

NATIONAL HYBRID SCHOOLS SURVEY 2022

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Hybrid School growth seems to be concentrated in suburban areas, but is still present in urban and rural locales

The average Hybrid School enrolls approximately 227 students, with the majority of this enrollment being concentrated in Kindergarten through 5th grade

The majority of hybrid schools identify themselves as being religiously affiliated, with 83% of respondents indicating a religious affiliation.

Most hybrid schools employ a fairly low number of teachers, and rely primarily on part-time staff; 50% of respondents reported employing 19 or fewer teachers, and 79% of respondents reported having no full time teachers.

The average annual tuition for a Hybrid School is \$4,158.

As full-time homeschoolers are difficult to sample for research purposes⁵, hybrid schools as a category also pose problems for research attempting gain a clear picture of the landscape. Hybrid schools which fully consider themselves to be private schools might possibly show up in a dataset like the National Center for Education Statistics' (NCES) Private School Universe Survey.⁶ But not nearly all hybrid schools classify themselves this way, as will be discussed below. Hybrid schools which consider their students to be collections of homeschoolers may have some of their families appear in the National Household Education Survey⁷, and some recent research has had some success locating hybrid schoolers using this dataset⁸. Neither of these, however, would provide a full picture of hybrid schools around the country. To complicate matters further, some hybrid schools are organized as charter schools⁹. These might possibly appear in the NCES Common Core of Data¹⁰. Yet more hybrid schools are set up as programs within existing private or public schools, in which case they would likely not show up clearly in any existing large-scale dataset. Even when these schools show up in existing datasets, they likely have no clear marker to identify themselves specifically as hybrid schools. , Creating a dataset focused on these schools, then, becomes an ongoing effort of communication with hybrid schools

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⁷ NCES c

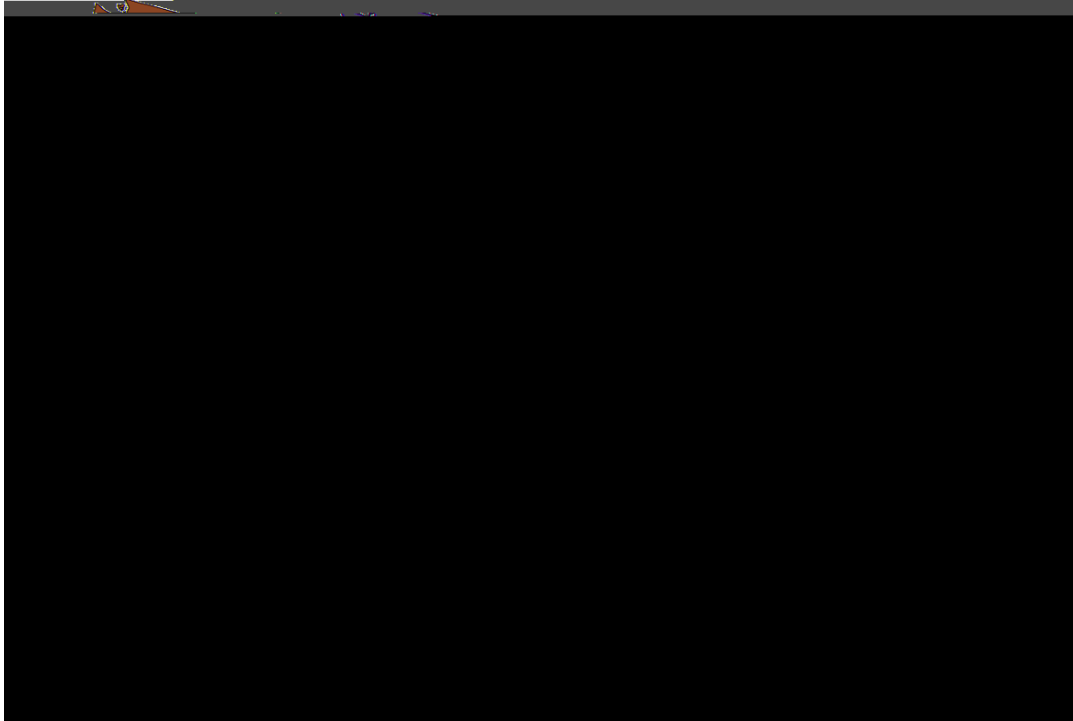
⁸ NCES b

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and school networks to find peer/member schools, online research, and fieldwork to find and curate the universe of schools. This project is an attempt to locate hybrid schools, within the parameters described above, and to report on data they provide back to us as a defined group.

05 Locations by State

Figure 1: Hybrid School Distribution



Notes:

- a Hybrid school distribution based on school identified by each of the National Hybrid School Project at Kennebec State University
- b State colored green contains school which responded to the Hybrid School Survey
- c State colored Blue contains school which identified by each but who did not respond to the Hybrid School Survey

The states depicted in green are states from which we received responses to our survey. The states in blue also received the survey but no schools from those states responded. There may be hybrid schools in unmarked states; we had not yet located them by the time of the survey. The bulk of our responses came from the South, through Texas. 17 of our responses came from within Georgia (in which we are located), and another 12 came from the state of Texas. The other 44 schools represent the rest of the country. There does appear to be some difference among these groups. Texas, for example, seems to have larger schools compared to Georgia and to the rest of the nation, and a higher share of those schools tend to be nondenominational Christian schools (rather than Catholic, some other denomination, or nonreligious, for example).

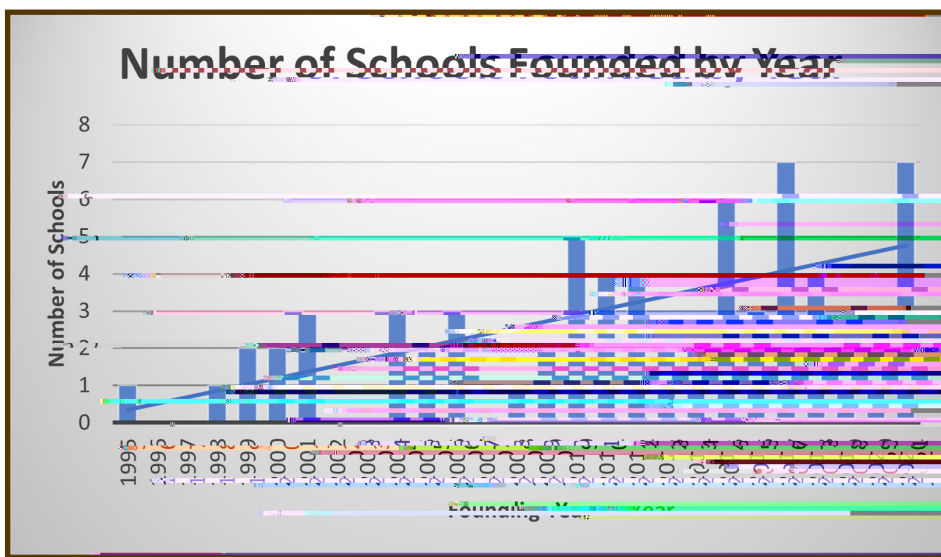
Hybrid schools seem to be a mostly suburban/urban phenomenon. Based on National Center for Education Statistics (NCES) definitions, nearly 50 percent of responding schools were located in suburban areas, with just over 30 percent in urban areas, and just under 20

07 Characteristics

7.1 School Ages

Founding dates for respondents range from 1995 all the way through 2021. The mean start year for schools is 2012. A noticeable trend of accelerating school openings is apparent - over the last decade or so, interest in starting these schools appears to be growing.

Figure 3: Hybrid School Founding Frequencies



Notes

- a This graphic is generated from a sample of responses and produced by aging in which each response to the question 'In what academic year did your school begin operation,'
- b The end line in the above graphic represents a line of best fit for the age number of hybrid schools which opened per year from the period of 1995 to 2021.



7.2 Enrollments

Table 1: Hybrid School Enrollments by

	Overall	K-5	6-8	9-12
Mean	226.6	99.4	47.5	47.4
Min	7	0	0	0
Max	1960	929	578	430

The K-5, 6-8, and 9-12 categories do not fully encompass the span of grades contained in the Overall category, exclude students enrolled in Pre-K classes. Pre-K students are included in the Overall column.

The minimum number of students enrolled in the non Overall category is 0 because not all hybrid schools enroll students from all grades.

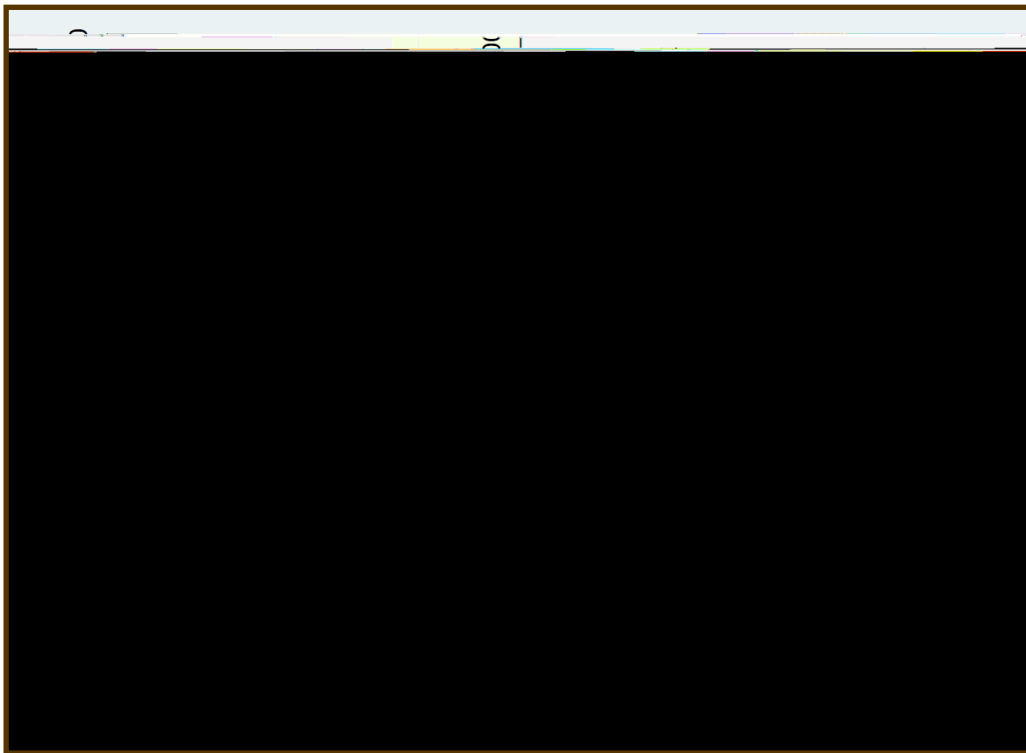
Enrollments at these schools averaged 226.6 across all grades, with a low of 7 and a high of 1,960. Enrollments in Kindergarten through 5th grade averaged approximately 99.4 with a low of 0 and a high of 929, while enrollments in 6th through 8th grade averaged around 47.5 with a low of 0 and a high of 578, and 9th through 12th grade enrollments averaged around 47.4, with a low of 0 and a high of 430.

Note that many schools are K-5 or K-8. Most of the K-5 schools actually serve K-8 (7 are K-5 only, whereas 55 are K-8)

7.3 Tuition

Tuitions also vary quite a bit, from a low of \$500 to a high of \$8,500 with an average annual tuition of \$4,158. (These data include only schools which actually charge tuition; some respondents to this survey are charter schools or public school programs, which do not charge families tuition). Within schools, tuition amounts can vary as well, with schools typically charging the least for elementary grades, then more for middle grades and more for high school. Many of the schools offer a la carte services, and many also offer discounts for additional siblings attending the school.

Figure 4: Hybrid School Average Tuition by State



Notes:

- a This figure is generated from a sample of responses and projected based on the data in each state's response to the question. What is the average tuition?
- b The following states only have a single response to the above question: Alaska, Washington DC, Florida, Idaho, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Montana, Pennsylvania, Utah, Virginia, Washington, Wisconsin.

8.3 Curriculum Model

Most hybrid schools who define their curriculum as classical, with around 47% of schools responding to our survey indicating this. A Regular/Comprehensive curriculum was the next most popular, with around 30% of respondents selecting this option, while approximately 21% of schools indicated that their curriculum was best defined as Alternative/Other. In the Regular/Comprehensive curriculum model schools, student enrollment was the highest, average around 328 students per school, whereas average student enrollment in Classical curriculum schools (the largest category of schools) was only around 152 students per school.

Figure 7: Hybrid School Religious Affiliations

(a) Hybrid School Religious Affiliation - Georgia

(b) Hybrid School Religious Affiliation - Texas

(c) Hybrid School Religious Affiliation - Excluding Texas and Georgia

(d) Hybrid School Religious Affiliation - Overall

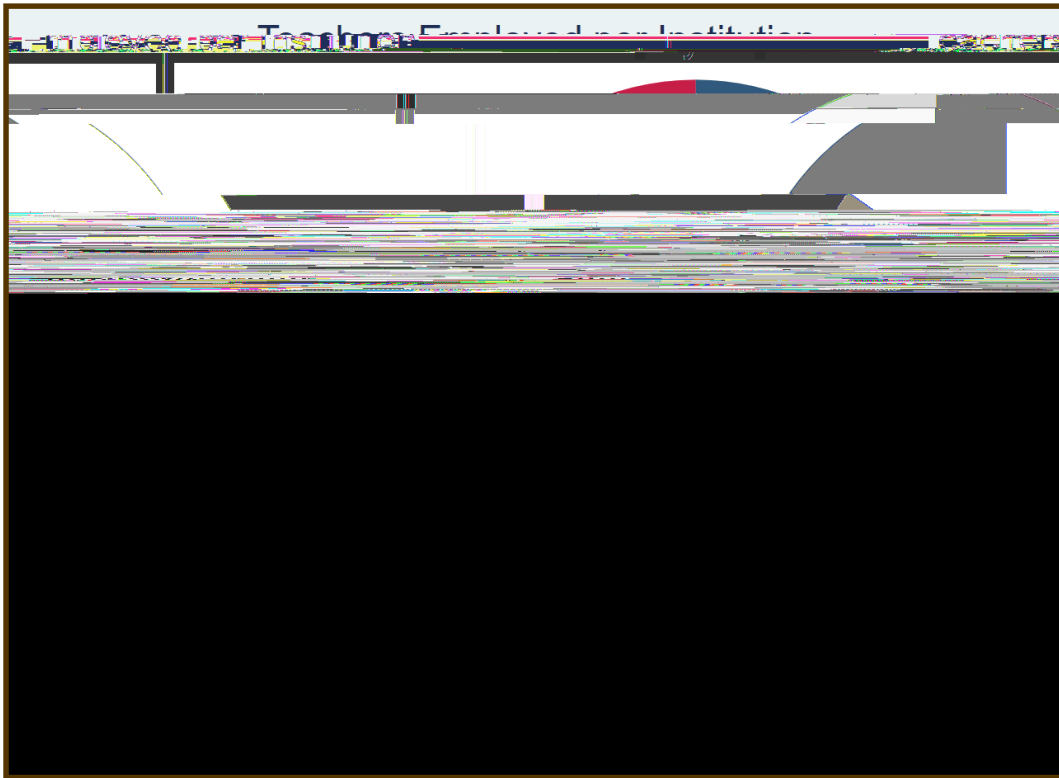
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9.1 Number of Teachers

Just over half of the schools reported having 23 or fewer teachers, with over one quarter having 11 or fewer. These teachers tend to be very part time: schools reported an average of 2.2 full time teachers, and 79 percent of schools reported having 0 full time teachers (only 4 percent reported having more than 10 full time teachers). These results align with previous research on hybrid schools¹², and are one important reason why hybrid schools' tuitions can be low compared to other private options: because relatively few of their teachers are full time or earn benefits (retirement contributions from the schools or health insurance, for example), their personnel costs are lower than many nearby conventional schools.

Figure 8: Hybrid School Teacher Employment



Notes:

- a. This figure is generated from a sample of 100 schools in the region. However, not all schools report both full time and part time teacher employment. We note that 79% of schools report having 0 full time teachers.

Most elementary schools hold physical classes two days per week. In middle and high school, the schools tend to shift to more days of in-person instruction. Respondents who selected Other, gave additional information including:

- ◆ Their school offers Mon/Wed and Tues/Thurs session, so is typically open 4 days, but students do not attend all of those days;
- ◆ Their school is a hybrid but either offers some a la carte classes or is part of a larger conventional school;
- ◆ They noted that their weekly schedule varies by grade or by program in some other way;
- ◆ They had some additional program, such as an online component.

Figure 11: Hybrid School Days per Year that Students Attend Classes

Notes:

- a This figure is generated from the response to the question: How many days did you attend school in a school year? (include BOTH home and campus days)

11.1 A Affiliations and Accreditations

Notes:

- a This graphic is aggregated from the responses of the question. To which of the following accreditation organizations does your school belong?
- b ACCS The Association of Classical Christian Schools
- c ACSI The Association of Christian Schools International
- d UMSI Universal Model School International
- e Other Response: Other categories included None, NAUMS, National Association of Universal Model Schools, GAC, Georgia Accrediting Commission, and Association of Christian Schools International.
- f Multiple Indicate that a school elected multiple affiliations in response to the above question.

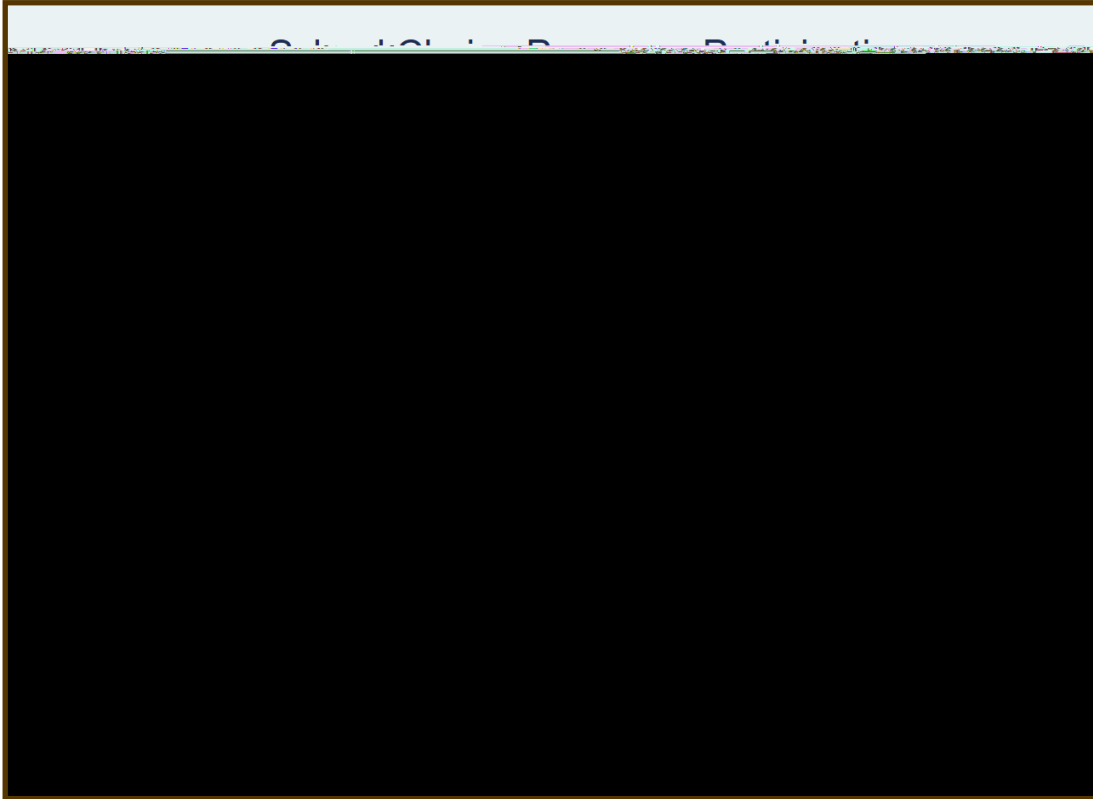
Hybrid schools span the spectrum of being affiliated with various bodies, ranging from no affiliations, with around 39 percent of schools responding as having no affiliations with any of these groups, to affiliations with a variety of groups, with 27 percent indicated membership in UMSI, 4 percent in ACCS, around 4 percent in ACSI, 1 percent in Artios Academy, 1 percent in

11.2 Tests Offered

While a large percentage (approximately 40 percent) of responding hybrid schools offered

11.3 Participation in School Choice Programs

Figure 15: Hybrid School School Choice Program Participation



Note

- a. This graphic is generated from the response of the question: Do you or your school participate in any state or local level school choice program?
- b. The bars represent the percentage of schools within each state that responded and have participated in the respective school choice program.
- c. The following states only had a single school that responded to the above question: Alaska, Washington, DC, Florida, Idaho, Maine, Maryland, Mississippi, Montana, Pennsylvania, Utah, Washington, and Wisconsin.

Less than half of survey participants indicated that they participate in any state or local level school choice programs, with around 2% of schools who responded making use of Education Savings Accounts, around 17% using Tuition Tax Credits, around 2% using both Education Savings Accounts and Tuition Tax Credits, and around 23% using some other form of school choice programs. Around 34% of respondents indicated that no school choice programs existed within their state, while around 13% were aware of state-level school choice programs, but did not participate in them. Around 9% of respondents identified themselves as Public Schools.

