



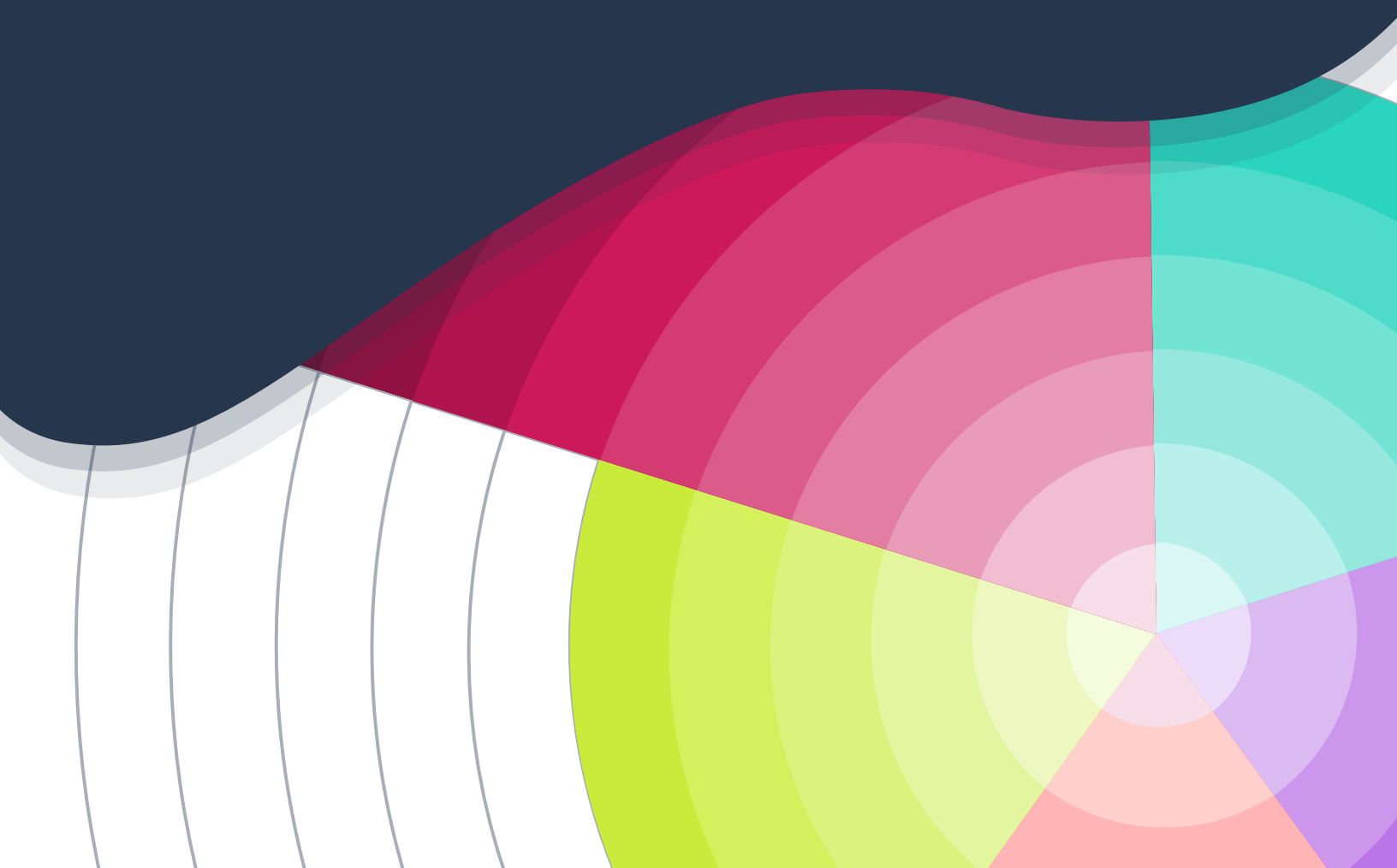
**BUILDING ON SUCCESS**  
IDAHO'S CHARTER SCHOOLS PROGRAM GRANT

2<sup>nd</sup> Edition

# The State of Educational Opportunity in Idaho

## A Survey of Idaho Parents

February 2026



2<sup>nd</sup> Edition

# The State of Educational Opportunity in Idaho

A Survey of Idaho Parents

## TABLE OF CONTENTS

Executive Letter	2
Methodology	3
How to Read the Results	5
Our State Summary	6
Idaho in Context	8
About Us	19

Dear Friends,

Our new statewide survey of 425 Idaho parents finds high levels of school satisfaction and overwhelming support for expanded academic supports and school choice policies.

The report provides one of the most comprehensive looks at educational opportunity in America, measuring not just school satisfaction but also tutoring access, summer programs, extracurricular participation, parent engagement, and college and career readiness.

### **Idaho Parents Report Strong Satisfaction — Especially in Choice Settings**

Most Idaho parents report being satisfied with their child’s school. Satisfaction is strongest among families with access to school choice:

- Private school parents: 78% “very satisfied,” 98% satisfied overall
- Charter school parents: 50% “very satisfied,” 92% satisfied overall
- Traditional public-school parents: 38% “very satisfied,” 81% satisfied overall

Parents in private and charter schools are also significantly more likely to say they would choose the same school again.

### **Overwhelming Support for Tutoring and Expanded Learning**

Idaho parents strongly support additional academic supports:

- 86% favor free tutoring for students below grade level
- 80% favor free summer programs
- 77% favor open enrollment
- 77% favor Education Savings Accounts (ESAs)
- 69% favor school vouchers

Support for annual standardized testing remains majority-positive, though lower than other policies.

### **Educational Opportunity Extends Beyond the Classroom**

The survey highlights the importance of how students spend time outside school. Students earning higher grades are more likely to:

- Complete homework regularly
- Read for fun
- Spend time with friends in person

Students with lower grades are more likely to spend significant time on video games and social media.



### **Gaps by Geography and School Type Remain**

The survey reveals important differences in satisfaction and engagement across school types and communities. Urban parents report particularly high satisfaction levels, while satisfaction varies across rural and suburban areas.

These findings underscore that while many families are satisfied, opportunity is not evenly distributed.



### **Bottom Line**

Idaho parents are broadly satisfied with their schools and strongly support policies that expand academic supports and school choice. The data suggest that tutoring, summer learning, and access to diverse schooling options are key drivers of parent confidence.

As policymakers consider the future of education in Idaho, this survey makes one thing clear: parents want more opportunity, more flexibility, and more support to help their children succeed.

Over the following pages, you’ll find:

- The **methodology** of the survey and an explanation of how the results are presented.
- A two-page summary of the **results** for Idaho across the five categories and 15 questions.
- **Maps and other visualizations** of how Idaho compares to the rest of the nation on important questions.

Visit our partners at [50can.org](https://50can.org) to view the nationwide report, the survey questionnaire and the full data set.

Sincerely,



**Terry Ryan**  
Chief Executive Officer  
Bluum

# Methodology

Edge Research conducted a nationwide survey of 23,104 U.S. parents and guardians of school-aged children (K-12th grade) in each of the 50 states plus the District of Columbia. **In Idaho, 425 parents and guardians of K-12 children were surveyed.** Respondents could take the survey in either English or Spanish, based on their preference. The survey was in the field from September 30, 2025, to December 1, 2025.

## DATA COLLECTION

The survey used a mixed-mode methodology to reach as many households as possible. First, survey respondents were recruited using online, non-probability samples obtained via national opt-in consumer research panels. These surveys were mobile-optimized (meaning participants can take the survey on a PC or mobile device, which helps reach those who do not have internet access but do have a mobile data plan). In states where Edge Research was not able to collect enough surveys using this method, they obtained supplementary text-to-web interviews.

## SURVEY REPRESENTATIVENESS

As respondents entered the survey, they submitted demographic information, and quotas were set to ensure the sample is proportionately distributed in accordance with the most recent U.S. Census and National Center for Education Statistics (NCES) data on U.S. parents in each state. Quotas functioned by predetermining the number of desired respondents by gender identity, race, ethnicity, child’s grade, and grade level in each state. Once the desired number was reached with each quota group, it closed, and additional respondents were turned away. After the survey came out of the field, Edge Research reviewed the data and applied additional weights by income, marital status, parent gender, race/ethnicity, school type, and area (e.g., urban, suburban, small town, rural) within states.

The following tables provide the demographics of survey respondents in Idaho after weighting.

RACE/ETHNICITY							
Hispanic/Latino of Any Race	White Alone	Black/African American Alone	American Indian or Alaska Native Alone	Asian Alone	Native Hawaiian or Pacific Islander Alone	Some Other Race Alone	Two or More Races
13%	80%	0%	2%	1%	0.4%	0%	2%

INCOME DISTRIBUTION		
Low Income	Middle Income	High Income
40%	51%	9%

SCHOOL LEVEL		
K-5th	6th-8th	9th-12th
45%	24%	31%

<sup>1</sup> <https://www.census.gov/>  
<sup>2</sup> <https://nces.ed.gov/programs/edge/tableviewer/acsProfile/2021>

## GRADE OF CHILD

K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
7%	7%	7%	8%	8%	9%	8%	8%	8%	8%	8%	7%	9%

## SCHOOL TYPE

Local or Traditional Public School	Public Magnet School	Public Charter School	Private Independent School	Parochial/Religious School	Virtual/Online Public School	Homeschool	Microschool	Other Type of School
65%	2%	10%	12%	1%	2%	7%	1%	1%

## INCOME DEFINITIONS

In the pages that follow, we provide results for low-, middle- and high-income parents. These income buckets were calculated using the Pew Research Center’s study on “The State of the American Middle Class” and their category definitions:

- Middle-income households are defined as those with an income that is two-thirds to double that of the U.S. median household income, after being adjusted for household size.
- Lower-income households have incomes less than two-thirds of the median
- High-income households have incomes that are more than double the median.

Following these definitions, Edge Research adjusted the incomes reported in the survey to reflect a three-person household using the equivalence scales technique. Pulling from the U.S. Census 2023 Annual Social and Economic Supplements, they used the three-person household income breaks of \$61,000 to \$183,000 as middle, and values above and below those thresholds as lower and upper income respectively. Edge Research also adjusted each household income using Regional Price Parities (RPPs)—indexes from the Bureau of Economic Analysis—that compare local prices to the national average. These tell whether an area is more or less expensive than the country overall. RPPs are applied differently based on what is known about the household’s location. If the exact metro area is known, the RPP is used for that metro area. If the household is in a non-metro (rural or small-town) area, the RPP for non-metro areas in that state is used.

## DATA QUALITY CONTROL AND STANDARDS

Edge Research employed several practices to ensure data quality. The survey platform used reCAPTCHA to screen for bots. They also applied a third-party tool called Research Defender to screen out known bad actors and respondents with high survey-taking rates. In addition, data was monitored regularly while in the field. Once all responses were collected, they applied additional data cleaning processes, clearing data for cheating, speeding, inattentiveness, and AI-generated responses.

Edge Research follows the American Association for Public Opinion Research (AAPOR) Code of Professional Ethics and Practices to maintain the highest standards of competence, integrity, accountability, and transparency in public opinion and survey research work.

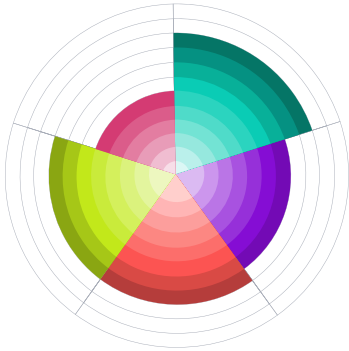
<sup>3</sup> <https://www.census.gov/data/datasets/time-series/demo/cps/cps-asec.2023.html#list-tab-165711867>

<sup>4</sup> [Standards and Ethics - AAPOR](#)

# How to Read the Results

One challenge with a survey of this size was how to present the results in an accessible way that doesn't sacrifice the depth of insights. We decided to present the answers in two ways: first with an overview of the results across 15 questions for our state and then with a more in-depth look at how our state compared to all the other states for a few key questions.

## OUR STATE SUMMARY

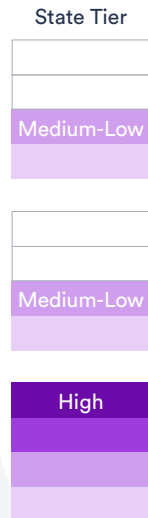


To help make it easier to look at our state's full results at a glance, we present the answers from our parents over two pages. At the top of the first page is the number of parents who participated in the survey.

We also provide a way to view our state's **relative strengths and weaknesses through a circle with five wedges**, one for each of the five categories of the survey: 1) School quality and opportunity (**pink**), 2) Tutoring, summer, and mental health (**green**), 3) Out of school activities (**teal**), 4) Information and engagement (**purple**), and 5) College and career readiness (**orange**).

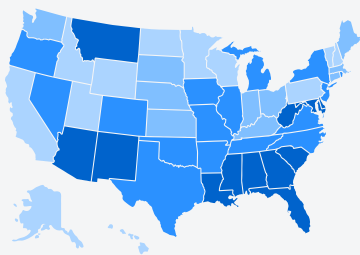
Each of the five categories is made up of three questions. These are presented below each category with **our state's results compared to other states represented by a tier** shown to the right of each question, from low to high. These tiers are scored from 1 (low) to 4 (high) and the scores across the three questions determine how many rows are colored in for the wedge (up to a possible number of 12 rows).

The state results for each question are presented in circles that offer a comparison of the state against the national average and the 2025 results compared to 2024. For yes/no questions, the results are presented as the percentage who said yes, rounded to the nearest whole number. For questions about parents' opinions and attitudes, we utilized a Likert scale and **reported out the percentage choosing the highest option**. For example, on question 1, which measures parents' satisfaction with their child's school, we present the percentage who answered that they were "very satisfied." This helps ground the comparison discussion in a high bar for success.



## OUR STATE IN CONTEXT

The second section of this report provides comparative results for all 50 states plus D.C., one question at a time.



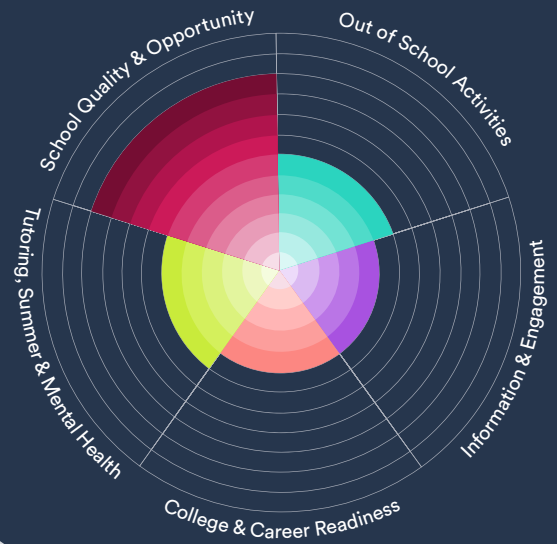
For the maps, a key provides the scale for the map and explains the numbers behind each of the four shades of blue. The darkest shade of blue is always the highest numbers and the lightest shade of blue is always the lowest numbers. Our state is outlined in red.

For the list, states are ordered from highest performing states at the top to lowest performing states at the bottom. This list shows the state average as a dark blue dot and the results for low-income families in a light shade of the section color and the results for middle- and high-income families as a darker shade of that color. Our state is identified with a red box to make it easier to spot.

# IDAHO

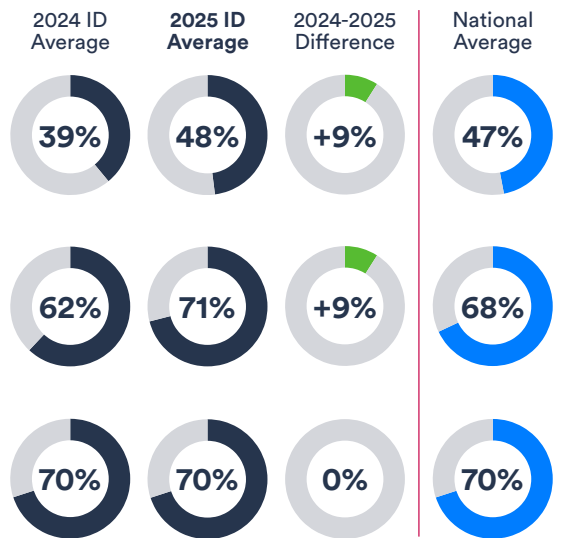


Surveyed September 30 - December 1, 2025  
 Sample size (N) = 425 parents and guardians



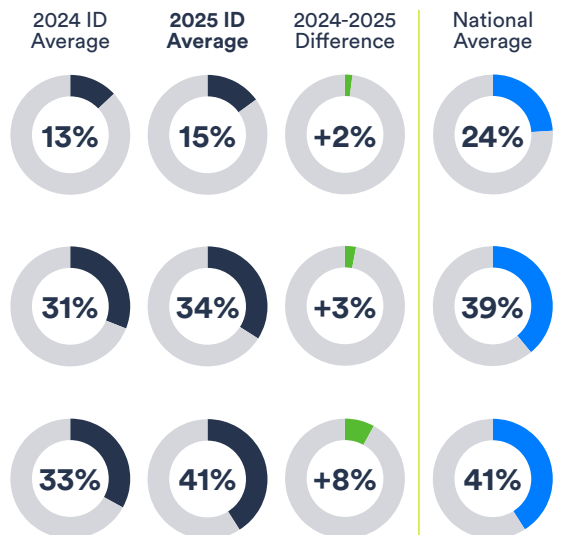
## SCHOOL QUALITY AND OPPORTUNITY

State Tier	Metric	Description
Medium-High	<b>Very Satisfied with School</b>	Percentage answering they are very satisfied with their child's school
High	<b>Would Make the Same Choice</b>	Percentage answering that they would send their child to the school they go to today
Medium-High	<b>Feel They Have a Choice</b>	Percentage answering they feel like they have a choice in what school their child attends

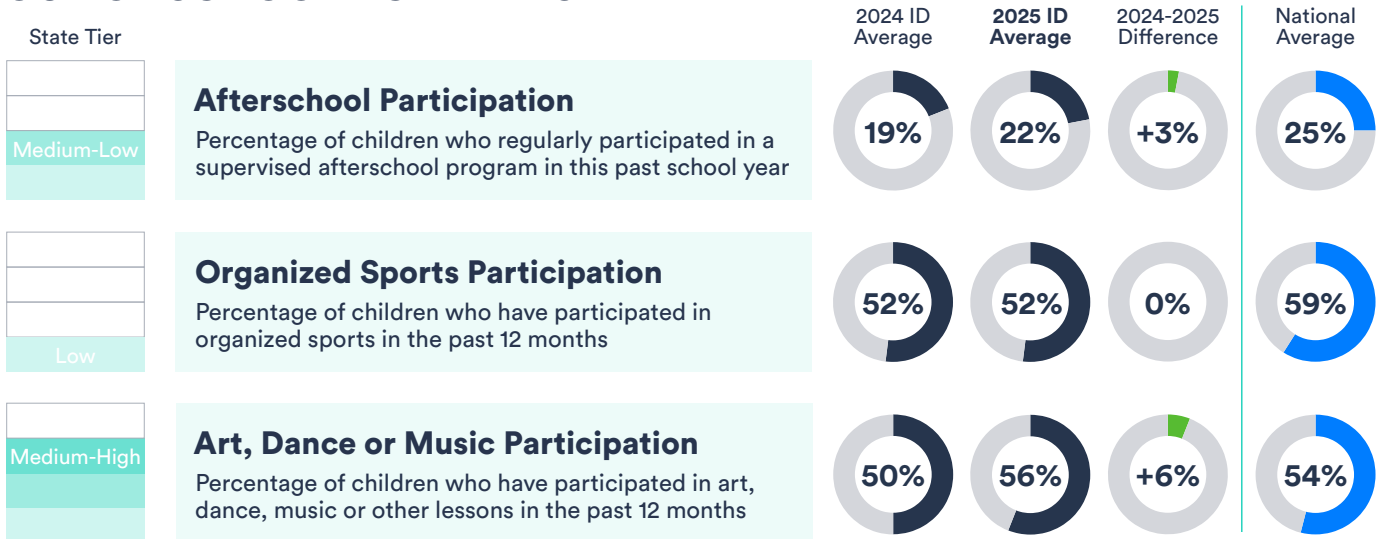


## TUTORING, SUMMER AND MENTAL HEALTH

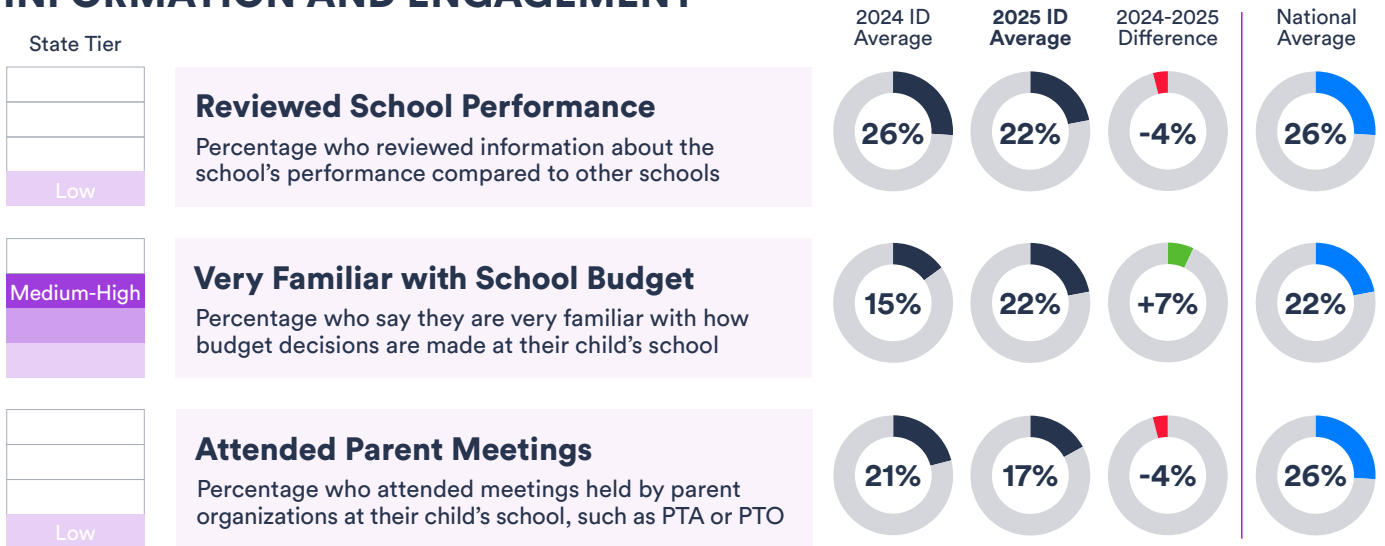
State Tier	Metric	Description
Low	<b>Tutoring Participation</b>	Percentage of children who have received academic tutoring in this past school year
Medium-Low	<b>Summer Program Participation</b>	Percentage of children who participated in a supervised summer program
Medium-High	<b>Very Satisfied with Mental Health Support</b>	Percentage answering they are very satisfied with how the school supports their child's mental health needs



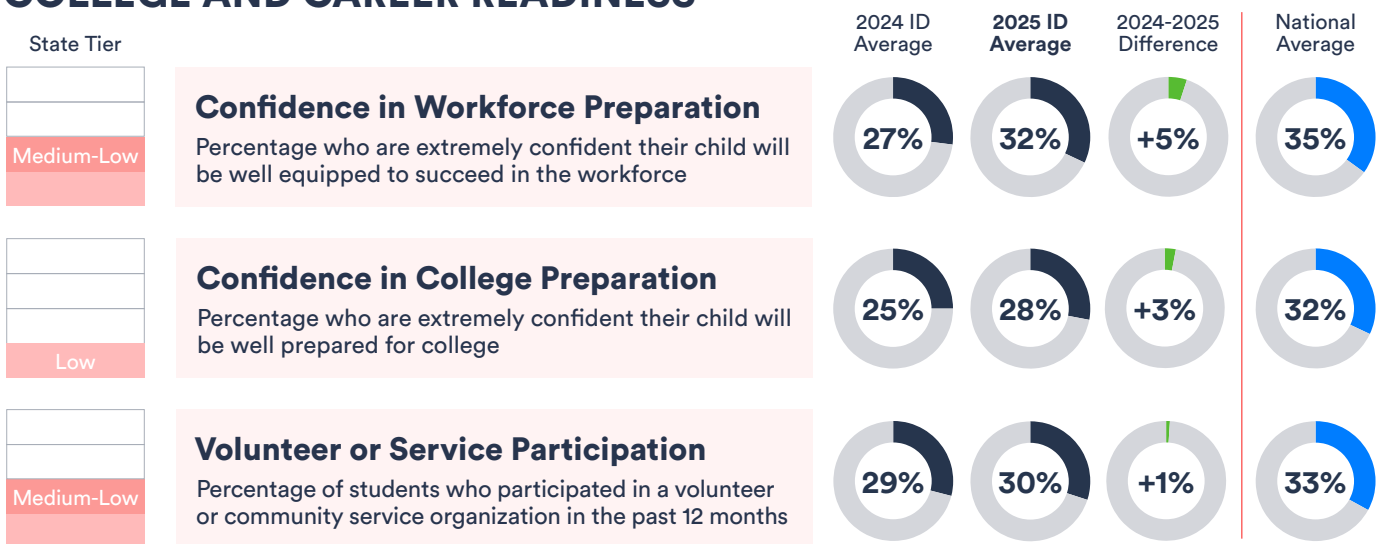
# OUT OF SCHOOL ACTIVITIES



# INFORMATION AND ENGAGEMENT



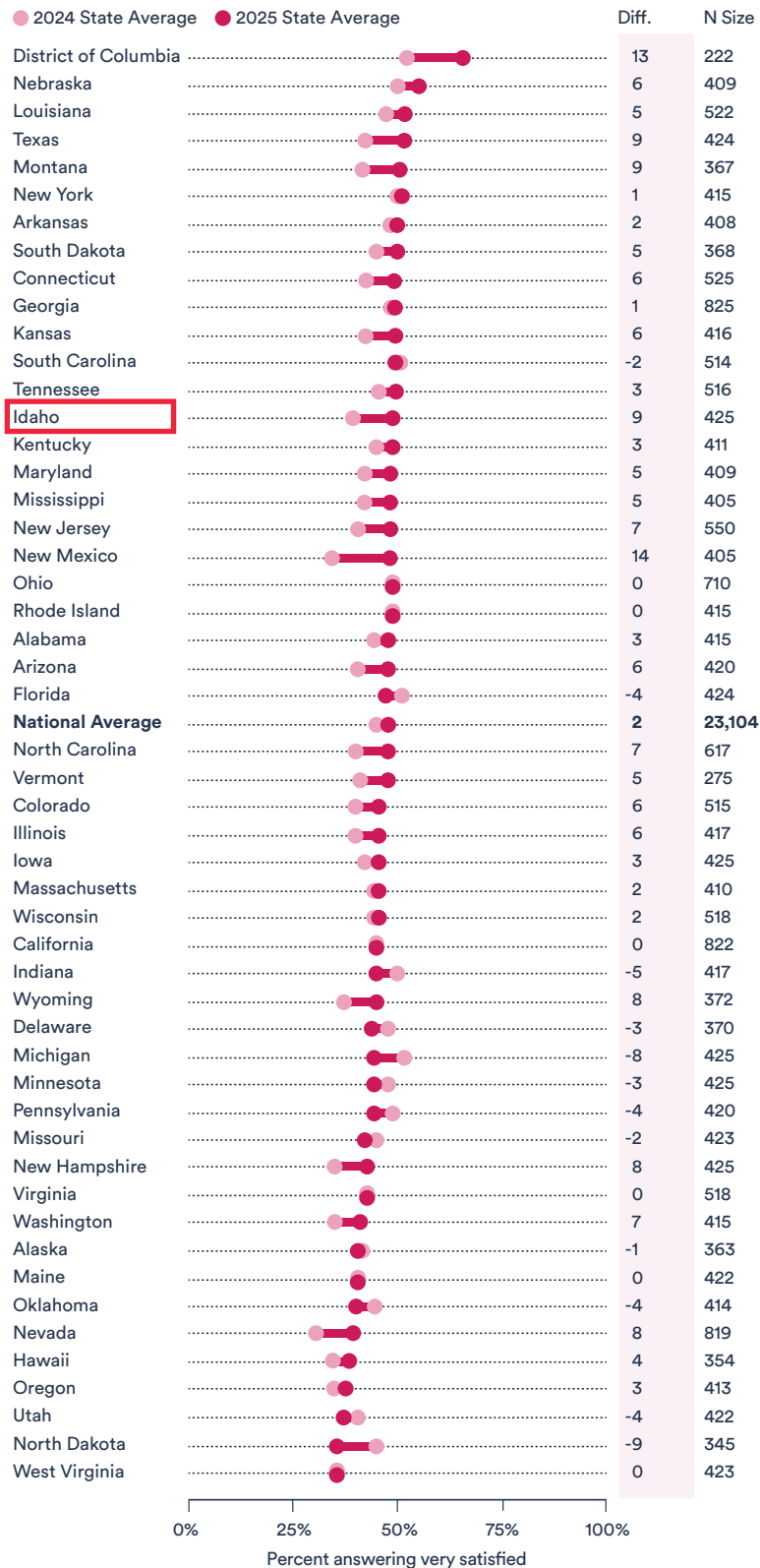
# COLLEGE AND CAREER READINESS



# Idaho in Context: A 50-State Perspective

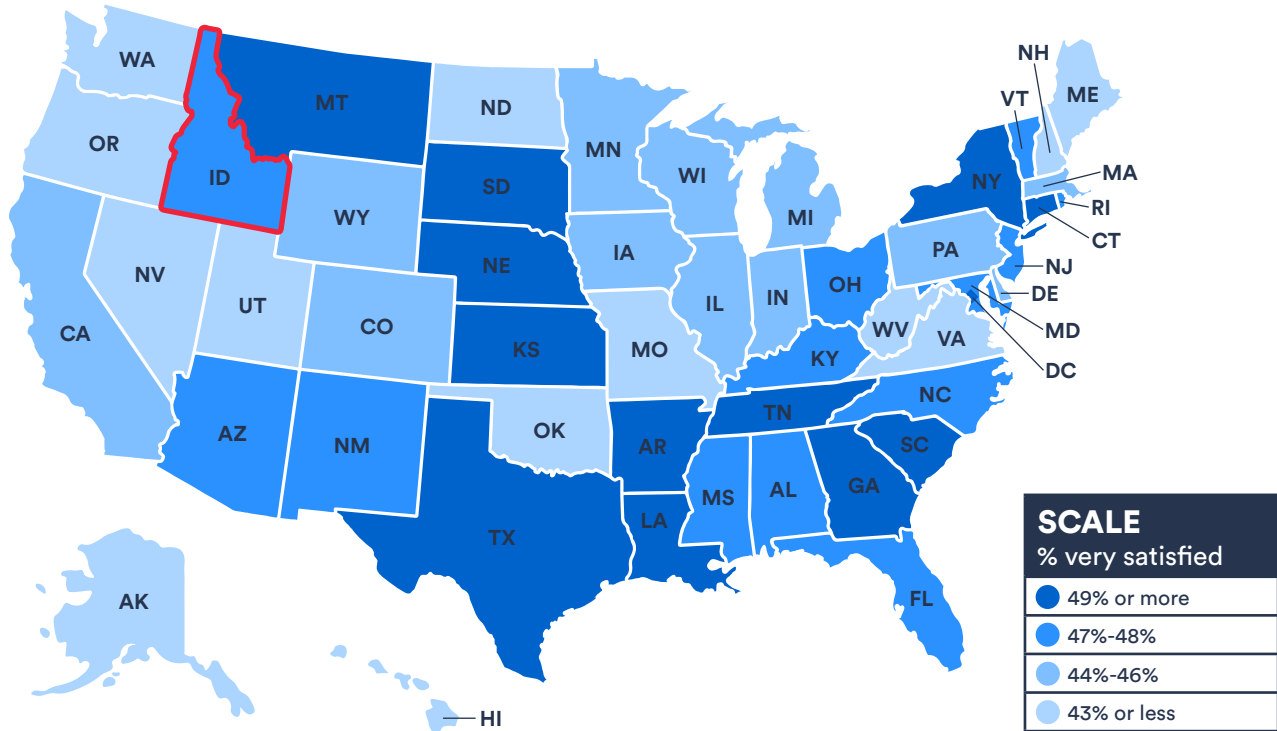
## VERY SATISFIED WITH SCHOOL BY STATE & YEAR

Percentage answering they are very satisfied with their child's school



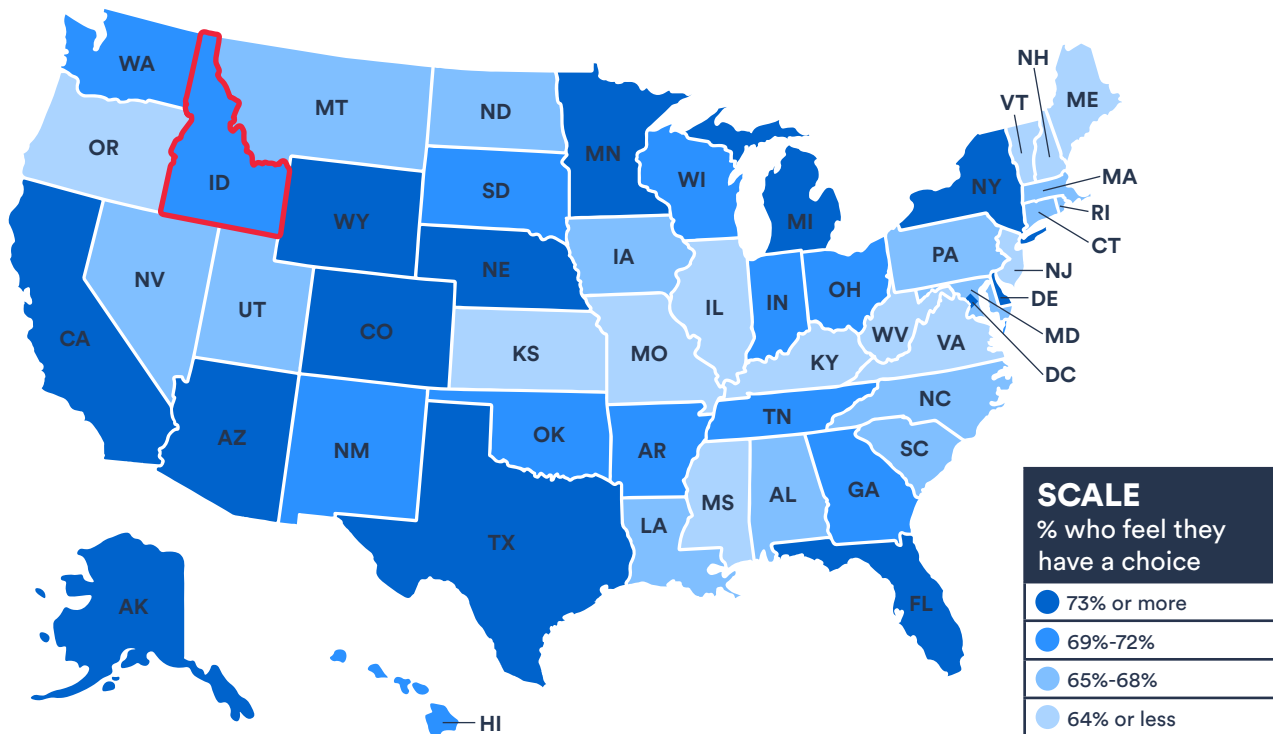
## VERY SATISFIED WITH SCHOOL BY STATE

Percentage answering they are very satisfied with their child's school



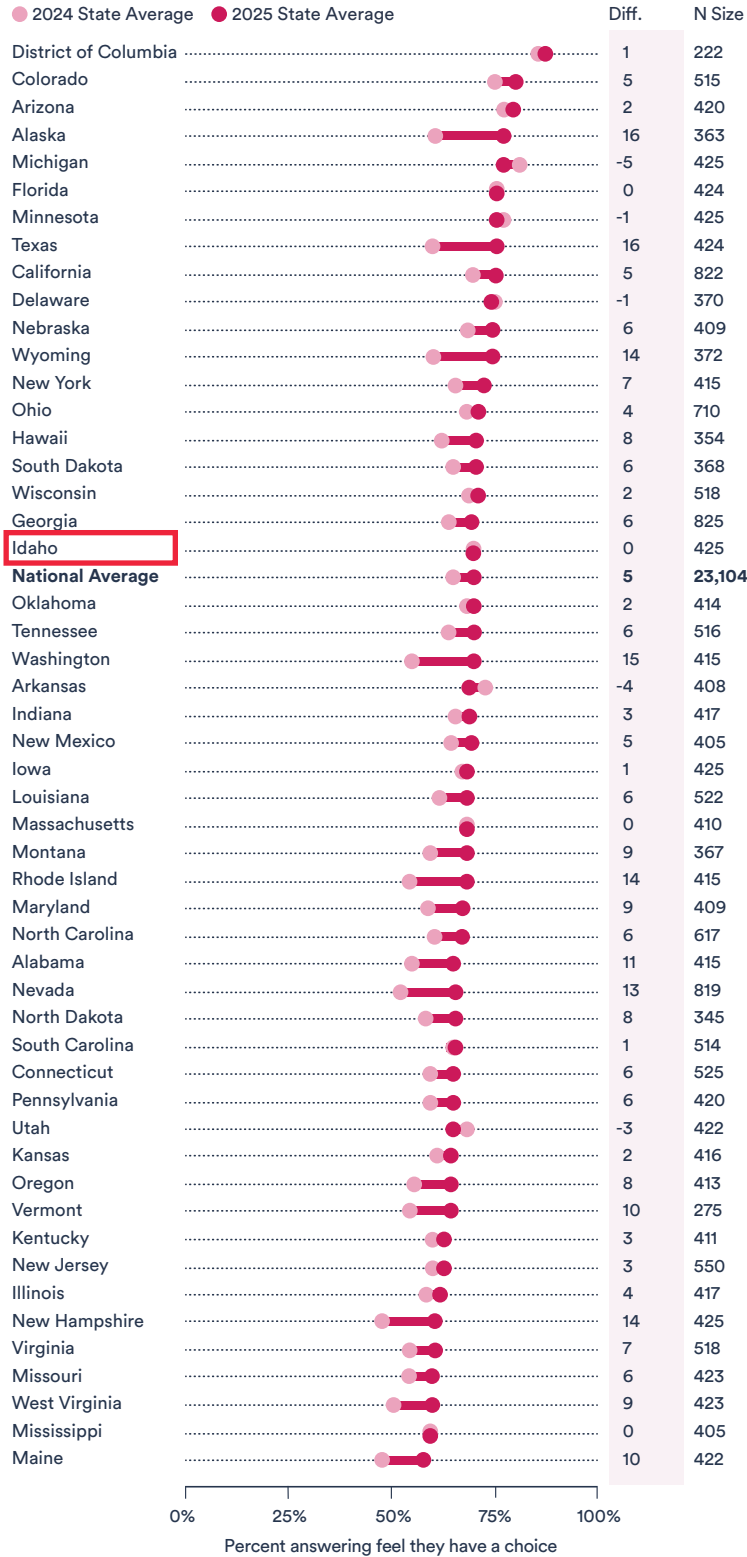
## FEEL THEY HAVE A CHOICE BY STATE

Percentage answering they feel like they have a choice in what school their child attends



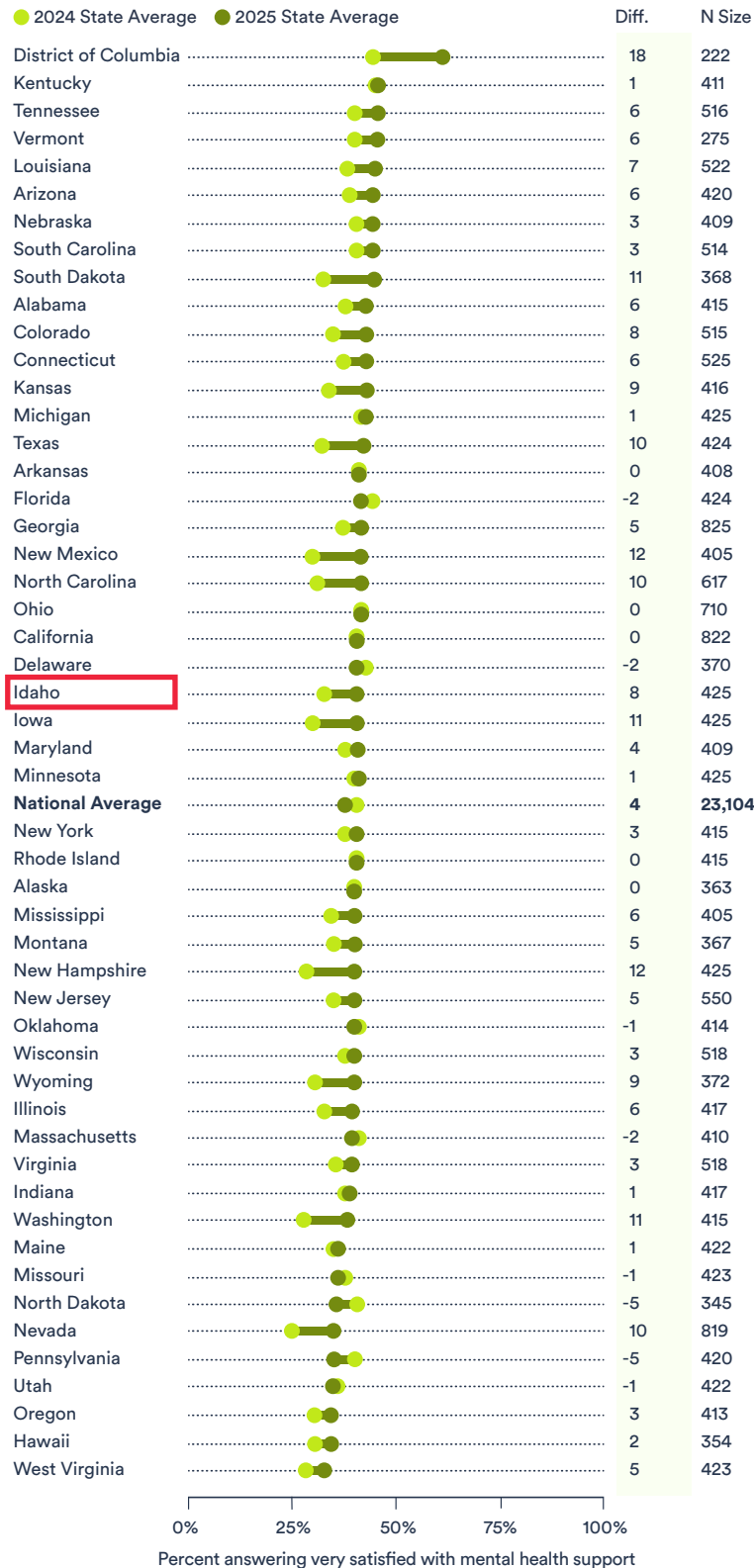
# FEEL THEY HAVE A CHOICE BY STATE & YEAR

Percentage answering they feel like they have a choice in what school their child attends



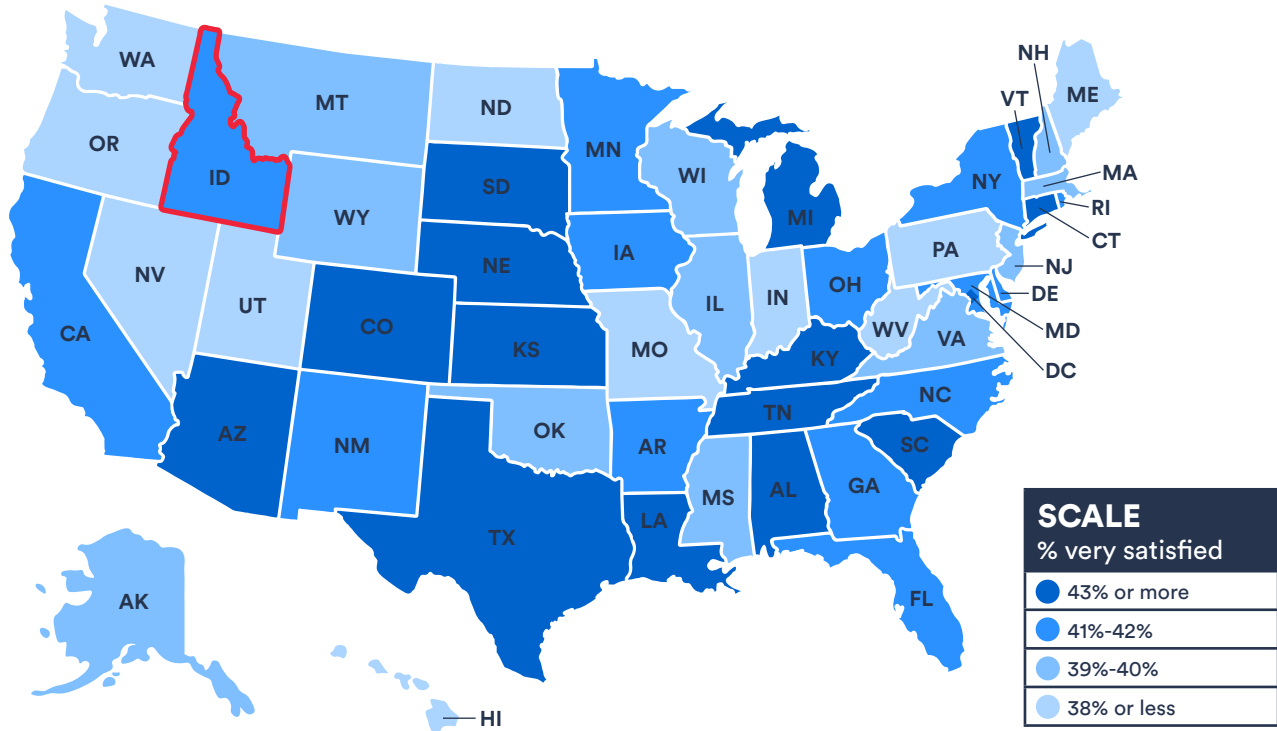
# VERY SATISFIED WITH MENTAL HEALTH SUPPORT BY STATE & YEAR

Percentage answering they are very satisfied with how the school supports their child's mental health needs



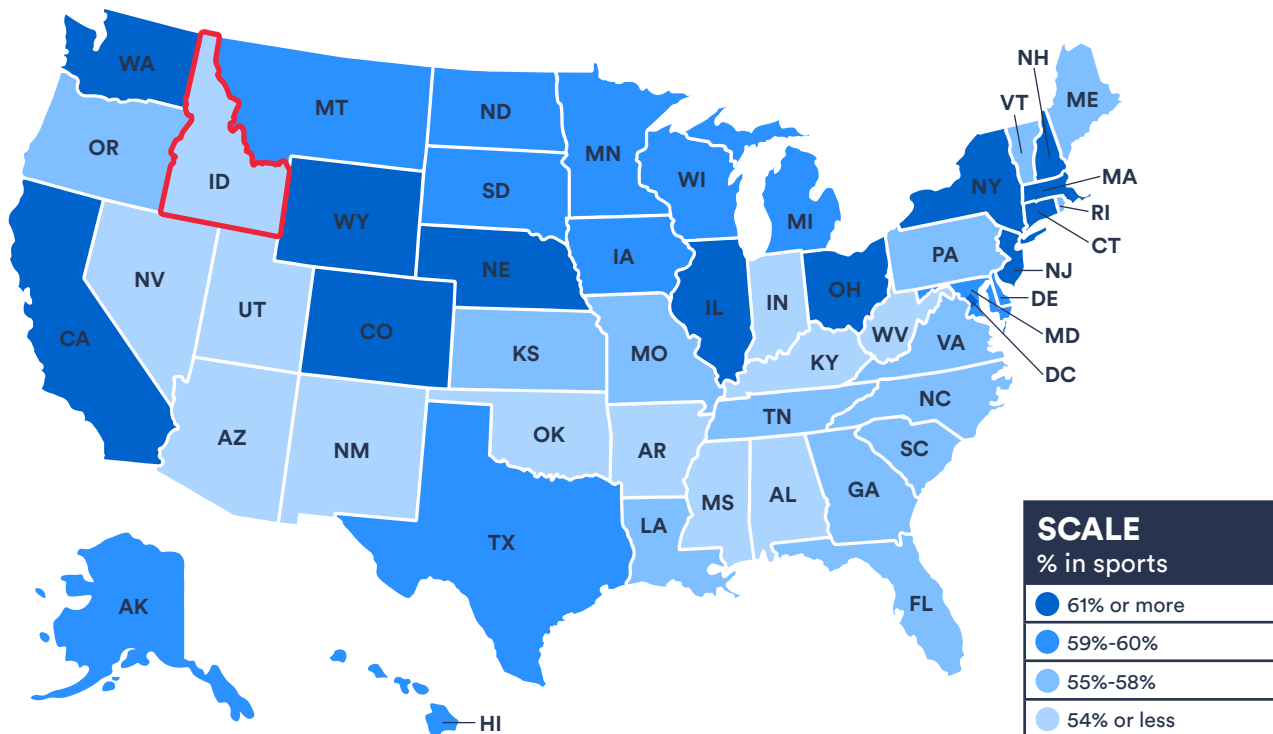
## VERY SATISFIED WITH MENTAL HEALTH SUPPORT BY STATE

Percentage answering they are very satisfied with how the school supports their child's mental health needs



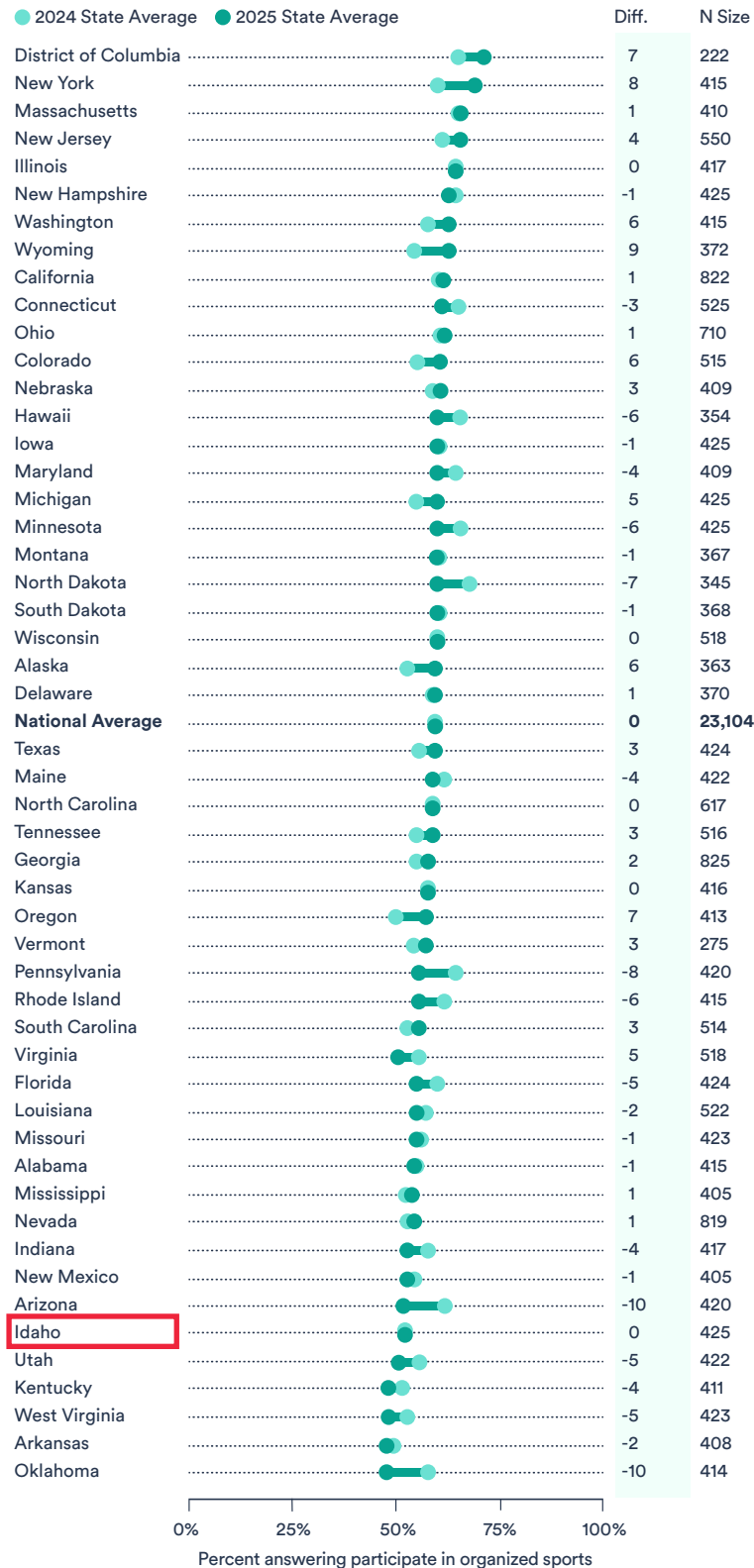
## ORGANIZED SPORTS PARTICIPATION BY STATE

Percentage of children who have participated in organized sports in the past 12 months



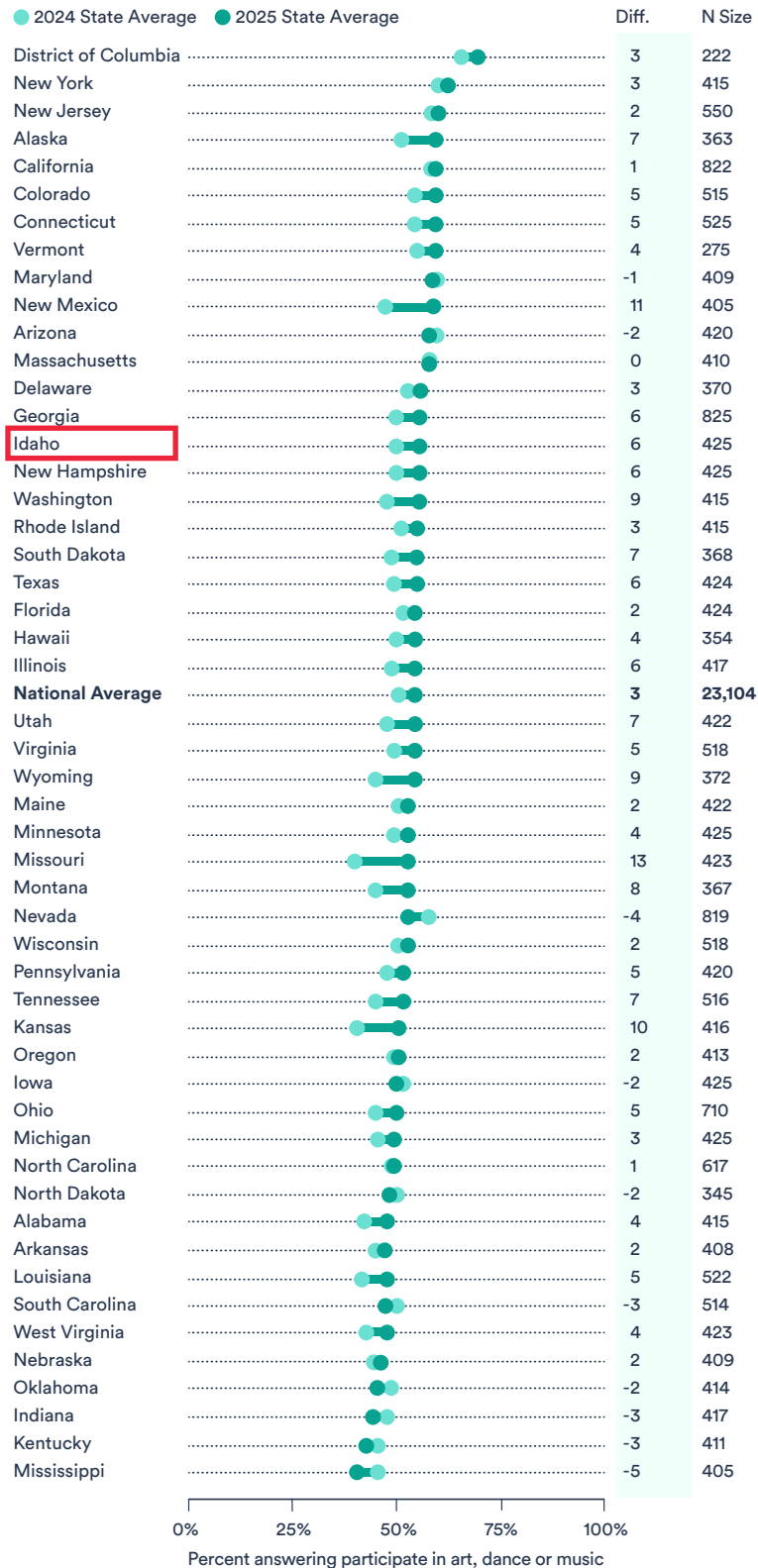
# ORGANIZED SPORTS PARTICIPATION BY STATE & YEAR

Percentage of children who have participated in organized sports in the past 12 months



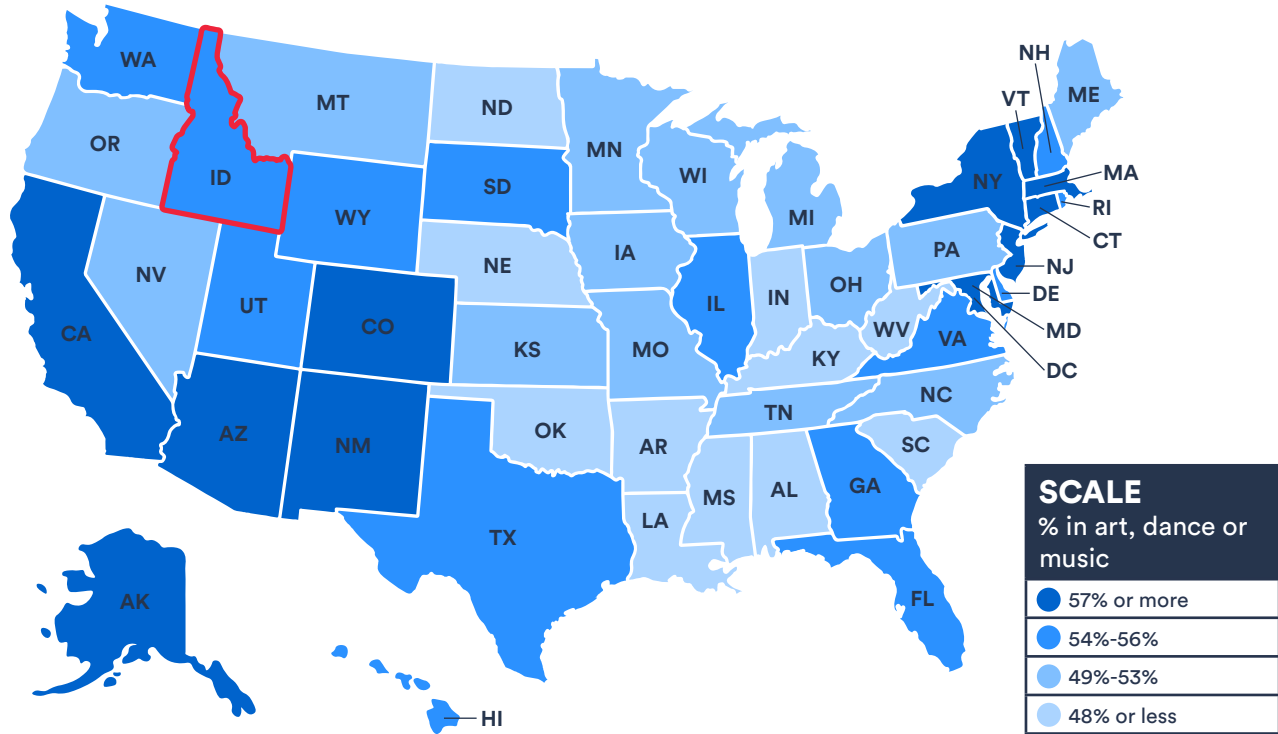
# ART, DANCE OR MUSIC PARTICIPATION BY STATE & YEAR

Percentage of children who have participated in art, dance, music or other lessons in the past 12 months



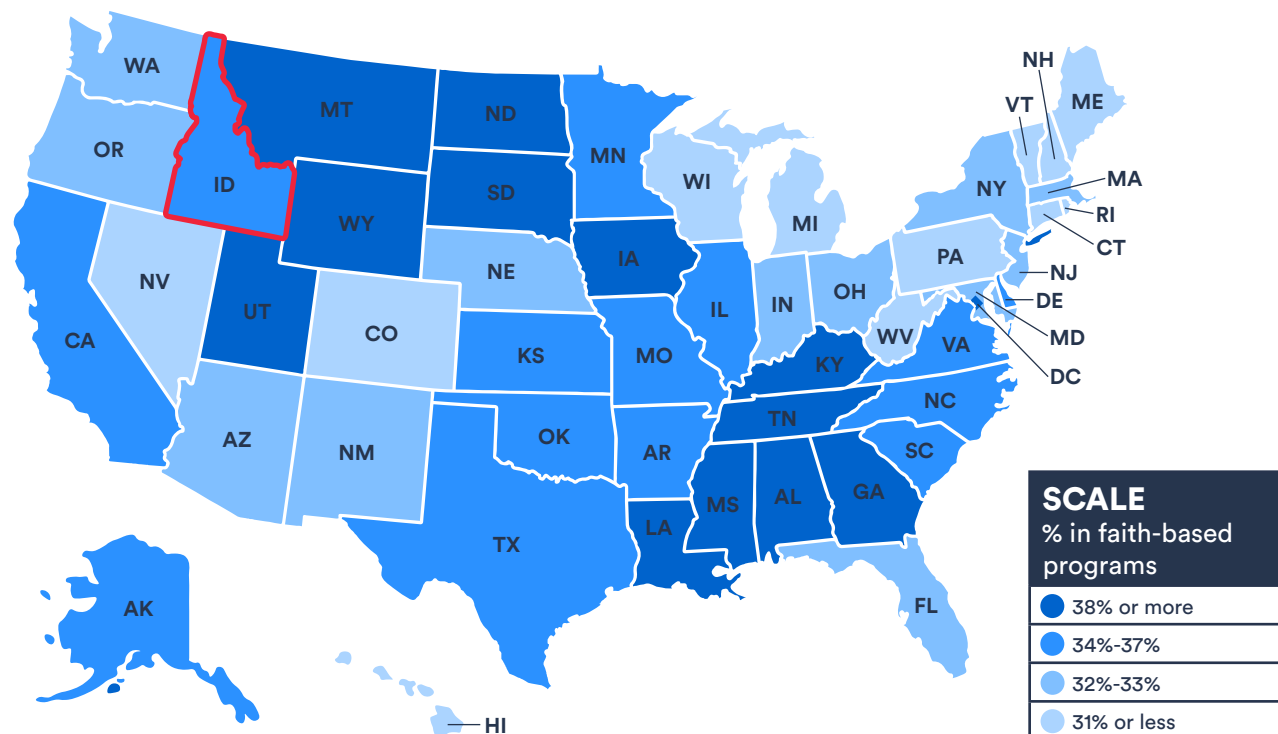
## ART, DANCE OR MUSIC PARTICIPATION BY STATE

Percentage of children who have participated in art, dance, music or other lessons in the past 12 months



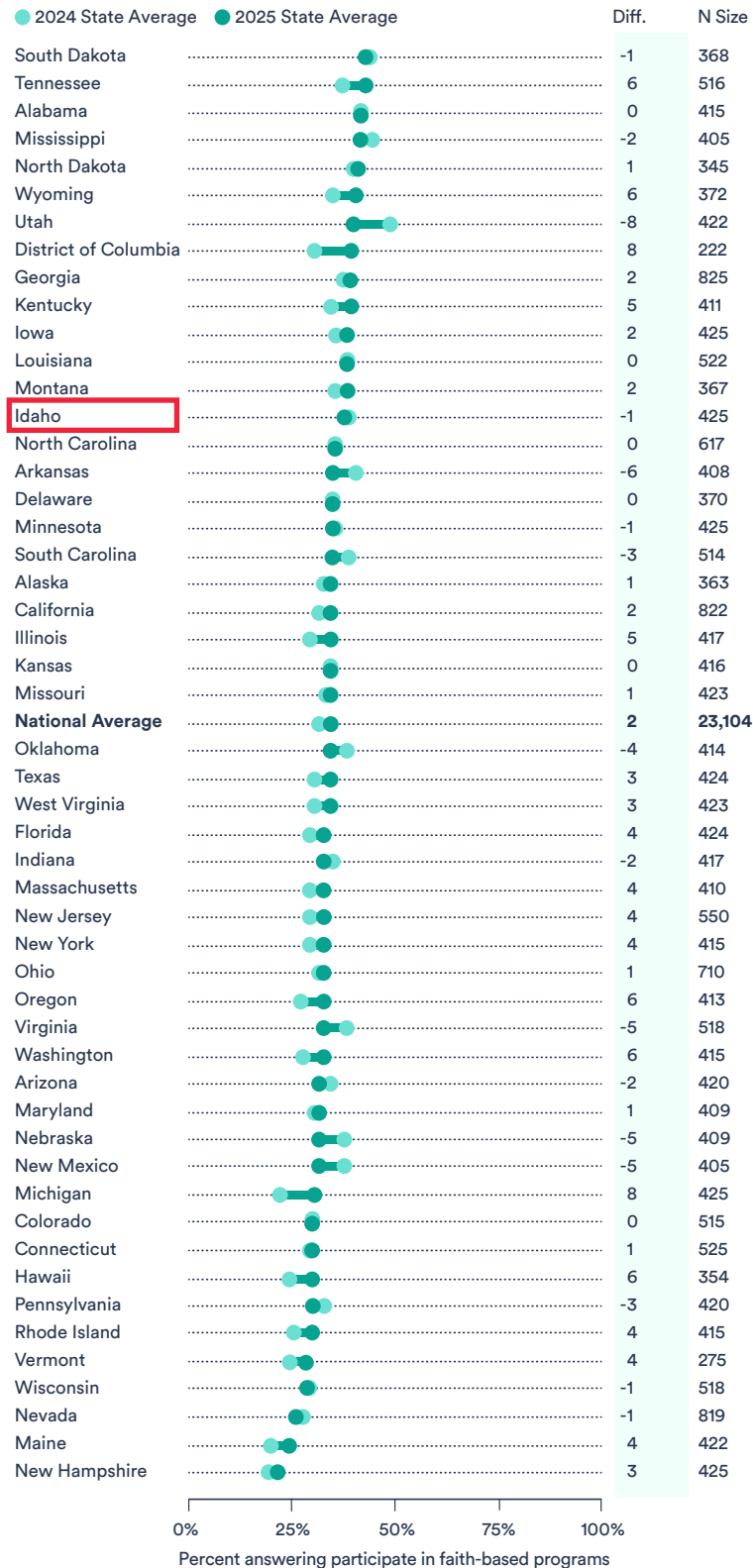
## FAITH-BASED PROGRAM PARTICIPATION BY STATE

Percentage of children who have participated in religious instruction, youth group or faith-based program in the past 12 months



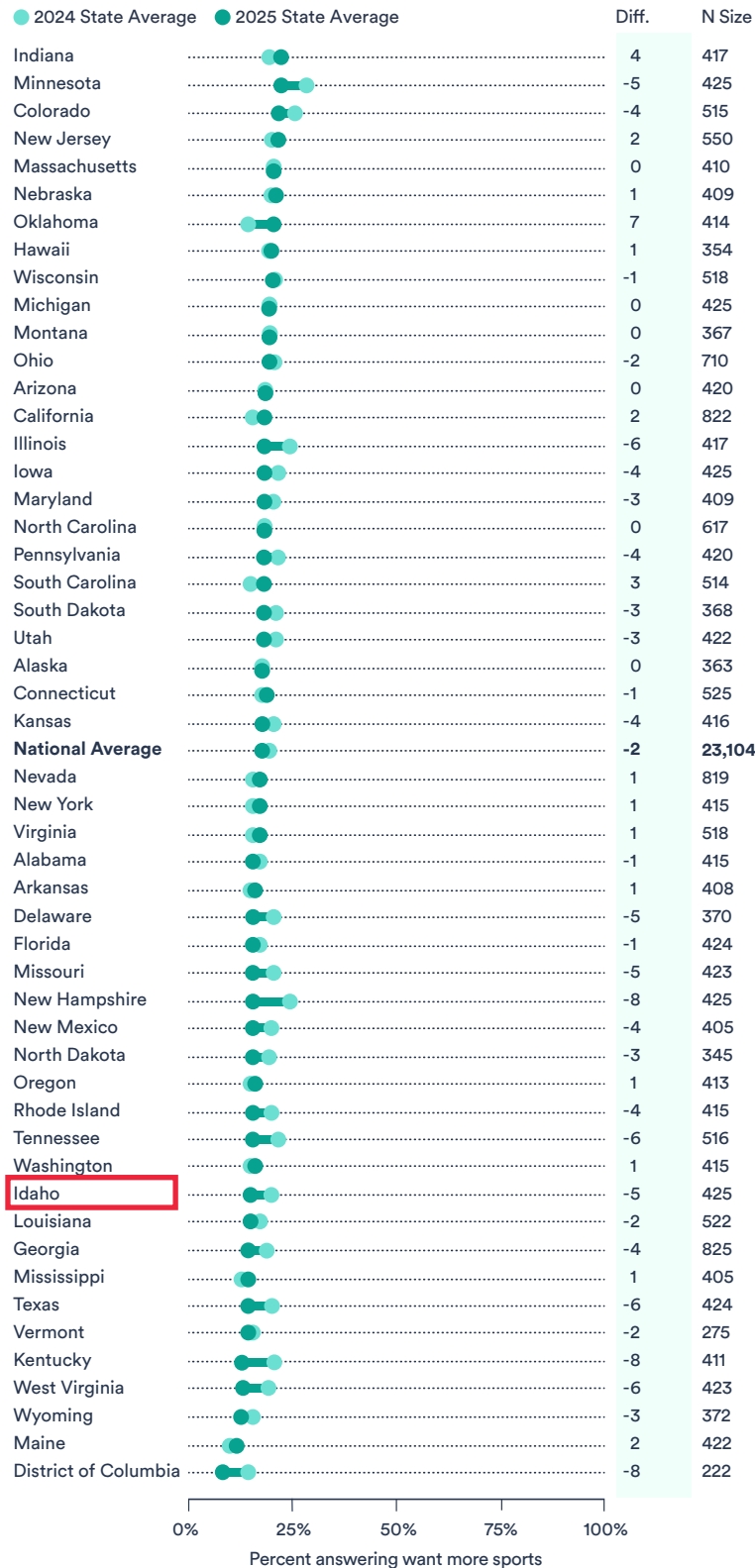
# FAITH-BASED PROGRAM PARTICIPATION BY STATE & YEAR

Percentage of children who have participated in religious instruction, youth group or faith-based program in the past 12 months



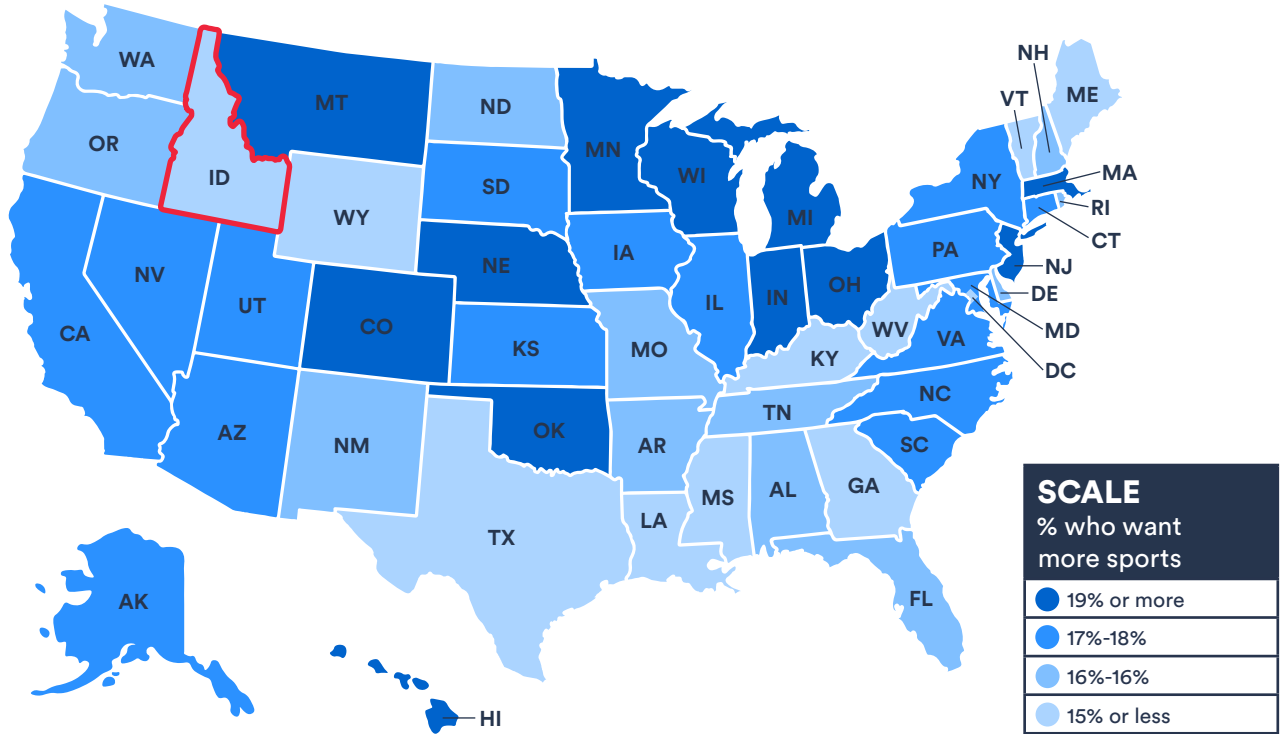
# WANT MORE SPORTS BY STATE & YEAR

Percentage who said if they had more time and/or money, organized sports would be the activity most beneficial to their child



## WANT MORE SPORTS BY STATE

Percentage who said if they had more time and/or money, organized sports would be the activity most beneficial to their child



## ABOUT BLUUM

**We Believe:** A robust choice of learning opportunities helps children, families, and educators achieve more and do better.

**We Are Committed:** To ensuring that Idaho's children reach their fullest potential by cultivating great leaders, replicating high-performing school models, and taking risks to develop new approaches so all Idaho students have access to a great education.

**About Bluum:** Bluum is a statewide nonprofit organization helping Idaho's public charter school sector become a national model for how to maximize learning outcomes for children and families.

### **Bluum Strives to:**

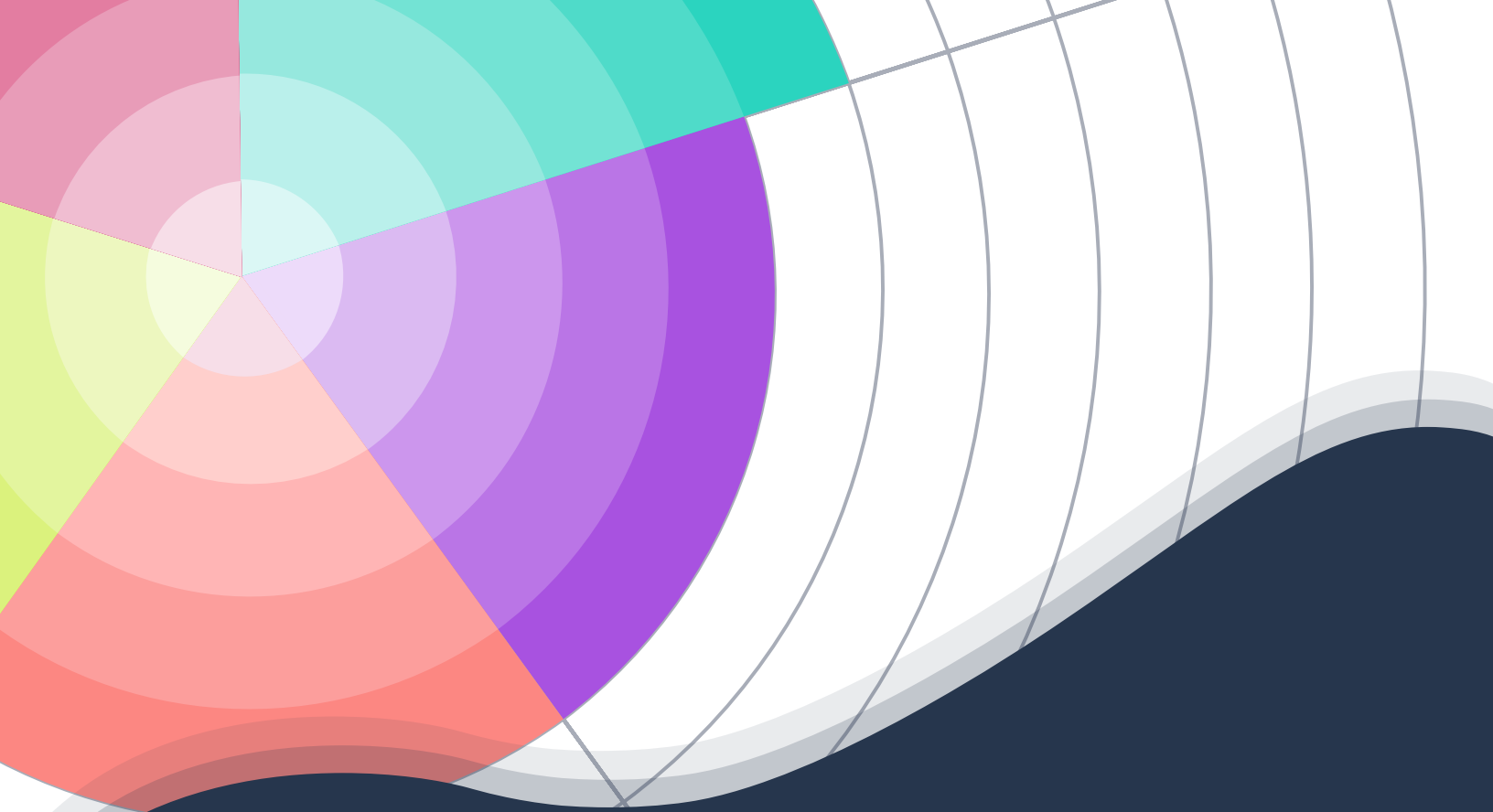
- Empower and support educational leaders who take risks and put children first;
- Support the growth and replication of high-impact school models;
- Provide school startup support and ongoing financial, special education and facility finance support;
- Demonstrate measurable impacts program wide and across individual partner schools; and
- Share lessons learned widely and advocate for innovation across Idaho education.

## ABOUT 50CAN

**50CAN** is an education advocacy organization focused on building the dynamic, student-centered education system of the future so that all kids, regardless of address, receive a high quality education. At the center of this work is our support for local education advocates who together have secured more than 275 transformative policy wins since our founding in 2011. This advocacy work is complemented by fellowships to spark and amplify the voices of changemakers, support for educational entrepreneurs as they build proof points of a better tomorrow, and efforts to help elected leaders better serve the public through a deeper understanding of education policy.

## ABOUT EDGE RESEARCH

**Edge Research** tells data-driven stories that make our clients' programs, products, and brands successful. One of Edge's key verticals is education, which ranges from early childhood development, to K-12 and postsecondary education, to lifelong learning. We work for dozens of foundations, advocacy organizations, curriculum providers, associations, districts, schools and universities. Edge is constantly in the field talking to parents, students, teachers, administrators, and other education decision makers – getting the pulse on the issues that matter most.



**BUILDING ON SUCCESS**  
IDAHO'S CHARTER SCHOOLS PROGRAM GRANT