



# AMERICAN MICROSCHOOLS: A SECTOR ANALYSIS

## MAY 2025

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## EXECUTIVE SUMMARY

What are the defining trends and characteristics of today's microschooling movement?

This report, the most comprehensive analysis of U.S. microschools published to date, examines this highly diversified, growing sector, considering important educational and operational features as reported by 800 microschools, both currently-operating and prelaunch, located in all fifty states and the District of Columbia.

Microschools are innovative small learning environments, which have generally been established outside of traditional public education systems. The families they serve value them for different reasons, especially because their small size and flexibility allow them to offer unique solutions not currently offered in most communities, and to be created and operated around the specific needs of the individual children they serve.

These widely varied models, with distinct missions and focuses, have different ways of measuring impact aligned with these priorities that are described in this analysis, along with relevant details about the founders, leaders and families driving today's microschooling movement.

Among the 2025 findings:

- 74 percent of microschools have annual tuition and fees at or below \$10,000, with 65 percent offering sliding scale tuition and discounts;
- Among microschools that track academic growth data of students over time, 81 percent reported between 1 and 2 years of academic gains during one school year;
- Children receive letter grades in just 29 percent of microschools, while observation-based reporting, portfolios, and tracking mastery are the most prevalent methods of tracking impact;
- The most important student outcomes for currently-operating microschools are growth in nonacademic learning, children's happiness in their microschool, skills perceived as needed for future, and academic growth.

Details follow.



# NATIONAL MICROSCHOOLING CENTER

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# INTRODUCTION

Today's microschooling sector can be accurately described in many ways. Yet one thing that it decidedly is not is quite like anything else in American education.

This report is intended to help build understanding of one of the most dynamic, and exciting, education movements in a generation.

It is comprised of four sections, each telling the story of a different crucial element of the microschooling movement: Founders and Leaders, The Families, Currently Operating Microschools, and Prelaunch Microschools.

## About America's Microschooling Sector

No two microschools, or microschooling ecosystems, are quite the same. They are created, grow, and evolve differently in response to two main drivers: local educational need and demand within their community and the statutory and regulatory frameworks in the states where they operate.

Three important sets of conditions determined by state frameworks are requirements to operate as a nonpublic school, requirements for homeschooling, and the presence and details of state school choice programs which may allow families to access program dollars to pay for tuition at a microschool.

Depending on these factors and the flexibilities they allow, microschool founders may choose to open to serve children as a private school, a learning center serving families who adhere to their state's homeschooling requirements, in a growing amount of states that recognize microschools or learning pods as a structure, and in some cases as a public charter school or even a public school operated by a centralized school district.

Microschools can be operated independently, as part of an affiliated microschool network, or as a partnership between a host partner, responsible for providing defined resources, and a technical partner who is responsible for operations and education.

How large is the microschooling sector? Because this highly localized, distributed sector is not constructed in accordance with the sort of legal definitions rampant throughout American public education (the federal Every Student Succeeds Act contains hundreds of statutory definitions with many more contained within virtually every piece of federal or state education legislation), researchers find it complicated to measure and count.

A 2024 research report by the RAND Corporation\* noted, "Although it is difficult to get accurate counts on microschool enrollment, estimates are that between 750,000 and 2.1 million students currently use microschools as their main schooling provider."

\*Ohls, Sarah, Covelli, Lauren, and Schweig, Jonathan. Microschools as an Emerging Education Model, RAND, March 20, 2025, available online at: [https://www.rand.org/pubs/research\\_reports/RRA3698-1.html](https://www.rand.org/pubs/research_reports/RRA3698-1.html)

# National Microschooling Center

The National Microschooling Center is the country's preeminent nonprofit resource hub and movement-builder dedicated to the health and growth of the microschooling movement. Since 2022, with headquarters in Las Vegas, the Center has worked to support a thriving, diversified microschooling sector that lives up to its transformative potential. It offers dedicated programs of supports and trainings for microschool leaders. Member microschools engage in movement-building and capacity-building activities, learn to navigate operating frameworks, sharing access to professional growth opportunities, dedicated workshops, and popular learning tools.

## Methodology

This new, original analysis by the National Microschooling Center examines 800 microschools (currently-operating and prelaunch) representing all 50 states and the District of Columbia. All responses were collected through either online questionnaires or interviews by the Center's research team. Responses were collected between October 10, 2024 and January 31, 2025.

## What's New in This 2025 Report?

This 2025 American Microschools Sector Analysis is the most comprehensive study of microschools published to date. The 800 microschools from every state comprise the largest sample size for a report of this depth of information. Many of the substantive data points it contains about microschools were studied in the 2024 Sector Analysis report. Among the new topics discussed include the financial data about microschools (tuition, salary and expenditure categories), outcome priorities for student performance, and staffing information.

## PART I: THE FOUNDERS & LEADERS

Microschool founders, while frequently described as entrepreneurs, arrive to their roles as their movement's local leaders compelled by a wide range of motivations for creating a solution for their communities. Today, more bring experience as traditional, licensed educators than any other professional background, while their commitments to understanding and supporting the needs of the children and families in their communities has led to their creation of a highly diversified pluralism of unique models.



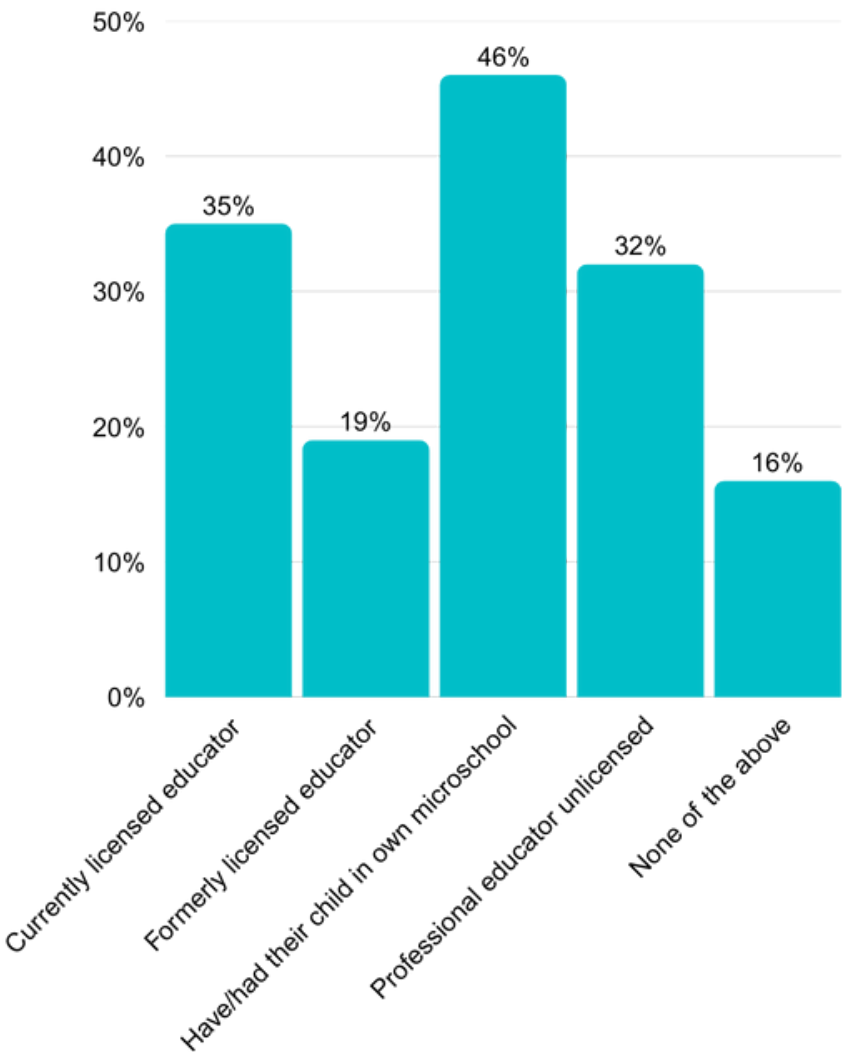
# Founders' Professional Backgrounds

Most currently-operating microschools are led by experienced educators: 35 percent are currently licensed teachers or administrators, 19 percent are formerly licensed, and 32 percent have experience as professional educators who have not held public teaching licenses (such as Montessori). Meanwhile, 46 percent of founders have or had a child enrolled in their microschool (survey asked for all responses that apply).

Prelaunch microschool founders are even more likely than currently-operating founders to have experience as an educator to draw on: 48 percent are currently licensed educators, 20 percent are currently classroom teachers or administrators, and 25 percent have experience as an educator without a public school teaching license. Parents of children they hope to enroll in their microschool constitute 24 percent of prelaunch founders, and 35 percent bring a background as a noneducation professional (survey asked for all responses that apply).

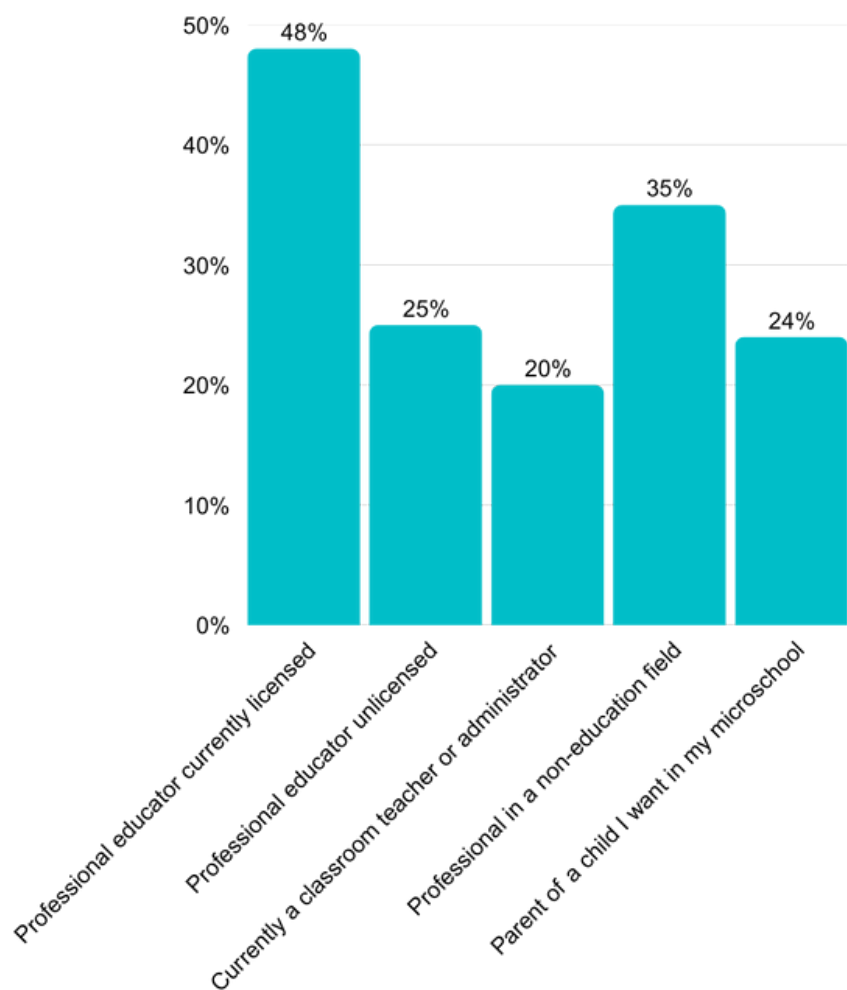
52 percent of current microschool founders have never launched a previous business prior to launching their microschool. For 63 percent of prelaunch founders, their microschool will be the first business they have launched.

## Professional background of currently operating microschool founders (select all that apply)





# Professional background of prelaunch microschool founders (select all that apply)

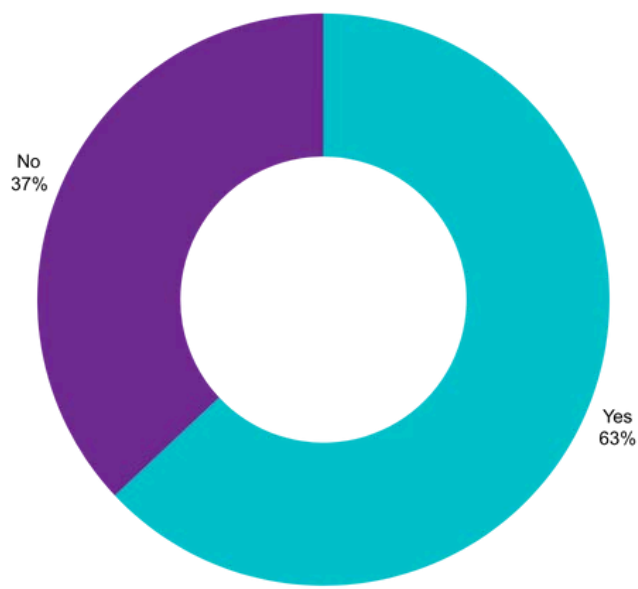


## Microschool as the first business launched by founders

Current Founders



Prelaunch Founders

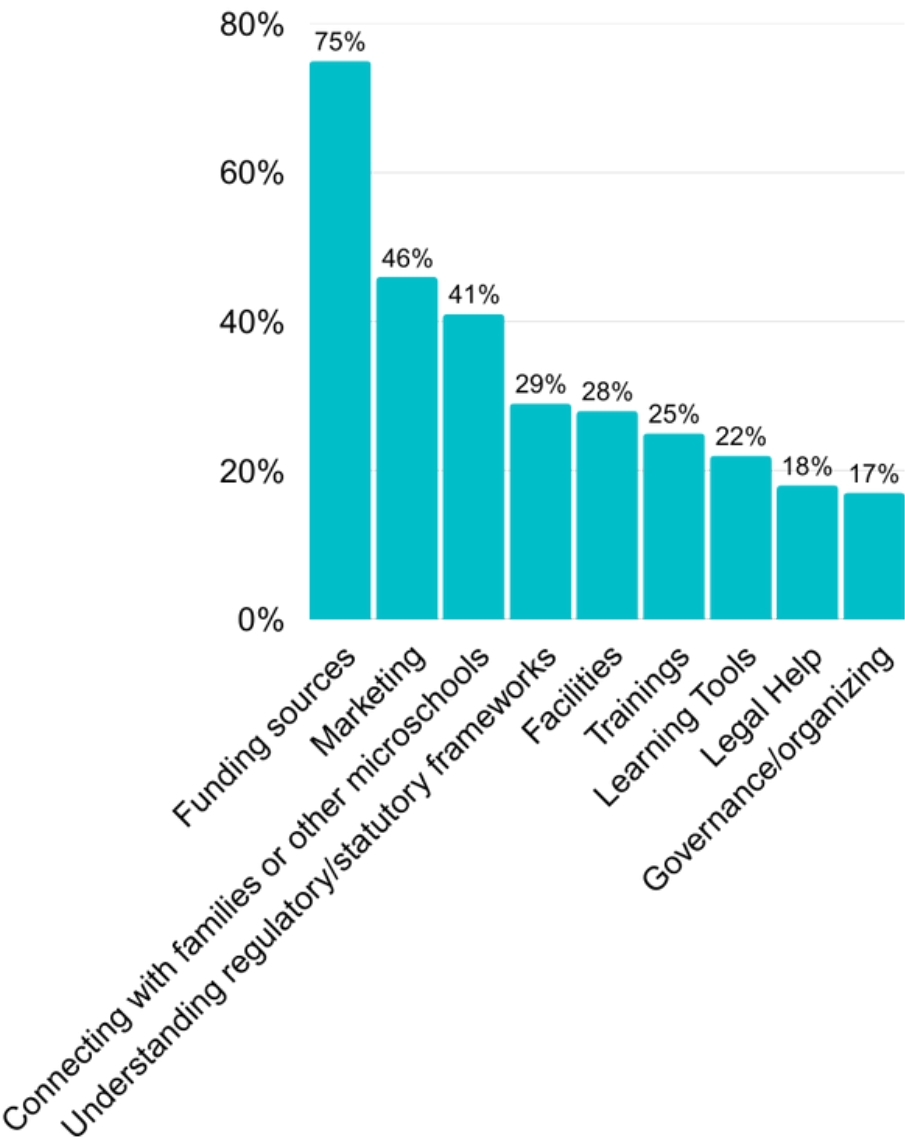


# What Do Microschool Leaders Need?

Currently-operating microschools are seeking help relating to different aspects of their work. These include funding sources (75 percent), marketing (46 percent), connecting with families and/or other microschools (41 percent), understanding regulatory or statutory frameworks (29 percent), facilities (28 percent), trainings for leaders and their teams (25 percent), choosing and obtaining learning tools (22 percent), legal help (18 percent) and governance and matters relating to their organizations (17 percent).

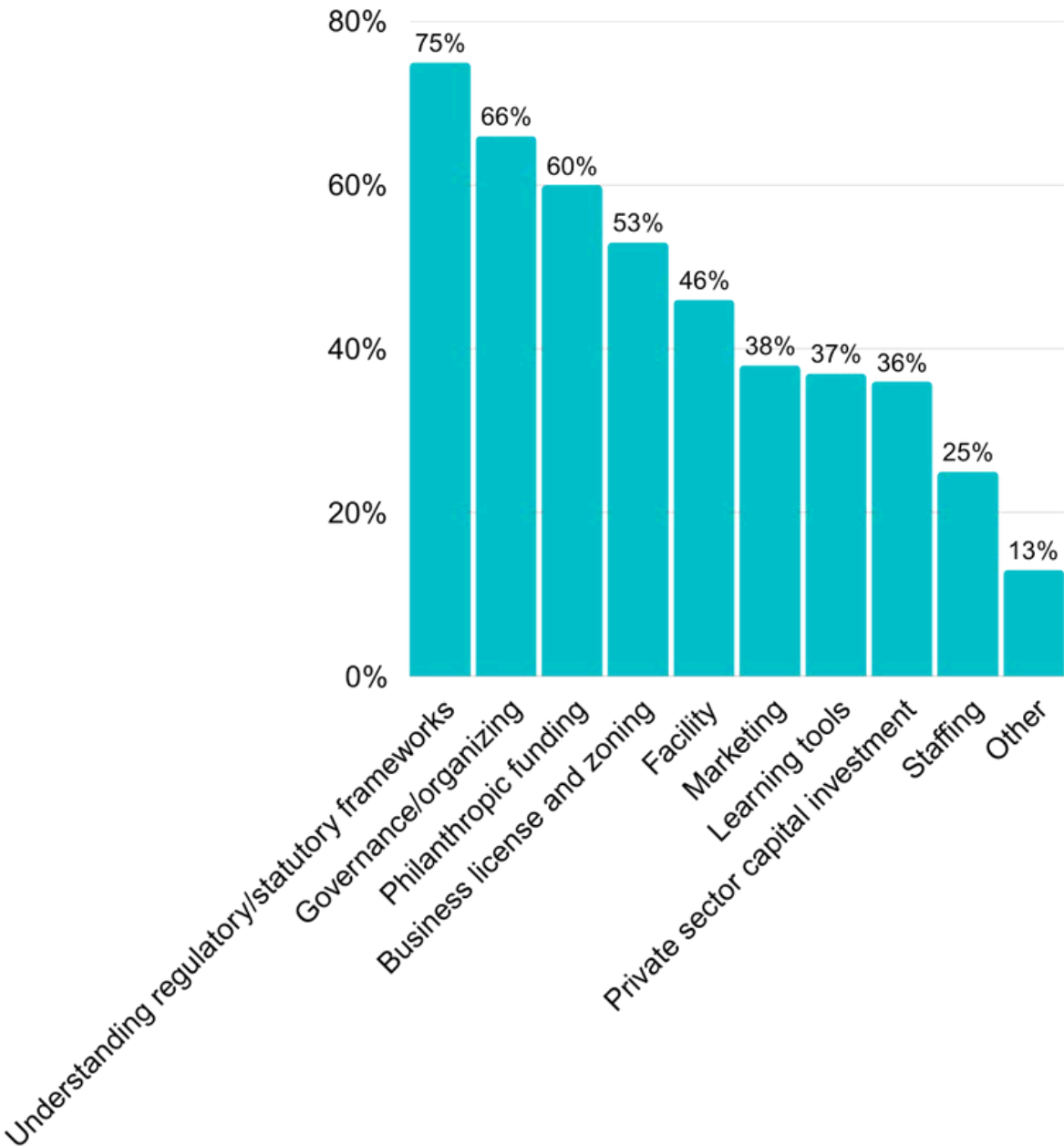
Prelaunch microschools are seeking help relating to different aspects of their work. These include understanding regulatory or statutory frameworks (75 percent), governance and matters relating to their organizations (66 percent), philanthropic funding (60 percent), business license and zoning (53 percent), facilities (46 percent), marketing (38 percent), and choosing and obtaining learning tools (37 percent).

## Currently operating founders are seeking help with (select all that apply)





**Prelaunch founders are seeking help with**  
(select all that apply)



**“I’d really appreciate support in understanding the policies and frameworks I need to be aware of to operate confidently and responsibly. I’m looking to better understand things like compliance, liability, best practices, and legal considerations that come with running a microschool.”**  
**- Prelaunch Microschool Founder, Montana**

# Diversity of Microschool Founders

Among currently-operating microschool founders, 67 percent reported their race as white, 21 percent Black or African-American, 3 percent as multiracial, and as Asian, American Indian or Alaska native and Native Hawaiian or other Pacific Islander each at 1 percent.

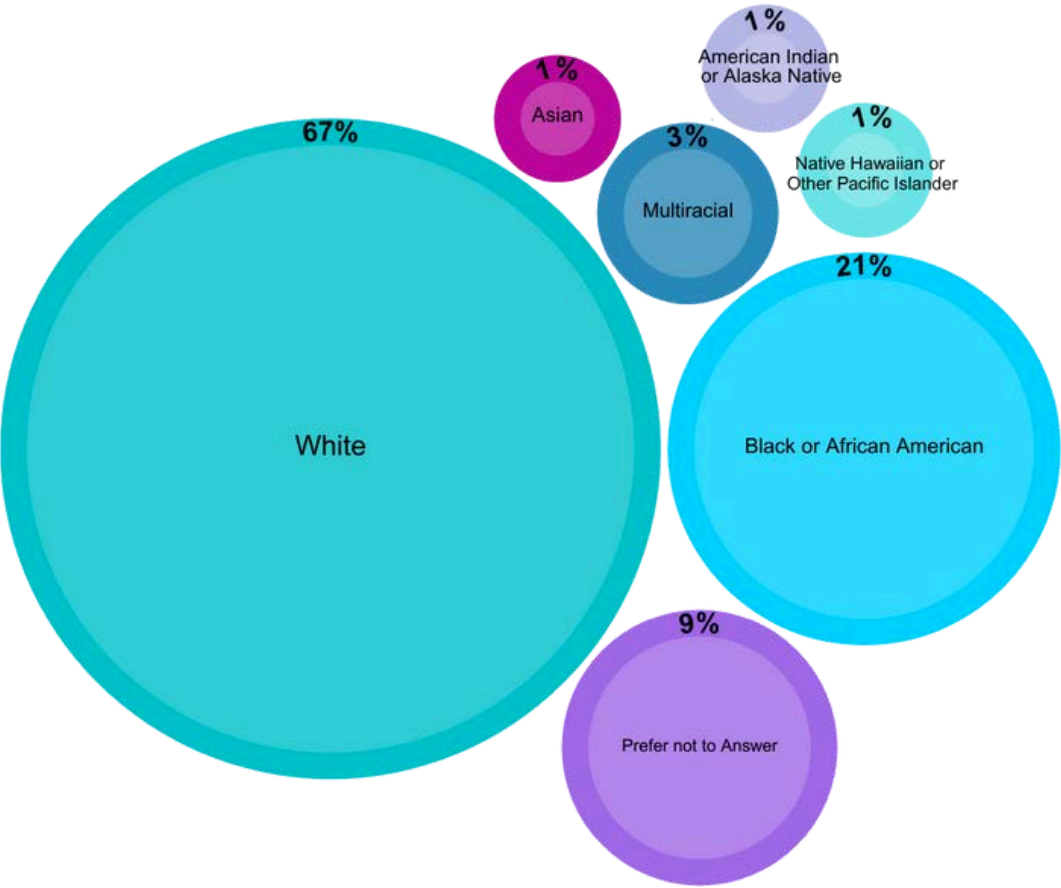
Of this same group of founders, 7 percent identified their ethnicity as Hispanic, Latino or of Spanish origin, while 83 percent identified their ethnicity as not belonging to these categories.

Among prelaunch microschool founders, 58 percent reported their race as white, 30 percent Black or African-American, 2 percent as multiracial and 1 percent identified as Asian.

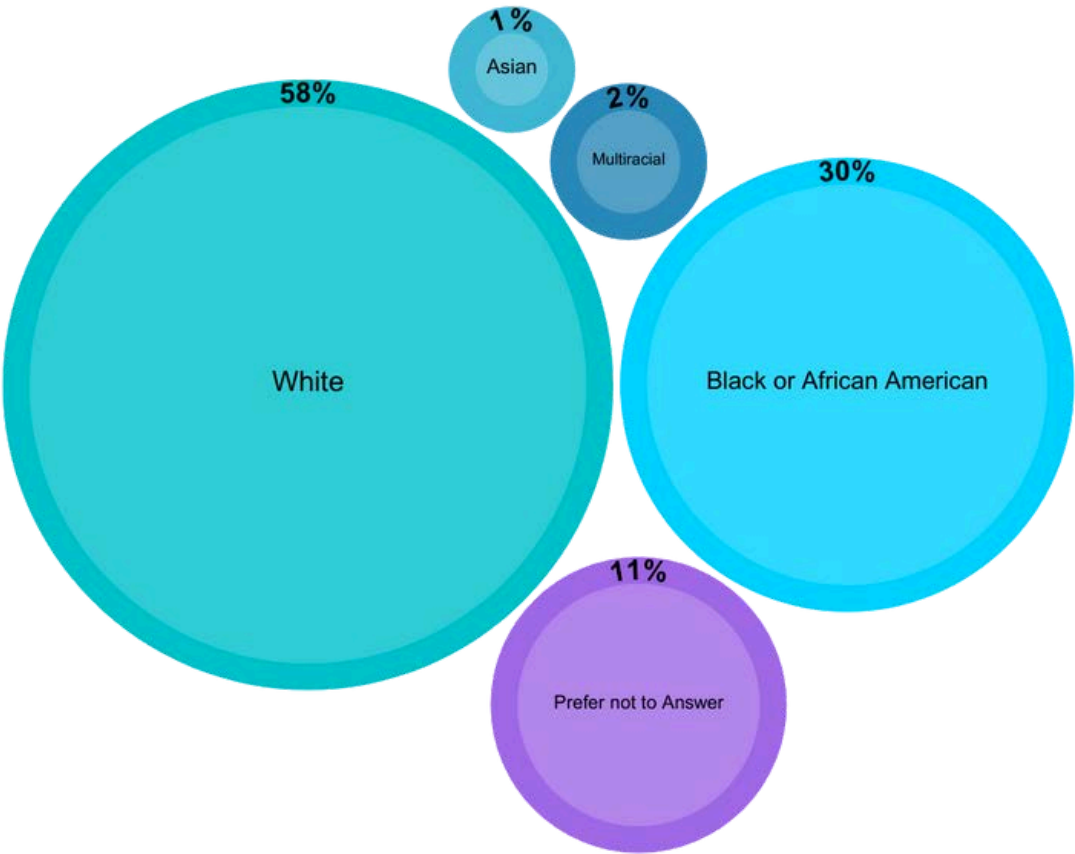
Of this same group of founders, 4 percent identified their ethnicity as Hispanic, Latino or of Spanish origin, while 76 percent identified their ethnicity as not belonging to these categories.



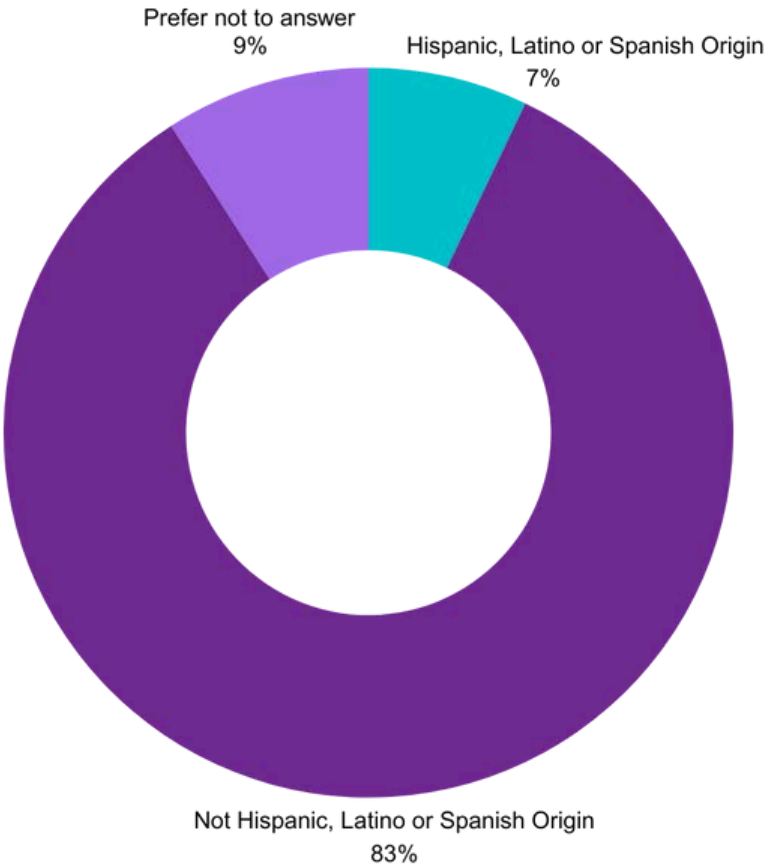
## Current microschool founders' race



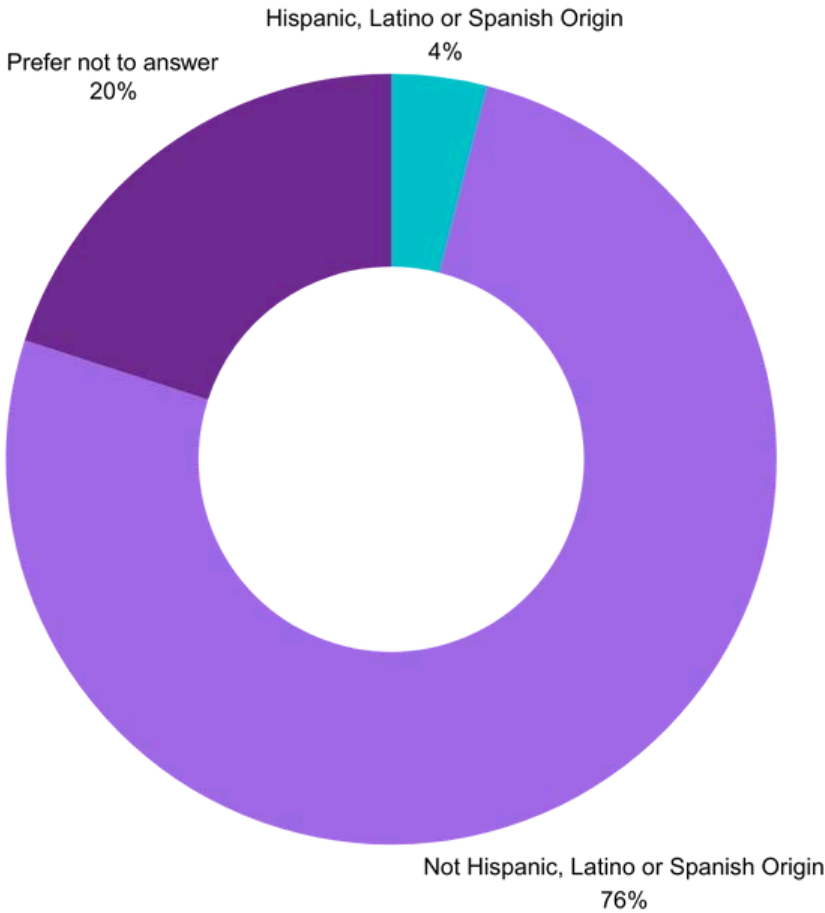
Prelaunch microschool founders' race



Current microschool founders' ethnicity



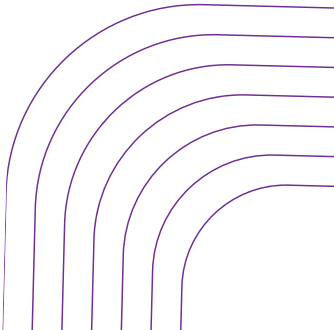
# Prelaunch microschool founders' ethnicity



## PART II: THE FAMILIES



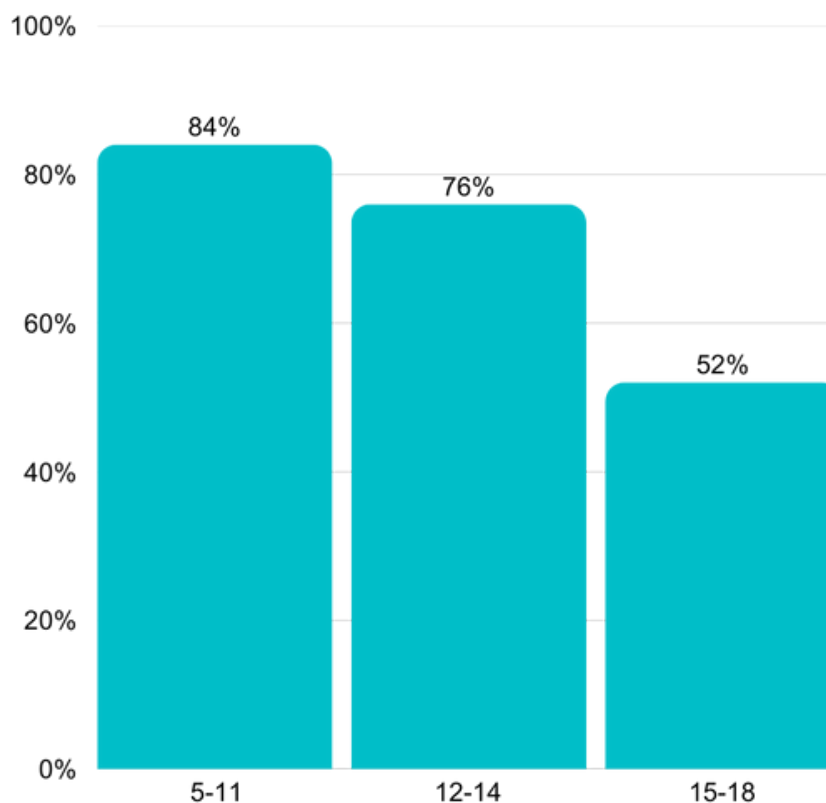
Families choose their microschools for many different reasons, frequently arriving without previously having been involved with nontraditional schooling. The varied backgrounds of microschooling families, evidenced in these findings, contribute to a dynamism reflected across this growing movement.



## Ages of Children Served

America's microschooling sector continues to trend toward serving younger children. Children aged 5-11 are served by 84 percent of microschools. Middle-school-aged children, 12-14, are served by 76 percent of microschools, with 52 percent serving high-school-aged students aged 15-18. Early childhood education options, while important, are not considered to be microschools by the National Microschooling Center because they generally fall under different state regulatory regimes than entities serving children in the primary and secondary years.

### Ages Served



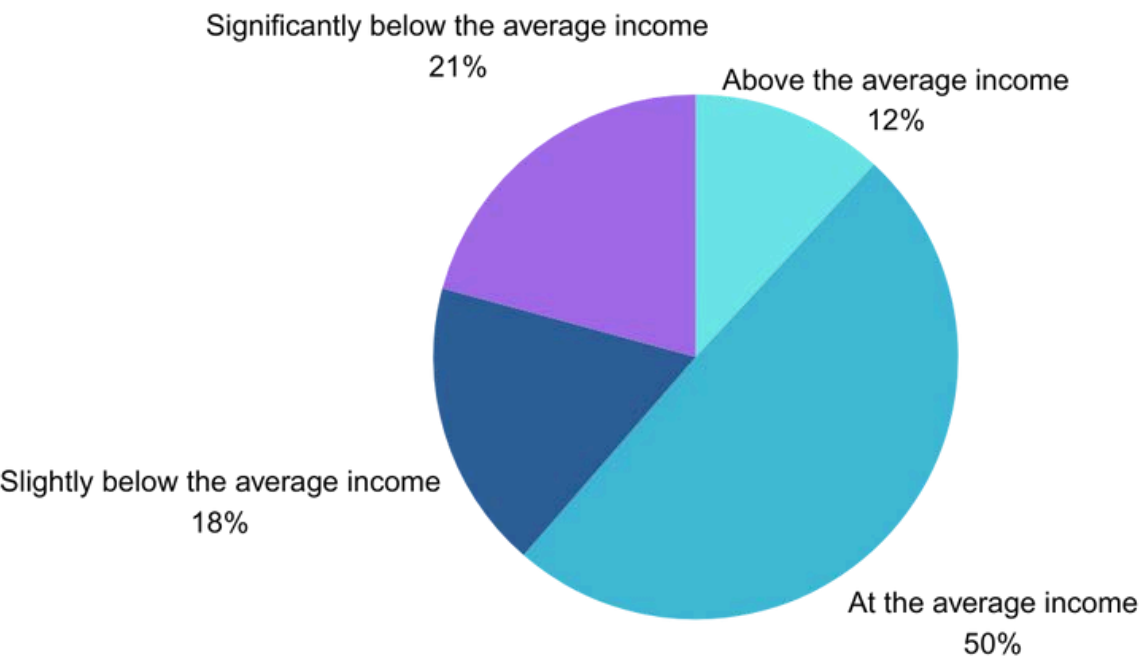
**“Microschooling is life changing for our whole family.”**  
**– Microschooling Parent, Nevada**



# Household Incomes of Families Served

When asked to describe the household incomes of the families they serve, 21 percent reported, “significantly (more than twenty percent) below the average income for their area,” 18 percent reported “slightly below,” 50 percent “at the average income for your area,” and 12 percent “above the average income.”

## Income level, on average, of families served



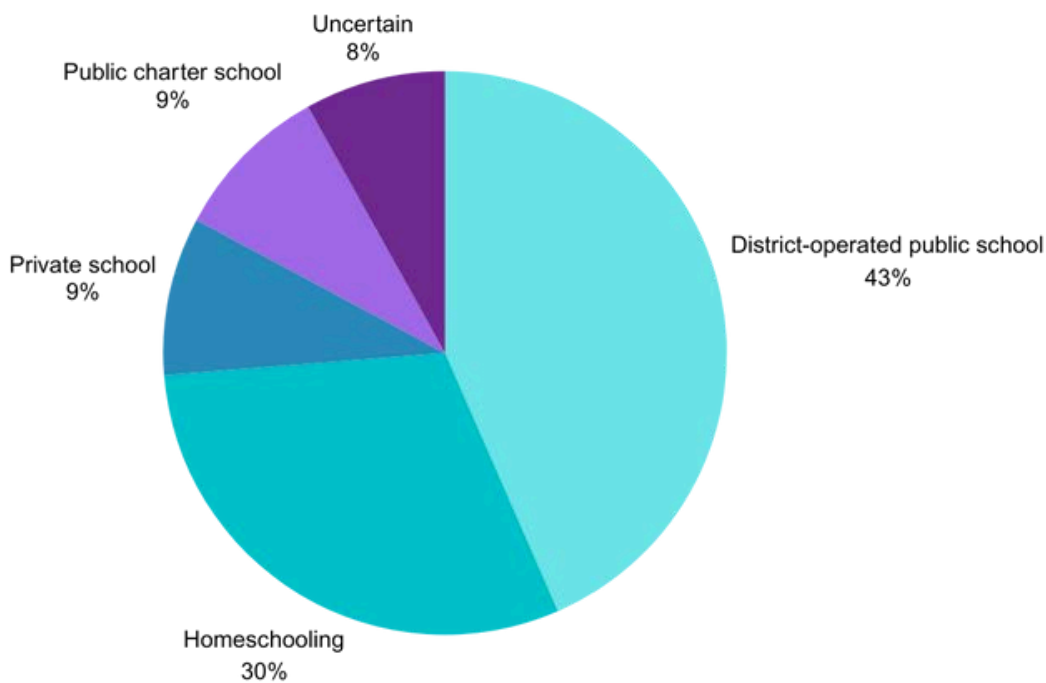
## Learners' Educational Backgrounds

43% of microschools reported that most of their students had attended traditional, district-operated public schools for the majority of their educational career prior to joining their microschool, the most common prior setting. This surpassed homeschooling, with 30%. Private schools and charter schools were substantially lower, each with 9% of the total.





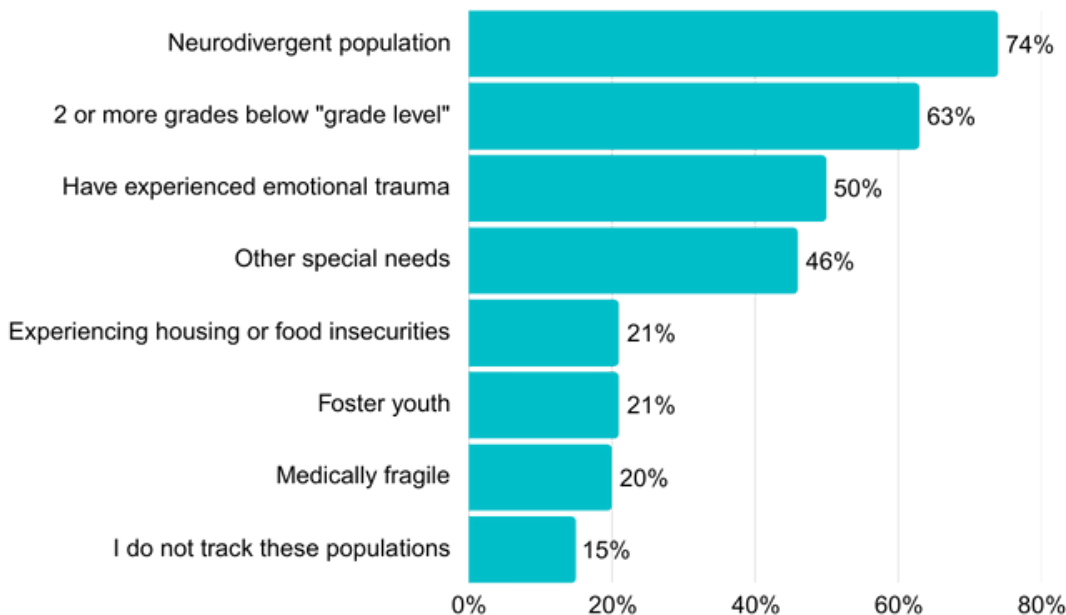
# Students' educational careers prior to joining a microschool



## The Different Populations Microschools Serve

Microschools continue to serve children from populations frequently described as “at risk,” and at relatively high levels. More than half of microschools in the study reported serving children with neurodiversities (74 percent) and those whose academic attainment is at two or more grades below “grade level” proficiency as defined by their state (63 percent). Additionally, half of microschools surveyed (50 percent) indicated they serve children who have experienced emotional trauma, and 46 percent with “other special needs.”

### Populations served (select all that apply)



# PART III: CURRENTLY OPERATING MICROSCHOOLS



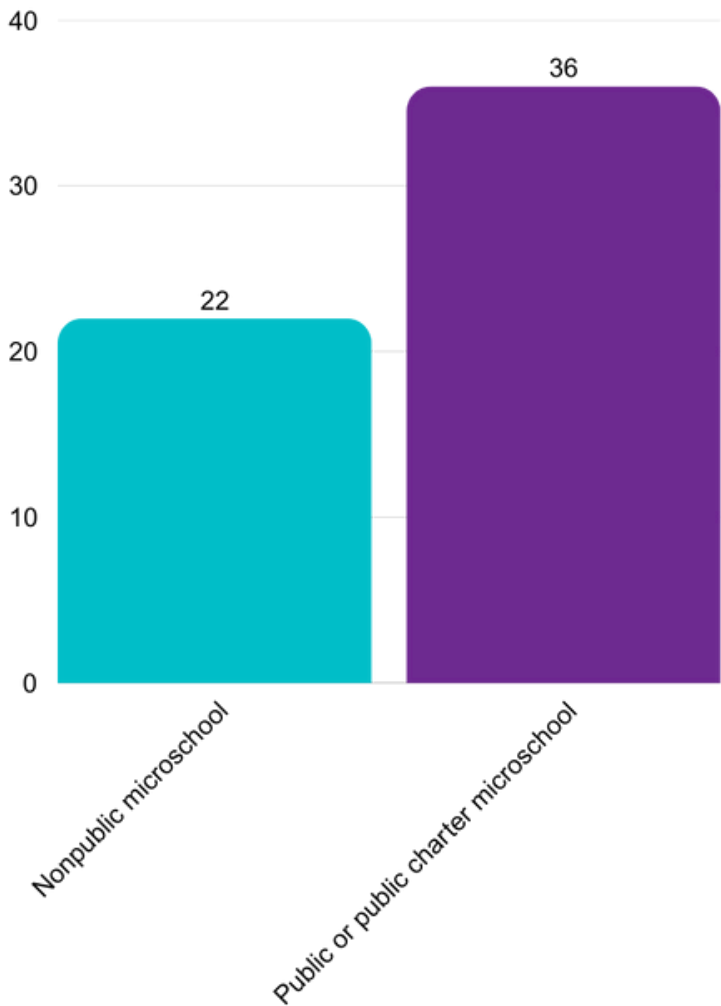
The 550 currently operating microschools included in this report serve children in all 50 states and the District of Columbia. They consist of three paths of microschooling: independent, partnership and provider network microschools.



## Microschool Size

The median number of students served in nonpublic microschools is 22. For microschools operating within the public and public charter school sectors, the median number of students served was significantly higher, at 36.

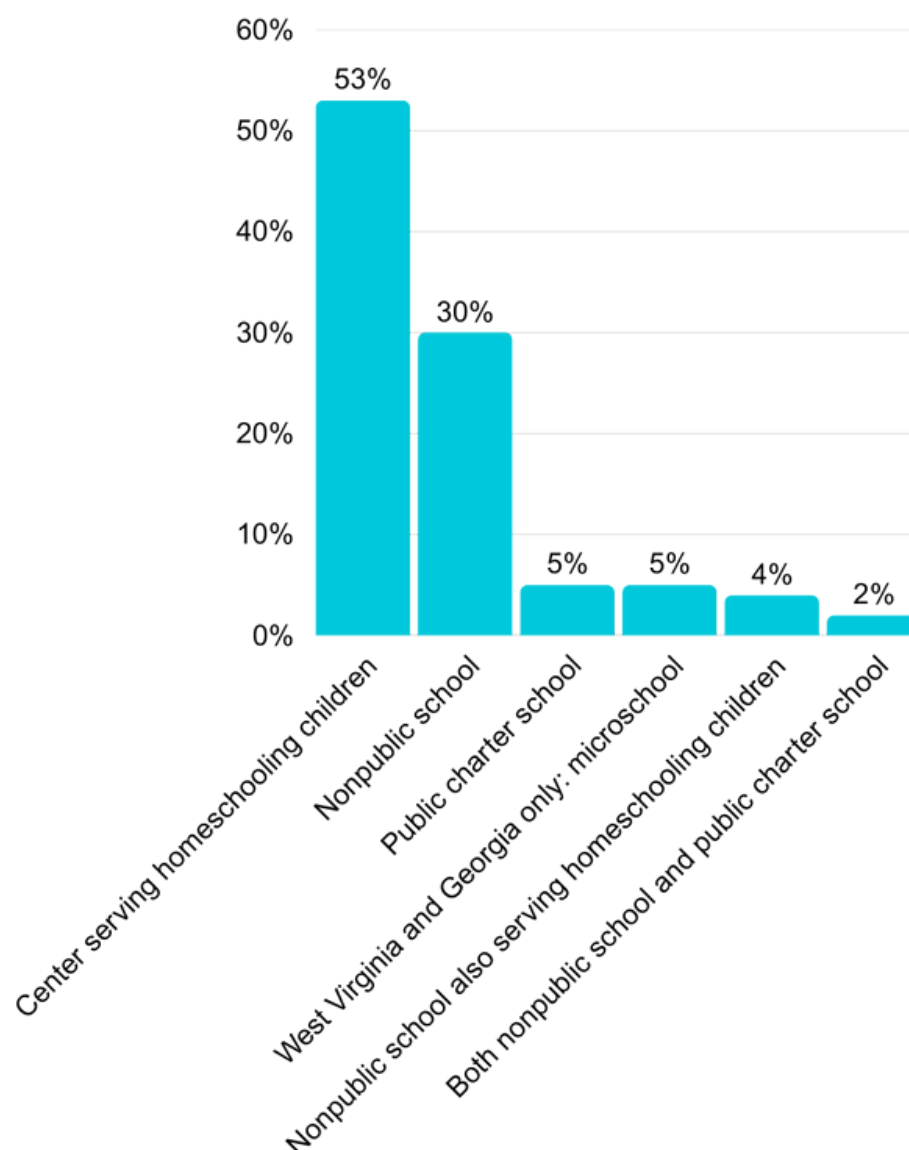
Median number of children served



## Operational Structure of Microschools

The two most common operating models for microschoools are as learning centers serving children whose families follow their state's homeschool requirements (53 percent) and as nonpublic schools within the frameworks of their state (30 percent). Respondents in West Virginia and Georgia, where state statute offers defined categories for microschoools, comprised 5 percent of respondents, and public charter schools also constitute 5 percent of responses.

### Microschools' organizational models

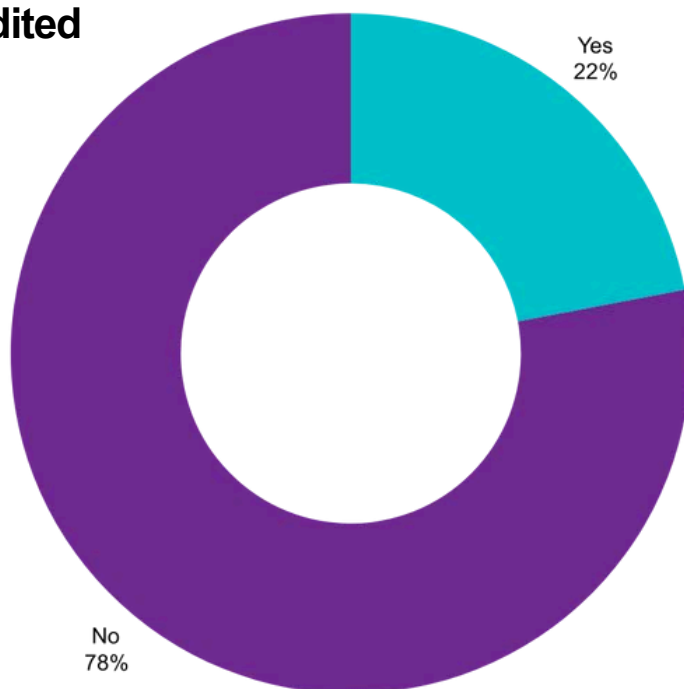


## Microschool Accreditation

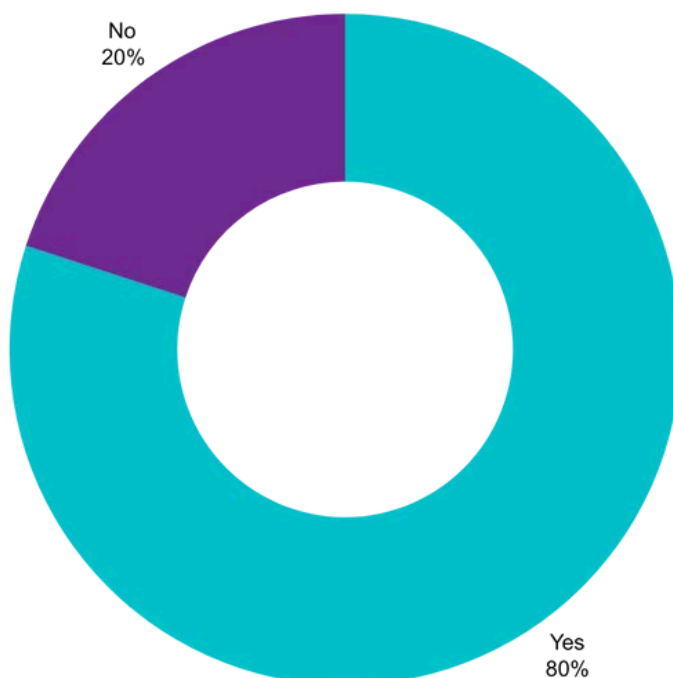
The accreditation process is often problematic for microschools, because most state-approved accreditation bodies designed their processes with only larger, more traditional schools in mind. Only 22 percent of microschools are currently accredited, and 78 percent are not.

Yet 80 percent of microschools indicated they would be interested in seeking microschool-friendly accreditation, indicating prospective demand for more microschool-accessible pathways.

### Currently accredited



### Interested in microschool-friendly accreditation

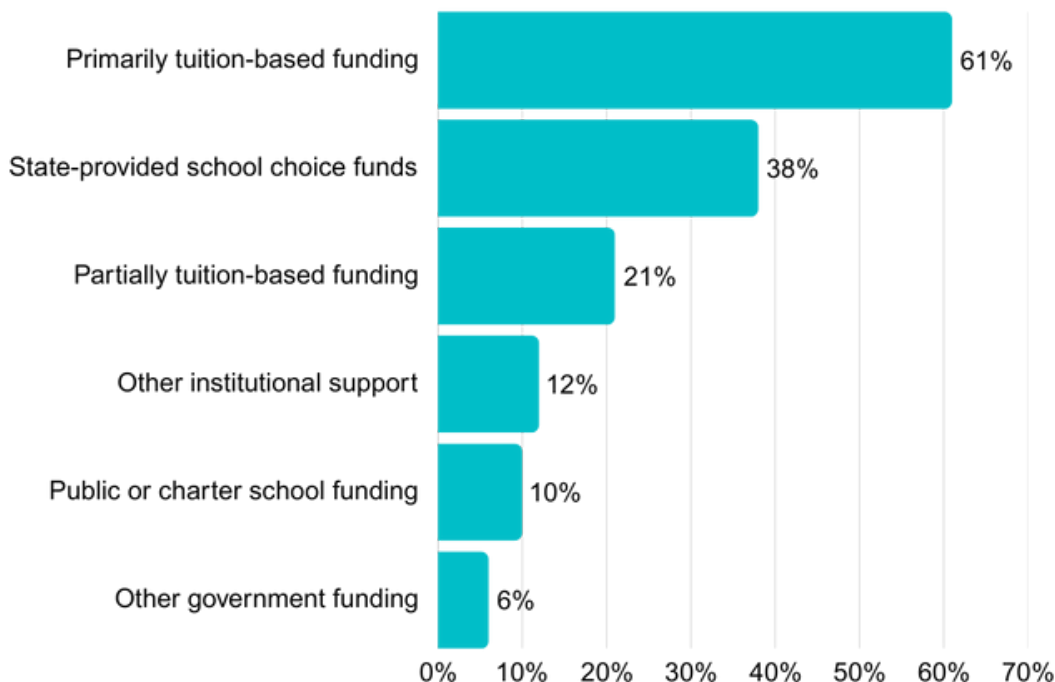


# Funding for Current Microschools

While microschools operate in every state, a smaller, growing number of states operate school choice programs which permit families to access program dollars to pay microschool tuition costs. When asked to identify the funding sources used for their tuition (all sources), 61 percent of microschools indicated relying primarily on tuition-based funding, 38 percent utilize state-provided school choice funds, 21 percent utilize partially tuition-based funding, 12 percent other institutional support (such as employers), 10 percent receive public school or public charter school funding, and 6 percent use other government funding.



## Microschool funding sources (select all that apply)



## Costs/Tuition

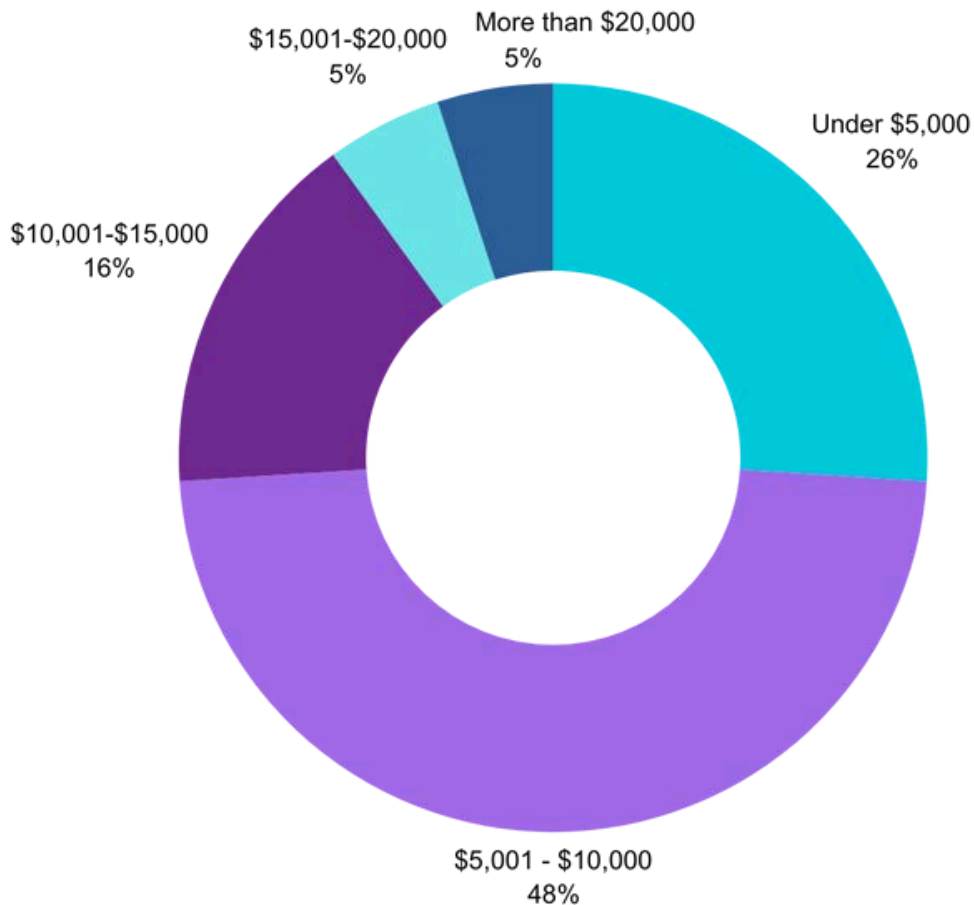


Nearly half of microschools (48 percent) charge annual tuition/fees between \$5,000 and \$10,000, while 26 percent charge under \$5,000, 16 percent charge between \$10,000 and \$15,000, 5 percent charge \$15,000-\$20,000, and 5 percent charge more than \$20,000.

Meanwhile 65 percent of microschools indicate that they offer tuition discounts and sliding scale payments.

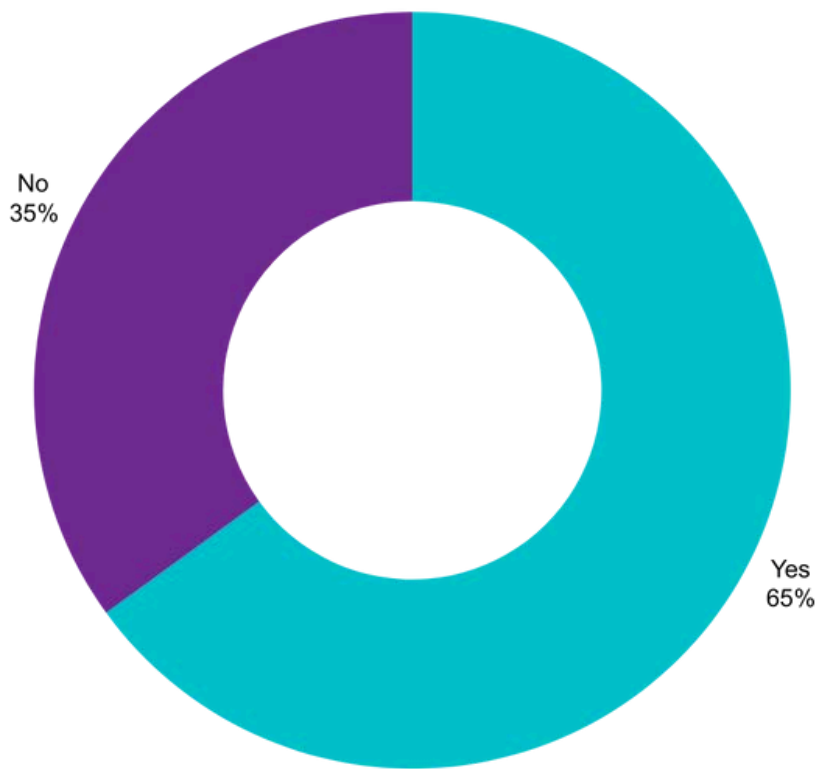
The median cost to educate one child is \$6,500 in currently operating microschools. The average (mean) cost is \$8,124.

### Yearly tuition/fees





## Microschools that offer discounts or sliding scale



## Cost to educate a child

The median cost to educate one child is **\$6,500.**

On average, the cost to educate one child is **\$8,124.**



**"A microschool is an incubator bringing together the very best of what we know about the way people learn."  
- Tennessee Microschool Founder**

## Founder Salary

The following quartile analysis depicts the reported annualized salary of currently-operating microschool founders. It is important to note that 27 percent of founders of currently-operating microschools report taking no regular salary. For founders who do receive a salary, the median salary is \$50,000. Many founders indicate they receive tuition discounts, or free tuition for their children, in addition to other income. A small number indicated that they receive other benefits of monetary value.

### Microschool founder pay

Average for Each Quartile	Average
First Quartile (Lowest)	\$0
Second Quartile	\$9,454
Third Quartile	\$34,892
Fourth Quartile	\$69,545

**27%** of microschool founders report **taking no salary**.  
For founders who receive a salary, the **median salary is \$50,000**.

“Microschooling, as a founder,  
means to me the opportunity to  
create an environment that has  
never been seen before.”

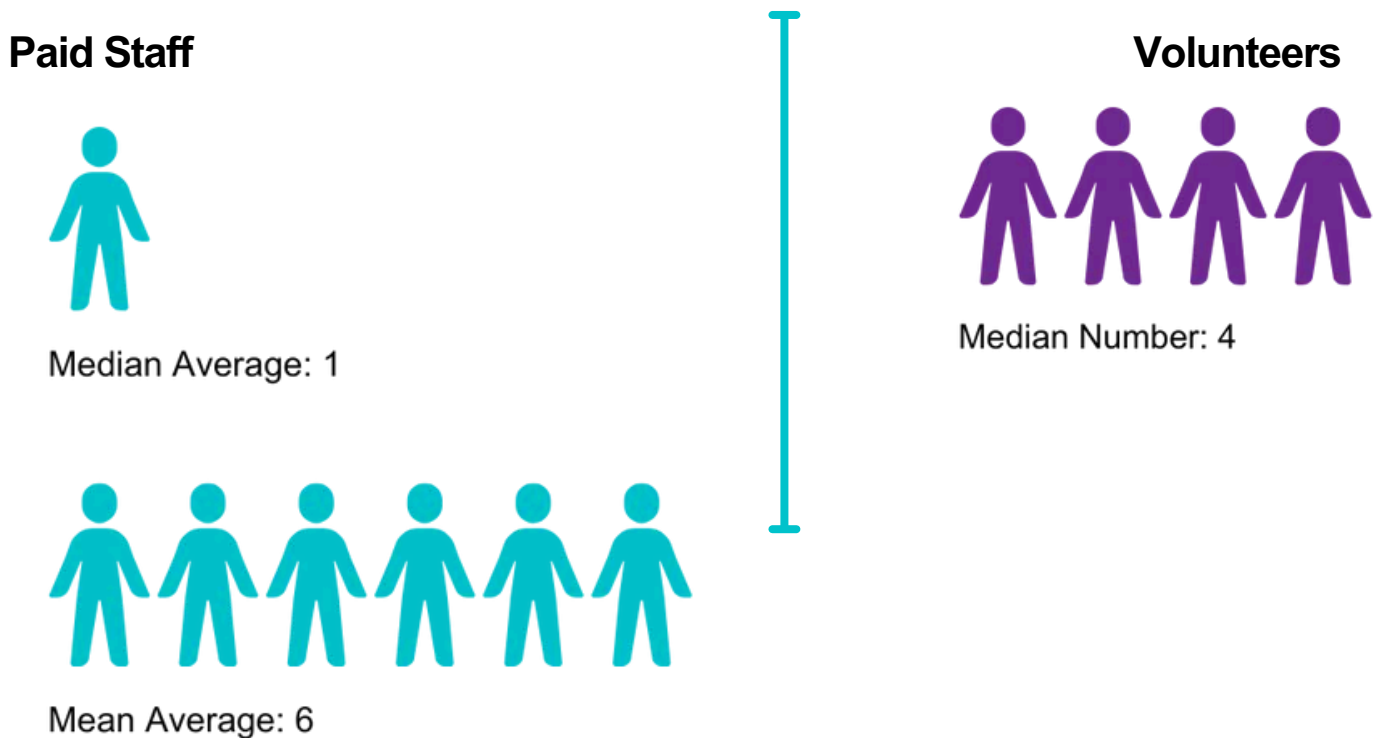
– Microschool Founder, Mississippi



## Staffing

When asked, “How many paid, full-time staff besides yourself (or your cofounder if applicable) does your microschool have?” the median for responses is one, while the average (mean) is six.

Of microschools that utilize volunteers, the median number of volunteers is four.



**“I'm navigating what it will look like working as both a teacher and admin with another teacher full time.**

**Currently, the other teacher works after school in a tutoring position, but will step into a full time microschool position next year. What does a balanced role look like in the microschool world?”**

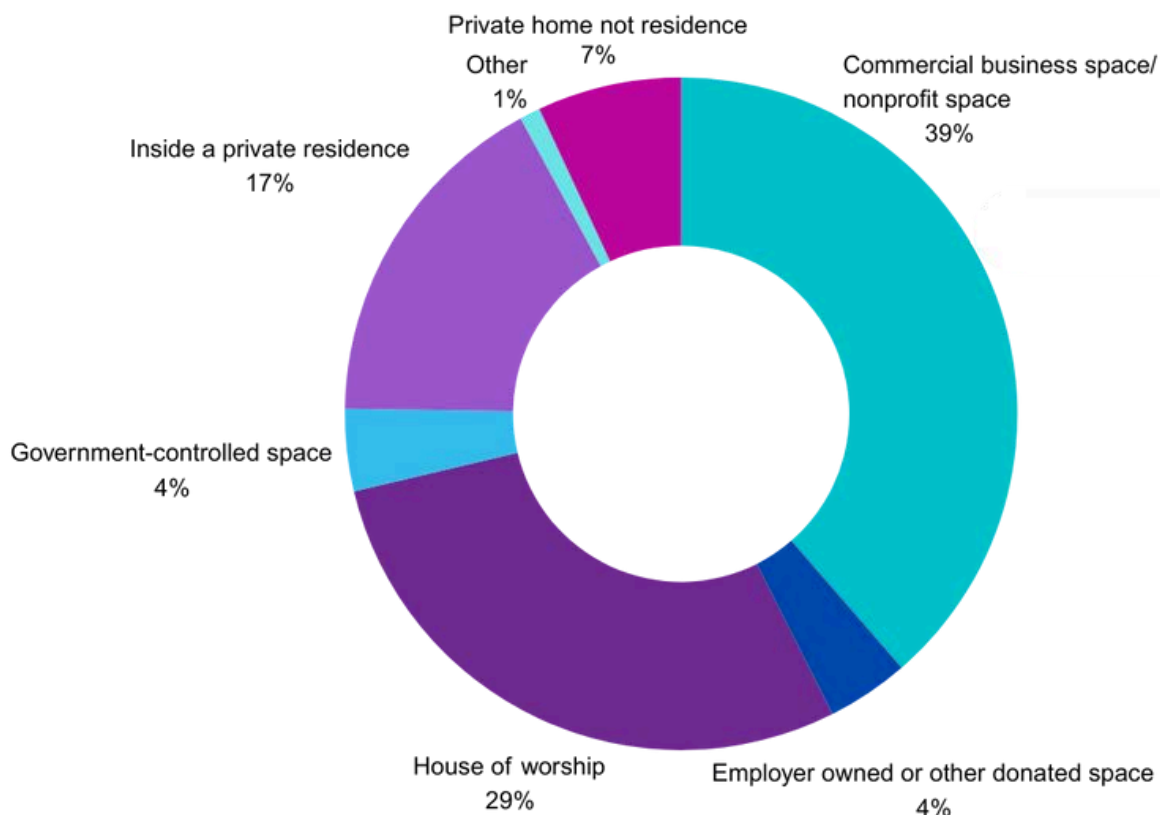
**- Microschool Founder, Florida**

## Facilities

Commercial business or nonprofit space is the most common facilities location for microschools studied (39 percent), followed by houses of worship (29 percent), inside a private residence (17 percent), inside a private home that is not currently a residence (7 percent), employer-controlled or other donated space (4 percent each), government-controlled space (4 percent), and other (1 percent).



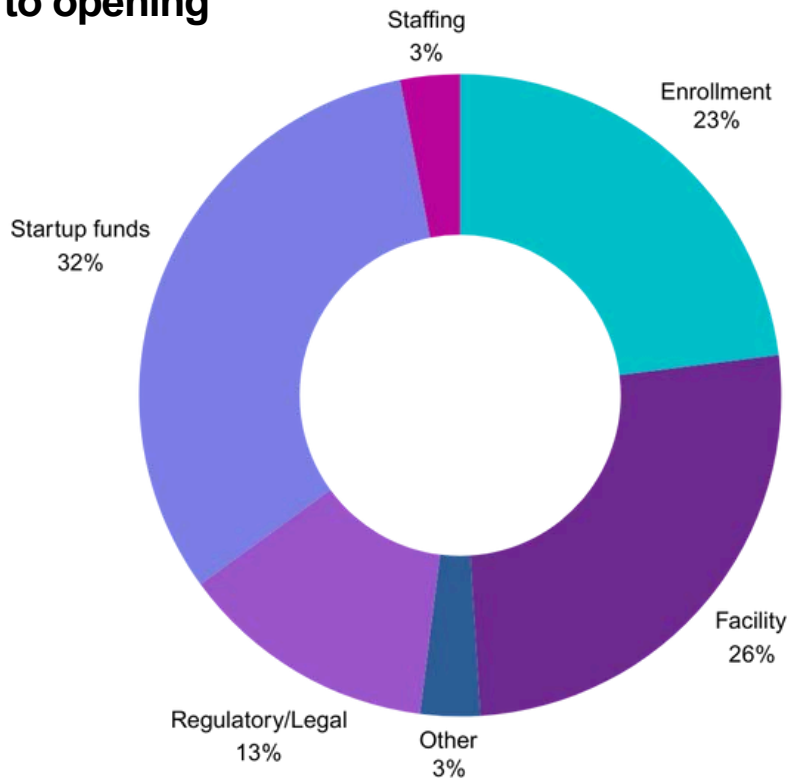
## Microschool facilities



## Barriers to Opening

Startup funds represented the biggest barrier to opening for 32 percent of microschools, followed facilities (26 percent), enrollment (23 percent), regulatory and legal barriers (13 percent) and staffing (3 percent).

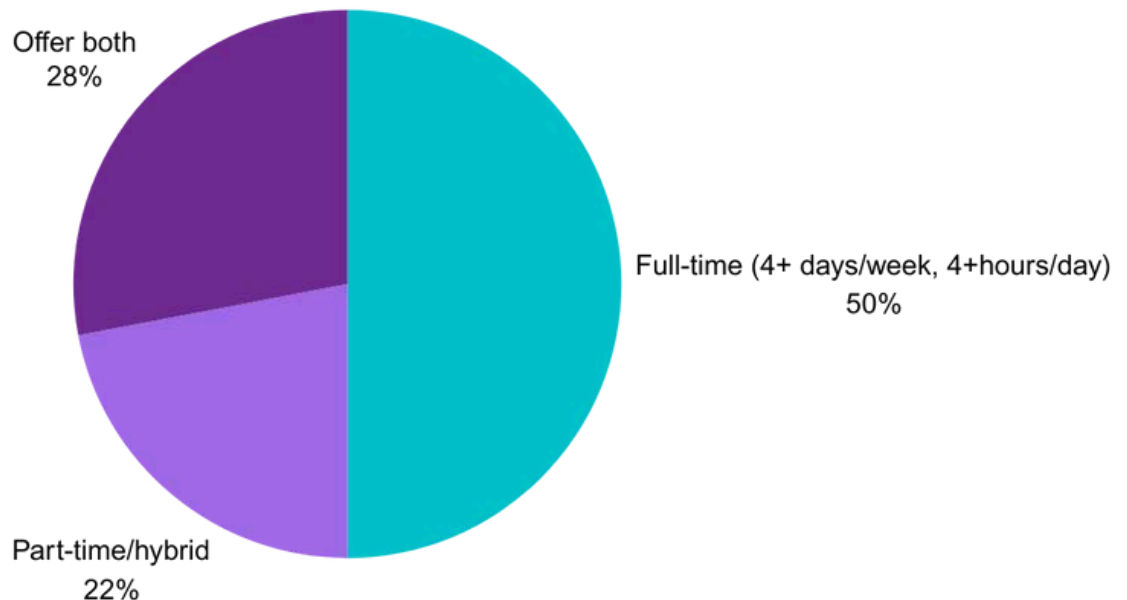
### Biggest barrier to opening



## Schedules

Half of microschools (50 percent) hold a full-time weekly schedule, defined as four or more hours per day and four or more days per week, while 22 percent conduct part-time weekly schedules where children convene any amount less than full-time on site, and 28 percent offer children both options.

### Weekly schedule of a microschool





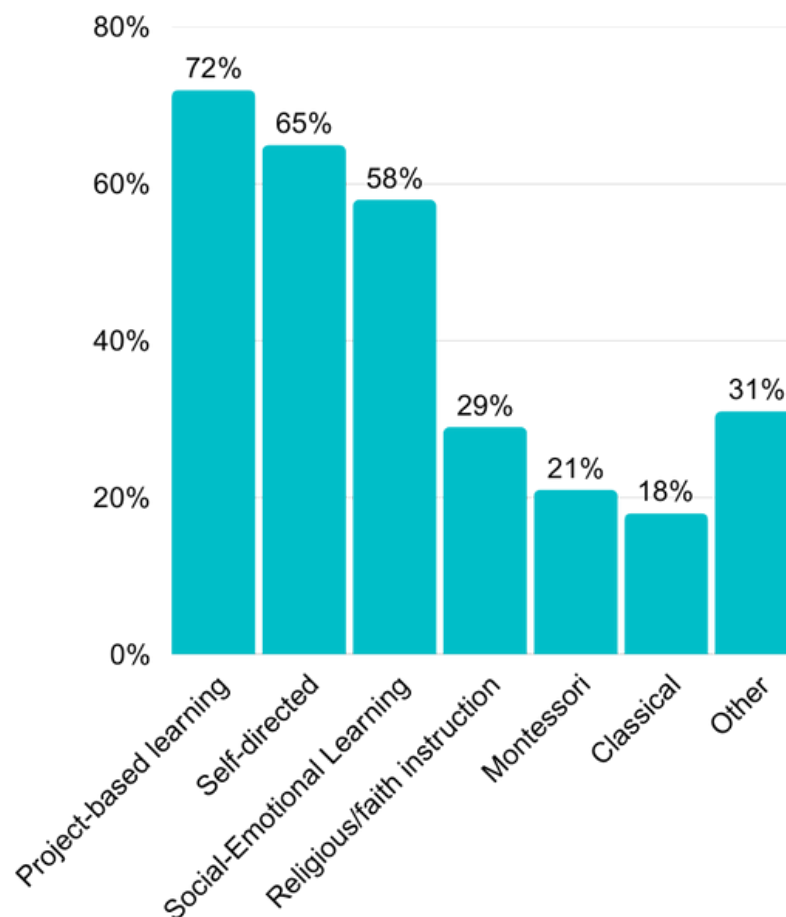


## Teaching and Learning

Currently-operating microschools, when asked to describe their educational approach by choosing all that apply, indicated in order of prevalence: Project-Based Learning (72 percent), self-directed learning (65 percent), Social-Emotional Learning (58 percent), religious or faith-based instruction (29 percent), Montessori (21 percent), and classical education (18 percent). Another 31 percent of founders indicated other approaches.



### Educational approach (select all that apply)

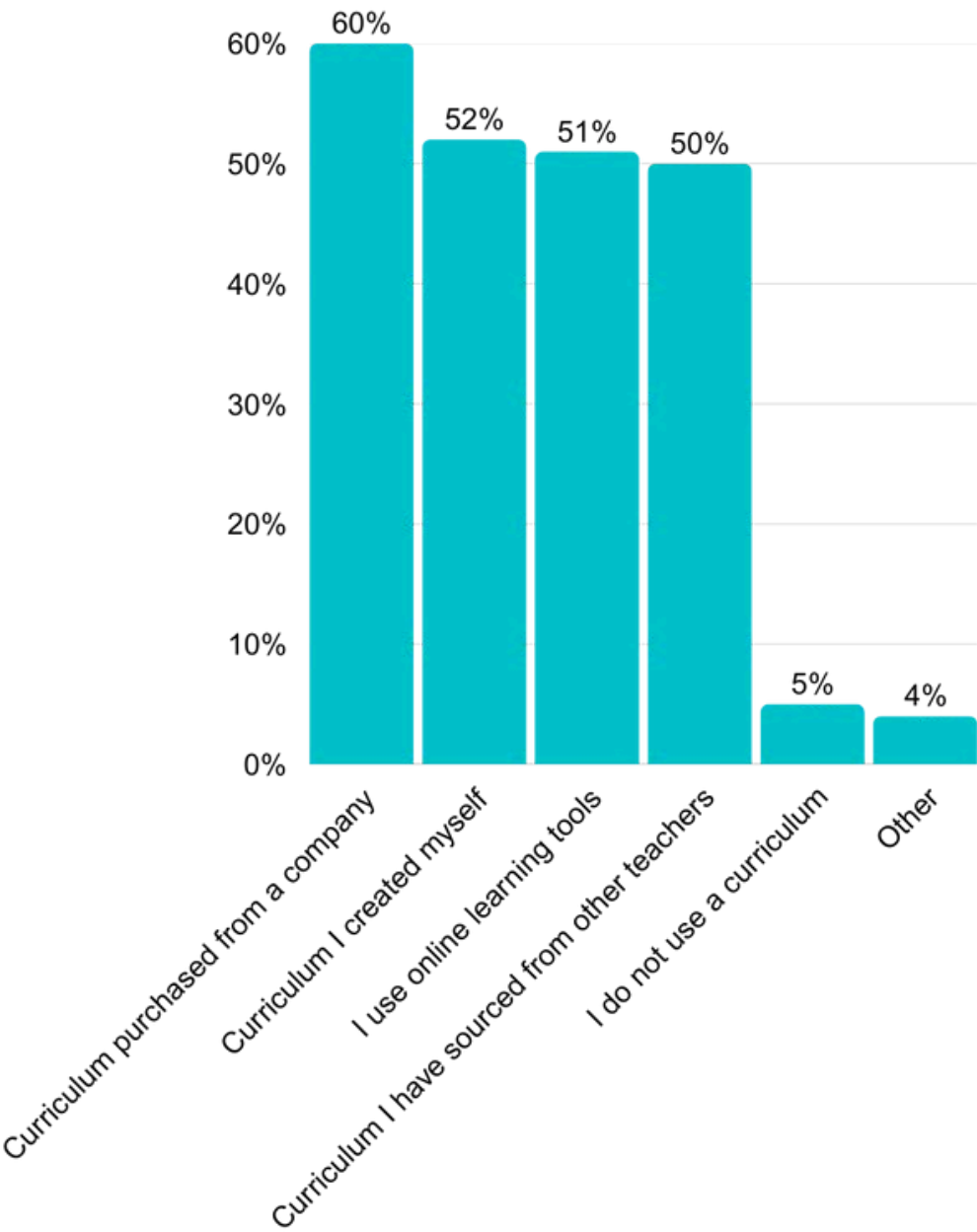




# Curriculum

Microschools utilize a wide range of curricula, often making changes as needed to meet the evolving needs of the learners they serve. Asked to select all that apply, 60 percent indicated using curriculum purchased from a company, 52 percent curriculum they created themselves, 51 percent using online learning tools, 50 percent using curriculum sourced from other educators, and 5 percent indicate that they do not use a curriculum.

## Curriculum used (select all that apply)

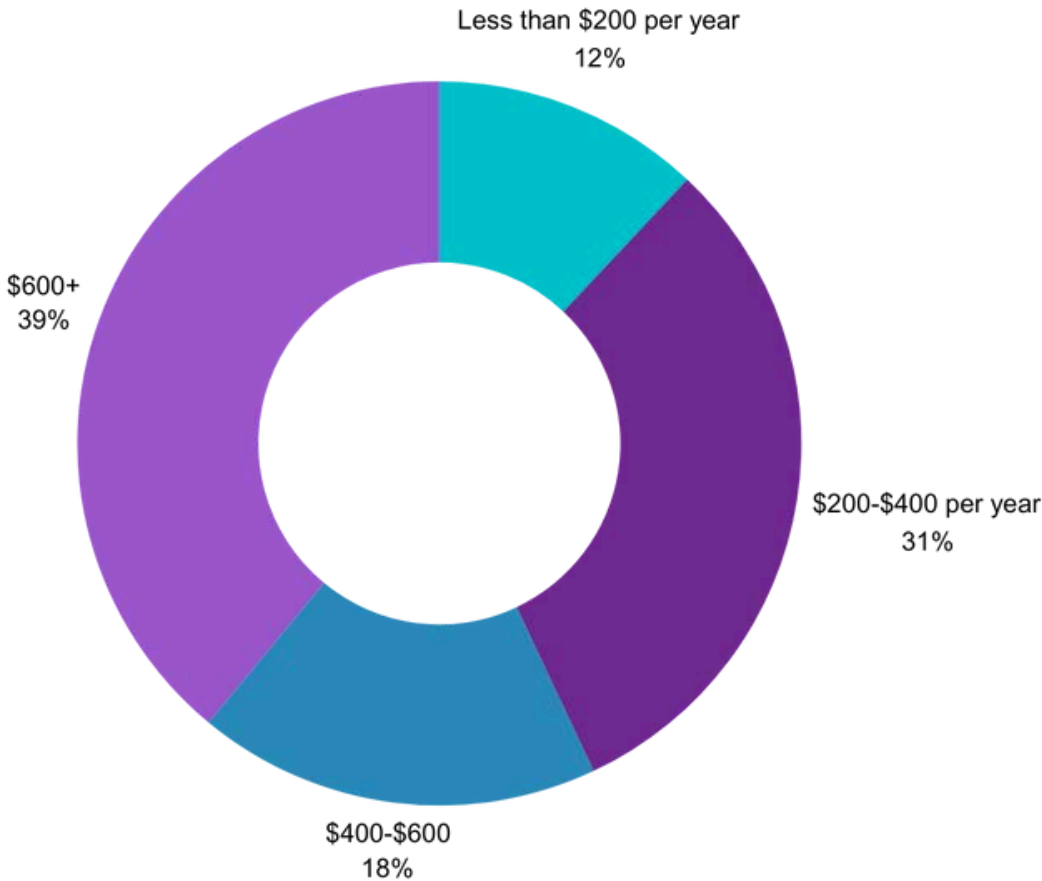


# Spending on Curriculum

More microschools (39 percent) spend at least \$600 per child on curricula, learning tools and educational materials per child each year than any other range of expense, followed by 31 percent spending between \$200 and \$400, 18 percent spending \$400-600, and 12 percent spending less than \$200 per year.



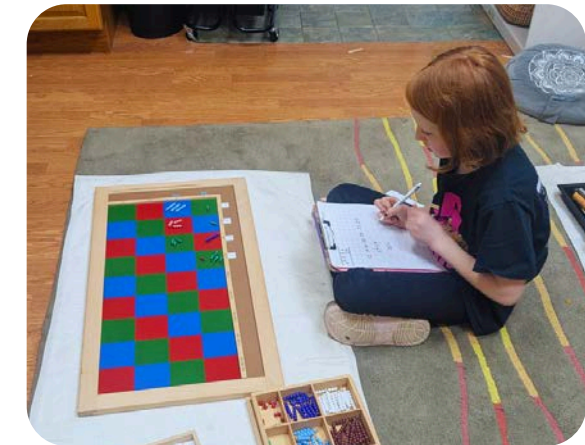
## Cost of curriculum



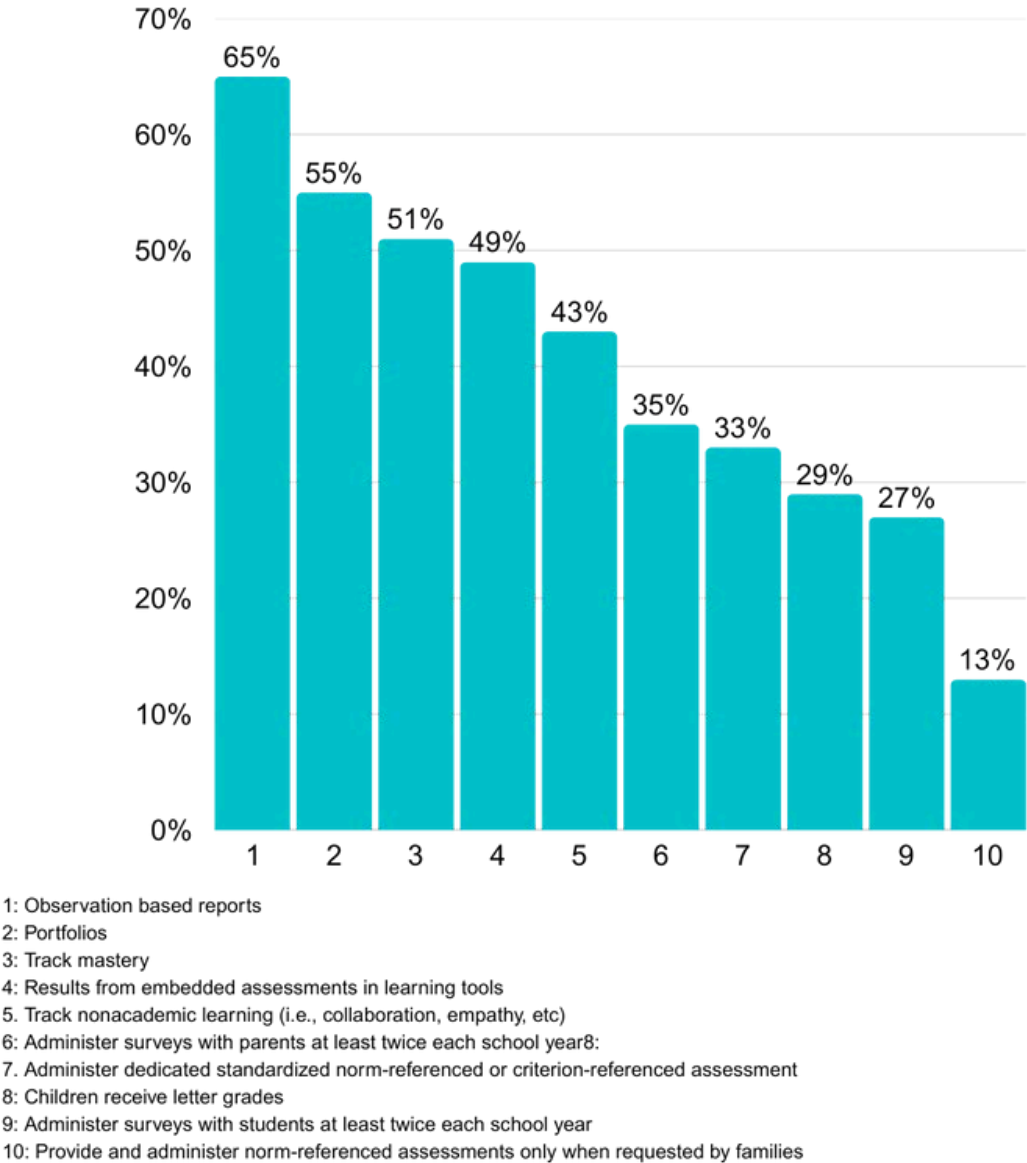
# Measuring Impact

Currently operating microschools were asked, “How do you measure impact?” and to indicate all that apply.

The most commonly-utilized methods were: observation based reports (65 percent), portfolios (55 percent), track mastery (51 percent), results from embedded assessments in learning tools (49 percent), track nonacademic learning such as collaboration and empathy (43 percent), administer surveys with parents at least twice each school year (35 percent), administer dedicated standardized norm-referenced or criterion-referenced assessment (33 percent), children receive letter grades (29 percent), administer surveys with students at least twice each school year (27 percent), and provide and administer norm-referenced assessments only when requested by families (13 percent).



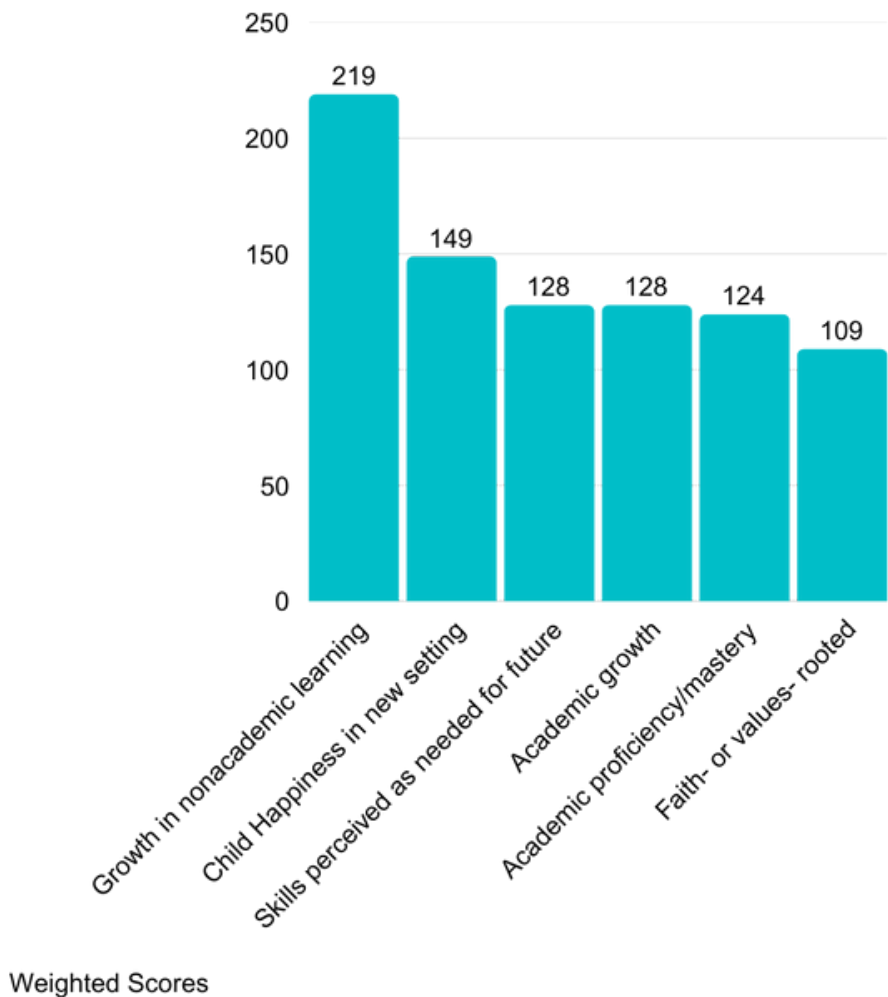
## Methods of demonstrating impact (select all that apply)



# Student Outcomes

With the microschooling sector’s wide diversity of different educational programs, the most important student outcomes to microschool founders also vary broadly. Currently-operating microschools identified growth in nonacademic learning as their most important outcome, followed by child happiness in their school, skills perceived as needed for future success, academic growth, academic proficiency/mastery and faith- or values- rooted outcomes. Outcomes are ranked according to a weighted score based on the priorities microschools assigned to different outcomes selected.

## Most important desired student outcomes

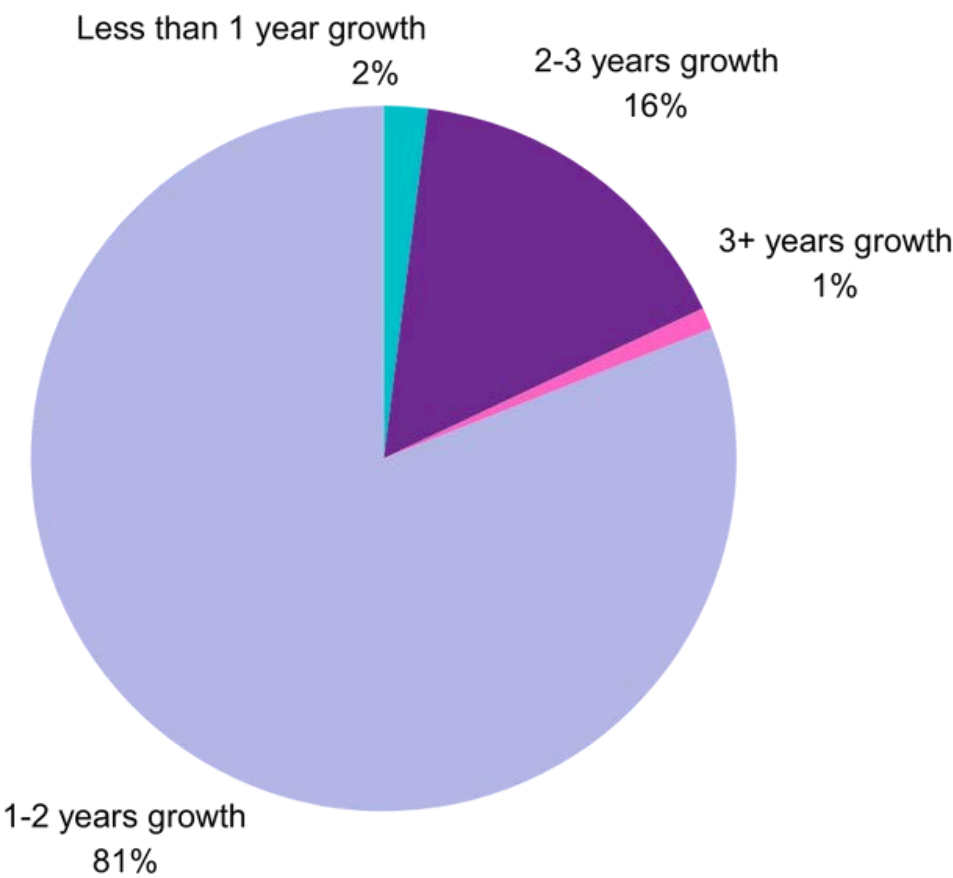


**“Our microschool really gives students a place where they feel safe and they feel affirmed and they’re enjoying their learning.”**  
**– Microschool Founder, Arizona**

# Academic Growth

Most students whose academic growth is tracked by their microschools experience between one and two years of growth during one school year (81 percent), with 16 percent experiencing between two and three years of growth, 2 percent experiencing less than one year of academic growth and 1 percent experiencing 3 or more years of growth, as reported by their microschools. 44 percent reported that they do not track academic growth to have sufficient data to report.

## Academic growth in a year



\*of microschools that track academic growth

# PART IV: PRELAUNCH MICROSCHOOLS

The 250 prelaunch microschools whose leaders participated in this report represent an emerging new base of this evolving movement. As depicted in the findings which follow, trends among prelaunch microschools both support and diverge from those currently operating in evolving and iterating ways.

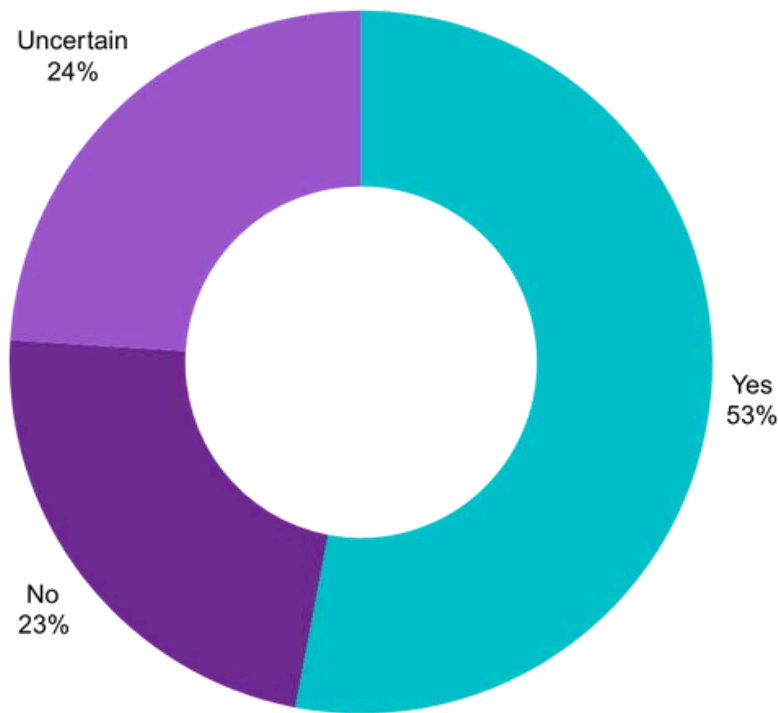


## Planning Toward Opening

When prelaunch founders were asked, “Do you plan on being the lead educator in your microschool?” 53 percent indicated yes, while 23 percent indicated no, they do not.

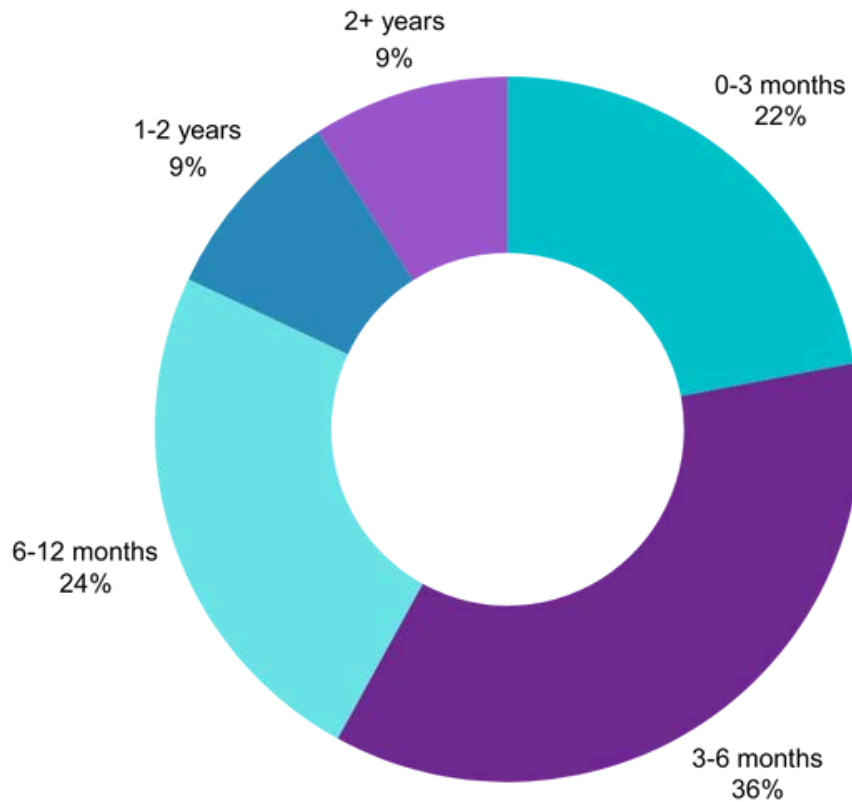
Prelaunch microschool founders were asked, “How long have you been actively working toward opening a microschool (i.e., researching models, learning local landscapes, etc)?” The most common selection was 3-6 months (36 percent) followed by 6-12 months (24 percent), and 0-3 months (22 percent).

### Prelaunch founder planning on being lead educator





## Time prelaunch founders have been actively working towards launch



## Choosing How to Organize

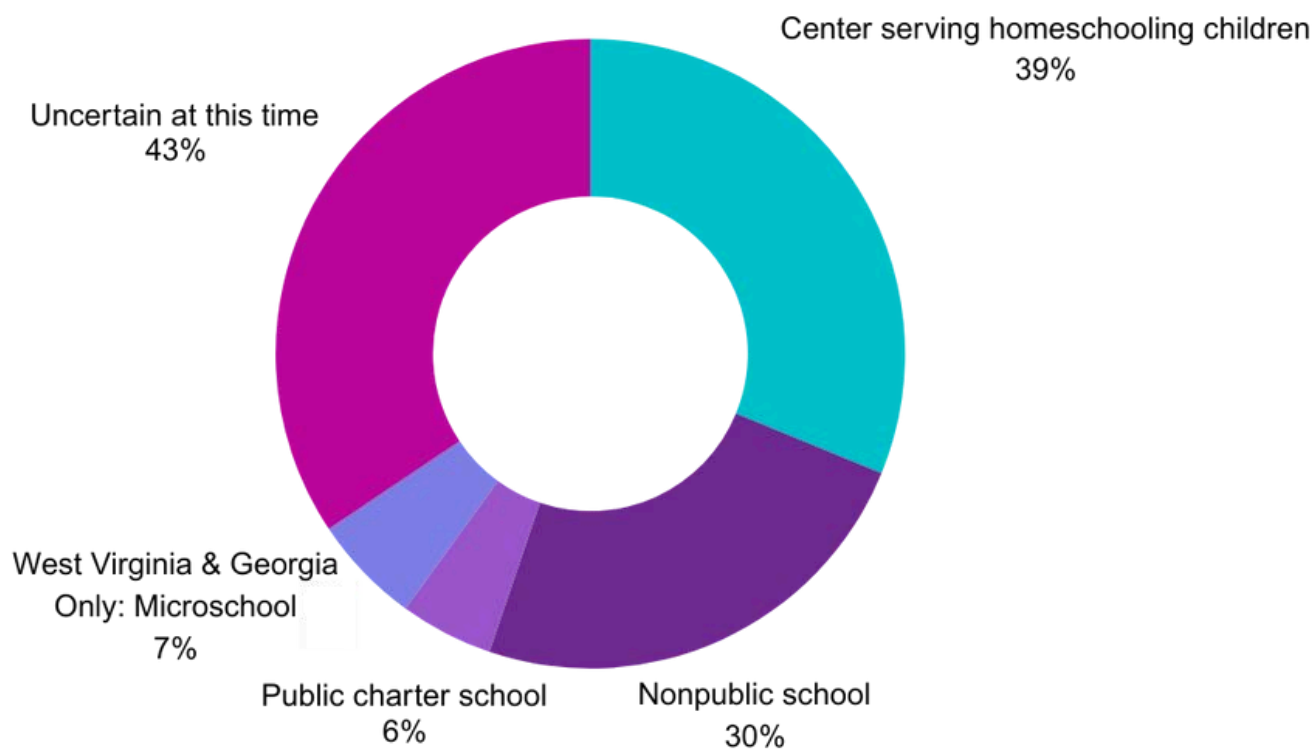
The most prevalent types of microschools prelaunch founders plan to open are as centers serving children whose families adhere to homeschooling requirements (39 percent) and nonpublic schools (30 percent). Public charter schools are the chosen model for 6 percent of prelaunch founders, and West Virginia and Georgia founders planning to open under those states' microschool designations comprise 7 percent of prelaunch founders in the study.

Among prelaunch microschools, 44 percent plan to hold a full-time weekly schedule, defined as four or more hours per day on site and four or more days per week, while 11 percent will conduct part-time weekly schedules where children convene any amount less than full-time on site, and 21 percent plan to offer children both options.

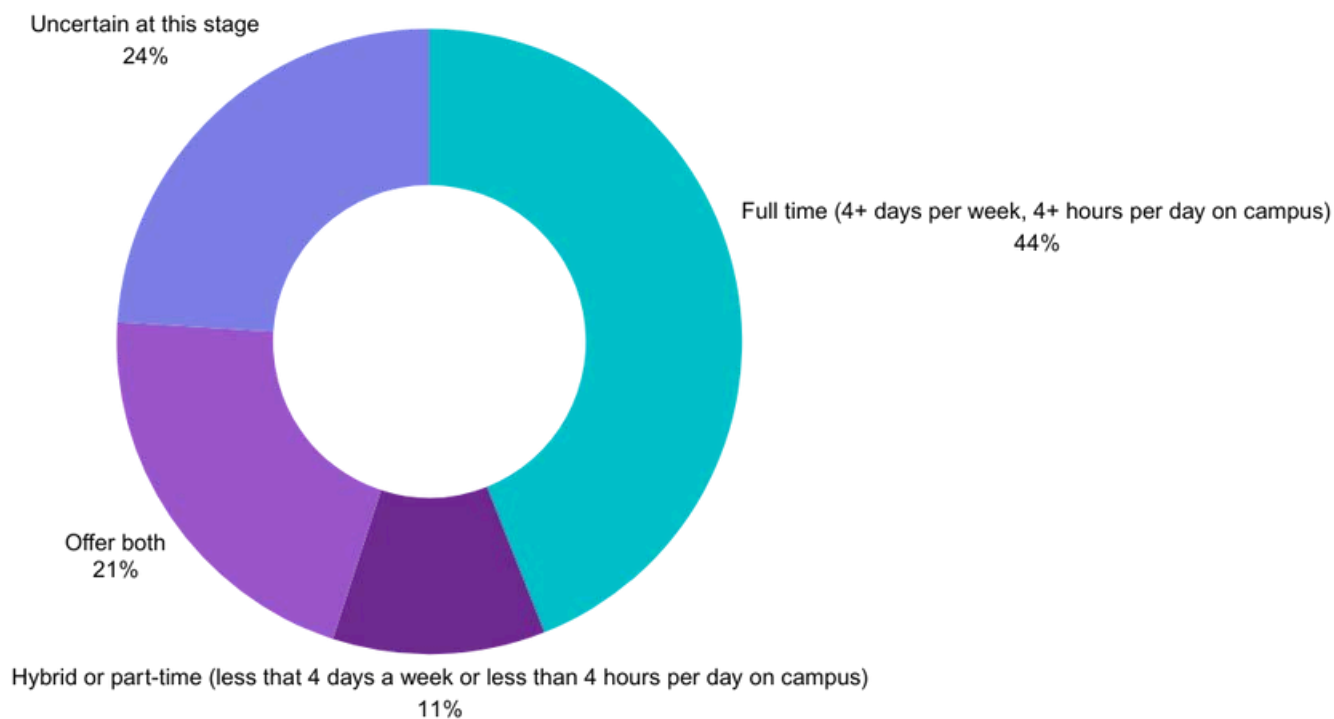


## Plans for prelaunch operational model

(select all that apply)



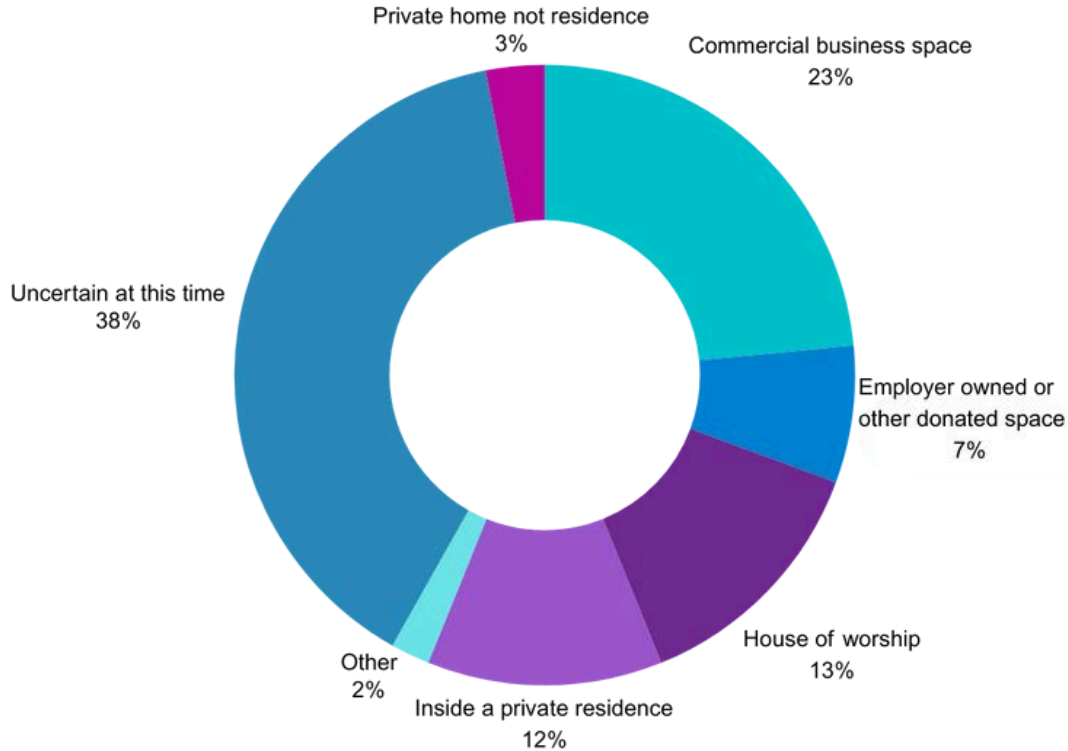
## Prelaunch planned schedule



## Facilities

In considering facilities for their prelaunch microschools, 23 percent of founders expect to operate in commercial business space, 13 percent in houses of worship, 12 percent inside a private residence, 7 percent in an employer-controlled or other donated space, 3 percent in a private home that is not currently a residence, and 3 percent in a private home that is not currently a residence.

### Prelaunch facility plans

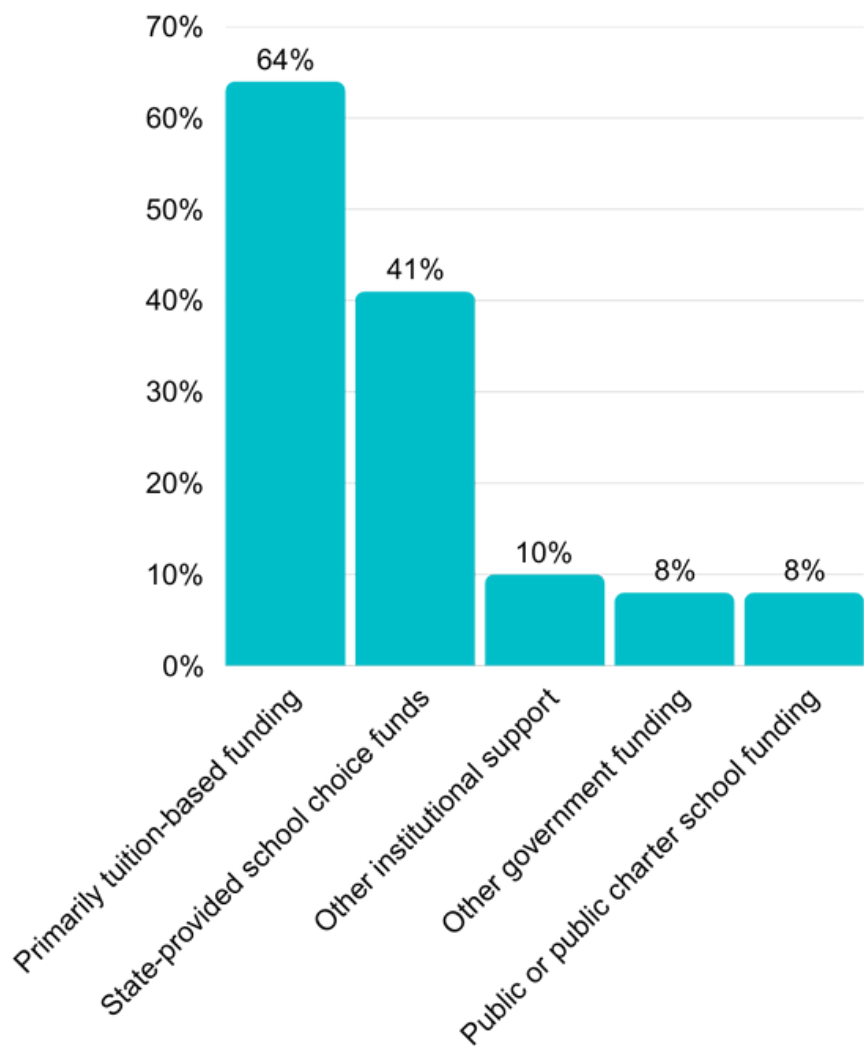


## Funding

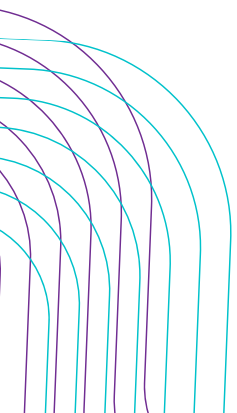
Prelaunch microschools surveyed plan their main sources of operating revenue (all that apply) to be: primarily tuition-based funding (64 percent), state-provided school choice funds (41 percent), public school or public charter school funding (8 percent), other institutional support (10 percent), and other government funding (8 percent).



Prelaunch funding plans



**"Affordability is a must. These families mostly have 3-6 children and cannot afford the hefty price tag that comes along with most drop off school choices in our area."**  
**- Prelaunch Microschool Founder, Texas**

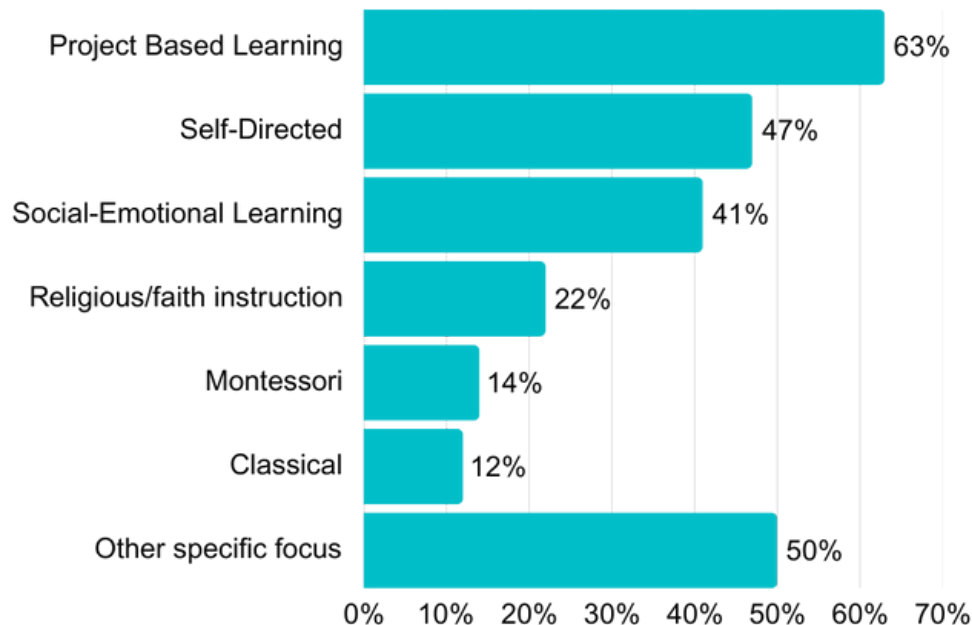




## Teaching and Learning

Prelaunch microschool founders seem as committed as current operators to bolstering the sector's diversity of educational approaches. Asked to choose all choices included in their planned microschool's approach, project-based learning was the most popular educational approach used (63 percent), followed by self-directed learning (47 percent), social and emotional learning (41 percent) and religious or faith instruction (22 percent). Classical and Montessori education approaches also joined the top 6, with "Other specific focus" choices totalling 50 percent.

### Prelaunch planned educational approach will include (select all that apply)



**“Microschools are very unique. No one is exactly the same because they’re all catering to the kids they serve.”**

**– Microschool Founder, Arkansas**

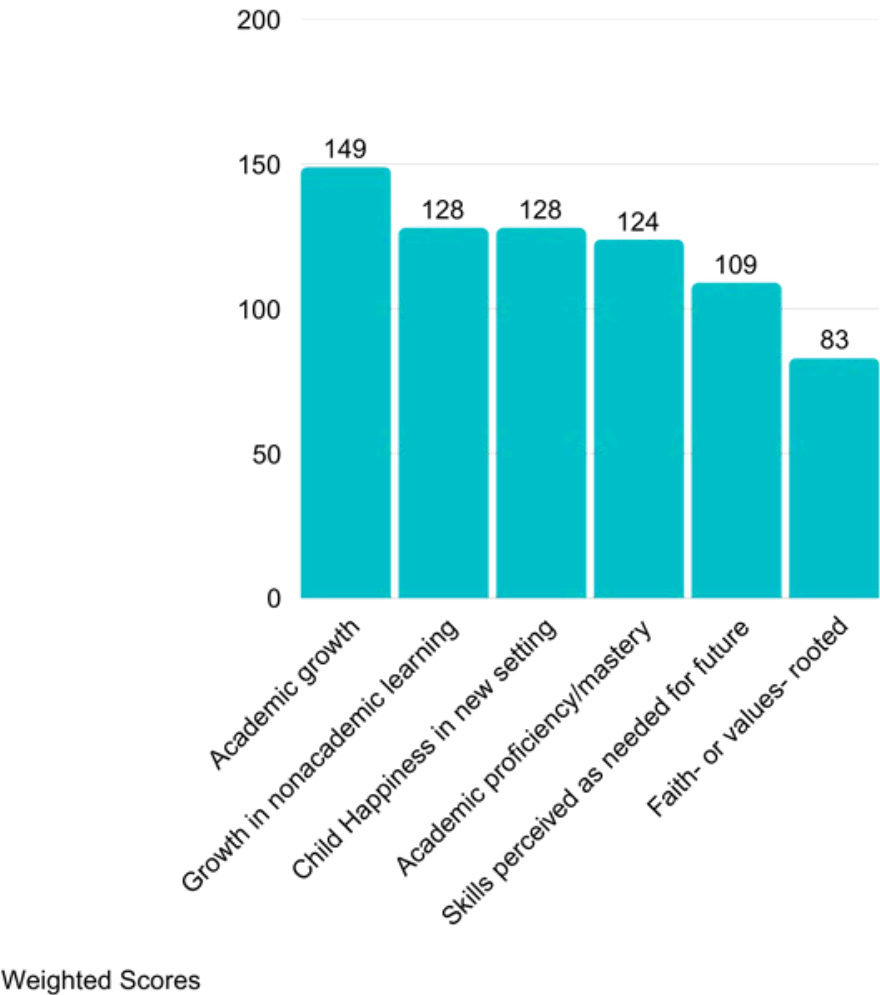


# Planned Outcomes

Prelaunch founders describe a robust pluralism of the most important student outcomes their diverse microschool models are designed to produce. Prelaunch microschools identified academic growth as their most important outcome, followed by growth in nonacademic learning, child happiness in their school, academic proficiency/mastery, skills perceived as needed for future success, and faith- or values- rooted outcomes. Outcomes are ranked according to a weighted score based on the priorities microschools assigned to different outcomes selected.



## Most important desired outcome (weighted scores)



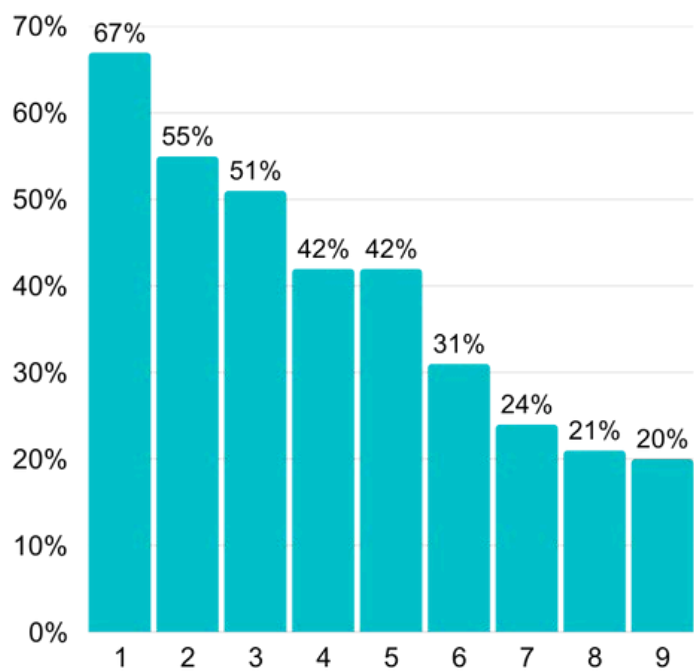


# Main Motivations of Prelaunch Microschool Founders



The main motivation most frequently cited by prelaunch microschool founders (asked to indicate all main motivations that apply) was to enable children to thrive as they had not in prior settings (67 percent). This was followed by: offer educational options more relevant to the future of learners served (55 percent), provide opportunities to systemically underserved or marginalized communities (51 percent), emphasize specialized nonreligious learning philosophies such as, child-centered learning, Montessori or Waldorf (42 percent) and to create an opportunity for myself as an educator to thrive in a way I could not in previous settings (42 percent).

**Prelaunch founders main motivations for creating a microschool**  
(select all that apply)



- 1: To enable children to thrive as they had not in prior settings
- 2: Offer educational options more relevant to the future of learners served
- 3: Provide opportunities to systemically underserved or marginalized communities
- 4: Emphasize specialized nonreligious learning philosophies (i.e., child-centered learning, Montessori, Waldorf, etc)
- 5: To create an opportunity for myself as an educator to thrive in a way I could not in previous settings
- 6: Parent creating solution for their own child
- 7: Counter learning loss
- 8: Provide religious/faith instruction
- 9: Professional success as entrepreneur

# CONCLUSION

Microschool ecosystems around the country have grown largely in response to two main factors: local demand for new educational options from families within their communities, and frameworks within which they are required to operate. This analysis demonstrates numerous ways where their responsiveness has shaped the characteristics of microschools.

Some examples include:

With most microschools relying on tuition for their funding, and more microschools serving families with household incomes below the average in their communities than above, costs and spending are generally lower than in public, taxpayer-funded options.

When prelaunch founders describe their microschools' most important intended student outcomes, the top three answers -- academic growth, growth in nonacademic learning and children's happiness in their new schooling environment -- are not generally prioritized in the most-discussed outcomes in the traditional public schools where most children at microschools attended previously.

Microschools, smaller learning environments where relationships are priorities, have proven popular with families of children with neurodiversities, other special needs, or who have experienced emotional trauma, as well as children whose educational attainment is two or more grades below "grade level" proficiency.

A 2024 report by the Center, [Microschool Trends in ESA States](#), analyzed the specific impacts of state policies, and especially school choice program details, on the ways microschools have grown and evolved in those states.

With a current market share at approximately 2 percent of students nationally, microschooling's growing popularity can likely be expected to continue to influence policy frameworks to modernize to better support families seeking these innovative small learning environments.

*Don Soifer serves as the National Microschooling Center's Chief Executive Officer. Ashley Soifer is the Center's Chief Innovation Officer. The authors wish to thank Michael McShane for his analytical guidance and Kathryn Kret, Jill Haskins and Sarah Silvestros for their expert assistance throughout the research process.*



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**The National Microschooling Center is a nonprofit resource hub and movement-builder committed to advancing the growth, health and evolution of the microschooling movement to live up to its fullest potential.**

Photos in this report courtesy of CALE, Discovery Learners' Academy, Faithscape Learning Pod, Naomi Parker Fraley Education, Onward Learning, Integrative Learning Academy, Primer and Vandalia Community School.

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