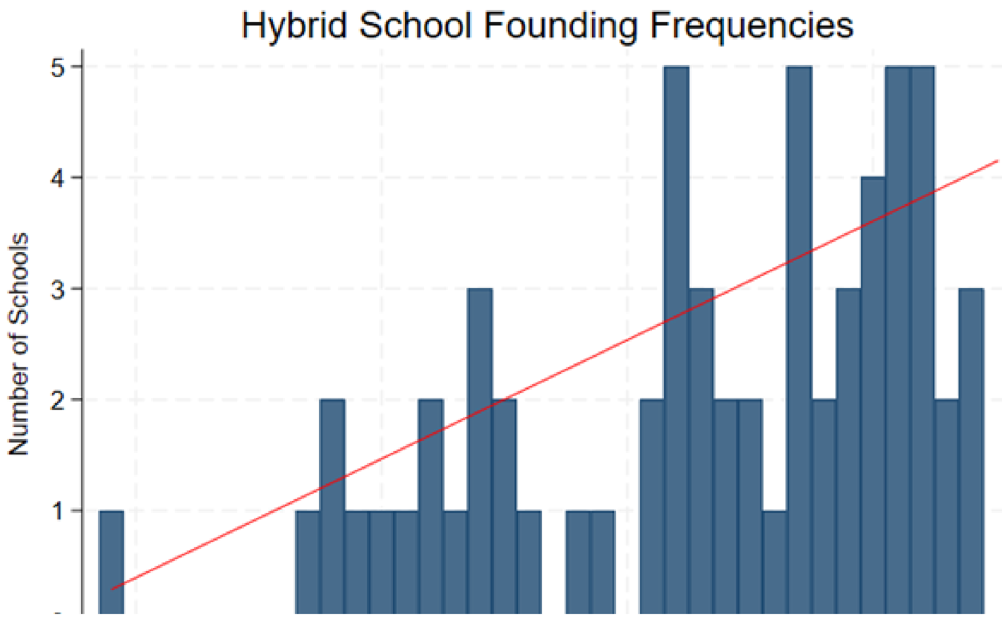

Figure 6. Founding dates of responding hybrid schools.

More than 24% of responding schools were founded after 2020, underscoring the post-pandemic acceleration of hybrid school creation. Hybrid schools have existed for decades (the mean founding date falls in 2013). But the acceleration that happened as a response to school closures may have matured into a long-term shift in how some families think about their educational options.

For schools responding to our survey for the first time, the average founding date was 2016, 50% were founded afer 2020, and 10% were newly opened in 2024. The continuing emergence of new schools, often outside traditional regulatory categories, suggests that hybrid models are no longer a fringe phenomenon. They are becoming embedded in local education ecosystems and the concept is becoming more popular to families and founders.

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06 Operations

Tuition

Tuition continues to rise, from an average of $4,158 in 2022 to $5,743 in 2025. This increase likely reflects several factors: rising costs across the education sector (as elsewhere), demand outpacing supply, and a growing number of specialized or high-service hybrid models. Importantly, the median tuition remains under $5,000, keeping these schools within reach for many middle-income families. (The median tuition in this survey is $4,927, the 25th percentile is $3,630 and the 75th percentile is $6,570). In light of new education savings account (ESA) programs passed in 2025, this price point becomes especially significant. In several states, the average ESA award now meets or exceeds the typical hybrid school tuition, suggesting that more families may soon have access to hybrid models without bearing full out-of-pocket costs.

Table 1: Hybrid School Tuition

Mean	Median	Min	Max
5,742.78	4,927.50	0	27,000

Table 1. Distribution of tuition levels among hybrid schools, 2025. The mean and median only include schools who actually charge tuition. This excludes charter or other private hybrid schools, who do not charge out of pocket tuition.

Curriculum Models

Curriculum Model	Frequency	Avg. Student Enrollment
Regular/Comprehensive	11	407.5
Montessori	1	63
Classical	15	59
Alternative/Other	24	129.9
Special Education	2	93.9

Table 2: Hybrid School Curriculum Models

Table 2. Curriculum models and average enrollment, 2025.

While classical education has been the most common curriculum in other surveys, this year it was overtaken by alternative or eclectic approaches. These "Alternative/Other" schools now represent the largest share in the sample and tend to serve more students on average than Classical schools do. Regular/Comprehensive schools (those offering a general curriculum similar to traditional schools) are fewer in number but typically enroll more students, suggesting broader appeal or more institutional infrastructure.

Religious Affiliation

Though the majority of schools still identify with some form of Christian affiliation, the share of non-religious hybrid schools continues to grow. Texas remains a center for nondenominational Christian hybrids, while Georgia shows more denominational diversity. Outside these two states, the national trend continues toward a larger secular share of the hybrid school landscape, especially as charter and public school programs adopt hybrid structures.

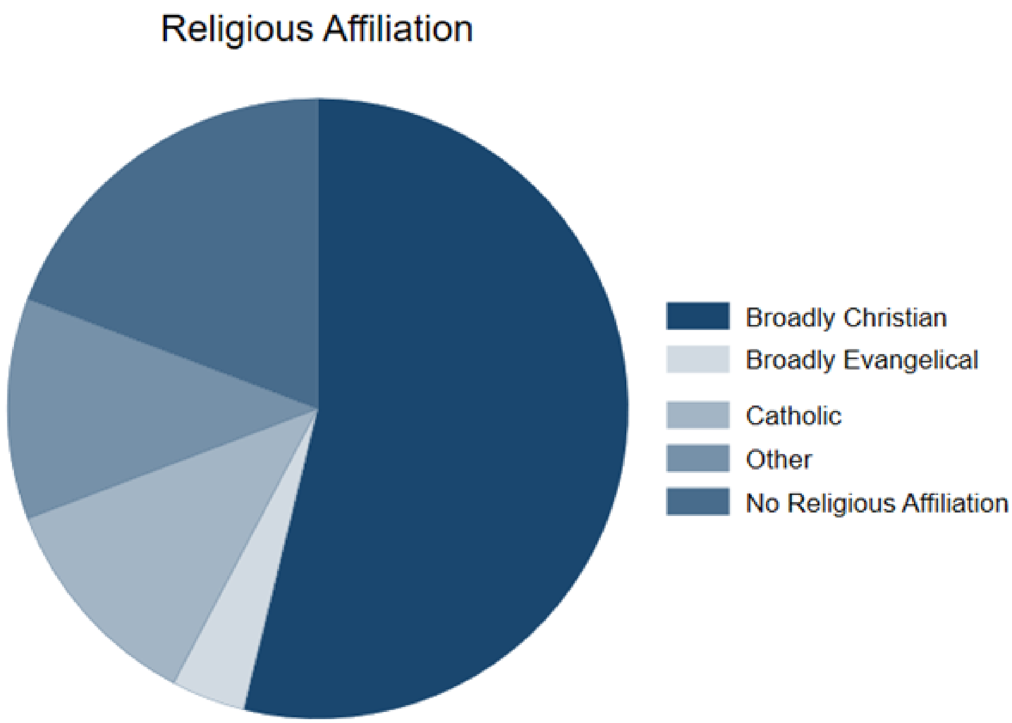

Figure 7a. Religious affiliation: All respondents.

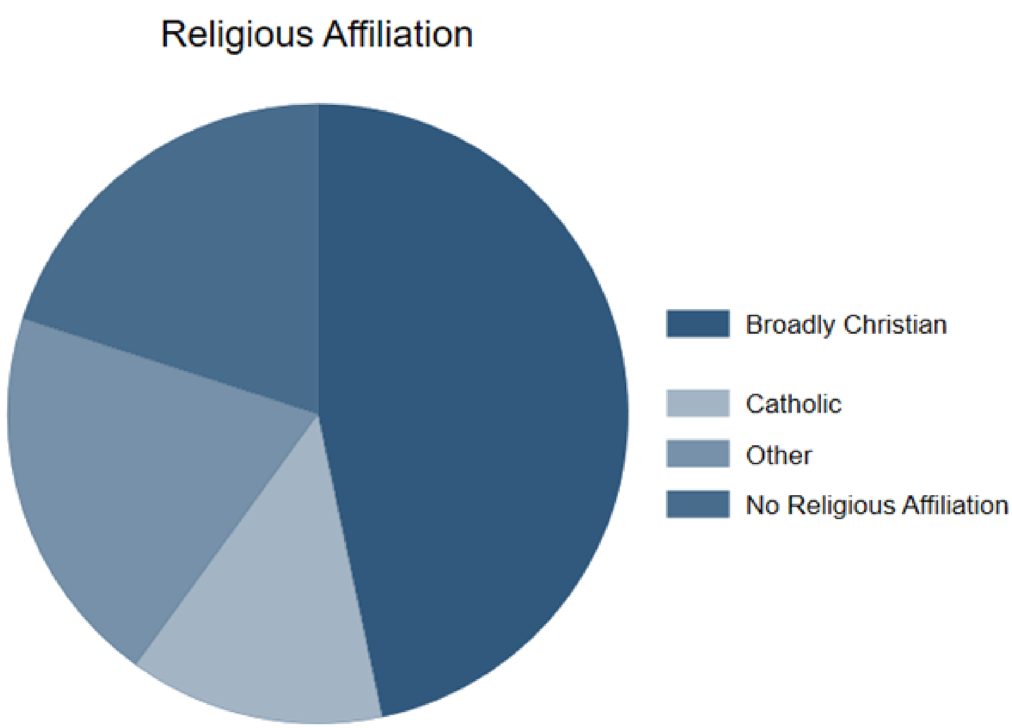

Figure 7b. Religious affiliation: Georgia respondents.

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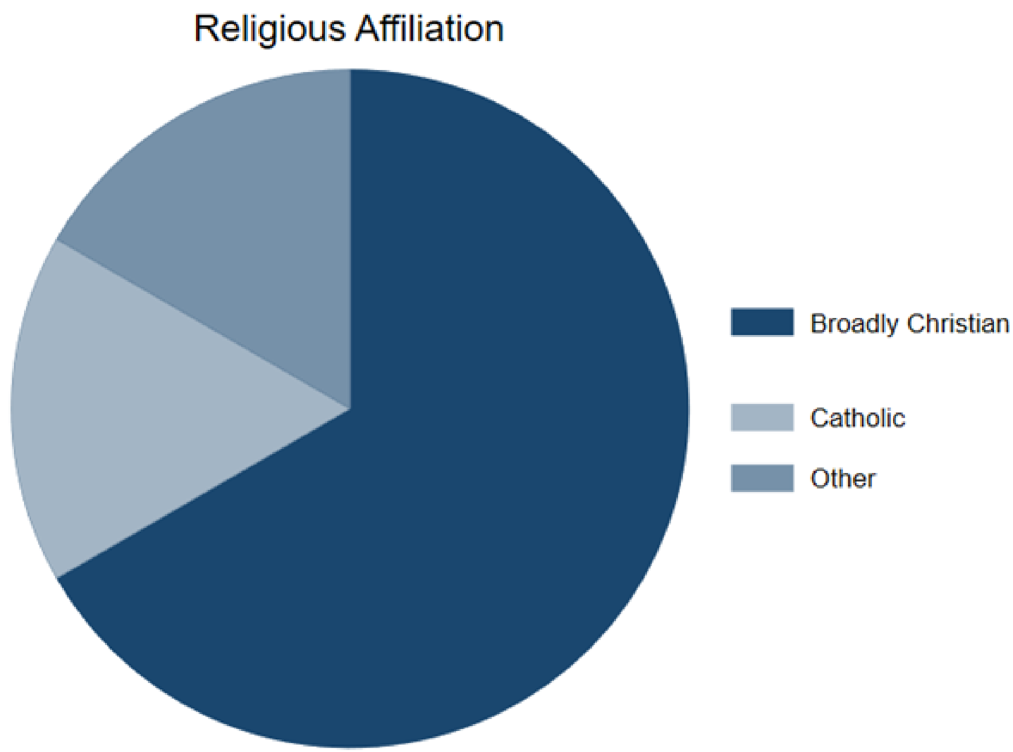

Figure 7c. Religious affiliation: Texas respondents.

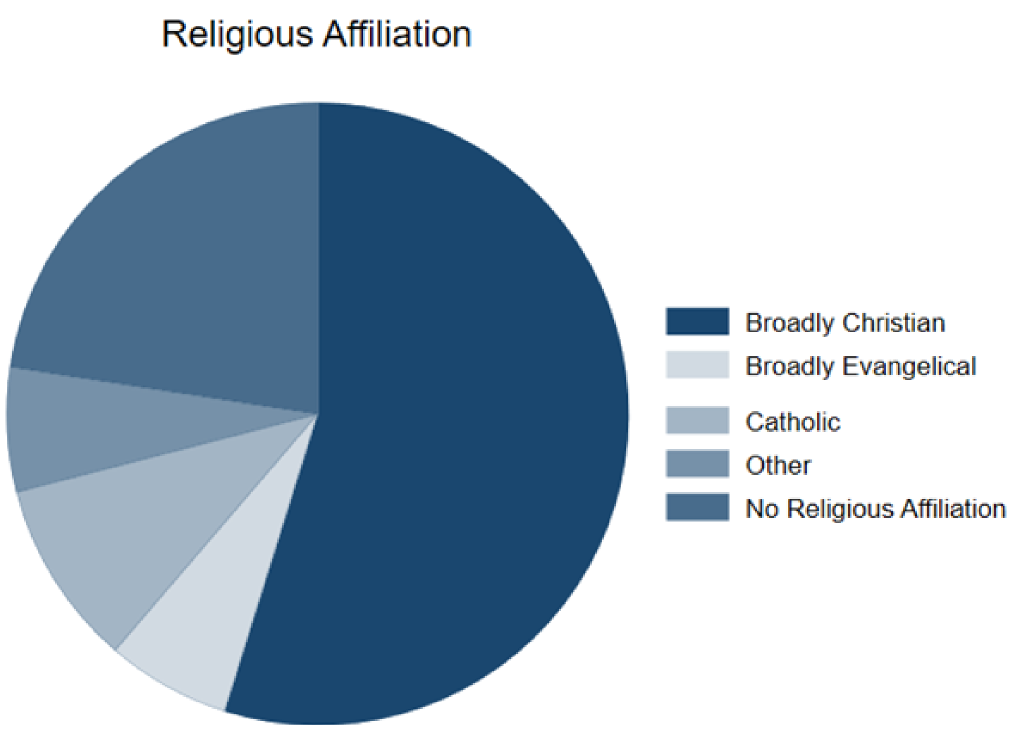

Figure 7d. Religious affiliation: All other states.

Attendance Models

The two-day per week schedule remains the most common across grade levels, particularly in elementary grades. In middle and high school, there is more variation, with three-day and even four-day models becoming more common (though some of those days may also be part-time). High schools in particular are showing signs of innovation in attendance scheduling, including rotating formats. The flexibility of the model appears to scale well into higher grades, but in more diverse and differentiated forms as students get older.

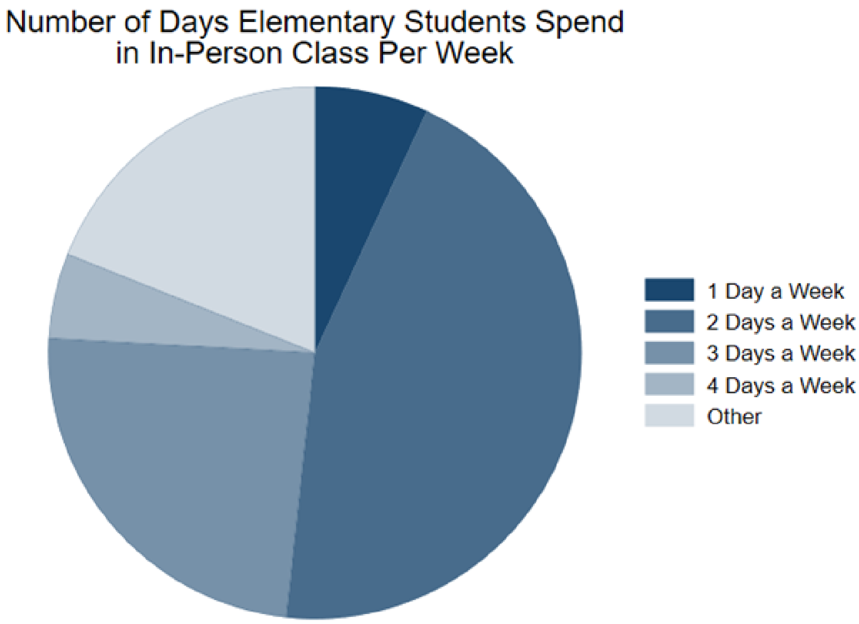

Figure 8a. Days per week of in-person attendance: Elementary

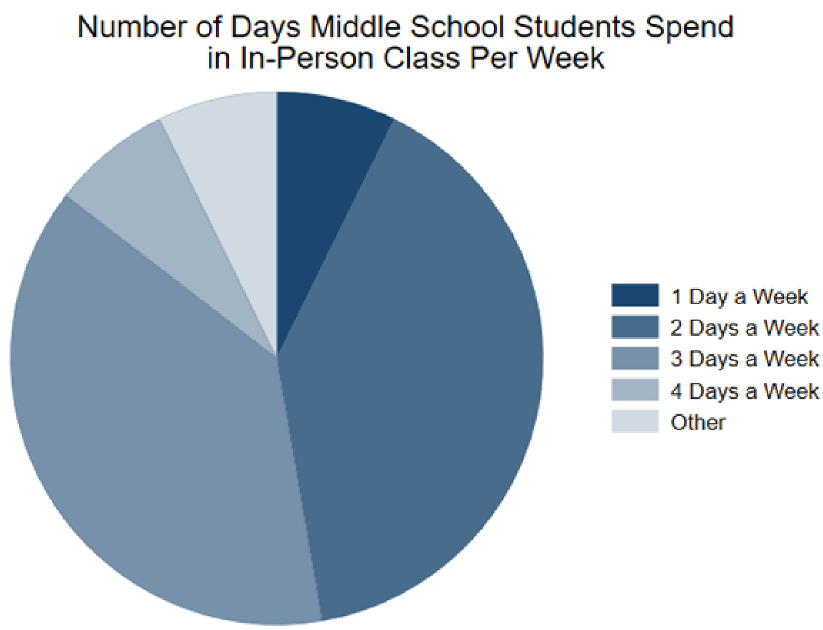

Figure 8b. Days per week of in-person attendance: Middle school.

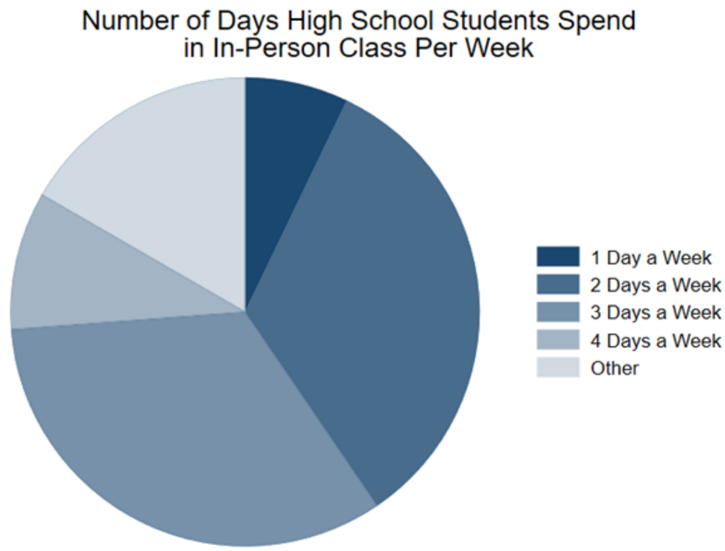

Figure 8c. Days per week of in-person attendance: High school.

Student Classification

As in past years, a majority of hybrid students are officially classified as homeschoolers, even when attending an organized program. This has implications for policy, accountability, and access to services. Importantly, recent developments in state homeschool laws are likely to affect how hybrid schools organize themselves and how students are categorized, especially in response to growing ESA participation. Some states have tightened regulations to distinguish between full-time homeschoolers and those attending hybrid programs; others have expanded recognition of hybrid formats under private school statutes. The ongoing evolution of homeschool law will be an important focus for future reports.

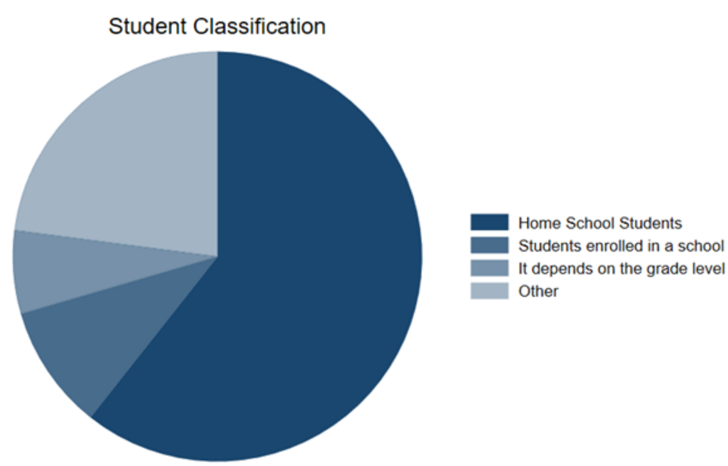

Figure 9. Student classification by school: Homeschool, private, or other. Here, "Other" was an option that many respondents selected. However, the typical response was with an answer that was consistent with "it depends on the grade level," mostly with the change in status occurring at the 8th/9th grade threshold and at that point moving from being homeschooled to being enrolled in a school (primarily in Georgia, Oklahoma, California, and Colorado).

07 Looking Ahead

Hybrid schools represent a meeting point of policy innovation, community demand, and pedagogical experimentation. They are increasingly viewed not only as alternatives to traditional schooling, but as legitimate, sustainable institutions with the capacity to serve diverse learners. What was once a response to crisis is now a path to long-term educational redesign.

In the next phase of our work, we will continue tracking and exploring:

- Growth in public and charter hybrid models
- Expansion into rural and urban communities
- Access to and utilization of school choice funding
- Regulation and classification across states
- Family satisfaction and student outcomes
- Hybrid schools' adoption of AI
- Operational issues associated with new vs older hybrid schools

Given the lower average enrollment numbers this year, which likely represent a different group of responding schools than in the past, we may be seeing a plateauing in capacity, especially in areas where demand for hybrid models has outpaced growth. The hybrid schooling model has clearly moved from the margins to a recognized, if still loosely defined, sector of American education. As new state-level policies expand access to education savings accounts and formalize hybrid-friendly homeschool regulations, we expect even more families to consider these models.