

The 2024 Texas Education Poll:

# Public School Funding and Support—What Texans Want

*Charles Butt*<sup>SM</sup>  
— FOUNDATION —

Public Opinion Research



# Letter from the Charles Butt Foundation

We are pleased to share Texans' views on public schools in our fifth annual Texas Education Poll. For the past five years, we have asked Texans about the issues most important to them—from school safety to standardized testing, trusting teachers to student belonging, pandemic learning to pre-kindergarten, and much more. Texans, including parents of public schoolchildren, have shared abundantly with us over the past five years, and their survey data has informed the practices of Texas educators and the policies of Texas legislators.

This is why we have consistently invested in high-quality survey research—to provide timely, relevant, and reliable data to decision makers, researchers, and all Texans working to improve public education for our more than 5 million students.

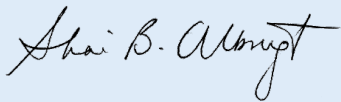
This year, the message is clear from Texans and parents: they want the state to invest more funding in essential public education opportunities for students. Texans overwhelmingly support additional funding for programming, structures, and services that will enable Texas teachers and students to do their best work.

Texans believe programming such as career and technical education (CTE) and student learning around self-management, interpersonal skills, and decision making are highly important. Texans support providing tutoring and after school programs for students who need it.

Importantly, Texans support and trust teachers. They believe the state should increase funding for teacher salaries as well as for classroom support staff. Texans also support increased investments in mental health services for students, and for essential needs such as school supplies, transportation, and helping students' families.

In summary, the data from this year's statewide survey supplies a storyline that is very timely and very Texan. Texans believe we need increased funding to support the most human elements of our public schools: teachers and students.

We hope decision makers, researchers, practitioners, and advocates will listen carefully to Texans and support our public schools.



**Shari B. Albright**  
President



# Table of Contents

<b>Key findings</b> . . . . .	<b>02</b>
Texas public school parents and students at a glance	
<b>Public school funding</b> . . . . .	<b>06</b>
<b>Wraparound services</b> . . . . .	<b>10</b>
Wraparound services for students	
Wraparound services for families	
Wraparound services for students and families	
<b>Resources for students</b> . . . . .	<b>14</b>
<b>Rating the public schools</b> . . . . .	<b>16</b>
Parents' satisfaction	
<b>In their own words: Challenges and achievements in local public schools</b> . . . . .	<b>19</b>
What is going well	
Biggest problems	
<b>School quality</b> . . . . .	<b>23</b>
Components of school quality	
State letter grades	
<b>Influence in public schools</b> . . . . .	<b>27</b>
<b>News and information</b> . . . . .	<b>29</b>
<b>Connections, engagement, and involvement with public schools</b> . . . . .	<b>31</b>
Public school connections	
Engagement and involvement	
Interest in school events	
<b>Parent-teacher communication</b> . . . . .	<b>36</b>
Comfort communicating with teachers and staff	
Advocating on students' behalf	
<b>Public school enrollment</b> . . . . .	<b>39</b>
<b>Vouchers</b> . . . . .	<b>40</b>
<b>Methodology</b> . . . . .	<b>41</b>

# Key findings

**T**exans broadly support the state’s public schools in this year’s Texas Education Poll. Parents rate their community’s schools positively and report high levels of satisfaction with the quality of their child’s education. Texans overall support increased state funding across a range of initiatives and say teachers should have substantial influence in deciding what is taught in the classroom.

Support for more funding is extraordinarily high, with 88 to 94 percent of Texans in the Charles Butt Foundation’s annual statewide poll favoring increasing state funding to expand career and technical training for students (94 percent), provide tutoring for students with learning gaps (91 percent), provide classroom support staff to teachers (90 percent), raise teacher salaries (89 percent), and assist students with mental health needs (88 percent). This includes about six in 10 or more Texans who strongly support increasing state funding for each of these initiatives. Funding support on these items is bipartisan, backed by more than eight in 10 Texans who are Republicans, independents, and Democrats alike.

Support is also high for increasing state funding for several wraparound services such as spending to help students gain access to before- and after-school programs (84 percent), mental health services (82 percent), free school supplies (81 percent), and free and accessible transportation to and from school regardless of where the student lives (80 percent). In addition to student-specific support, 77 percent of Texans support increased funding to help students’ families access food assistance resources.

When it comes to deciding what is taught in their community’s public schools, 75 percent of Texans say public school teachers should have a great deal or good amount of influence. About six in 10 Texans say local residents who have children in public school (62 percent) or the school board (61 percent) should have a great deal or good amount of influence in what is taught. This declines for the state legislature (41 percent) and for local residents who do not have children in public school (23 percent).

In an open-ended question, Texans describe what is going well in their community’s public schools. The efforts and positive impacts of teachers are among the top responses, underscoring Texans’ trust in teachers. Moreover, among public school parents, nine in 10 or more say they are comfortable communicating with teachers or staff at their child’s school on topics including their child’s physical safety (94 percent), academic progress (93 percent), and emotional health and well-being (90 percent).

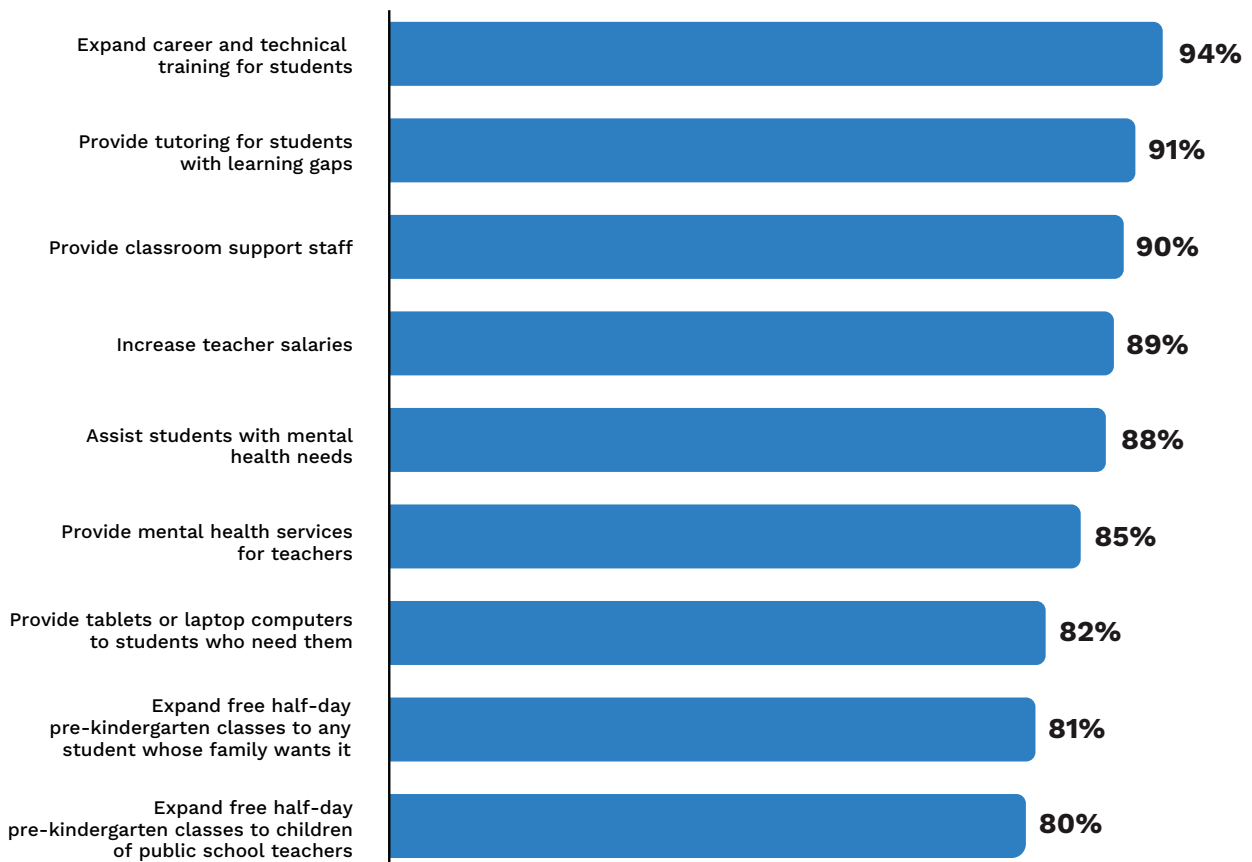
Eighty-four percent of public school parents are very or somewhat satisfied with the quality of their child's education. This is mirrored in results on individual subjects: Eighty-seven percent of parents are satisfied with the quality of education their child is receiving in both reading and math, 86 percent in science, and 85 percent in writing. Relatively few public school parents, 15 percent, say they would send their child to a different public school if given the choice.

Seventy percent of public school parents give an A or B grade to their local public schools, up from 56 percent in the inaugural 2020 Texas Education Poll. This declines to 48 percent among Texans without a child in a pre-K–12 public school. The gap in A or B ratings between parents and non-parents<sup>1</sup> has remained after widening in the 2022 Texas Education Poll.

<sup>1</sup> For brevity, Texans without a child enrolled in pre-K–12 school are referred to as “non-parents” in this report. (The term “parents” is used as a synonym for current public school parents.)

## Texans Favor Increased State Funding for Public Schools

% of Texans who somewhat or strongly support increasing state funding for each initiative



News and information sources about public schools differ between parents and non-parents. Public school parents are far more likely than non-parents to mainly get their news directly from public schools, including school publications or school websites. School ratings are highest among non-parents who mainly get their news about public schools from these sources.

In other results, 81 percent of Texans see helping students learn self-management, interpersonal skills, and decision making as extremely or very important in school quality. About as many, 78 percent, say the same about preparing students for a career. These also are the top priorities among public school parents, seen as highly important in school quality by 77 and 78 percent. A third item—preparing students for college—is an additional priority among public school parents, seen as highly important by 76 percent.

The poll also gauged parents' preferences for communication from teachers and staff. Communication in the form of text messages (51 percent) and email (49 percent) are the two top choices, followed distantly by phone calls or recorded voice messages (32 percent).



## Texas public school parents and students at a glance

According to the Texas Education Agency (TEA), students who are Hispanic accounted for 53 percent of enrolled students in Texas public schools in the 2023–24 school year.<sup>2</sup> That was followed by students who are White (25 percent), students who are Black (13 percent), students who are Asian (5 percent), and students who are multiracial (3 percent).

In the 2024 Charles Butt Foundation Texas Education Poll, one in four public school parents says their child mainly (20 percent) or only (5 percent) speaks a language other than English at home, with the vast majority speaking Spanish.

Thirty-four percent of public school parents in this year’s poll report having an annual household income less than \$50,000, 30 percent report an annual household income of \$50,000 to less than \$100,000, and 36 percent report an annual household income of \$100,000 or more.

Geographically, 50 percent of public school parents in this year’s poll live in urban areas, 40 percent in suburban areas, and 10 percent in rural areas. The South/Southwest region of the state accounts for the largest percentage of public school parents (29 percent), followed by Dallas/Fort Worth (20 percent), the Houston area (17 percent), Central Texas (14 percent), West Texas (10 percent), and East Texas (also 10 percent).

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<sup>2</sup> *Enrollment in Texas Public Schools 2023–24. (August 2024). Texas Education Agency. <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/enroll-2023-24.pdf>*

<sup>3</sup> *Differences that are significant at the 95 percent confidence level (or higher) are reported without qualification. Those that are significant at 90 to less than 95 percent confidence are described as “slight” differences. Those that are significant at less than 90 percent confidence are not reported as differences.*

## About the poll

The fifth annual Charles Butt Foundation Texas Education Poll was produced by [Langer Research Associates](#), with data collection conducted online April 12–21, 2024, in English and Spanish, among a random statewide sample of 1,166 Texas adults, via the probability-based Ipsos KnowledgePanel®. Results have a margin of error of 3.9 points for the full sample; error margins are larger for subgroups. All differences described in this report have been tested for statistical significance.<sup>3</sup> Sources of quotes from Texas public school parents and non-parents included in the report are responses from open-ended poll questions.

The 2024 Texas Education Poll was directed by Kendra Montejos Edwards, senior research associate; and Audrey Boklage, Ph.D., vice president of learning and impact; with Jessica C. Enyioha, Ph.D., director of research; and Melissa Garza, Ph.D., senior research associate. The report was designed by John Jacob Moreno, multimedia designer, with Joel Goudeau, art director, and Lauren Reed, multimedia designer; with visualization support by Kurt Lockhart, senior program director of data insights; and web development support from Karen Wang, web developer. The illustrations featured in this report were created by John Jacob Moreno and Joel Goudeau. The lead analyst on this report is Allison De Jong, senior research analyst at Langer Research Associates, with Steven Sparks, Ph.D., senior research analyst; Lindsey Hendren, Ph.D., research associate; Jared Sousa, research associate; and Gary Langer, project director.

Suggested Citation: Charles Butt Foundation. (2024). The 2024 Texas Education Poll: Public School Funding and Support—What Texans Want. Charles Butt Foundation. <https://osf.io/zdcbh/>

This report can be found online at: [CharlesButtFdn.org/2024TxEdPoll](https://CharlesButtFdn.org/2024TxEdPoll)

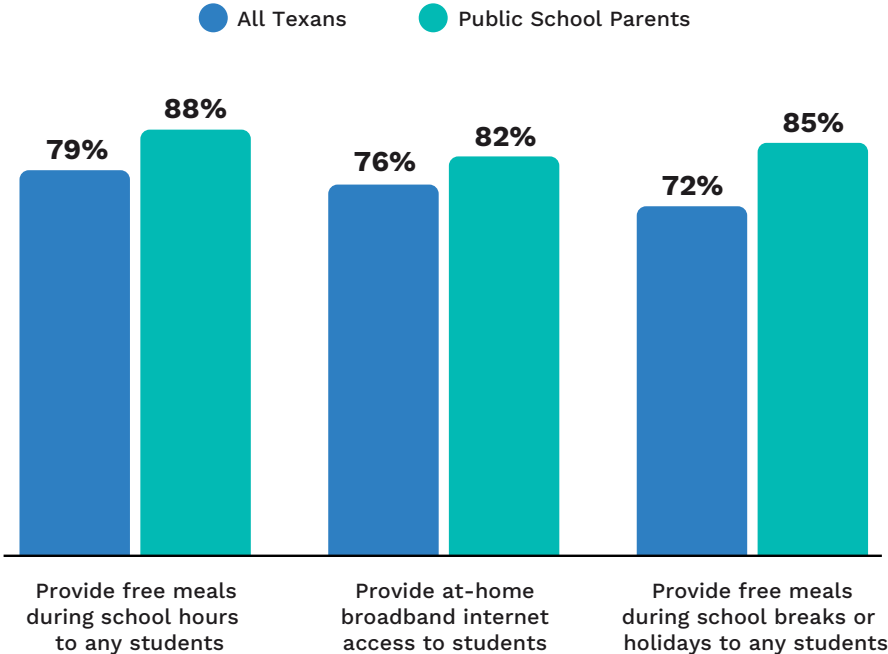
# Public school funding

**A**s in the 2023 Texas Education Poll, broad majorities support increasing state funding for K–12 public schools. This is the case across 12 funding items included in this year’s survey.

Initiatives supported by about nine in 10 or more Texans include expanding career and technical training for students (94 percent), providing tutoring for students with learning gaps (91 percent), providing classroom support staff for teachers (90 percent), increasing teacher salaries (89 percent), and assisting students with mental health needs (88 percent). Among public school parents, nine in 10 or more support increasing state funding for each of these items.

## Support for Increasing Funding for Meals and Internet Access Even Stronger Among Public School Parents

% of Texans and public school parents who somewhat or strongly support increasing state funding for each initiative





Eighty-five percent of Texans support increasing state funding to provide mental health services for teachers. About eight in 10 support increasing state funding to provide tablets or laptop computers to students who need them (82 percent), to offer free half-day pre-kindergarten classes to any student whose family wants it (81 percent), to offer free half-day pre-kindergarten classes to children of public school teachers (80 percent), and to provide free meals during school hours to any students who want them (79 percent). Support is similar among public school parents, though it is 9 percentage points higher for increasing state funding to provide free meals during school hours and 6 points higher for increasing funding to provide tablets or laptop computers to students who need them.

On other items, 76 percent of Texans support increasing state funding to provide at-home broadband internet access to students who need it, and 72 percent support increasing funding to provide free meals during school breaks or holidays to any students who want them. Support for these items rises to 82 and 85 percent, respectively, among public school parents.

Six in 10 or more Texans across geographic, demographic, political, and ideological groups support increasing state funding for each of the 12 funding items. This includes nearly universal support for increasing state funding for career and technical training among Texans who are Democrats (96 percent), Texans who are independents (also 96 percent), and Texans who are Republicans (93 percent).

The following initiatives also earn especially broad bipartisan support, more than 80 percent across these groups:

- Ninety-five percent of Texans who are Democrats support increasing funding for classroom support staff (i.e., teaching assistants and substitute teachers), as do 91 percent of Texans who are independents, and 89 percent of Texans who are Republicans.
- Increasing funding to provide tutoring for students with learning gaps is supported by 94 percent of Texans who are Democrats, 94 percent of Texans who are independents, and 87 percent of Texans who are Republicans.
- Broad majorities of Texans who are Democrats (95 percent), Texans who are independents (92 percent), and Texans who are Republicans (84 percent) support increasing state funding to raise teacher salaries.
- Likewise, Texans who are Democrats (95 percent), Texans who are independents (90 percent), and Texans who are Republicans (84 percent) broadly support increasing funding to assist students with mental health needs.

”

**“The state doesn’t provide enough funds for the school to pay the teachers and to ensure every student has what they need to learn.”**

— Poll participant, parent

In addition to high overall support for increasing state funding for public schools, the subset of Texans who *strongly* support increasing state funding is substantial. Two-thirds of Texans strongly support increasing state funding to expand career and technical training for students. Majorities of Texans also strongly support increasing funding to assist students with mental health needs (61 percent), provide tutoring for students with learning gaps (60 percent), increase teacher salaries (59 percent), provide classroom support staff (58 percent), provide mental health services for teachers (54 percent), and provide free meals to any students who want it during school hours (54 percent).

Forty-nine percent of Texans strongly support increasing state funding to offer half-day pre-kindergarten classes for any student whose family wants it. When asked about funding half-day pre-kindergarten for the children of public school teachers, 43 percent of Texans are in strong support. Forty-five percent of Texans strongly support increasing state funding to provide tablets or laptop computers to students who need them. It is about the same for increasing state funding to provide at-home broadband internet access to students who need it (44 percent) or free meals during school breaks or holidays to any students who want them (43 percent).

Compared with non-parents, public school parents are 21 points more likely to strongly support providing free meals to students during school hours (71 percent) and 16 points more likely to strongly support providing free meals to students during school breaks or holidays (56 percent). Strong support among public school parents is also higher than among non-parents, by 9 to 12 points, for increasing funding to provide tablets or laptop computers to students who need them, providing tutoring to students with learning gaps, and offering half-day pre-kindergarten classes to any students whose family wants it, or for children of public school teachers specifically.

Texans who are Democrats are generally much more likely than Republicans to strongly support increasing state funding on the items tested. On offering universal half-day pre-kindergarten classes, for example, 69 percent of Texans who are Democrats and 54 percent of Texans who are independents strongly support increasing state funding, compared with 28 percent of Republicans. The smallest partisan difference, in expanding career and technical training for students, is only slight; this is strongly supported by 72 percent of Texans who are Democrats, 68 percent of Texans who are independents, and 63 percent of Texans who are Republicans.

Strong support for increasing state funding is higher in most cases among Texans who are Black than among Texans who are White, with Texans who are Hispanic typically falling in between. In the widest gap, 77 percent of Texans who are Black strongly support providing free meals during school hours to any students who want them, falling to 59 percent of Texans who are Hispanic and 48 percent of Texans who are White. The exception is for expanding career and technical training for students; two-thirds or more of Texans who are White, Black, and Hispanic strongly support increasing funding for this purpose.

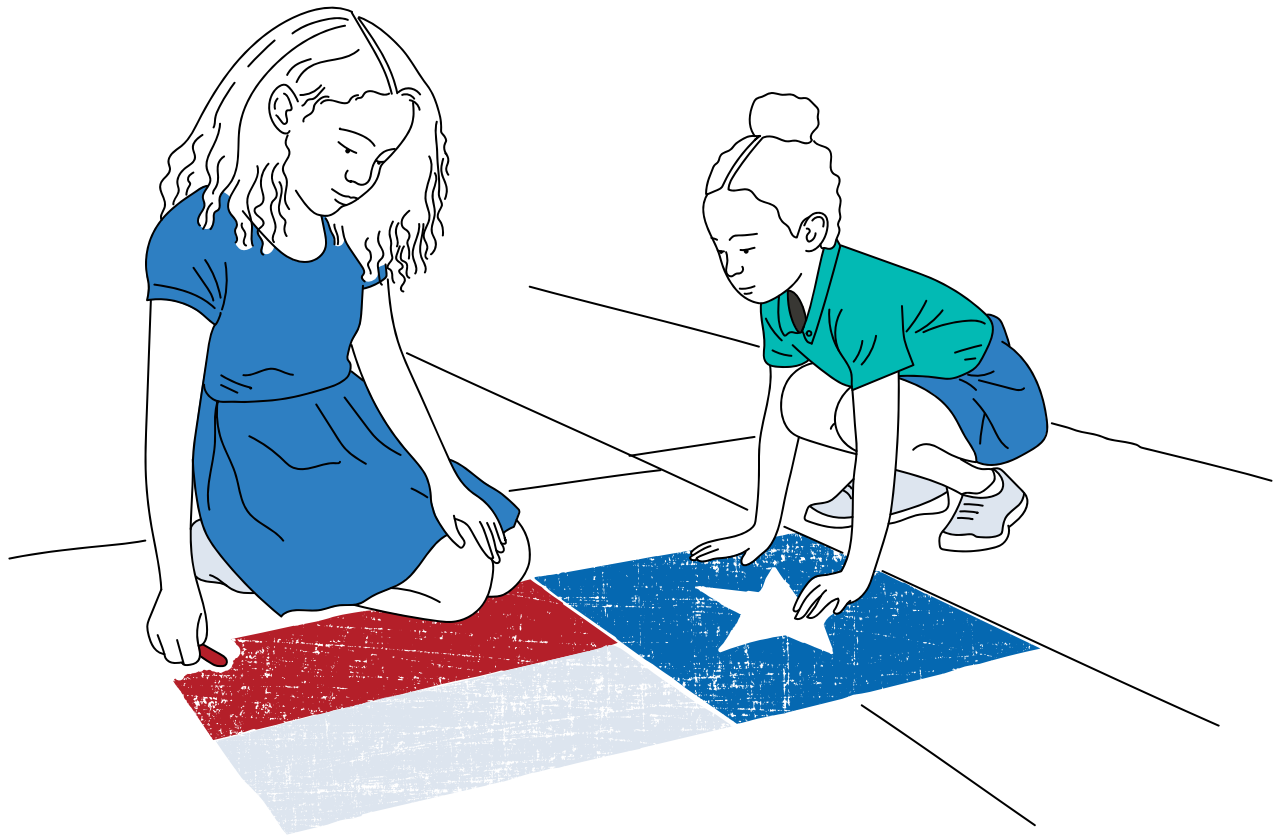


# Wraparound services

The poll also measures Texans' support for increasing state funding for K–12 public schools to assist with several wraparound services. Results show broad backing for assisting students and their families to gain access to food, clothing, and medical resources, among other services.

## Wraparound services for students

Eighty-four percent of Texans support increasing state funding for public schools to assist students in accessing before- and after-school programs. It is similar for increasing state funding to assist students in gaining access to mental health services (82 percent), free school supplies (81 percent), and free and accessible transportation to and from school regardless of where the student lives (80 percent). At least two-thirds of Texans also support increasing state funding to assist students in accessing primary medical care services (73 percent), clothing resources (73 percent), and dental services (67 percent).



Public school parents are more likely than non-parents to support increasing state funding for dental services (by 15 points), primary medical care services (by 12 points), and free and accessible transportation (by 11 points) for students. In smaller yet statistically significant gaps, parents also are more likely than non-parents to support increasing state funding for free school supplies (by 9 points), mental health services (by 8 points), and before- and after-school programs (by 6 points).

In addition to broad overall support, a majority of Texans, 56 percent, *strongly* supports increasing state funding for one item, mental health services for students. Just under half of Texans strongly support increasing state funding for students to gain access to before- and after-school programs (48 percent), free school supplies (47 percent), and free transportation to and from school (46 percent). Forty-three percent of Texans strongly support increasing state funding to assist students in gaining access to primary medical care services. Fewer strongly support increasing funding for dental services for students (36 percent) or clothing resources (also 36 percent).

## Texans Support Increasing Funding for Wraparound Services

% of Texans and public school parents who somewhat or strongly support increasing state funding for each service/resource

<b>For Students</b>	All Texans	Public School Parents	<b>For Students' Families</b>	All Texans	Public School Parents
Before- and after-school programs	84%	89%	Food assistance resources	77%	86%
Mental health services	82%	89%	Transportation assistance resources	73%	82%
Free school supplies	81%	88%	Clothing resources	68%	77%
Free and accessible transportation	80%	88%	Primary medical care services	67%	77%
Primary medical care services	73%	83%	Housing assistance resources	65%	74%
Clothing resources	73%	79%	Dental services	61%	74%
Dental services	67%	79%			

## Wraparound services for families

Texans also broadly support increasing funding for K–12 public schools to help students’ families with food assistance (77 percent) and transportation (73 percent) topping the list. At least six in 10 support increasing funding to help students’ families access clothing resources (68 percent), primary medical care services (67 percent), housing assistance resources (65 percent), and dental services (61 percent).

Public school parents are 11 to 16 points more likely than non-parents to support increasing funding for all the family assistance items.

While most Texans overall support increasing state funding for these initiatives, fewer than half strongly support doing so. Forty-three percent of Texans strongly support increasing state funding to help students’ families gain access to food assistance resources. Fewer strongly support increasing state funding to help students’ families gain access to transportation assistance resources (38 percent), primary medical care services (36 percent), dental services (33 percent), clothing resources (33 percent), and housing assistance resources (31 percent).



**“[Las escuelas en mi comunidad] tienen buenos maestros, tienen estudios de inglés para los padres y personas que quieren estudiar. Les dan [a los estudiantes] deportes y comida.”**

— Participante de la encuesta, no-padre/madre



*“[Public schools in my community] have good teachers, they have English classes for parents and people who want to study. They provide [students] with sports and food.”*

— Poll participant, non-parent

## Wraparound services for students and families

At least seven in 10 Texans regardless of region, urbanicity, gender, age, income, education, or political partisanship express support for four items: increasing funding for mental health services for students, before- and after-school services, free school supplies, and free and accessible transportation for students to and from school. At least six in 10 across these groups also support increasing funding to assist students in accessing primary medical care services and clothing resources, and for assisting students' families to access food assistance resources.

Household income is a factor in views on wraparound services. In the largest difference, 79 percent of Texans with household incomes less than \$50,000 a year support increasing funding to assist students' families in gaining access to primary medical care services; so do 73 percent of those earning \$50,000 to \$99,999, while this drops to 54 percent of those earning \$100,000 or more. Texans with household incomes of less than \$50,000 are more likely than those earning \$100,000 or more to support each of the wraparound services tested, with the exception of mental health services for students and before- and after-school services for students, both of which are backed by eight in 10 or more across income groups.

Gaps based on income also are apparent among public school parents. In the widest difference by income group, 94 percent of public school parents with household incomes less than \$50,000 support increasing funding to assist students' families in accessing dental services, compared with 77 percent of those earning \$50,000 to \$99,999 and 51 percent of those earning \$100,000 or more.

In other differences, Texans who are Democrats are 16 to 34 points more likely than Texans who are Republicans to support increasing state funding for the wraparound services tested. Support among Texans who are political independents falls in between these groups. The largest difference is in assisting students' families with access to transportation resources, supported by 91 percent of Texans who are Democrats, compared with 75 percent of Texans who are independents and 57 percent of Texans who are Republicans.

# Resources for students

**W**hile support for increased funding is broad, Texans' views are mixed on their local public schools' current resources to support various student populations.

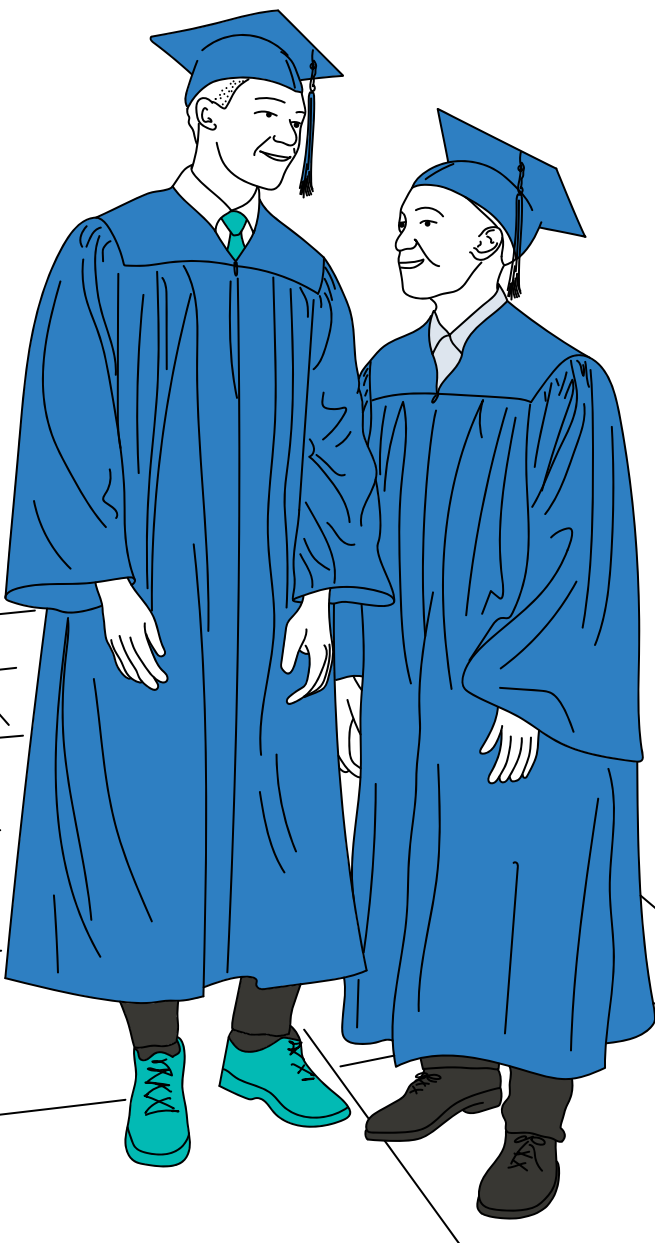
- Fifty-one percent say their community's schools do not have enough resources for students with behavioral challenges. The rest say their local schools have just enough resources (34 percent) or more than enough (11 percent).
- Regarding students with learning differences, 46 percent of Texans say their local public schools do not have enough resources. Half of Texans think there are either just enough resources (39 percent) or more than enough (11 percent).
- Forty-two percent of Texans say their local schools do not have enough resources for students with physical disabilities. The rest think they have just enough (42 percent) or more than enough (12 percent) resources for this population.
- A third of Texans say their local public schools do not have enough resources for gifted and talented students (32 percent). More, 46 percent, think their local public schools have just enough resources; 17 percent think they have more than enough.
- Similarly, 29 percent of Texans say their local public schools do not have enough resources for students who are learning English. More, 49 percent, think they have just enough resources; 19 percent think they have more than enough.

Most Texans support increasing state funding for each of the 12 resources tested regardless of perceptions of available resources. For example, in terms of providing tutoring for students with learning gaps, support for increasing state funding reaches 81 percent among Texans who say their schools have more than enough resources for students with learning differences. Similarly, support for increasing state funding to provide classroom support staff for teachers surpasses three-quarters among those who say there is more than enough funding for gifted and talented students (85 percent), students with physical disabilities (84 percent), English language learners, (83 percent), students with behavioral challenges (80 percent), and students with learning differences (78 percent).



The differences in these views between public school parents and non-parents are relatively small. However, in the two significant gaps, non-parents (44 percent) are more likely than parents (34 percent) to think there is not enough funding for students with physical disabilities; and non-parents (48 percent) are more likely than parents (38 percent) to say there is not enough funding for students with learning differences.

Perceiving a lack of resources for English language learners is no higher among public school parents whose child speaks a language other than English than it is among those whose child speaks English only. Twenty-four percent of parents whose child speaks a language other than English say there are not enough resources for English language learners, while the rest think there are either just enough resources (53 percent) or more than enough (23 percent). Likewise, among parents whose child speaks only English, 24 percent say there are not enough resources for English language learners, 46 percent say there are just enough resources, and 28 percent say there are more than enough resources.



# Rating the public schools

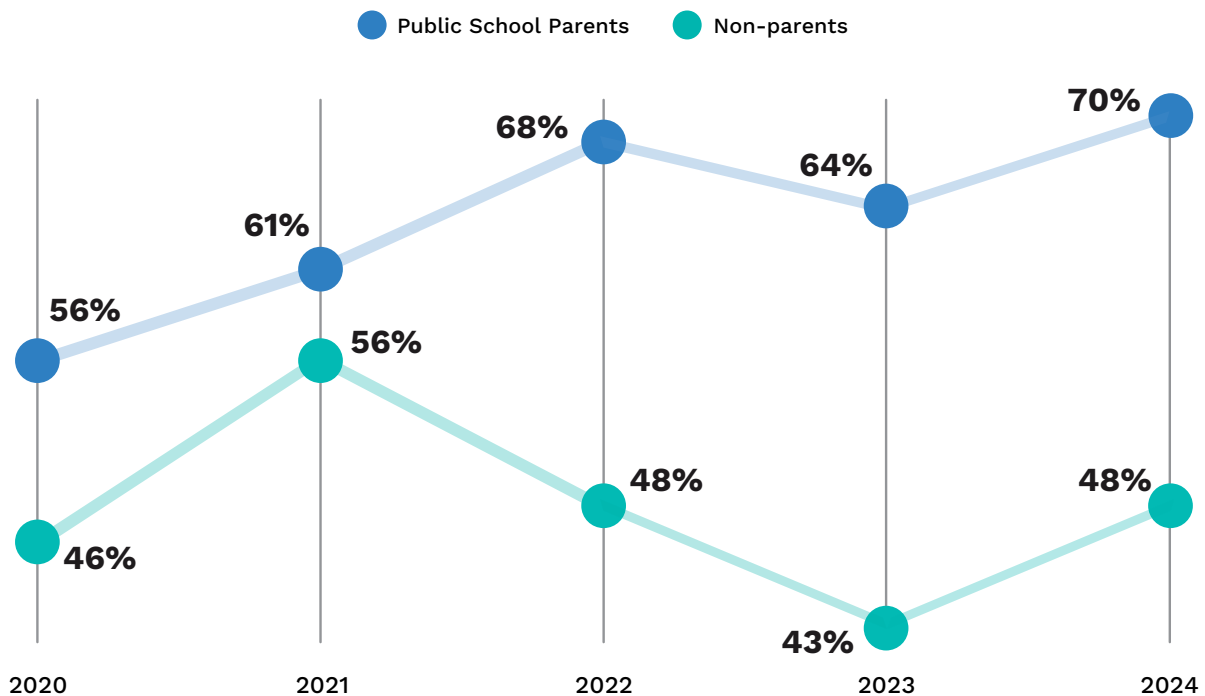
Seventy percent of public school parents give their community's public schools an A or B grade, up from 56 percent in the Foundation's inaugural 2020 poll.<sup>4</sup> (It was 61 percent in the 2021 poll, 68 percent in 2022, and 64 percent in 2023.)

By comparison in this year's poll, 48 percent of non-parents give their community's public schools an A or B grade, essentially unchanged from its 2022 and 2023 levels, though down from 56 percent in 2021. The overall A and B total among all Texans is 52 percent, given that 79 percent of Texans in the state are not pre-K-12 public school parents.

<sup>4</sup> Here and throughout, polls are denoted by the year in which they were released. The 2020, 2021, 2022, and 2023 Texas Education Polls were each fielded in the previous winter or fall.

## Public School Parents' and Non-Parents' Perceptions of School Quality

% of public school parents and non-parents who give A or B grades to their local public schools



Perceptions between parents and non-parents have remained divided after widening in the 2022 Texas Education Poll. This marks the third consecutive poll in which positive ratings among public school parents exceed those among non-parents by at least 20 points.

Majorities of Texans who are Hispanic (56 percent) and Texans who are White (54 percent) give A or B ratings to their local public schools. Fewer than half of Texans who are Black, 41 percent, give their local schools an A or B.

A or B ratings are higher among suburban Texans (62 percent) than among those living in urban (48 percent) or rural (45 percent) areas. A or B ratings are similar by region, ranging from 49 to 55 percent. Income is a factor among all Texans; 58 percent of those with household incomes of \$100,000 or more give their local schools an A or B grade, slightly more than those earning \$50,000 to \$99,999 (50 percent), and significantly more than Texans with incomes of less than \$50,000 (46 percent). However, there are no meaningful differences in school ratings by household income among public school parents.

Grades are related to sources of news and information about local public schools among Texans without a child enrolled in public school. Fifty-nine percent of non-parents who give local public schools an A or B rating cite school newsletters or flyers as their main information source and 58 percent of non-parents who rate schools similarly rely on school websites. That compares with a low of 39 percent A or B grades from non-parents who use social media as their main source. By contrast, A or B ratings are high among public school parents regardless of primary information sources, peaking at 78 percent among those who mainly get their news and information from their child's teacher.

A and B ratings drop to 42 percent among Texans who personally have worked in a public school (compared with 52 percent among all Texans, as noted above). A and B grades are 54 percent among Texans with family or close friends who are public school employees and a similar 52 percent among Texans without such connections.

## Parents' satisfaction

In addition to broadly positive ratings of local public schools, 84 percent of public school parents are very or somewhat satisfied with the quality of education their child is receiving, similar to the share who said so in the 2023 Texas Education Poll, 89 percent.<sup>5</sup>

Satisfaction also is high among public school parents across specific subjects. More than eight in 10 public school parents are very or somewhat satisfied with the quality of education their child is receiving in reading (87 percent), math (87 percent), science (86 percent), and writing (85 percent).

At the same time, far fewer public school parents, 38 percent, say they are *very* satisfied with their child's education overall, essentially unchanged from the 2023 Texas Education Poll. On specific subjects, 46 percent are very satisfied with their child's education in reading, 45 percent for math, 44 percent for science, and 36 percent for writing.

Among groups, 87 percent of public school parents with annual household incomes of less than \$100,000 are very or somewhat satisfied with the quality of education their child is receiving overall. It is slightly lower but still high, 77 percent, among public school parents with lower household incomes. (There are no such gaps in satisfaction among parents by gender, age, race or ethnicity, or urbanicity.)

*5 Here and elsewhere, parents with multiple children were asked about their oldest child in public school.*

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“My children’s school provides a great nurturing environment. They get a good education, but more importantly, they feel welcomed and are excited about school.”

— Poll participant, parent



# In their own words: Challenges and achievements in local public schools

## What is going well

**T**exans were asked to describe, in their own words, what they think is going well with the public schools in their community. Among the most common mentions are teachers and teaching staff, cited by 14 percent of Texans and 20 percent of public school parents. This includes recognition of teachers' dedication, the quality of their instruction, and the overall positive impact they have on students.<sup>6</sup>

As one respondent noted, "The amazing teachers who work off the clock, volunteer their spare time for the children, keep open lines of communication with the parents, and genuinely care." Some also acknowledged that teachers often do not get adequate respect, appreciation, or pay. As one respondent mentioned, "They work so hard and are underappreciated. They do such amazing work!"

One in 10 Texans, including 16 percent of parents, cite the education that students receive, including public schools being open and accessible to all.

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<sup>6</sup> Two researchers independently conducted inductive coding of responses, developing 12 overarching categories (including more than 40 subcategories) into which responses were assigned. The researchers reviewed and aligned on any codes on which they differed.

Nine percent of Texans and 11 percent of public school parents mention the resources schools provide to students as something that is going well, including food and nourishment, technology, and help for English language learners and their families. Five percent of Texans and 6 percent of parents note the sports and extracurricular activities schools offer.

Parental and community involvement is mentioned by 6 percent of Texans and again by a similar share of public school parents, 9 percent. Several in this category note their local schools' efforts to engage with the community and communicate with parents and other stakeholders as something that is going well with the public schools in their communities.



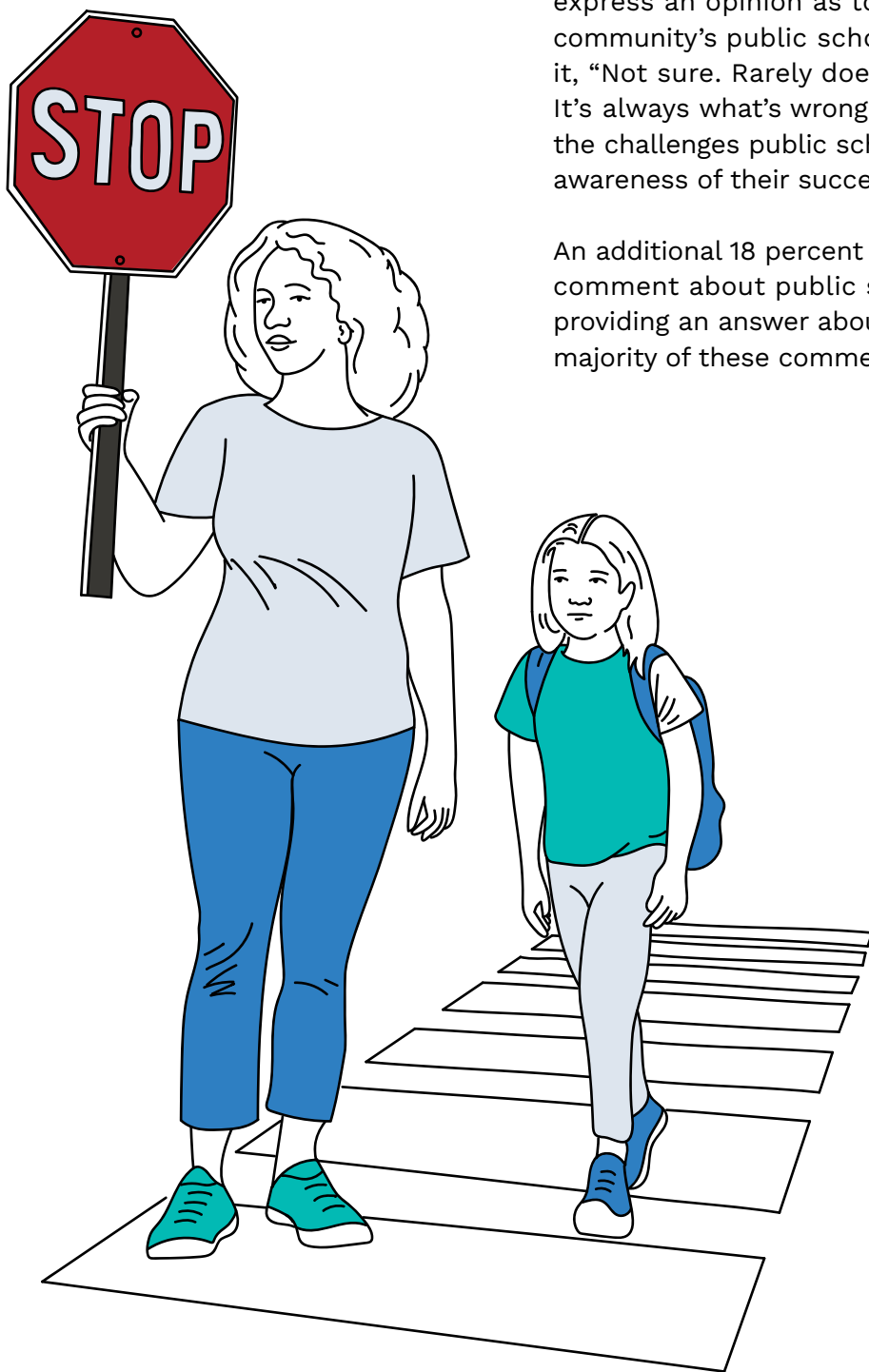
**"There are some really passionate teachers that really seem to enjoy teaching. Also our district's communication officer does a great job communicating with us parents."**

— Poll participant, parent

Other positives that are mentioned include curriculum or course offerings; external factors, such as school funding, the diversity of students, and the number and variety of schools; markers of school quality such as school ratings, small class sizes, and graduation rates; and school safety and security.

While many offered substantive responses, 31 percent of Texans (including 20 percent of parents) did not express an opinion as to what is going well in their community's public schools. As one respondent put it, "Not sure. Rarely does the media share the good. It's always what's wrong." These results underscore the challenges public schools may face in building awareness of their successes.

An additional 18 percent responded with a non-specific comment about public schools rather than directly providing an answer about what they do well. The vast majority of these comments were negative.



## Biggest problems

In addition to what is going well, Texans were asked about the biggest problems facing their community's public schools. Eighteen percent mention issues regarding school safety. This includes mentions of bullying or cyberbullying (7 percent), general references to safety or security (5 percent), gun violence or weapons (5 percent), and fighting or gangs (2 percent).

Mentions of school safety have decreased by 5 points among Texans since 2023, now just narrowly topping the list of problems cited. Among public school parents, these mentions are down 11 points since 2023, to 21 percent.

There are several differences among groups citing school safety as a top problem. Women (22 percent) are more likely than men (14 percent) to cite school safety as one of the biggest problems facing their community's public schools. It is higher among Texans who are Hispanic (26 percent) than among Texans who are White (13 percent). Texans who are Black fall in between, at 19 percent.

Citing school safety as a problem also is higher among Texans without a college degree (22 percent) than among Texans who have a four-year degree (9 percent). It is 21 percent among Texans with household incomes less than \$100,000, compared with 13 percent of Texans with household incomes of \$100,000 or more.

In other concerns, 17 percent of Texans and 21 percent of public school parents cite issues surrounding the teacher workforce, including teacher shortages and difficulties recruiting or retaining quality teachers. While essentially unchanged since 2023, these mentions have risen gradually since 2020, from just 8 percent among Texans overall and parents.

Concerns about educational quality are mentioned by 16 percent of Texans and 13 percent of public school parents. This includes 10 percent of Texans who cite general concerns about education quality or standards, 5 percent who cite poor curriculum, and 3 percent who cite overcrowded schools or classrooms.

Thirteen percent of Texans cite ideological bias or censorship in schools as a top problem, down from 18 percent in 2023. Among public school parents, 8 percent call this an issue, essentially unchanged since 2023. This category includes 7 percent of Texans who say a liberal bias is a problem. Fewer cite interference from government (3 percent), general political bias or censorship (3 percent), or conservative bias or censorship (1 percent).



**“[Las escuelas en mi comunidad] no encuentran suficientes maestros. Hay mucha inseguridad en las escuelas.”**

— Participante de la encuesta, no-padre/madre



**“[Schools in my community] cannot find enough teachers. There is not a lot of safety in the schools.”**

— Poll participant, non-parent

Other top mentions include issues regarding student discipline and well-being (mentioned by 12 percent of Texans and 14 percent of parents), a lack of school funding (mentioned by 12 percent of Texans and 13 percent of parents), and problems in the teaching profession, such as lack of respect, low teacher salaries, and heavy workloads (mentioned by 10 percent of Texans and 8 percent of parents).

Additional top problems mentioned by Texans include lack of family involvement and home situation (6 percent), political leadership and school administration (4 percent), standardized testing (3 percent), overuse of technology or social media (3 percent), and issues of inequity or racism in public schools (2 percent).

Among groups, 23 percent of Texans who are Black and 18 percent of those who are White cite the quality of education as the biggest problem facing the public schools in their community, compared with 9 percent of Texans who are Hispanic.

Texans with a postgraduate degree are most apt to cite school funding as one of the biggest problems; 25 percent raise this concern, compared with 6 percent of Texans with a high school education or less. Similarly, 22 percent of those with a postgraduate degree say problems relating to the teaching profession are one of the biggest problems facing the public schools, compared with 6 percent of Texans with a high school education or less.

Mentions of ideological bias or censorship peak among adults in rural areas; 22 percent say issues surrounding ideology are one of the biggest problems facing the public schools in their community, compared with 12 percent of Texans in urban areas and 11 percent in suburban areas. Texans who are Republicans (20 percent) are more likely than Texans who are independents (11 percent) or Democrats (7 percent) to cite these concerns. So are Texans who are conservatives (18 percent) compared with Texans who are moderates (9 percent) and Texans who are liberals (13 percent). Still, these are comparatively small numbers in each case.

Regionally, concerns about the teacher workforce peak in West Texas (24 percent) compared with East Texas (10 percent). Results in Central Texas (19 percent), Houston (18 percent), Dallas/Fort Worth (18 percent), and South/Southwest Texas fall in between (16 percent).



# School quality

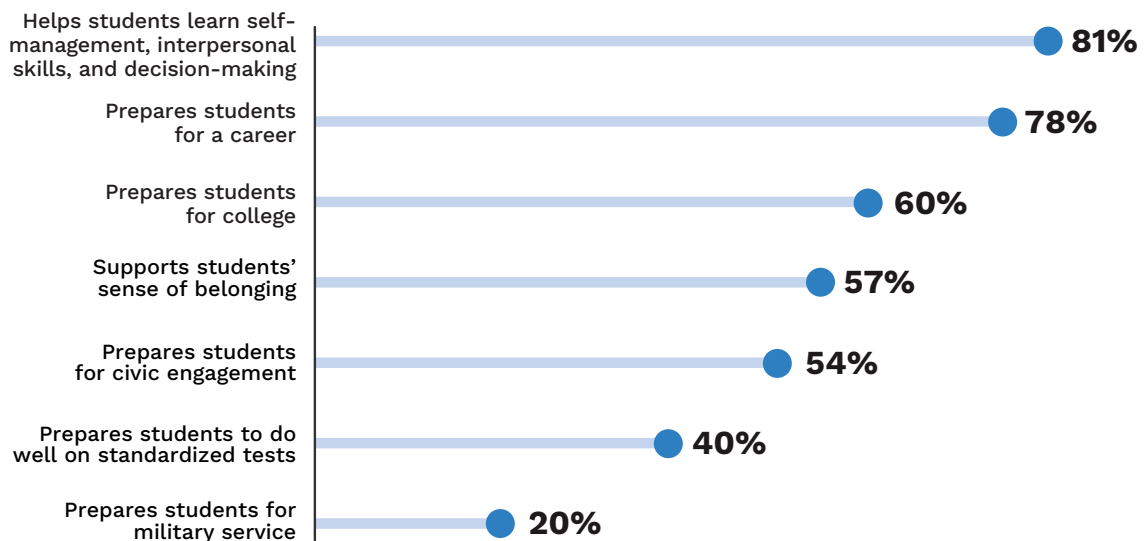
## Components of school quality

When asked about components of school quality, 81 percent of Texans say helping students learn self-management, interpersonal skills, and decision making is extremely or very important. Seventy-eight percent of Texans say the same for preparing students for a career. Results are similar among public school parents, with 77 and 78 percent, respectively, calling these items highly important in school quality.

Sixty percent of Texans say preparing students for college is extremely or very important in school quality. This rises to 76 percent among parents. Fifty-seven percent of Texans also say supporting students' sense of belonging is highly important in school quality; slightly more parents, 64 percent, say the same. Most Texans (54 percent) and parents (55 percent) also think preparation for civic engagement is highly important in school quality.

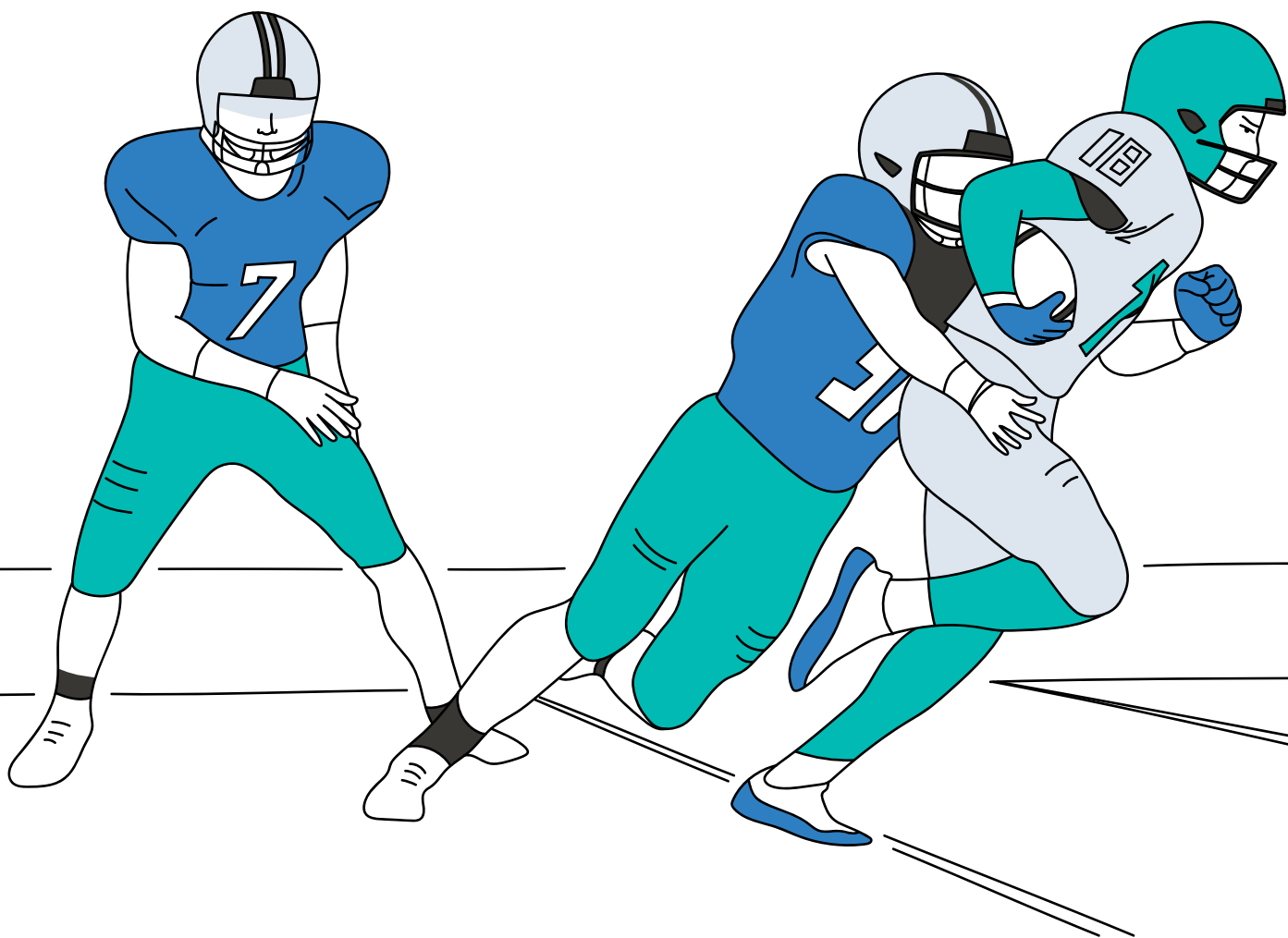
## Areas of Importance for School Quality Among Texans

% of Texans who say each item is very or extremely important for school quality



Forty percent of Texans place high importance on preparing students for standardized tests. It is higher, 51 percent, among public school parents, but still lower than most other items. Just 20 percent of Texans and 25 percent of parents say preparing students for military service is highly important in school quality.

Texans who are Black (47 percent) and Texans who are Hispanic (45 percent) are more apt than Texans who are White (30 percent) to call preparation for standardized tests highly important in school quality. Similarly, Texans who are Black (70 percent) and Texans who are Hispanic (68 percent) are more likely than Texans who are White (55 percent) to call college preparation highly important. There are no such gaps by race or ethnicity on other items.



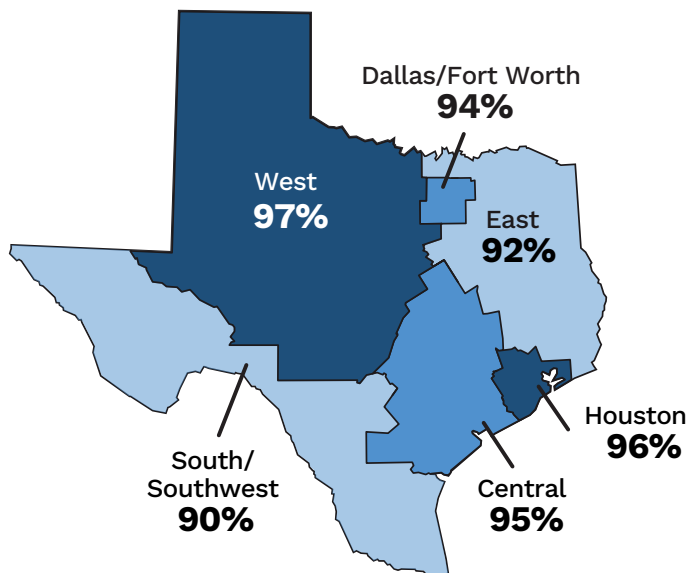
There are regional gaps in the shares of Texans calling five of these items highly important, with no such differences on how well the school prepares students for college or helps students learn self-management, interpersonal skills, and decision-making.

- Standardized test preparation is highest in South/Southwest Texas (49 percent) and lowest in East Texas (27 percent).
- Career preparation is highest in the Houston area (86 percent) and Central Texas (83 percent) and lowest in South/Southwest Texas (72 percent) and West Texas (71 percent). (Differences from West Texas are slight, due to sample sizes).

- Preparation for civic engagement is highest in South/Southwest Texas (59 percent) and lowest in the Houston area (45 percent).
- Preparation for military service is highest in South/Southwest Texas (25 percent) and lowest in East Texas (14 percent) and Central Texas (13 percent).
- Supporting students' sense of belonging is slightly higher in Dallas/Fort Worth (62 percent) and South/Southwest Texas (62 percent) than in the Houston area (50 percent).

## Texans Support Funding for Career and Technical Training

% of Texans by region who somewhat or strongly support increasing state funding to expand career and technical training for students



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“New schools are being built with advanced technology and kids have the opportunity to explore so many different professions.”

— Poll participant, non-parent

## State letter grades

Thirty-three percent of Texans and 47 percent of public school parents are aware of the state letter grades for their community's public schools, both essentially unchanged from the 2023 Texas Education Poll. Among Texans who are aware of the grade, 83 percent find it helpful in understanding the school's quality, including 37 percent who find it very helpful. Similar proportions of public school parents find the letter grades helpful.

Awareness of state letter grades is higher among public school parents with a college degree (58 percent), than among parents who do not have a four-year college degree (42 percent). There is no difference in awareness of the grade by educational attainment among non-parents.

By region, awareness of local public school state letter grades is highest among Texans in the Houston area (42 percent), compared with about a quarter of those in Central Texas (27 percent), Dallas/Fort Worth (26 percent), and West Texas (23 percent). Those in South/Southwest (38 percent) and East Texas (31 percent) fall in between.



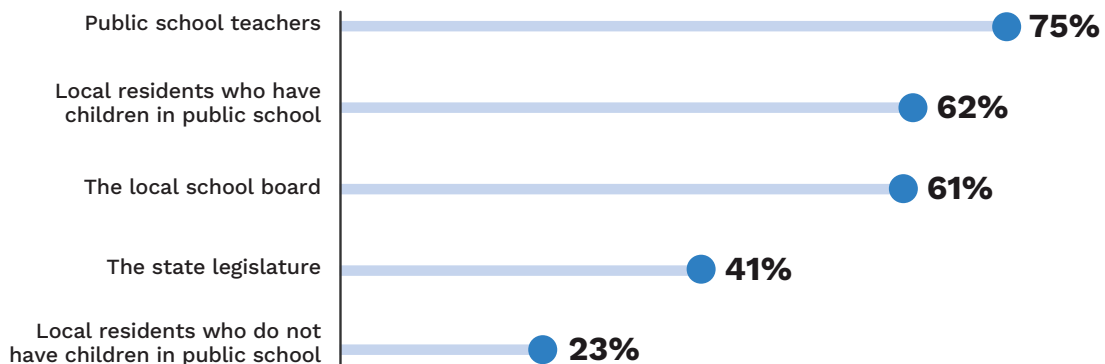
# Influence in public schools

**S**eventy-five percent of Texans say teachers should have a great deal or good amount of influence in deciding what is taught in their community's public schools. That is more than the share of Americans who said the same in a national survey last summer, 66 percent.<sup>7</sup>

Smaller majorities of Texans say local residents who have children in public schools (62 percent) and the local school board (61 percent) should have a great deal or good amount of influence in what is taught. Fewer say the same of the state legislature (41 percent) or local residents who do not have children in public school (23 percent).

## Texans Support Teachers Having Influence on What Is Taught in Schools

% of Texans who say each group should have a great deal or good amount of influence on what is taught in their local public schools



<sup>7</sup> Phi Delta Kappan. (2023). *The 55th Annual PDK Poll: Continued support for teachers; growing support for a four-day school week.* <https://pdkpoll.org/2023-pdk-poll-results/>

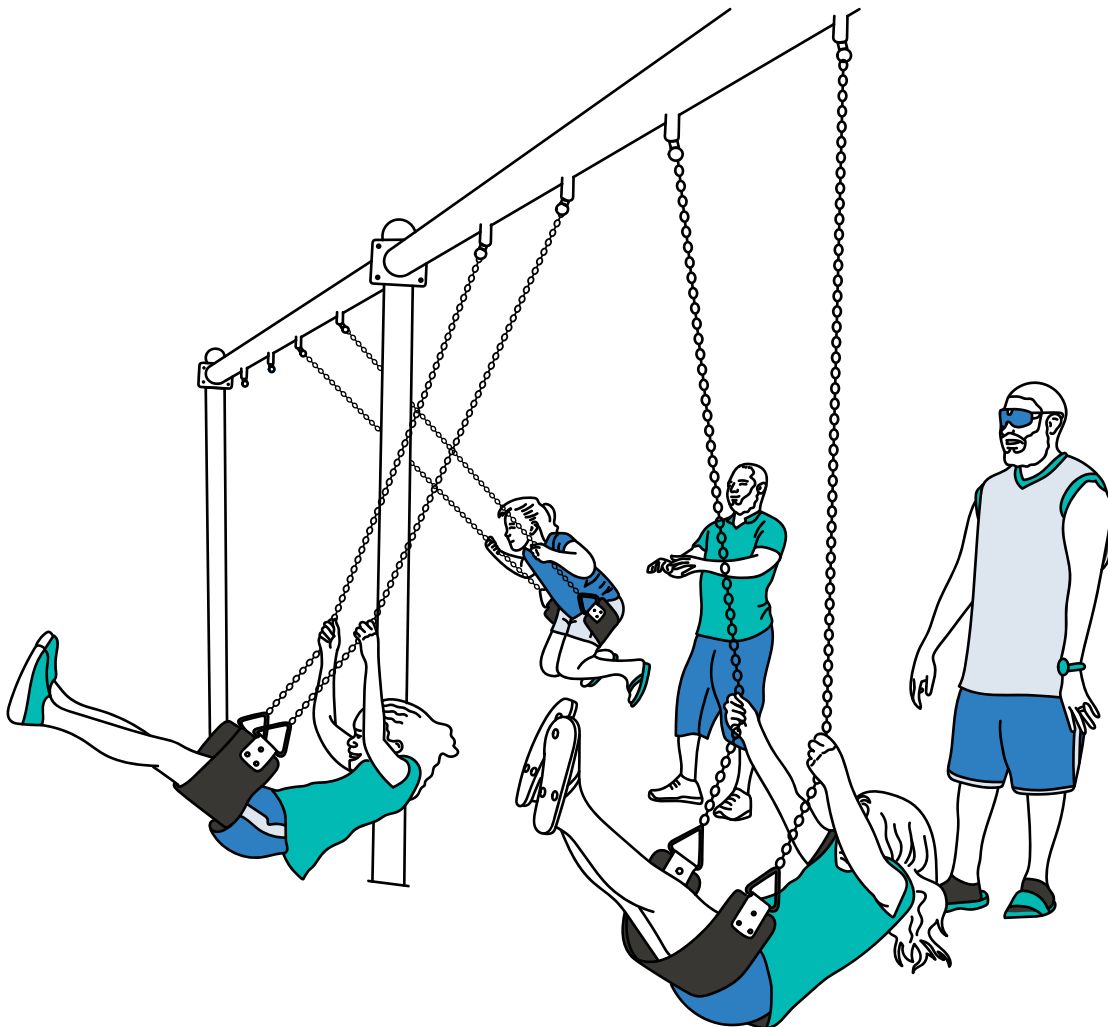
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“Teachers are actually making schools pleasant for the student and [students] are willing to learn and they look forward to going to school.”

— Poll participant, parent

There is a slight 7-point difference between parents (68 percent) and non-parents (61 percent) in thinking local residents who have children in public school should have a great deal or good amount of influence.

Among group differences, Texans who are conservatives (70 percent) and Texans who are moderates (65 percent) are much more apt than Texans who are liberals (47 percent) to support substantial influence by local residents who have children in public school. In a sizeable gap by race/ethnicity, 52 percent of Texans who are Hispanic say the state legislature should have a great deal or good amount of say in what is taught, compared with 35 percent of Texans who are White. Texans who are Black are in between, at 41 percent.



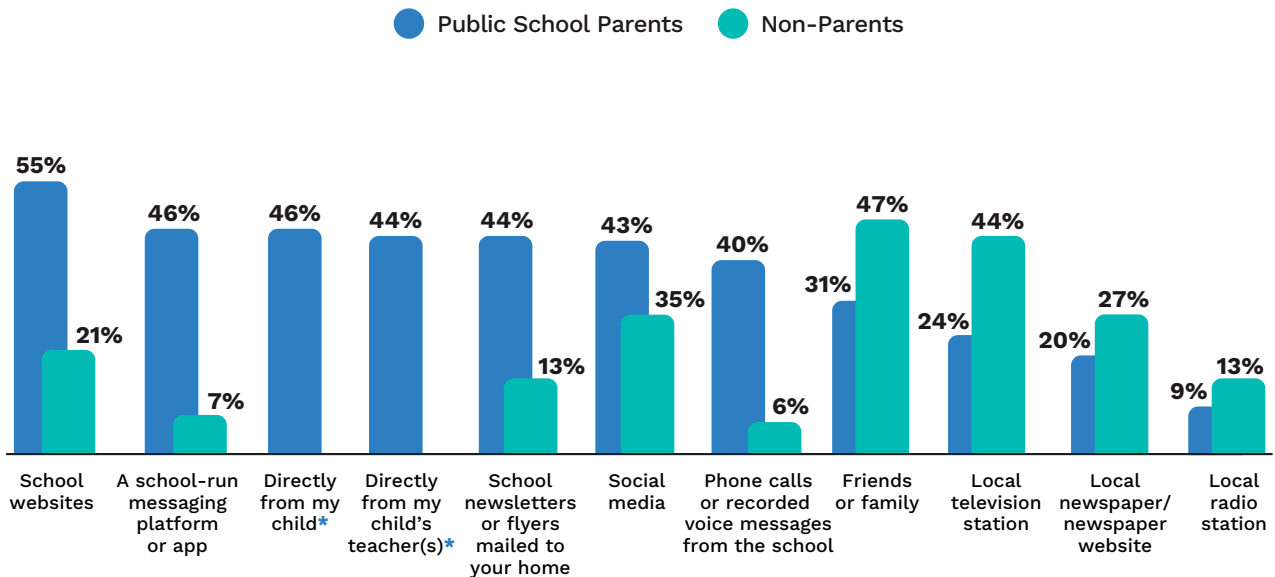
# News and information

Six in 10 public school parents say they follow news and information about their local public schools very or somewhat closely, including 21 percent very closely. Among Texans without children in public school, far fewer follow school news at least somewhat closely, 35 percent, including 8 percent very closely.

When asked to select their main sources of news about their community’s public schools, most parents cite school websites, 55 percent. Other top sources include school-run messaging platforms or apps (46 percent), school newsletters or flyers (44 percent), social media (43 percent), phone calls or recorded voice messages from the school (40 percent), directly from their child (46 percent) or child’s teachers (44 percent). Fewer parents report mainly getting school information from friends or family (31 percent), a local TV station (24 percent), local newspapers (20 percent), or local radio stations (9 percent).

## Public School Parents' and Non-Parents' Sources of News About Public Schools

% of public school parents and non-parents who say each item is one of their main sources of news and information about their local public schools



\*Not applicable for non-parents

In contrast, the top sources of school news and information for Texans who are not public school parents are friends or family (47 percent), a local TV station (44 percent), and social media (35 percent).

Parents who are White (62 percent) are more likely than parents who are Hispanic (38 percent) to use a school-run messaging platform or app as a main source of school news and information. Parents who are White (35 percent) are also more likely than parents who are Hispanic (12 percent) to use a local newspaper as a main source of information. Conversely, 51 percent of parents who are Hispanic mainly use phone calls or recorded voice messages from the school as a top source of school information, compared with 34 percent of parents who are White. Gaps are slight or nonsignificant in use of school newsletters or flyers, social media, local television, local radio, school websites, and friends or family. (The samples of parents who are Black, and parents of other racial or ethnic groups, are too small for reliable analysis.)





# Connections, engagement, and involvement with public schools

## Public school connections

**F**ourteen percent of Texans report having worked at a public school, half of them as a teacher, and 5 percent say they currently are employed in one.

More women than men have worked in a public school, 18 percent compared with 9 percent. Having worked in a public school also is much more prevalent among college graduates (24 percent) than among Texans without a college degree (9 percent).

Beyond past or current personal employment, 30 percent of Texans have a family member (20 percent) or close friend (15 percent) who currently works in a public school. This peaks, at 45 percent, among Texans who are Black, slightly more than among Texans who are Hispanic (32 percent) and significantly more than among Texans who are White (25 percent).

Having a close friend or family member who works in a public school is positively associated with school engagement. Fifty-one percent of Texans with close friends or family members employed in public schools follow news and information about their local schools at least somewhat closely, compared with 35 percent of those with no such connection. Similarly, 55 percent of Texans with a close friend or family member employed at a public school express interest in learning about upcoming school events, compared with 45 percent of those with no such connection.

## Engagement and involvement

The vast majority of Texas public school parents (85 percent) engaged with their local public schools in some capacity in the past year. Involvement is lower, at 43 percent, among Texans without children in public schools.

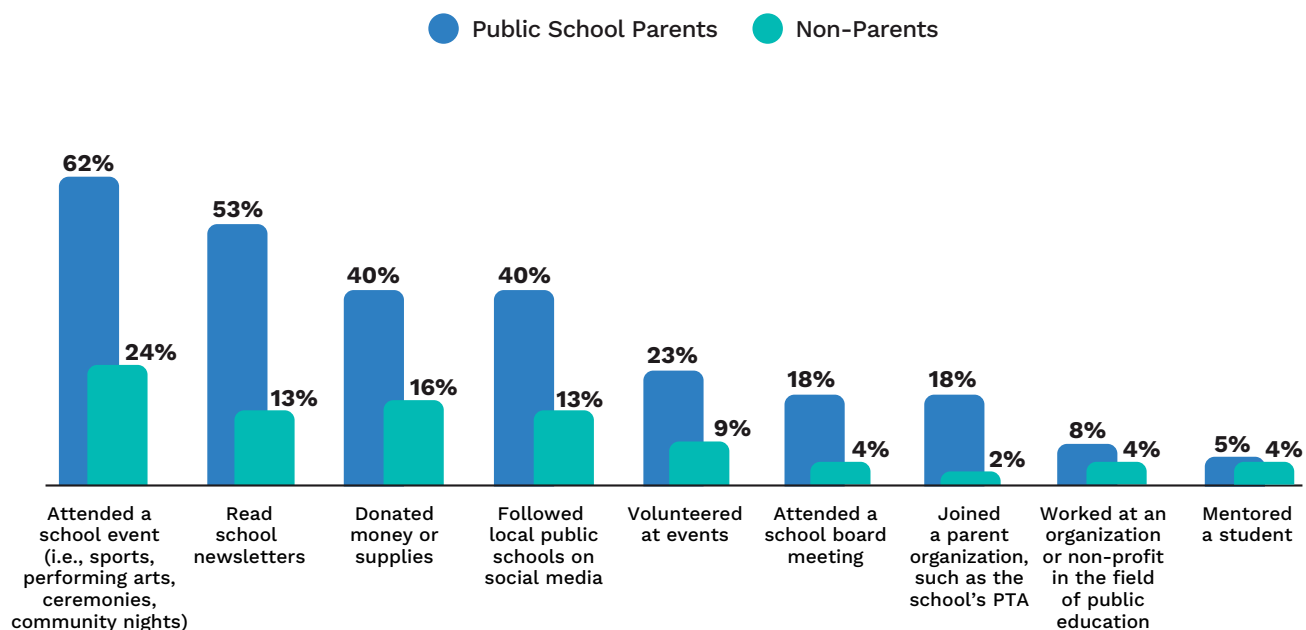
Among public school parents, engagement includes 62 percent who say they have attended school events such as football games, ceremonies, or community nights in the past year. That is followed by reading school newsletters (53 percent), donating money or supplies (40 percent), and following local public schools on social media (40 percent).

About a quarter of parents say they volunteered at an event for their local schools in the past year and about one in five has attended a school board meeting or joined a parent organization such as a parent teacher association (PTA). Eight percent have worked at an organization or non-profit in the field of public education.

Among Texans without children in public school, 24 percent have attended an event at their local public schools in the past year. Fewer have donated money or supplies (16 percent), read school newsletters (13 percent), followed their local schools on social media (13 percent), or volunteered at events (9 percent).

### Engagement With Public Schools Among Texans

% of public school parents and non-parents who have engaged with their local public schools in the past year



Public school parents with a college degree (70 percent) are much more likely than parents who do not have a degree (45 percent) to say they read school newsletters. Sixty percent of parents with a college degree say they donated money or supplies to schools, compared with 31 percent of parents who do not have a degree. Parents with a college degree (78 percent) are more likely than parents who do not have a college degree (54 percent) to say they attended a school event. Thirty-eight percent of parents with a college degree say they volunteered at school events, compared with 16 percent of parents who do not have a college degree. Parents who have a college degree (15 percent) are also more likely to say they worked at an organization or non-profit in the field of public education than parents who do not have a college degree (4 percent). Parents with household incomes of \$100,000 or more—the majority of whom have college degrees—also are more likely to report doing these things.<sup>8</sup> In the largest gap, 58 percent of public school parents with household incomes of \$100,000 or more say they donated money or supplies, compared with 30 percent of parents with household incomes less than \$100,000.

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<sup>8</sup> Among Texas parents who report household incomes of \$100,000 or more, 64 percent have a four-year college degree, compared with 15 percent of those with household incomes less than \$100,000.

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**“I love how my son’s elementary school has many events that bring the community together: teachers, parents, and students.”**

— Poll participant, parent

Parents who are White (61 percent) are more likely than parents who are Hispanic (34 percent) to report having donated money or supplies. Eighty-three percent of parents who are White say they attended a school event in the past year, compared with 60 percent of parents who are Hispanic. Similar differences emerge in volunteering at school events (37 percent among parents who are White compared with 16 percent among parents who are Hispanic) and reading school newsletters (66 percent compared with 49 percent). This relates to having a college degree and to income, both more prevalent among parents who are White than among parents who are Hispanic. Fifty-one percent of parents who are White report annual household incomes of \$100,000 or more, compared with 21 percent of parents who are Hispanic; and 51 percent of parents who are White have a four-year college degree, compared with 17 percent of parents who are Hispanic.



**“I don’t know enough about the schools in my community.”**

— Poll participant, non-parent

Family and social connections are among the most consistent drivers of engagement among Texans without children in public schools. Non-parents who have a close friend or family member who works in a public school are more likely than non-parents without a close friend or family who works in a public school to say they donated money or supplies (28 percent compared with 11 percent), attended a school event (35 percent compared with 19 percent), followed local public schools on social media (21 percent compared with 10 percent), read school newsletters (18 percent compared with 11 percent), or mentored a student (8 percent compared with 3 percent) in the past year.

Among all Texans, overall engagement with public schools is roughly even across regions, with slight variations. Following local public schools on social media is highest among Texans in East Texas (25 percent), while it is lowest in the Houston area (12 percent). Donating money or supplies peaks in Dallas/Fort Worth, at 29 percent, compared with 17 percent in the Houston area. The percentage of Texans attending school board meetings ranges from 11 percent in South/Southwest Texas to 4 percent in East Texas.

## Interest in school events

Eighty-three percent of public school parents express interest in learning about upcoming school events such as sports, performances, ceremonies, and community nights, including 43 percent who are very interested. Far fewer Texans without children in public schools (38 percent) are interested with 12 percent very interested.

About eight in 10 or more public school parents say they would like to receive information about upcoming events via email (86 percent), a school-run messaging platform or app (80 percent), or text messages (78 percent). Majorities also say they would like to receive information via school newsletters or flyers (72 percent), meetings that are open to the public (71 percent), social media (67 percent), and phone calls or recorded voice messages (63 percent). Among parents who are very interested in receiving information about upcoming events, text messages, email, and newsletters top the list, each selected by about nine in 10 or more.

Non-parents, for their part, are most apt to say they would like to receive information via meetings that are open to the public (44 percent), social media (39 percent), school newsletters or flyers (39 percent), and email (36 percent). Other methods were selected by about three in 10 or fewer.

Notably, 23 percent of Texans overall say they have not attended a school event in the past year but express interest in learning more about them, an outreach opportunity for their schools. Email and school newsletters/flyers are the most preferred communication methods among Texans who have not attended an event in the past year but are interested in learning more about them, each selected by about two-thirds.

# Parent-teacher communication

When asked specifically about seven options for receiving communication about their child from teachers or staff at their school, about half of parents say text messages (51 percent) or email (49 percent) are their first or second preference. A third prefer phone calls or recorded voice messages, and about a quarter prefer a school-run messaging platform/app (26 percent) or in-person parent-teacher meetings (23 percent). Ten percent of parents say virtual parent-teacher meetings are their first or second preference in communication. Six percent say the same for social media.

Email is the clearest preference among parents who are college graduates, chosen as a first or second choice by 63 percent, compared with 42 percent among parents without a college degree. Instead, parents without a college degree are most apt to select text messages (50 percent) as their first or second preference. In another difference, 37 percent of parents without a college degree prefer phone calls or recorded voice messages, compared with 21 percent of parents who are college graduates.

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“Mensaje de texto con opción de respuesta porque la que utilizamos ahora no deja contestar ni reenviar correos electrónicos.”

— Participante de la encuesta, padre/madre

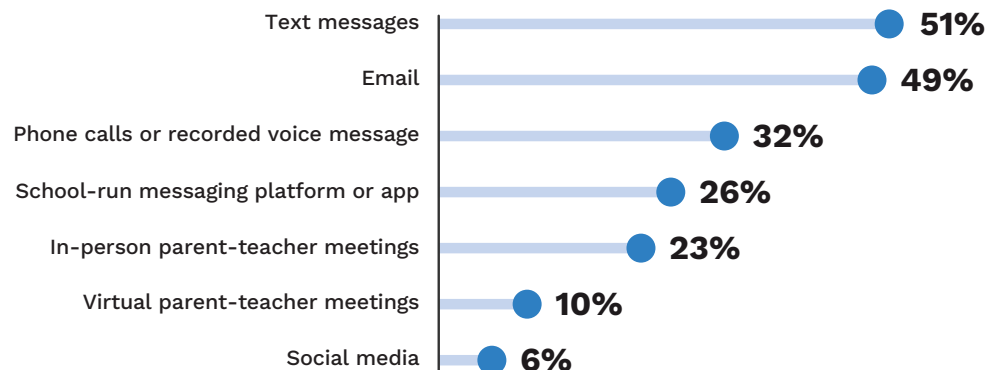
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“Text message with the option to respond because the one we use now doesn't have an option to answer or forward emails.”

— Poll participant, parent

## Preferred Method of Communication Among Parents

% of public school parents who rank each method as a first or second choice for receiving communication from teachers or staff



## Comfort communicating with teachers and staff

Nine in 10 or more public school parents say they are comfortable communicating with their child's teachers or staff at their school about concerns they may have about their child's physical safety (94 percent), academic progress (93 percent), and emotional health and well-being (90 percent). This includes broad majorities, 66 to 76 percent, who would feel very comfortable communicating about these concerns.

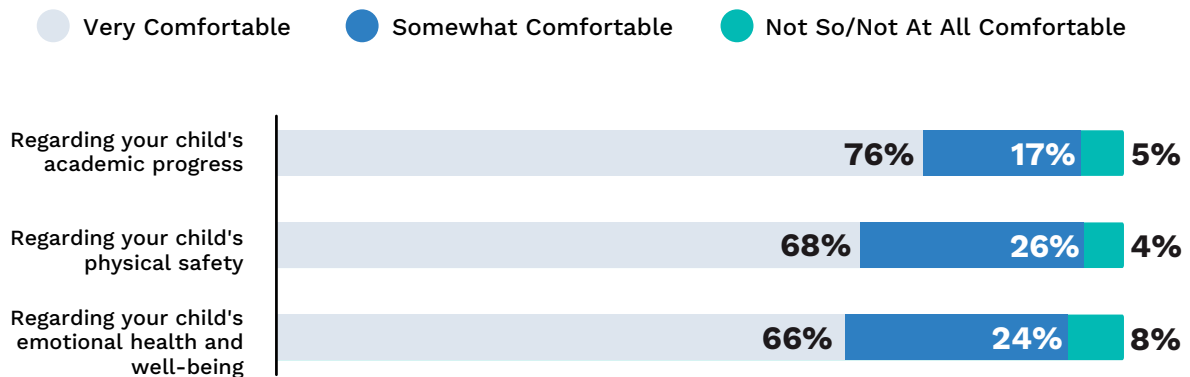
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“I would like to have in person teacher conferences so I can get to know the teachers and get feedback on how my child is doing in school. This seems to have ended after elementary school.”

— Poll participant, parent

### Parents More Likely to Feel Comfortable Communicating About Their Child's Academics than Their Safety or Well-Being

% of public school parents who feel somewhat or very comfortable communicating with teachers

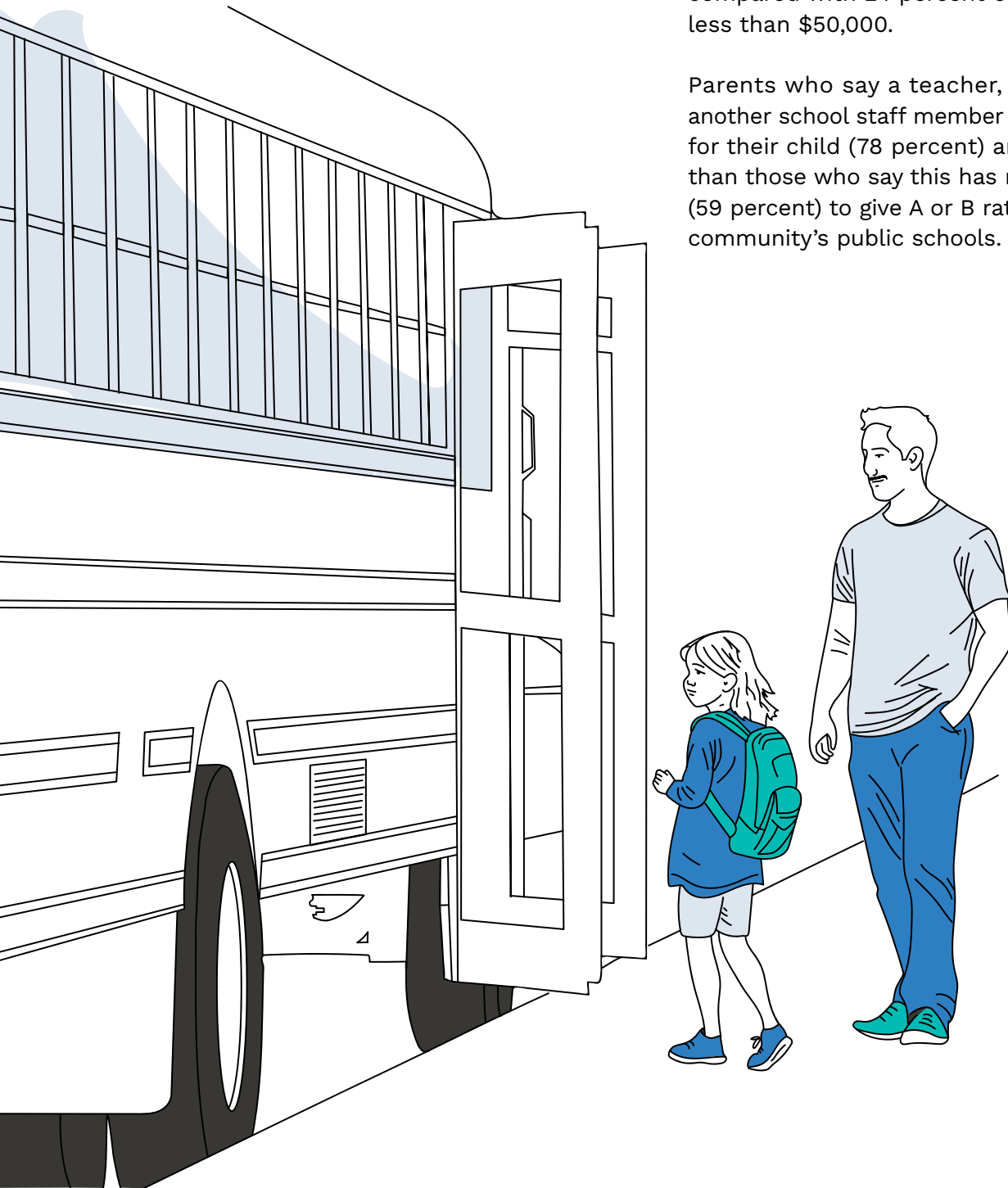


## Advocating on students' behalf

Thirty-two percent of public school parents say a teacher, coach, or another school staff member has advocated on their child's behalf. Essentially as many (34 percent) say this has not happened, and another 34 percent are unsure about it.

Forty-two percent of public school parents who are White say a teacher, coach, or staff member has advocated on their child's behalf, compared with 27 percent of public school parents who are Hispanic. (The difference is slight given sample sizes.) Thirty-nine percent of public school parents in households earning \$100,000 or more annually report such advocacy, compared with 24 percent of those earning less than \$50,000.

Parents who say a teacher, coach, or another school staff member has advocated for their child (78 percent) are more apt than those who say this has not happened (59 percent) to give A or B ratings to their community's public schools.





# Public school enrollment

**S**eventy-three percent of public school parents report sending their child to the public school that is zoned for their neighborhood, while a quarter say they send their child to a different public school. There is a difference by grade level: Thirty-one percent of parents whose oldest child is in elementary or middle school send their child to a school outside their zone, compared with 18 percent of parents whose oldest child is in high school.

Given parents' overall satisfaction with their child's education, only 15 percent would send their child to a different public school if given the choice. Interest in sending their child to a different school is far lower among public school parents who are very satisfied (3 percent) with their child's education than among parents who are less satisfied than that (22 percent).

Interest in sending their child to a different school is similarly low among public school parents who send their child to their zoned public school. Eleven percent of parents in this group would send their child to a different public school if given the choice.

When asked in an open-ended question about why they send their child to a public school that is not zoned for their neighborhood, parents mention the quality of education and their interest in college readiness. Others mention charter schools, having moved, or keeping children in the family in the same school. In another open-ended question, parents who would like to send their child to a different public school also mention school quality, resources, and opportunities.

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**“[La escuela de mi hijo/hija es la] escuela bilingüe más cercana. El distrito escolar le asignó esta en vez de la de mi vecindario que solo da clases en inglés.”**

— Participante de la encuesta, padre/madre

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*“[My child's school] is a bilingual school that is closer. The district assigned them to this school instead of the school in my neighborhood that only offers classes in English.”*

— Poll participant, parent

# Vouchers

**M**ost Texans oppose a voucher program in their community, given either of two conditions. If it meant reducing the amount of funds distributed to local schools, 56 percent would be opposed. If private and religious schools that received taxpayer-funded vouchers had no state educational oversight, 57 percent would be opposed. Sixty-seven percent of Texans would be opposed if at least one of these conditions is present. Results are similar among public school parents.

Majorities of Texans who are Democrats (72 percent), Texans who are independents (71 percent), and Texans who are Republicans (62 percent) oppose school voucher programs in their community if at least one of the conditions is present (i.e., either the amount of funds distributed to local schools are reduced or there is no state educational oversight). There are sharper divisions by ideology, though majorities of Texans who are liberals (83 percent), Texans who are moderates (70 percent), and Texans who are conservatives (58 percent) oppose voucher programs given either condition.

Seventy-two percent of Texans in households with incomes of \$50,000 or more oppose school voucher programs in their community if either funding or oversight implications are present. Opposition is lower in households earning less than \$50,000, though most are still opposed, 55 percent.

By region, adults in Central (78 percent) and West Texas (76 percent) are more apt than those in the Houston area (62 percent) and East Texas (55 percent) to oppose school vouchers given either condition. Results among Texans in Dallas/Fort Worth (68 percent) and South/Southwest Texas (66 percent) are in between.

# Methodology

The 2024 Charles Butt Foundation poll was produced by [Langer Research Associates](#), with data collection via the nationally representative Ipsos KnowledgePanel®, in which participants are randomly recruited via address-based sampling to respond to survey questionnaires online. Households without internet connections are provided a web-enabled device and service.

The survey was designed to consist of approximately 1,125 Texas adults, including about 1,000 from the general population and an oversample of 125 parents with children age 3–18 in public school.

The questionnaire, in English and Spanish, was pretested April 8, 2024, and field work was conducted April 12–21. After initial invitations, reminder emails were sent on the third, sixth, and ninth days of the field period. Out of 2,159 panel members invited to participate, completed, qualified surveys were provided by 1,190. Participants completed the survey in a median time of 13 minutes.

In quality control, the fastest 2 percent of respondents in total completion time within their survey path were flagged for possible inattention; these 24 cases (17 non-parents and seven parents) were deleted. The final sample included 1,166 Texas adults, including 1,032 in the general population and an oversample of 134 pre-K–12 parents for a total of 342 in this group.

Data were weighted via iterative proportional fitting to the following benchmark distributions of general population Texas adults from the U.S. Census Bureau’s 2022 American Community Survey:

- Gender (male, female) by age (18–29, 30–44, 45–59, 60+)
- Race/ethnicity (White, Black, other, Hispanic, 2+ races)
- Education (less than high school, high school, some college, bachelor’s or higher)
- Household income (\$0–\$24,999, \$25K–\$49,999, \$50K–\$74,999, \$75K–\$99,999, \$100K–\$149,999, \$150K+)
- Marital status (married, not married)
- Parent with child age 3–18 (yes, no)
- Language proficiency (English-proficient Hispanic, bilingual Hispanic, Spanish-proficient Hispanic, non-Hispanic)
- Hispanic nativity (U.S.-born Hispanic, not U.S.-born Hispanic, non-Hispanic)

A post-weight to 2020 presidential election vote choice in the general population was applied based on the Federal Election Commission’s official 2020 presidential general election results, with voting age population based on the November 2020 Current Population Survey. Data also were weighted to correct for the parent oversample.

General population weights were trimmed at 1.07 percent and 98.9 percent of their distribution (minimum 0.12, maximum 5.55). Given oversampling, the survey has a design effect due to weighting of 1.87 for the full sample and 1.71 for public school parents, for margins of sampling error of plus or minus 3.9 percentage points for the full sample and 6.9 points for public school parents. As in all surveys, error margins are larger for subgroups. Error margins are not the only source of differences in polls.

A digital download of the report and additional resources about the survey methodology are available at [CharlesButtFdn.org/2024TxEdPoll](https://CharlesButtFdn.org/2024TxEdPoll).



# 5 Years

of public opinion  
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