

THE DEMAND OF TEXAS PARENTS FOR CLASSICAL CHARTER SCHOOLS



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June 2023



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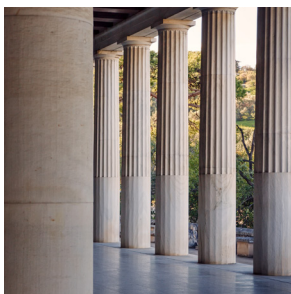


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The Demand of Texas Parents for Classical Charter Schools

Albert Cheng and Cassidy Syftestad

Executive Summary

This report has two main purposes. First, we used administrative data from the Texas Education Agency (TEA) and the U.S. Department of Education to document enrollment growth in a particular segment of charter schools in Texas, namely, classical charter schools. Second, we administered a survey to 431 parents who currently have a child enrolled in a classical charter school and convened focus groups for 25 of these parents to explore reasons behind the growth of classical charter schools. On the survey, we queried parents about their educational priorities for their child and their levels of satisfaction with various aspects about their child's school. In focus groups, we asked parents to describe how they heard about their child's school, why they chose to enroll their child there, and what they liked or disliked about their child's school.

According to our analysis of the administrative data, survey results, and focus group data, we found:

1. Student enrollment in charter schools in Texas has increased substantially between the 2011–12 and 2020–21 school years. While enrollment has doubled among non-classical charter schools over this period, enrollment has increased about sevenfold among classical charter schools. Put another way, in the 2011–12 school year, classical charter schools represented 2% of student enrollment in the charter sector. The share of all charter school students who are enrolled in classical charter schools has tripled to 6% as of the 2020–21 school year.
2. Enrollment growth in classical charter schools between the 2011–12 and 2020–21 school years is more pronounced in the secondary grades than in the elementary grades. Growth has also been most pronounced for Asian American (a thirteenfold increase) and Hispanic students (a ninefold increase).
3. Parents' educational priorities aligned with the priorities of classical education. Parents expressed strong desires for their children to grow in wisdom and virtue through the pursuit of truth, goodness, and beauty within the context of a liberal arts education. Parents also highly valued the formation of civic virtues and preparation for citizenship. Although career and college readiness and learning how to address social problems were important educational priorities for many parents, they were less important than the other priorities.
4. Parents were generally quite satisfied with their child's classical charter school. Over 90% of parents said they were "very satisfied" or "somewhat satisfied" with the "overall quality" of their child's school. Parents expressed similarly high levels of satisfaction with their child's teachers and learning progress as well as the quality of the school's academic standards, instruction in character, and climate. However, parents expressed noticeably lower levels of satisfaction with the quality of the facilities and opportunities for sports participation.

Key Points

- Over the last decade, enrollment in classical charter schools in Texas has increased sevenfold while enrollment in other charter schools has doubled.
- Parents who enroll their children in classical charter schools desire a liberal education for their children—one that prioritizes the pursuit of truth, goodness, beauty, wisdom, virtue, and citizenship.
- Parents are generally satisfied with the quality of instruction and climates of classical charter schools, though they expressed some dissatisfaction with the quality of school facilities and opportunities for athletics.

In summary, classical charter schools offer a distinct education rooted in the liberal arts and the pursuit of truth, goodness, and beauty. The findings in this report demonstrate strong alignment between the educational philosophies and priorities of classical charter schools and parents who send their children to these schools. Moreover, classical charter schools appear to deliver the kind of education that these parents hope their children would have. We posit that such alignment and satisfaction are some of the main reasons behind the rapid growth of classical charter schools in Texas over the last decade.

Introduction

Pundits dubbed 2021 “The Year of Educational Choice,” with legislatures in 19 states expanding or enacting 32 educational choice programs ([Bedrick, 2021](#)). In Oklahoma, for instance, the amount of tax credits available for Equal Opportunity Education Scholarships increased from \$3.5 million to \$25 million. Further west, Arizona became the first state to enact an educational choice program with universal eligibility in 2022 ([Beienburg, 2022](#)). Any parent in that state can opt their children out of a district or charter school and have public funds deposited in an education savings account for educational expenses. So far, three states—Arkansas, Utah, and Iowa—have followed Arizona’s lead and passed legislation to establish universal education savings account programs ([Lovell, 2023](#)). Meanwhile, the charter school sector continues to expand. According to the National Alliance for Public Charter Schools, 3.5 million students attended charter schools in the 2020–21 school year, an increase of 7% since the 2019–20 school year ([Veney & Jacobs, 2021, p. 5](#)).

These recent increases in the demand for charter and private school options may have been fueled by school closures and virus mitigation strategies during the COVID-19 pandemic. Indeed, data from the U.S. Department of Education indicate that charter schools were slightly more likely than traditional public schools to refrain from cancelling classes and to ensure real time interaction between teachers and students ([Berger et al., 2022, pp. A-11–13](#)). Clashes in school districts, including across Texas, over the adoption of controversial curricula such as critical race theory have also pushed families to consider other educational options for their children ([Zelinski, 2021](#)).

Even so, the demand for educational options transcends the political issues around race and the pandemic that have marked the last three years. Although Texas has no private school choice programs, it has allowed charter schools to form since the passage of a charter law in 1995 ([SB 1, 1995](#)). In the fall of 1996, 17 charter schools—some of which are

still in operation today—opened in Texas, enrolling just under 2,500 students ([Shapley et al., 2006, p. 3](#)). The sector has experienced considerable growth in 25 years. At the beginning of the 2020–21 school year, over 360,000 students were enrolled in Texas charter schools, and nearly 59,000 additional students were listed on a charter school waitlist ([TEA, 2022, p. 5](#)).

In this report, we focus on a particular sector of charter schools, namely, classical charter schools. Like other charter and private schools, parents have more widely sought out these schools during the pandemic but also beforehand ([Hankins, 2021](#)). We document the prolific growth of these schools and what parents think about them.

In the remainder of the report, we first define classical education and enumerate the hallmarks of this approach to teaching and learning. We then present enrollment trends among Texas classical charter schools overall as well as by grade level and racial background. After that, we present results from surveys and focus groups of families who enroll their children in Texas classical charter schools. We use these data to convey the reasons parents opted for classical education and their assessments of school quality. In the final section, we conclude with a discussion of our findings and their implications for policy.

What Is Classical Education?

What makes a school or education classical? While classical education in modern America has a particular expression, recently documented by Lindquist ([2019](#)), its roots stretch back to between the 5th century BC and the 5th century AD during the Greek and Roman classical periods. However, classical thought is not limited to these two civilizations. Many other cultures and civilizations throughout Africa, East Asia, and the Islamic Empire have experienced their own classical periods. These civilizations not only preserved the classical thought of the Greeks and Romans but also interacted with, responded to, and extended that thought through their own creative work (Nakosteen, 1964; Parham & Prather, 2022). What then, unifies the wisdom bequeathed by these cultures across time and place, and how does it coalesce into a coherent educational paradigm?

The minutiae of classical education are many. For now, we discuss two general attributes of classical education: its aims and its means of attaining those aims.

The Aim of Classical Education

Classical education presupposes that there are normative standards of truth, goodness, and beauty. Peruse the websites of classical schools or talk to their educators and

you will likely find an acknowledgement of their goal to form students intellectually and morally in accordance with these three transcendentals. As classical educators argue, discernment of what is true, good, and beautiful will enable students to grow in wisdom and virtue (Perrin, 2004). In short, knowledge of and love for truth, goodness, and beauty are necessary for living well with oneself and others, or as Aristotle (335–322/2019) put it in his *Nicomachean Ethics*, human flourishing.

The Means of Classical Education

How do classical schools help students grow in the knowledge of truth, goodness, and beauty? Classical educators will often invoke instruction in the liberal arts to describe their pedagogy. The liberal arts traditionally consist of seven subjects, which, if mastered, will enable students to live well. Three of them, namely grammar, logic, and rhetoric, comprise the trivium. The other four—arithmetic, geometry, music, and astronomy—comprise the quadrivium.

In response to a famous speech titled *The Lost Tools of Learning* by the mid-20th century academic and mystery novel writer Dorothy Sayers (1948), classical schools in contemporary times typically emphasize the trivium. To understand the distinctiveness of classical pedagogy, one should not view grammar, logic, and rhetoric as self-contained subject areas but as skills developed within the context of all curricular areas (e.g., math, literature, history, geography, and science).

Grammar is emphasized in the earlier grades and does not merely refer to the study of language mechanics. Instead, it more generally refers to the study of how language works, including how words map onto the real world. Hence, it is common to see young students in the grammar stage observe, memorize, and recite vast amounts of content across the curriculum. They are learning the language that offers them the categories and functions as the currency to know and to relate to the world around them.

In the intermediate grades, logic is emphasized. Logic includes but is not limited to understanding how to make inferences, identifying logical fallacies, and symbolically manipulating mathematical theorems. Logic also comprises understanding how all things are related to one another and make up a coherent whole. In other words, students begin to form connections between the content learned in the grammar stage and to develop their reasoning skills.

Rhetoric, or the art of persuasion, is emphasized among the oldest students, typically the high school grades. Earnest instruction in writing and oration is usual. However, it is important to note that students receive such instruction throughout the course of their education. In fact, aspects of grammar, logic, and rhetoric are woven across the instruction for all ages, but each tends to be emphasized at a particular time.

Note, too, that there is no single way to provide instruction in grammar, logic, and rhetoric. Classical school students often read the Great Books, a term referring to a particular canon of literature, and learn a classical language like Latin. The Great Books, in turn, become the doorway through which students are invited to participate in the so-called Great Conversation, that is, the ongoing dialogue that has occurred throughout history and across various places about perennial questions or enduring ideas about the human condition and a life worth living.

However, the reading lists among classical schools differ, and some classical schools offer instruction in other languages such as Greek. Despite these dissimilarities, the emphasis on the trivium and aim for the students' moral and intellectual formation in accordance with truth, goodness, and beauty is shared among all classical schools. For instance, they generally reject the child-centered approaches of progressive pedagogies that emphasize student autonomy regarding what students will learn, the pace of learning, and how they will be assessed. Instead, classical education immerses students into specific traditions passed down over time and instructs them in wisdom accumulated over human history. Nor do classical schools solely embrace a utilitarian focus on job or vocational training. They argue, instead, that a liberal arts education will prepare children for not only employment but life-long learning and contemplation about a life worth living.

Considering the vision statements of some classical charter schools is instructive for understanding the nature of classical education. Trivium Academy ([n.d.](#)) located in Carrollton, Texas, states that the aim of classical education is to prepare children to be “lifelong learners” ([para. 1](#)). This is accomplished through the particular ways it provides instruction in the trivium by having students “engage in learning content, examine information critically, and express themselves with increasing sophistication each year” ([para. 1](#)). Note that each respective element corresponds to grammar, logic, and rhetoric. Importantly, the object of learning is not arbitrary or simply up to whatever the students decide. Instead, learning is directed towards

truth, goodness, and beauty. According to the Great Hearts (2021) charter school organization operating in Texas:

Classical education takes a unifying approach to intellectual and moral formation by developing both the mind and the heart. Through the study of languages, the sciences, history, mathematics, literature, and fine arts, classical education helps students recover a sense of wonder in their search for knowledge, alongside a deeper purpose – namely, the pursuit of wisdom and development of virtue. (para. 3)

Enrollment Growth of Texas Classical Charter Schools Since 2011

We use administrative data from the Texas Education Agency (TEA, n.d.) student enrollment reports and the Common Core of Data (CCD, n.d.) maintained by the National Center for Education Statistics to provide several indicators for the growth of classical charter schools in Texas between the 2011–12 and 2020–21 school years. We report enrollment figures for the entire population of classical charter school students and then report these figures disaggregated by grade and racial background.

Overall Trends

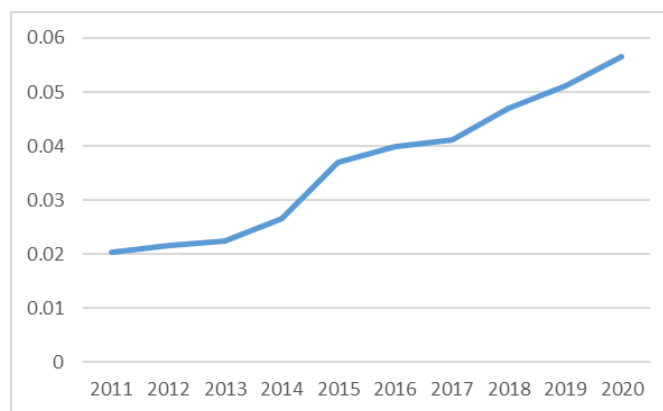
According to TEA, during the 2020–21 school year, five million school-aged children attended traditional district schools in Texas (TEA, 2021, p. 4). Meanwhile, nearly 366,000 school-aged children attended charter schools (p. 55). About 20,000 of these charter school students attended classical charter schools (TEA, n.d.).

The vast majority of Texas children attend district schools. Based on our analysis of TEA (n.d.) data, however, that sector experienced a 3% decline in enrollment since the prior school year. In contrast, charter school enrollment grew 9% from the prior school year, which is slightly higher than the

7% growth in charter schools nationally over the same time period. Enrollment in classical charter schools, however, stands apart, growing 21% from the 2019–20 to the 2020–21 school years. In fact, the share of charter school students who attend a classical charter school has nearly tripled from 2% to 6% since the 2011–12 school year (see Figure 1).

Figure 1

Classical Charter School Enrollment Share of Total Charter School Enrollment



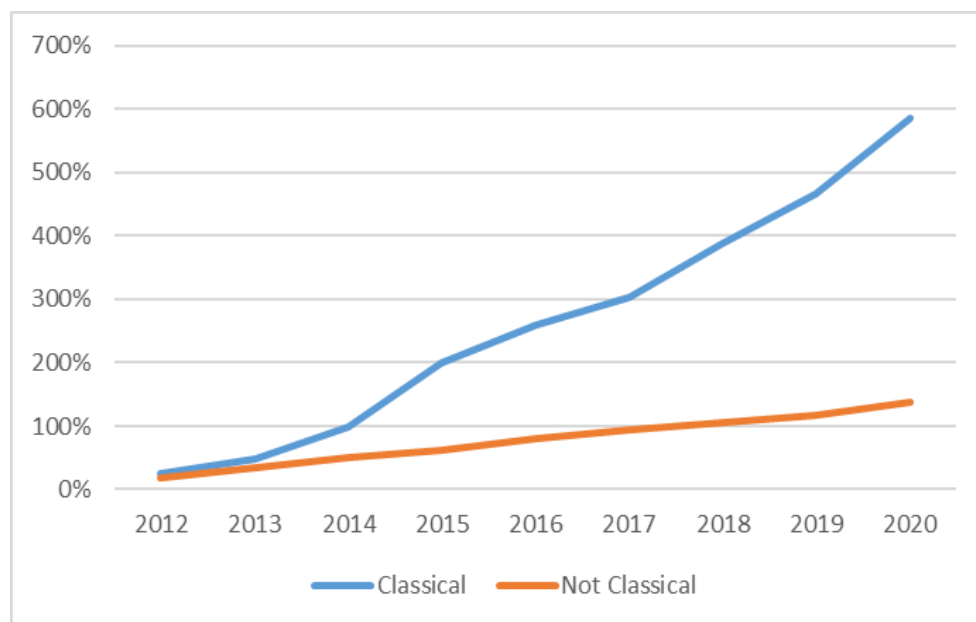
Note. Authors' calculations based on *Student Enrollment Reports*, TEA, n.d., retrieved August 19, 2022 (<https://rptsvr1.tea.texas.gov/adhocrpt/adste.html>).

To convey the enrollment trends of classical and non-classical charter schools throughout the last decade, we computed the percentage change in enrollment for each type of school in each school year using the 2011–12 school year as the baseline. The resulting trend lines are plotted in Figure 2. The percent change in enrollment from the 2011–12 school year to the 2012–13 school year were similar for classical and non-classical charter schools. In that span of one year, classical charter school enrollment grew by about 26%, while non-classical charter school enrollment grew by about 18%.

Classical Schools in Texas

Many classical charter schools in Texas belong to larger, multi-state networks such as Founders Classical Academies or Great Hearts. Other classical charter schools, like Valor Classical Schools, belong to Texas-based networks. A third subset of classical charter schools in Texas are located on a single campus; Trivium Academy is an example of such a school.

Figure 2
Percent Change in Enrollment Since the 2011–12 School Year



Note. Authors' calculations based on *Student Enrollment Reports*, TEA, n.d., retrieved August 19, 2022 (<https://rptsvr1.tea.texas.gov/adhocrpt/adste.html>).

By the 2020–21 school year, enrollment in classical charter schools had increased nearly sevenfold relative to the 2011–12 school year, while enrollment in other charter schools has approximately doubled. As a whole, Texas' charter sector has grown dramatically in the past decade, but the most prolific growth within that sector of late appears to be concentrated among classical charter schools. Such growth rates among classical charter schools hearken back to the rapid growth of the entire Texas charter school sector in its incipient years, when charter school enrollment grew tenfold from about 2,500 students in the 1996–97 school year to over 25,000 students in the 1999–2000 school year (Shapley et al., 2006, p. 3).

Trends by Grade Level

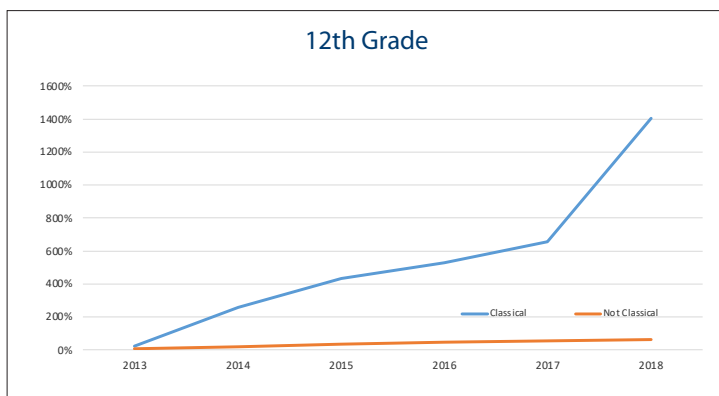
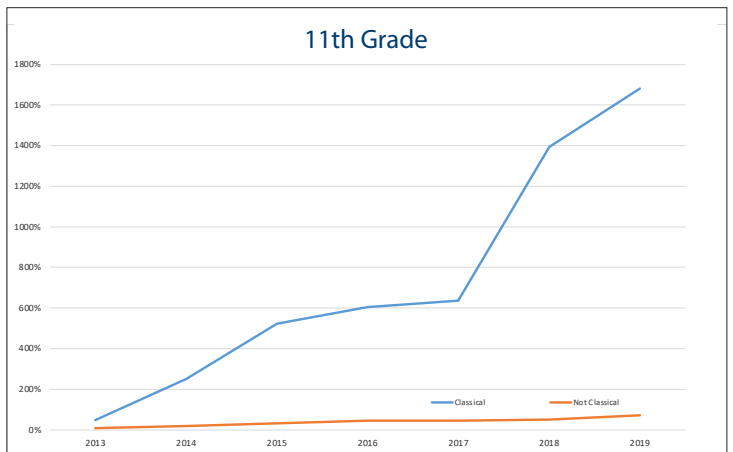
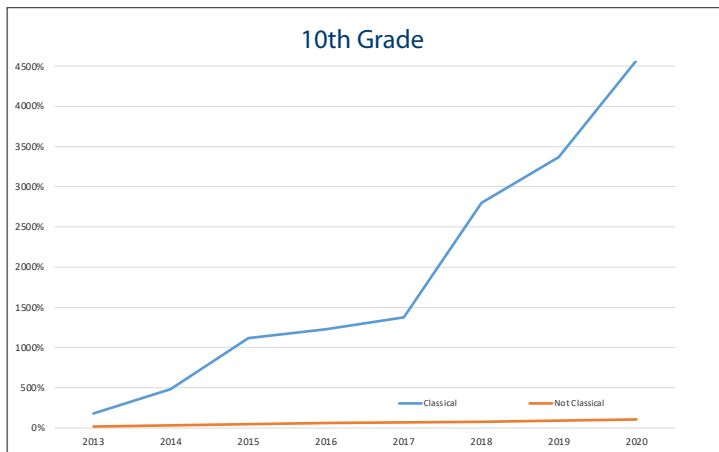
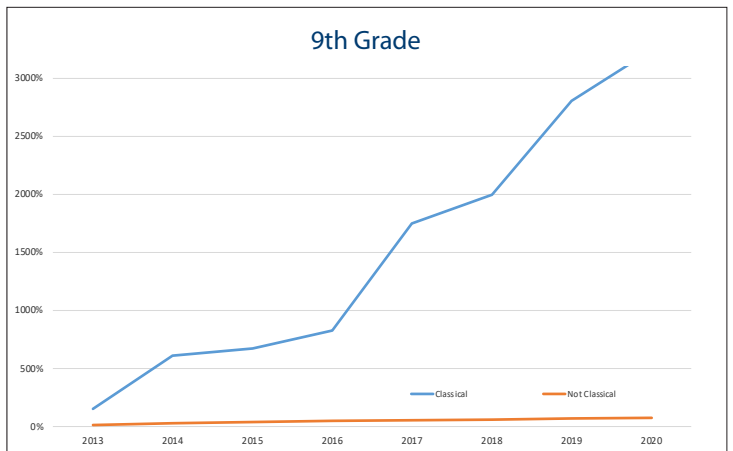
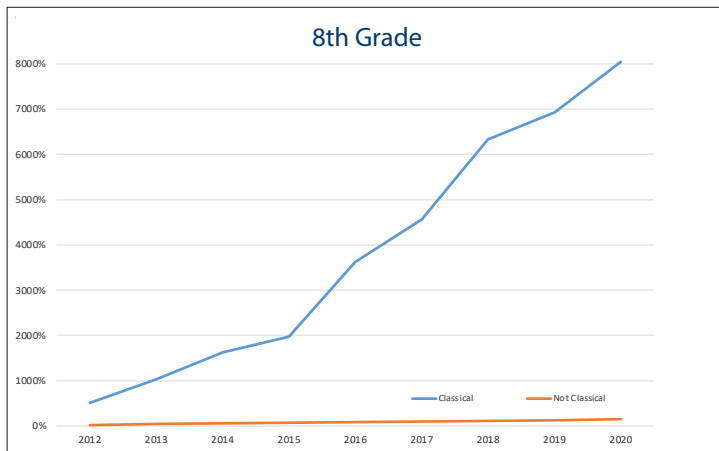
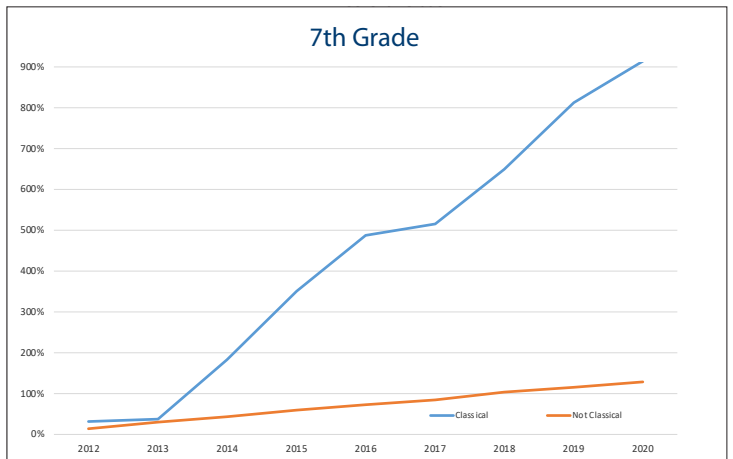
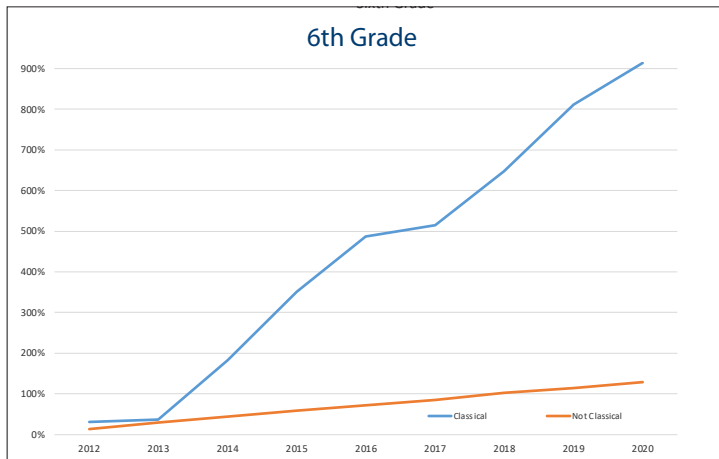
Disaggregating enrollment trends by grade level, we find that, in terms of percent change, most of the growth in Texas classical charter schools over the last decade occurred in the later grade levels. For instance, as shown in the first four graphs in Figure 3, enrollment in kindergarten through the third grade has quadrupled since 2011. Meanwhile, enrollment in the fourth and fifth grades has increased by about 500%, or a factor of 6, since 2011. Finally, enrollment in classical charter schools for students in the sixth grade and up have increased by over a factor of 10.

The pattern of moderate growth of the earlier grades compared to the rapid growth of the later grades is consistent with the conventional approach of opening new schools. New schools are often founded with only a few elementary grade levels. In ensuing years, these classrooms are filled with new cohorts of students, while subsequent grade levels are added to accommodate existing students as well as new students in the same grade. It appears that throughout the decade represented in our data, classical charter schools had already established the earlier grades and progressively added middle and high school grades over time. In fact, there were no students in some high school grades until the 2012–13 and 2013–14 school years. Smaller initial cohort sizes partially explain the considerable growth rates at these older grade levels.

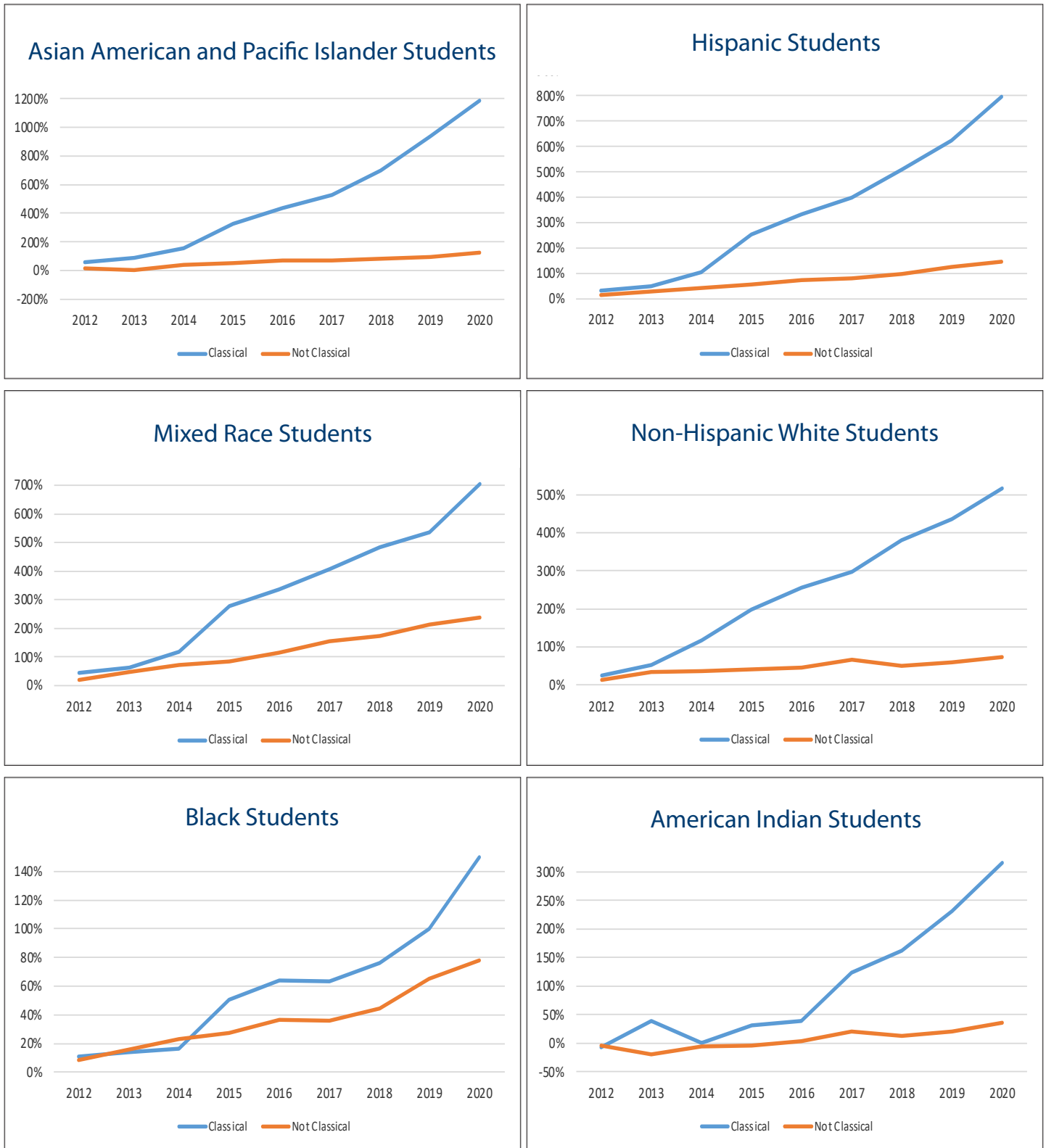
We also point out that enrollment across most grade levels of non-classical charter schools has doubled over the past decade. Although this growth rate is not as rapid as the rate for classical charter schools, it is still noticeably greater than the rate for all Texas public schools, which grew by 9% over the past decade (TEA, 2021, p. 6).

Figure 3
Enrollment Growth Rates by Grade Level (% change since 2011)





Note. Authors' calculations based on Student Enrollment Reports, TEA, n.d., retrieved December 14, 2022 (<https://rptsvr1.tea.texas.gov/adhocrpt/adste.html>).

Figure 4*Enrollment Growth Rates by Racial and Ethnic Background (% change in enrollment since 2011)*

Note. Authors' calculations based on *Student Enrollment Reports*, TEA, n.d., retrieved December 14, 2022 (<https://rptsvr1.tea.texas.gov/adhocrpt/adste.html>).

Trends by Racial and Ethnic Background

We additionally disaggregate enrollment growth by students' racial and ethnic background. These results are displayed in **Figure 4**. The highest growth rates in classical charter schools since 2011 occurred among Asian American and Pacific Islander students. In the 2011–12 school year, there were only 180 Asian American and Pacific Islander students attending classical charter schools. This number increased well over tenfold to about 2,300 students in the 2020–21 school year. The growth rates for Hispanic students as well as mixed-race students are also substantial over the same period, increasing by a factor of 9 and 8, respectively. As of the 2020–21 school year, there were over 6,000 Hispanic students and 900 mixed-race students in classical charter schools. The number of non-Hispanic White students, on the other hand, increased by a factor of 6 to 8,000 students since the 2011–12 school year. Meanwhile, the number of Black students attending classical charter schools more than doubled from about 700 to 1,800 students. Finally, 13 students who identified as American Indian attended classical charter schools in the 2011–12 school year. That number increased to 54 in the 2020–21 school year. The change of 315% is substantial, though the absolute numbers are small compared to students from other racial or ethnic backgrounds.

Parent Perceptions of Texas Classical Charter Schools: Findings From a Survey and Focus Groups

What explains these enrollment trends? Why are parents choosing classical charter schools and what are their perceptions about them? To further explore reasons behind the growth of classical charter schooling, we administered an online survey and held in-person focus groups to parents who have enrolled a child in a classical charter school. We collected data in these two formats to specifically examine what educational goals parents have for their children and how well classical charter schools are meeting those goals.

Research Methods and Sample

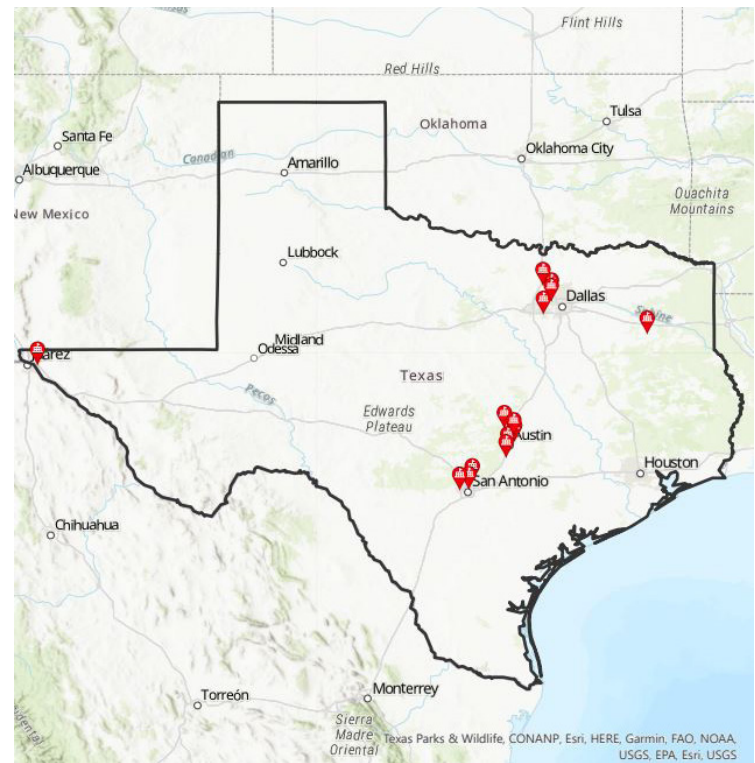
Online Survey

To administer the survey, we first contacted administrators of three major classical charter networks to seek their permission and partnership in this project. The three networks are Valor, Founders, and Great Hearts charter schools. We then asked the school administrators to distribute the survey to the parents of their students. We also directly contacted members of parent groups at some of these schools and invited them to complete and distribute the survey.

We sent out the survey on October 18, 2022, and collected responses until November 30, 2022. In all, 431 respondents from 14 schools completed the survey. The locations of the schools are depicted in **Figure 5**.

Figure 5

Texas Classical Charter Schools Participating in the Survey



Note. From *Student Enrollment Reports*, TEA, n.d., retrieved August 19, 2022 (<https://rptsvr1.tea.texas.gov/adhocrpt/adste.html>).

On the survey, parents were asked to respond to several Likert-type items. One set of items asked parents to rate the importance of several educational goals, including understanding core academic subjects, fostering independent thinking, forming civic or moral virtues, or preparation for future employment. We also queried parents about their satisfaction with various aspects of their child's school: academic standards, order and discipline, teachers and administrators, curriculum, safety, facilities, and extracurricular opportunities.

In this report, we present the topline results for these survey questions. For complete results that additionally disaggregate responses by different demographic groups, please see **Appendix A**.

Focus Groups

To better contextualize not only the enrollment growth of classical charter schools but also the survey results themselves, we convened a series of focus groups to interview parents. Parents who were invited to complete the survey were also invited to participate in these focus groups. On November 11, 2022, and December 7, 2022, 25 parents representing three different schools participated in one of six focus groups. Each focus group lasted about one hour.

We designed a semi-structured interview protocol to query parents about their interest in classical education and their opinions about their child's school. In each focus group, we posed four questions: (1) How did you hear about your child's school? (2) What made you choose to enroll your child in this school? (3) What do you like about your child's school? and (4) How satisfied are you with your child's school? Each discussion was audio recorded, transcribed, and examined for common themes that would illuminate and contextualize the survey results.

In the presentation of our results in the next section, we feature comments from focus group parents alongside our discussion of the survey results.

Results of Survey and Focus Groups

Parents' Educational Priorities

On the survey, we listed 12 different educational objectives and asked respondents to indicate the degree of importance for each objective. The results are displayed in **Figure 6** and are ordered from the objective that the most respondents indicated as "extremely important" to the objective that the fewest respondents indicated as "extremely important."

The Pursuit of Truth, Goodness, and Beauty

As shown in **Figure 6**, 86% of parents indicated that instruction in core academic subjects such as reading, writing, and mathematics was "extremely important." The remaining 14% of parents thought this objective was "very important." One parent explained that their child's school

provides building blocks for the ancient liberal arts skills—how to think, how to read, how to speak, how to write, and how to be a well-formed person. Those skills have to be developed at an early age and continued throughout life, and the school does a great job of establishing those.

Similarly, 4 out of every 5 respondents indicated that independent thinking was an "extremely important" educational

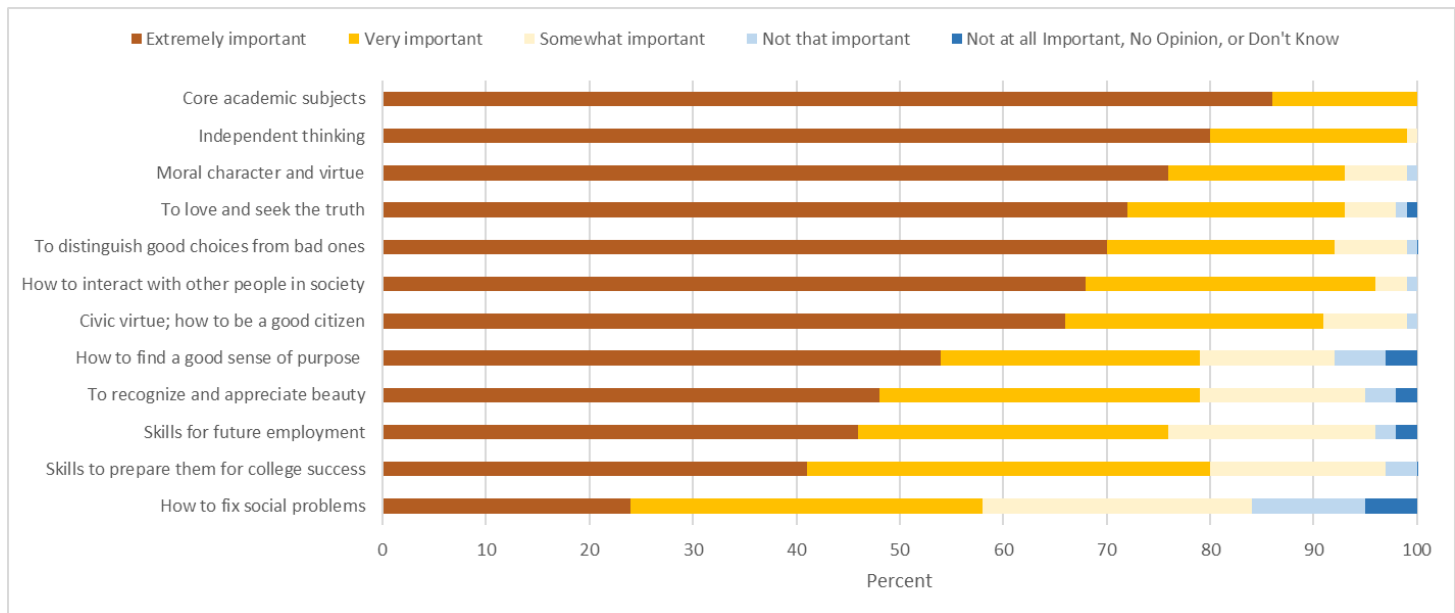
objective. This finding is consistent with the emphasis of classical schools on the liberal arts or, to use Dorothy Sayers's (1948) phrase, acquiring the "tools of learning." Mastery of the liberal arts—historically comprised of the trivium and quadrivium as explained above—equips students to know not only how to think but also how to think well. It is preparation for living a full life, which, as Aristotle, Pascal, and many other educational philosophers throughout history have argued, requires habits of contemplation to discern and proper affections to choose good, worthy, and true things while eschewing evil, unworthy, and false things (Storey & Storey, 2021). The classical charter schools in our sample articulate this aspiration as pursuing knowledge or growing in wisdom, and according to our survey, parents seem to share that aspiration for their children.

Indeed, parents identified developing moral character and virtue, loving and seeking the truth, and distinguishing good choices from bad ones as the next three most important educational objectives. About three fourths of respondents indicated that the formation of moral character and virtue was "extremely important." The proportion of parents who characterized loving and seeking the truth or distinguishing good choices from bad ones as "extremely important" was only a few percentage points lower at 72% and 70%, respectively.

A common, related phrase and priority that parents mentioned in all six focus group sessions was the education of the "whole person." In many cases, this was the first and most important reason parents sought a classical charter school. One parent affirmed their child's school for developing their "body, mind, and soul," commenting that the school has done a "great job of developing the mind and the ability to question things." Another parent added that their top reason for seeking such an education is "the bold and clear teaching that truth is absolute. The school rejects that truth is relative and encourages children to discern the truth for themselves." This kind of instruction is critical for living a full life.

Similarly, though to a lesser extent, respondents identified enabling students (a) to recognize and appreciate beauty and (b) to know how to find a good sense of life purpose, as important educational priorities. About half of respondents indicated it was "extremely important" for schools to focus on these two educational priorities. Approximately an additional third of parents thought recognizing and appreciating beauty was a "very important" educational goal. Meanwhile,

Figure 6
Parents' Views About the Purpose of Education



Note. See **Appendix A** for full survey responses.

an additional quarter of parents thought helping students learn how to find a good sense of life purpose was a “very important” educational goal—a necessary goal for a life well-lived.

Overall, these findings demonstrate the alignment between parents’ educational priorities and classical schools’ distinctive mission “to cultivate the hearts and minds of students through the pursuit of Truth, Goodness, and Beauty,” to cite the philosophical pillars of Great Hearts ([n.d.](#)). Such alignment might partially explain the recent enrollment growth of classical charter schools.

Civic Virtue and Citizenship

An emphasis on preparation for citizenship and the development of civic virtue is another potential area of alignment between classical charter schools and parents’ educational priorities. Modern debates about education policy often revolve around whether schools deliver private goods to individuals or public goods to society. Classical education, however, rejects this dichotomy. Although it aims to impart wisdom and virtue to individual students so that they might flourish, classical education also recognizes that individuals cannot flourish if their communities are not flourishing as well.

Aristotle, for instance, did not just write the *Nicomachean Ethics* to describe what a well-lived life looks like for an individual. He also wrote the *Politics*, which he intended to be read after the *Nicomachean Ethics*, to describe what the good life looks like for people living in community. This thought is captured in the vision statement of Valor classical charter schools: “to educate the whole person in authentic communities for a full human life” ([Valor Education, n.d.-a, para. 1](#)). They explicitly invite students and their families to “live the fullest life possible, one directed by wisdom, animated by wonder, and anchored in friendship” ([Valor Education, n.d.-b, para. 1](#)). The formation of civic virtue and preparation for citizenship is, therefore, an essential priority of classical education.

Based on our survey, parents of classical charter schools seem to share this priority of cultivating civic virtue. Two out of every three respondents indicated that it was “extremely important” for schools to teach children “how to interact with other people in society” and “how to be a good citizen.” Another one out of every four respondents described these goals as “very important.” Parents who participated in the focus group reported that classical charter schools teach their children to “be virtuous, think of others, persevere when something is hard, and to be a good member of society.” Their children “are proud of where they go

to school and share a sense of purpose with their classmates, their families, and the surrounding community.”

Calls to bolster civic education in the nation’s schools have increased within the last five years ([Winthrop, 2020](#)). Classical education is poised to play a significant role in answering this call.

Departure From Pragmatism and Critical Pedagogy

In contrast to the strong support for educational priorities related to civic education and the pursuit of truth, goodness, and beauty, parents did not consider developing “skills for future employment” or “skills to prepare [their children] for college success” as important. Less than half of parents thought that these education priorities were “extremely important.” Parents valued the educational priority of teaching their children “how to fix social problems” even less. Only one quarter of parents thought that goal was “extremely” important. That said, it is important not to overstate these results. Although parents downplay these educational priorities, they are not dismissive of these goals. These three educational goals historically align with pragmatism and critical pedagogy. We discuss these two modern conceptions of education in turn.

Burgeoning during the Progressive Era of the early 20th century, pragmatism is a philosophy that emphasizes the instrumental or practical value of things. The commonplace utilitarian focus among non-classical schools on workforce preparation, equipping students with job skills, college and career readiness, or vocational training has its roots in pragmatism. Although classical schools also underscore the importance of college and career readiness, they do not view this goal as the primary purpose of education as pragmatism suggests. In other words, classical education considers acquiring technical job skills to make economic contributions and earn money as constitutive but not the whole of living the good life. Classical education also recognizes the inherent dignity of each individual human regardless of how much they can contribute economically. Moreover, the means of equipping students with job skills comes not merely from technical training of specific skills but from a liberal education. In other words, the education in the liberal arts that enables students to become lifelong learners and gives them proper discernment of wisdom, virtue, and a full life is what prepares them to be excellent workers. Our survey respondents seem to grasp this, as they downplay but do not entirely dismiss the educational priority of college and career readiness.

Critical pedagogy also has some roots in the early 20th century but was popularized by Paolo Freire’s *Pedagogy of the Oppressed* (1968/1970). A hallmark of this approach to education is to help students more effectively recognize social problems and understand why they exist. The ultimate goal is for students to take steps towards solving these social problems, typically by challenging existing power structures and institutions.

However, as former teacher and education policy commentator Robert Pondiscio ([2022](#)) has observed,

When education becomes activism, it dwells exclusively in the bad and the broken; at least tacitly it encourages children to see their community and country as nothing more than a collection of problems to be solved, with none of the virtues and blessings of citizenship. ... If children view their country as mostly or entirely hostile to their well-being, they cannot help but get the sense that there is nothing worth protecting and preserving. ([para. 26](#))

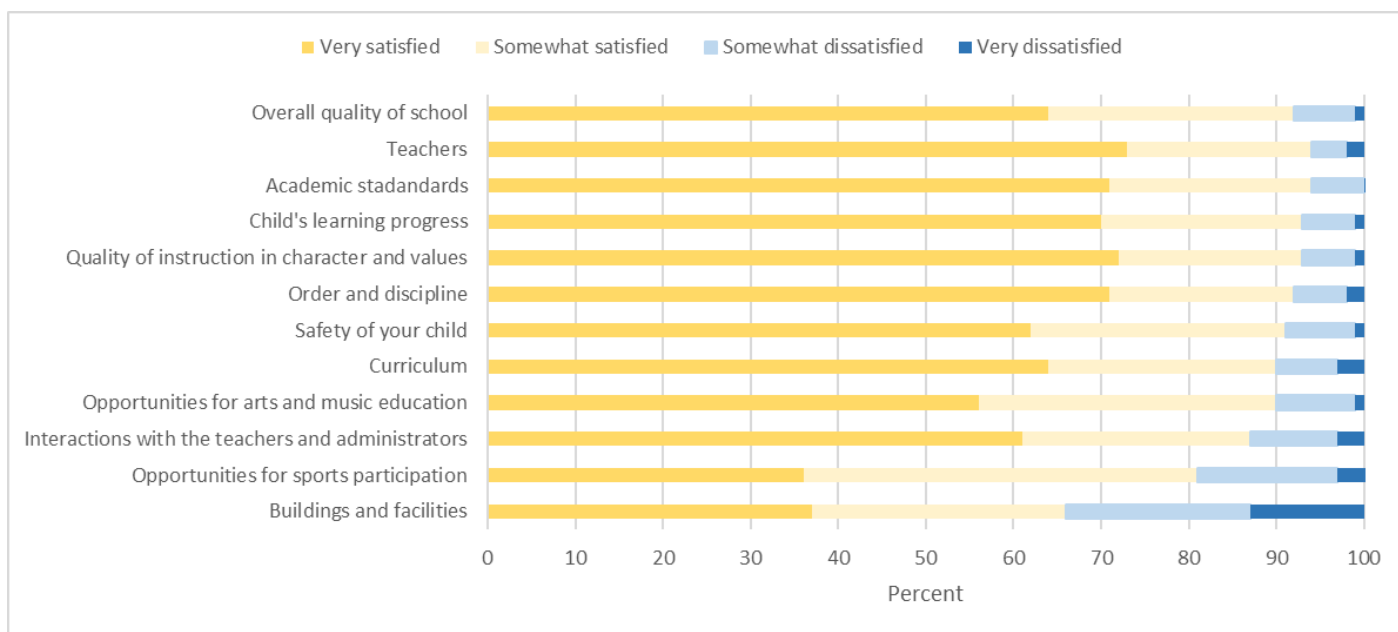
Classical education similarly recognizes that evil and injustice are part of the human condition; however, it does not merely lament that sad reality. It also celebrates the good things that humans have inherited from the past and serve as remedies to evil and injustice—traditions, wisdom, and works of art. In fact, this historical perspective of enduring goods that have been passed down over time helps students appreciate the difficult task of reform and encourages them to hope for, imagine, and work towards a better future. An education in the liberal arts seeks to instill virtue so that students will not remain slaves to their vicious tendencies but will develop a sense of gratitude for the good as well as a moral commitment to seek the good of the world in which they live.

While parents who send their children to classical schools might recognize the extent of society’s problems, their low ratings of the importance of teaching students how to solve social problems possibly reveals their skepticism of critical pedagogy’s effectiveness at equipping their children for that purpose. These parents may instead be more persuaded by the alternative educational approach for thinking about and addressing social problems offered by classical schools.

Parent Satisfaction

Our survey data revealed the educational priorities of parents who send their children to classical charter schools. However, do classical charter schools deliver on their

Figure 7
Parents' Satisfaction With Aspects of Their Child's School



Note. See **Appendix A** for full survey responses.

promises? What do parents think about the quality of these schools? In the next set of results, we present data that speak to these questions.

In general, Texas parents who completed the survey are quite satisfied with their classical charter school. As shown in the first row of **Figure 7**, 64% of parents report being “very satisfied” with their child’s school overall. An additional 28% of parents report being “satisfied.” These satisfaction levels reflect satisfaction levels of other charter school parents in southern U.S. states. For example, according to the 2019 Parent and Family Involvement in Education Survey from the National Household Education Surveys Program ([National Center for Education Statistics, n.d.](#)), 68% and 27% of charter school parents in southern U.S. states report being “very satisfied” and “somewhat satisfied,” respectively, with the overall quality of their child’s school.¹

In our survey, parents were most satisfied with the quality of their child’s teachers, followed by the academic standards at their child’s school, and then their child’s learning progress. These results are displayed in the subsequent rows of **Figure 7**. Over 70% of parents reported being “very satisfied” with these aspects of their child’s education. About an additional one out of every five parents reported being

“somewhat satisfied.” In focus groups, parents explained that many teachers were overqualified for their roles—some hold doctoral degrees in music and the classics—and teach at the elementary level because of their passion for classical education. Parents appreciated this aspect of their child’s teachers. One parent shared that the school’s “ability to attract such excellence indicates that these teachers want the freedom to teach what they are passionate about.”

These satisfaction levels regarding academic standards and teacher quality are, once again, comparable to those reported by charter school parents throughout southern states. Approximately 74% and 21% of charter school parents in the 2019 Parent and Family Involvement in Education Survey reported being “very satisfied” and “somewhat satisfied,” respectively, with the academic standards at their child’s school. Meanwhile, a slightly lower proportion of charter school parents in the U.S. South reported being “very satisfied” with the academic standards at the child’s school compared to the proportion of Texas classical charter school parents. About 63% of charter school parents in the U.S. South reported being “very satisfied” with the quality of their child’s teachers, yet 73% of Texas classical charter parents reported the same—a 10 percentage point difference.

¹ Ideally, one should use the Parent and Family Involvement in Education Survey to compare the satisfaction levels of parents in our survey with satisfaction levels of parents in Texas charter schools. However, the Parent and Family Involvement in Education Survey does not identify respondents by state. The southern region of the U.S., which includes Texas, is the smallest geographic unit found in that data. Moreover, 2019 is the most recent administration year for the Parent and Family Involvement in Education Survey.

As discussed earlier, the cultivation of moral character and virtue is a central goal of classical education, and parents who send their children to Texas classical charter schools very much align with that vision. Over 90% of parents surveyed indicated that the cultivation of moral character and virtue was either an “extremely important” or “very important” goal of education. But do classical schools deliver on that promise? According to our survey respondents, the answer seems to be in the affirmative. When asked to assess their satisfaction with the quality of instruction in character and values at their child’s school, 9 out of every 10 parents reported being “very satisfied” or “somewhat satisfied,” with the bulk of parents—nearly three quarters—being “very satisfied.” One focus group parent endorsed the aim of her child’s teacher to “educate [her] students in virtue and teach them that truth is important to their flourishing and their happiness.” Parents were pleased to know that schools were teaching their children “that goodness is ultimately what is going to make them happy.”

Classical charter school parents in Texas also indicated high levels of approval with the climate of their child’s schools. When it comes to order and discipline at school, 71% of survey respondents were “very satisfied,” while another 21% were “somewhat satisfied.” These rates are slightly more favorable than the 68% and 24% of charter school parents across the U.S. South who respectively were “very satisfied” and “somewhat satisfied” with order and discipline at their child’s school according to the 2019 Parent and Family Involvement in Education Survey.

With respect to school climate, we asked parents to report their satisfaction with their child’s safety at school. About 62% of parents were “very satisfied” with their child’s safety and another 29% were “somewhat satisfied.” Although the 2019 Parent and Family Involvement in Education Survey did not query charter parents about school safety, the 2016 *Education Next* poll did pose this question to a nationally representative sample of 1,571 parents ([Barrows et al., 2017](#)). The poll found that 35% and 46% of charter school parents reported being “very satisfied” and “satisfied,” respectively, with “the safety of [their] child.” Restricting these results to the smaller sample of 26 Texas charter school parents in the data, 35% and 50% reported being “very satisfied” and “satisfied,” respectively, with “the safety of [their] child” ([Peterson et al., 2016](#)). While underscoring the caveat of a different time point and a small sample size of Texas charter school parents in the 2016 *Education Next* poll, our survey indicates that Texas classical charter school parents have more favorable views regarding school safety in 2022.

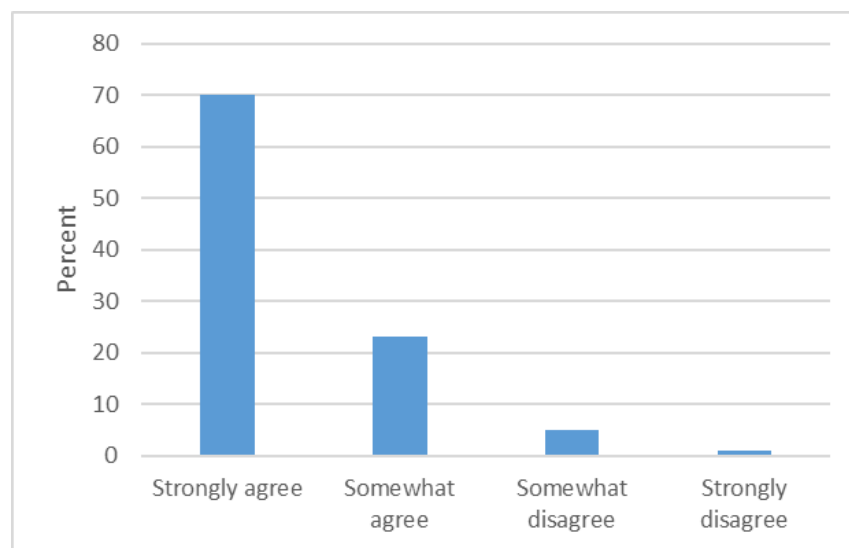
Relative to the other aspects of their child’s school discussed thus far, parents of classical charter schools in Texas are slightly less satisfied with the curriculum. Although satisfaction levels are not low—almost two thirds of parents reported being “very satisfied” with the curriculum—they are noticeably lower than, for example, the 70% of parents who are “very satisfied” with their child’s learning progress.

The relatively lower levels of satisfaction among classical charter school parents with the curriculum may be attributable to the lack of some extracurricular opportunities. For instance, only 56% of survey respondents were “very satisfied” with the opportunities for arts and music education, and only 36% of survey respondents were “very satisfied” with opportunities for sports participation. Prior research has documented the lower availability of extracurricular opportunities among charter schools compared to traditional district schools ([Barrows et al., 2019, p. 19](#)). This result is not to say that classical charter schools, let alone other charter schools, are indifferent to extracurricular opportunities. In fact, education in the arts is an essential component of educating students to recognize beauty, and classical education has long emphasized the importance of gymnastic education to extend the capacities of the physical body and to learn virtue in the context of competition. The lower availability of extracurricular opportunities may partially be a result of the young age of many classical charter schools. With enrollment increasing, many classical charter schools have opened relatively recently and have not had the chance to develop extracurricular programming.

Indeed, the young age of many classical charter schools might additionally explain the lower levels of satisfaction among parents regarding the building and facilities of their child’s school. Only 37% and 29% of parents reported being “very satisfied” and “somewhat satisfied,” respectively, with the quality of the buildings and facilities. This finding is in line with charter school parents nationally ([Barrows et al., 2019, p. 19](#)). Unlike traditional district schools, charter schools do not have access to local sources of revenue and must instead primarily rely on state and federal monies for their operation. These structural funding inequities pose challenges for charter schools to acquire capital or to cover operating costs for their facilities ([Batdorff et al., 2014](#); [DeAngelis et al., 2020](#); [National Charter School Resource Center, 2020](#)).

Nonetheless, respondents in our survey appear pleased with the education that their children are receiving in classical charter schools. As shown in **Figure 8**, only 6% of respondents disagreed that their “child enjoys being a student” at

Figure 8
My Child Enjoys Being a Student at His/Her School



Note. See **Appendix A** for full survey responses.

their classical charter school. Seventy percent of parents “strongly agreed” and the remaining quarter “somewhat agreed” that their “child enjoys being a student” at their school. These results stand in sharp contrast to the Parent and Family Involvement in Education Survey, where only 40% of charter school parents in southern states “strongly agreed” that their “child enjoys school” ([National Center for Education Statistics, n.d.](#)).

Conclusions

Summary of Findings

The interest in classical education among parents has surged in the past decade, and our study demonstrates that this trend is reflected in the growth of classical charter schools in Texas. According to TEA data, the population of students attending classical charter schools only represented 2% of all charter school students in Texas during the 2011–12 school year ([TEA, n.d.](#)). In the 2020–21 school year, classical charter school students represented 6% of all charter school students in Texas. From the 2011–12 school year to the 2020–21 school year, enrollment in non-classical charter schools has more than doubled, while enrollment in classical charter schools has increased sevenfold.

These schools offer a distinct education rooted in the liberal arts and the pursuit of truth, goodness, and beauty—an education that many parents want for their children. Our survey demonstrated strong alignment in the educational philosophies and priorities between classical charter schools

and parents who send their children to these schools. Moreover, classical charter schools appear to deliver the kind of education that these parents hoped their children would have. Our survey indicated high levels of satisfaction among parents with numerous aspects of classical charter schools. We posit that such alignment and satisfaction are some of the main reasons behind the rapid growth of classical charter schools in Texas.

Policy Implications

We conclude this report with three policy proposals to consider. First, we encourage the state to continue authorizing classical charter schools. Waitlists for many of these schools remain in the thousands, even as the classical charter networks open new schools ([TEA, 2022, p. 5](#)). In many areas across the country, including Texas, families are engaging in grassroots efforts to form their own classical schools instead of waiting for a seat in a classical charter school ([Great Hearts, 2021](#); [Wearne & Thompson, 2022](#)). These national trends are reflected in the analysis presented in this report: classical education is in high demand by parents and classical charter schools play a role in meeting that demand.

We would also like to add that the purpose of this report is not to undercut the work of other charter schools and networks in Texas, which should similarly be allowed to expand based on the research evidence. A recent analysis from the Center for Research on Education Outcomes ([2017](#)) based at Stanford University found that Texas charter school

students are more likely to come from a traditionally disadvantaged demographic background, yet they experience greater growth in reading achievement and similar growth in math achievement relative to a matched sample of traditional district school students. Notably, the impacts on student achievement by Texas charter schools has dramatically improved over the decade. The results of the 2017 study diverges from the results of an earlier study conducted by the Center for Research on Education Outcomes (2013), which found relatively lower levels of growth in reading and math achievement for Texas charter school students.

Second, a growing body of research has documented long-standing funding inequities between charter and district schools (Batdorff et al., 2014; DeAngelis et al., 2020; National Charter School Resource Center, 2020). These funding disparities arise typically because charter schools are unable to access local sources of revenue available to their neighboring district-run schools. Practically, this means that charter schools face challenges securing funds to cover capital costs. Our survey underscored this challenge with only one third of parents saying that they were “very satisfied” with the building and facilities of their classical charter school. About twice as many parents were “very satisfied” with other aspects of classical charter schools such as teacher quality, academic standards, and school climate. Steps to close funding disparities between charter and district schools may further enhance the educational opportunities that classical charter schools can offer.

Finally, policymakers should consider how to better support teacher and principal preparation programs for classical schools. What is needed is not necessarily requiring teachers and leaders to obtain a minimum number of professional development credits or hours but building new programs specifically designed around supporting classical pedagogy. Currently, programs for teachers and principals are designed to prepare candidates for non-classical models of schooling. Classical charter schools consequently face the unique challenge of recruiting personnel who may be unfamiliar with classical pedagogy and then providing on-the-job training to follow the classical approach. A few postsecondary institutions across the United States are beginning to build programs for classical educators and school leaders. The University of Dallas is one of these institutions, but more are necessary to meet the demand that parents have for these schools. Additional resources directed to support teacher and principal preparation for classical charter schools will help them meet this demand and offer parents the quality education they seek for their children. ★

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Appendix A: Complete Survey Results for Full Sample and Selected Subgroups

Table A1

How Important Is It for Your Child to Learn the Following in School?

	Full Sample	At or Above Median Income	Below Median Income	White Ethnicity	Non-White Ethnicity	Democrat	Republican	Both Parents have College Degree	At Least One Parent Does not Have College Degree
Observations	431	263	55	220	117	43	159	220	119
<u>Core academic subjects</u>									
Extremely important	86	85	87	85	85	85	82	84	88
Very important	13	14	7	14	12	14	15	16	7
Somewhat important	0	0	5	0	3	0	3	0	4
Not that important	0	0	0	0	0	0	0	0	1
Not at all Important, No Opinion, or Don't Know	0		0	0	0	0	0	0	0
Total	99	99	99	99	100	99	100	100	100
<u>Independent thinking</u>									
Extremely important	80	80	85	79	81	80	81	76	86
Very important	19	19	15	19	19	19	19	22	14
Somewhat important	1	1	0	1	0	1	0	1	0
Not that important	0	0	0	0	0	0	0	0	0
Not at all Important, No Opinion, or Don't Know	0	0	0	0	0	0	0	0	0
Total	100	100	100	99	100	100	100	99	100
<u>Moral character and virtue</u>									
Extremely important	75	76	81	75	76	76	84	74	78
Very important	17	16	13	18	15	16	13	18	15
Somewhat important	6	7	6	6	6	7	2	7	4
Not that important	1	1	0	0	3	1	1	1	2
Not at all Important, No Opinion, or Don't Know	0	0	0	0	0	0	0	0	0
Total	99	100	100	99	100	100	100	100	99
<u>To love and seek the truth</u>									
Extremely important	72	71	85	71	73	71	81	70	74
Very important	21	21	11	22	19	21	15	20	21
Somewhat important	5	6	2	5	5	6	3	6	4
Not that important	1	2	0	1	1	2	1	2	1
Not at all Important, No Opinion, or Don't Know	1	1	2	1	2	1	0	1	0
Total	100	101	100	100	100	101	100	99	100

	Full Sample (N = 431)	At or Above Median Income (N = 263)	Below Median Income (N = 55)	White Ethnicity (N = 220)	Non-White Ethnicity (N = 117)	Democrat (N = 43)	Republican (N = 159)	Both Parents have College Degree (N = 220)	At Least One Parent Does not Have College Degree (N = 119)
<u>To distinguish good choices from bad ones</u>									
Extremely important	70	70	77	69	72	70	76	68	74
Very important	22	22	19	23	20	22	19	23	19
Somewhat important	7	7	4	7	5	7	4	7	5
Not that important	1	1	0	0	1	1	1	1	1
Not at all Important, No Opinion, or Don't Know	1	1	0	0	1	1	0	1	1
Total	101	101	100	99	99	101	100	100	100
<u>How to interact with other people in society</u>									
Extremely important	68	67	75	67	68	67	71	67	69
Very important	28	29	25	27	30	29	27	28	29
Somewhat important	3	3	0	4	1	3	1	4	2
Not that important	1	1	0	1	1	1	1	1	1
Not at all Important, No Opinion, or Don't Know	0	0	0	0	0	0	0	0	0
Total	100	100	100	99	100	100	100	100	101
<u>Civic virtue; how to be a good citizen</u>									
Extremely important	66	65	79	64	69	65	74	62	73
Very important	25	27	13	28	21	27	23	29	19
Somewhat important	7	7	8	7	7	7	4	8	5
Not that important	1	2	0	0	3	2	0	1	2
Not at all Important, No Opinion, or Don't Know	0	0	0	0	0	0	0	0	0
Total	99	101	100	99	100	101	101	100	99
<u>How to find a good sense of purpose</u>									
Extremely important	54	51	67	48	63	51	60	50	61
Very important	25	26	17	33	15	26	25	27	22
Somewhat important	13	13	13	13	12	13	10	14	11
Not that important	5	6	2	4	6	6	3	6	5
Not at all Important, No Opinion, or Don't Know	3	3	0	2	4	3	1	3	2
Total	100	99	99	100	100	99	99	100	101
<u>To recognize and appreciate beauty</u>									
Extremely important	48	45	64	48	48	45	56	49	46
Very important	31	32	28	37	23	32	29	34	27
Somewhat important	16	17	6	12	21	17	12	11	23
Not that important	3	4	2	3	4	4	1	5	2
Not at all Important, No Opinion, or Don't Know	2	2	0	1	3	2	1	1	2
Total	100	100	100	101	99	100	99	100	100

Table A1, continued*How Important Is It for Your Child to Learn the Following in School?*

	Full Sample (N = 431)	At or Above Median Income (N = 263)	Below Median Income (N = 55)	White Ethnicity (N = 220)	Non-White Ethnicity (N = 117)	Democrat (N = 43)	Republican (N = 159)	Both Parents have College Degree (N = 220)	At Least One Parent Does not Have College Degree (N = 119)
<u>Skills for future employment</u>									
Extremely important	46	42	63	41	53	42	49	38	58
Very important	30	30	29	33	28	30	30	33	27
Somewhat important	20	24	8	22	16	24	19	23	14
Not that important	2	2	0	2	2	2	1	3	1
Not at all Important, No Opinion, or Don't Know	2	2	0	3	1	2	1	3	1
Total	100	100	100	101	100	100	100	100	101
<u>Skills to prepare them for college success</u>									
Extremely important	41	37	54	34	49	37	37	37	45
Very important	39	41	30	43	33	41	39	41	35
Somewhat important	17	18	11	18	16	18	21	18	17
Not that important	3	2	6	3	2	2	2	3	3
Not at all Important, No Opinion, or Don't Know	1	1	0	1	1	1	1	2	0
Total	101	99	101	99	101	99	100	101	100
<u>How to fix social problems</u>									
Extremely important	24	22	40	18	32	22	26	19	32
Very important	34	34	36	36	32	34	35	36	32
Somewhat important	25	26	18	27	21	26	25	26	24
Not that important	11	13	5	14	8	13	10	14	7
Not at all Important, No Opinion, or Don't Know	5	5	0	4	6	5	4	5	5
Total	99	100	99	99	99	100	100	100	100

Note. Percentages may not total 100% due to rounding. Subgroup sample sizes may not add up to the full sample size due to respondents preferring not to provide specific demographic information.

Table A2*How Satisfied Are You With Each Aspect of Your Child's School?*

	Full Sample (N = 431)	At or Above Median Income (N = 263)	Below Median Income (N = 55)	White Ethnicity (N = 220)	Non-White Ethnicity (N = 117)	Democrat (N = 43)	Republican (N = 159)	Both Parents have College Degree (N = 220)	At Least One Parent Does not Have College Degree (N = 119)
<u>Overall quality of school</u>									
Very satisfied	64	64	71	66	62	64	69	65	62
Somewhat satisfied	27	30	20	27	29	30	27	27	28
Somewhat dissatisfied	7	5	9	7	7	5	3	6	9
Very dissatisfied	1	2	0	1	2	2	1	1	1
Total	0	0	0	0	0	0	0	0	100
<u>Teachers</u>									
Very satisfied	73	75	73	74	71	75	79	73	73
Somewhat satisfied	21	20	18	20	21	20	18	22	19
Somewhat dissatisfied	4	3	7	3	5	3	2	4	4
Very dissatisfied	2	2	2	2	2	2	1	1	4
Total	100	100	100	99	99	100	100	100	100
<u>Academic standards</u>									
Very satisfied	71	74	67	71	71	74	80	72	68
Somewhat satisfied	23	21	25	24	21	21	16	21	25
Somewhat dissatisfied	6	4	7	5	8	4	4	6	6
Very dissatisfied	1	1	0	0	1	1			1
Total	101	100	99	100	101	100	100	99	100
<u>Child's learning progress</u>									
Very satisfied	70	73	69	72	66	73	77	73	64
Somewhat satisfied	23	22	24	22	25	22	19	22	26
Somewhat dissatisfied	6	4	7	5	7	4	3	4	9
Very dissatisfied	1	2	0	1	2	2	1	1	2
Total	100	101	100	100	100	101	100	100	100
<u>Quality of instruction in character and values</u>									
Very satisfied	72	77	64	76	65	77	76	73	69
Somewhat satisfied	21	17	27	18	25	17	20	20	23
Somewhat dissatisfied	6	5	9	5	9	5	3	6	7
Very dissatisfied	1	1	0	1	1	1	1	1	1
Total	100	100	100	100	100	100	100	100	100

Table A2, continued*How Satisfied Are You With Each Aspect of Your Child's School?*

	Full Sample (N = 431)	At or Above Median Income (N = 263)	Below Median Income (N = 55)	White Ethnicity (N = 220)	Non-White Ethnicity (N = 117)	Democrat (N = 43)	Republican (N = 159)	Both Parents have College Degree (N = 220)	At Least One Parent Does not Have College Degree (N = 119)
<u>Order and discipline</u>									
Very satisfied	71	72	76	75	65	72	81	71	70
Somewhat satisfied	21	22	15	18	25	22	16	22	19
Somewhat dissatisfied	6	5	9	6	6	5	3	5	8
Very dissatisfied	2	2	0	1	3	2	1	1	3
Total	100	101	100	100	99	101	101	99	100
<u>Safety of your child</u>									
Very satisfied	62	66	60	61	63	66	69	64	58
Somewhat satisfied	29	26	33	28	31	26	22	25	34
Somewhat dissatisfied	8	7	5	9	6	7	8	10	5
Very dissatisfied	1	1	2	2	1	1	2	1	2
Total	100	100	100	100	101	100	101	100	100
<u>Curriculum</u>									
Very satisfied	64	67	66	66	62	67	65	68	58
Somewhat satisfied	26	25	21	25	28	25	30	25	28
Somewhat dissatisfied	7	5	13	8	4	5	4	4	10
Very dissatisfied	3	3	0	1	5	3	1	2	4
Total	100	100	100	100	99	100	100	99	100
<u>Opportunities for arts and music education</u>									
Very satisfied	56	59	51	56	57	59	58	56	56
Somewhat satisfied	34	31	35	35	32	31	34	35	32
Somewhat dissatisfied	9	8	11	8	9	8	8	8	10
Very dissatisfied	1	1	4	1	2	1	0	0	3
Total	100	99	101	100	100	99	100	99	100
<u>Interactions with the teachers and administrators</u>									
Very satisfied	61	62	63	62	59	62	66	63	57
Somewhat satisfied	26	26	26	26	26	26	23	26	25
Somewhat dissatisfied	10	9	9	10	11	9	8	9	13
Very dissatisfied	3	3	2	2	4	3	3	2	5
Total	100	100	100	100	100	100	100	100	100

	Full Sample	At or Above Median Income	Below Median Income	White Ethnicity	Non-White Ethnicity	Democrat	Republican	Both Parents have College Degree	At Least One Parent Does not Have College Degree
	(N = 431)	(N = 263)	(N = 55)	(N = 220)	(N = 117)	(N = 43)	(N = 159)	(N = 220)	(N = 119)
<u>Opportunities for sports participation</u>									
Very satisfied	36	38	36	36	35	38	39	37	33
Somewhat satisfied	45	44	44	46	43	44	46	44	45
Somewhat dissatisfied	16	15	15	15	17	15	13	16	15
Very dissatisfied	4	3	5	3	5	3	3	2	7
Total	101	100	100	100	100	100	101	99	100
<u>Buildings and facilities</u>									
Very satisfied	37	34	55	35	41	34	39	30	50
Somewhat satisfied	29	30	24	27	32	30	35	31	25
Somewhat dissatisfied	21	24	13	24	17	24	16	26	13
Very dissatisfied	13	12	9	15	10	12	10	13	12
Total	100	100	101	101	100	100	100	100	100

Note. Percentages may not total 100% due to rounding. Subgroup sample sizes may not add up to the full sample size due to respondents preferring not to provide specific demographic information.

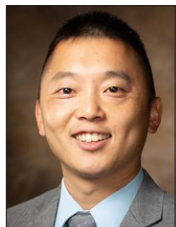
Table A3

My Child Enjoys Being A Student at His/Her Current School

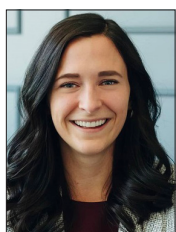
	Full Sample	At or Above Median Income	Below Median Income	White Ethnicity	Non-White Ethnicity	Democrat	Republican	Both Parents have College Degree	At Least One Parent Does not Have College Degree
	(N = 431)	(N = 263)	(N = 55)	(N = 220)	(N = 117)	(N = 43)	(N = 159)	(N = 220)	(N = 119)
<u>My Child Enjoys Being a Student</u>									
Strongly agree	70	73	75	71	68	73	78	70	69
Somewhat agree	23	22	20	22	25	22	17	26	19
Somewhat disagree	5	4	5	5	6	4	4	3	9
Strongly disagree	1	1	0	1	1	1	1	0	3

Note. Percentages may not total 100% due to rounding. Subgroup sample sizes may not add up to the full sample size due to respondents preferring not to provide specific demographic information.

ABOUT THE AUTHORS



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