



What the community told us

Community survey and School Board listening sessions, June–September 2026
Community input to facilitate the Board's discernment of the community's vision and values.

For additional information, see the FWISD Community Listening Analysis posted here:
<https://www.fwisd.org/board/stakeholder-engagement-sessions>

FWISD Community Listening Deck v1.2 · 22 September 2026 · Fort Worth ISD School Board

Analysis and deck drafted by an AI language model (Claude, Anthropic) from the coded data; reviewed by board liaison Frost R Prioleau and board members.

Two methods: community survey and Board listening sessions

Community survey

3,027

respondents with at least one codable answer (4,822 forms opened; 1,795 with no codable answer, 1,776 of them blank)

17,916

coded entries — one idea each. Survey metric = % of the 3,027 who raised a theme (once each)

School Board listening sessions

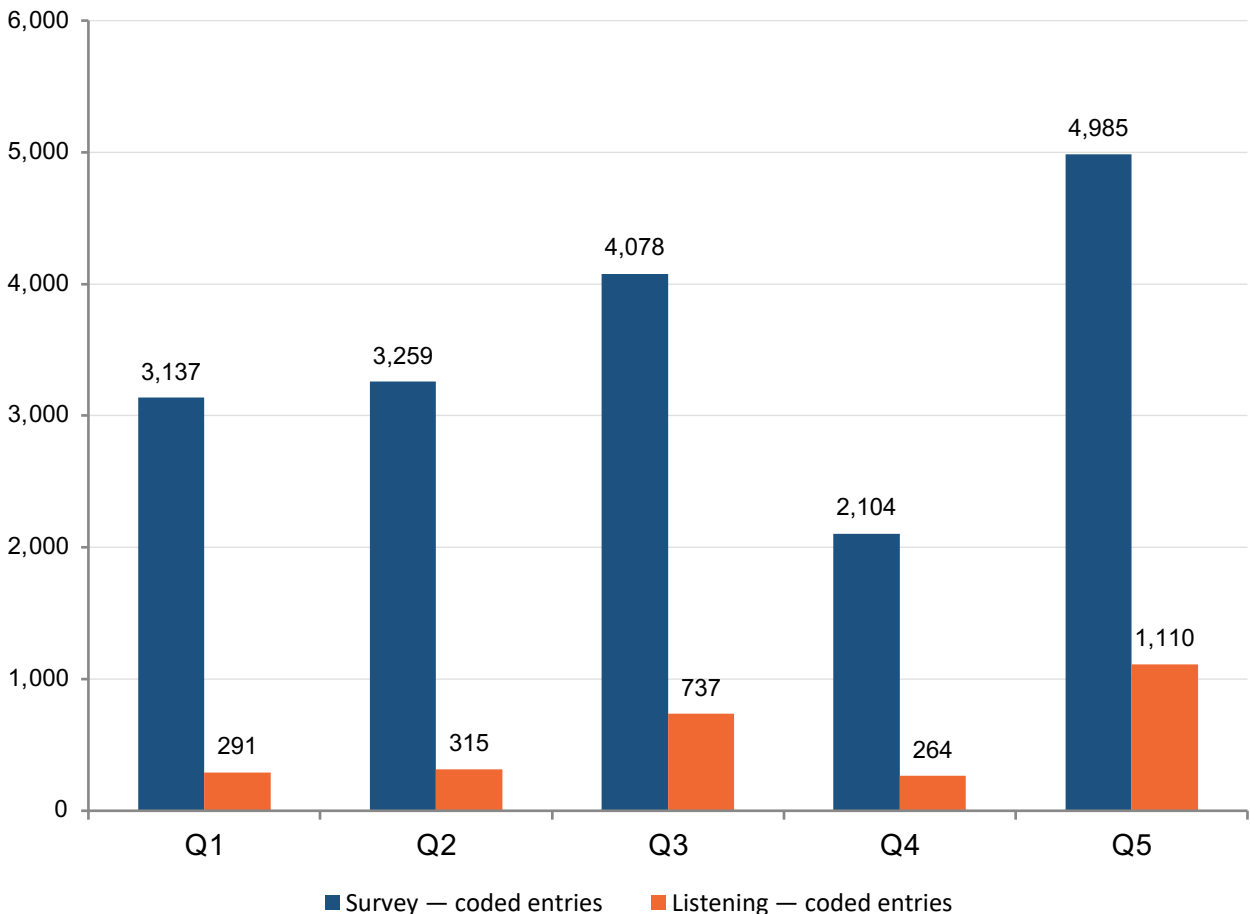
41

sessions coded of 43 held (2 without a record); 28 with citywide organizations

2,828

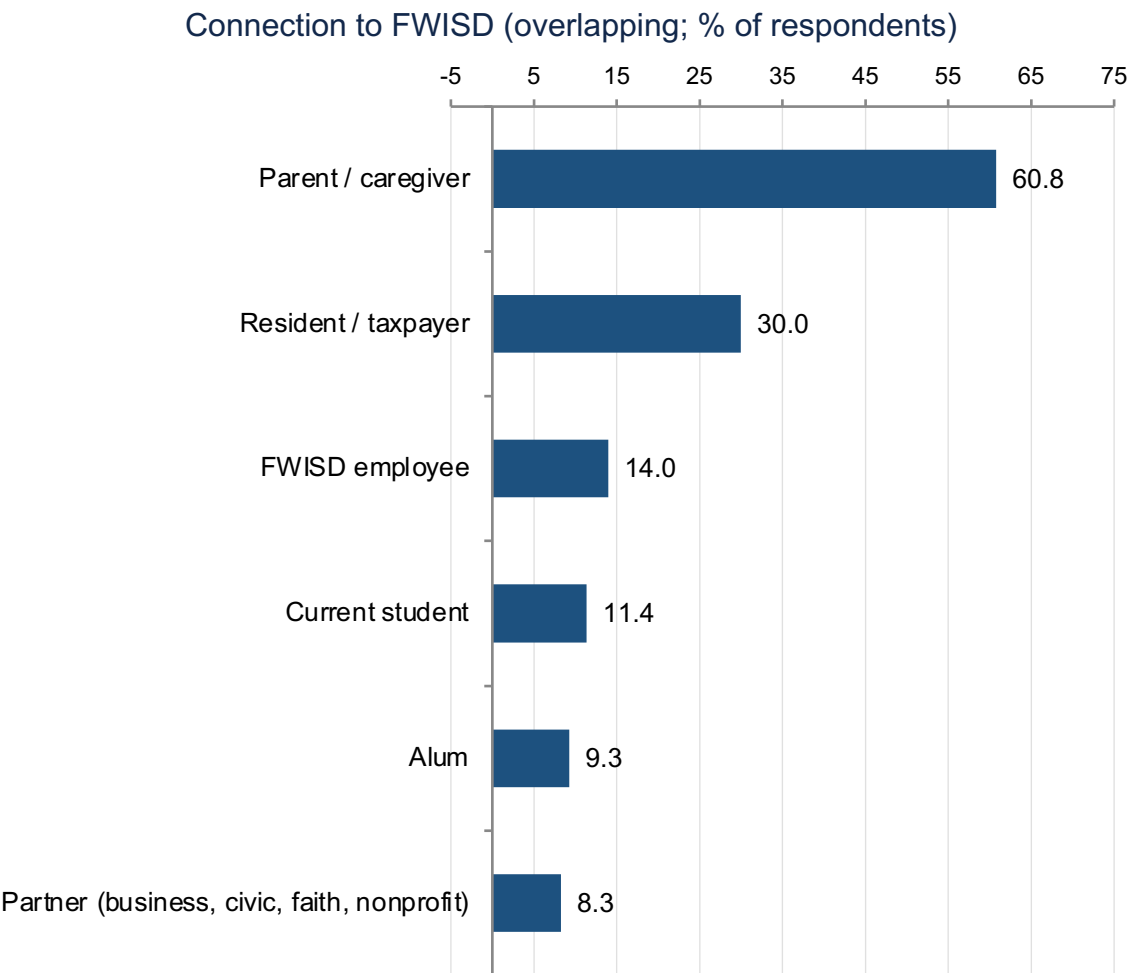
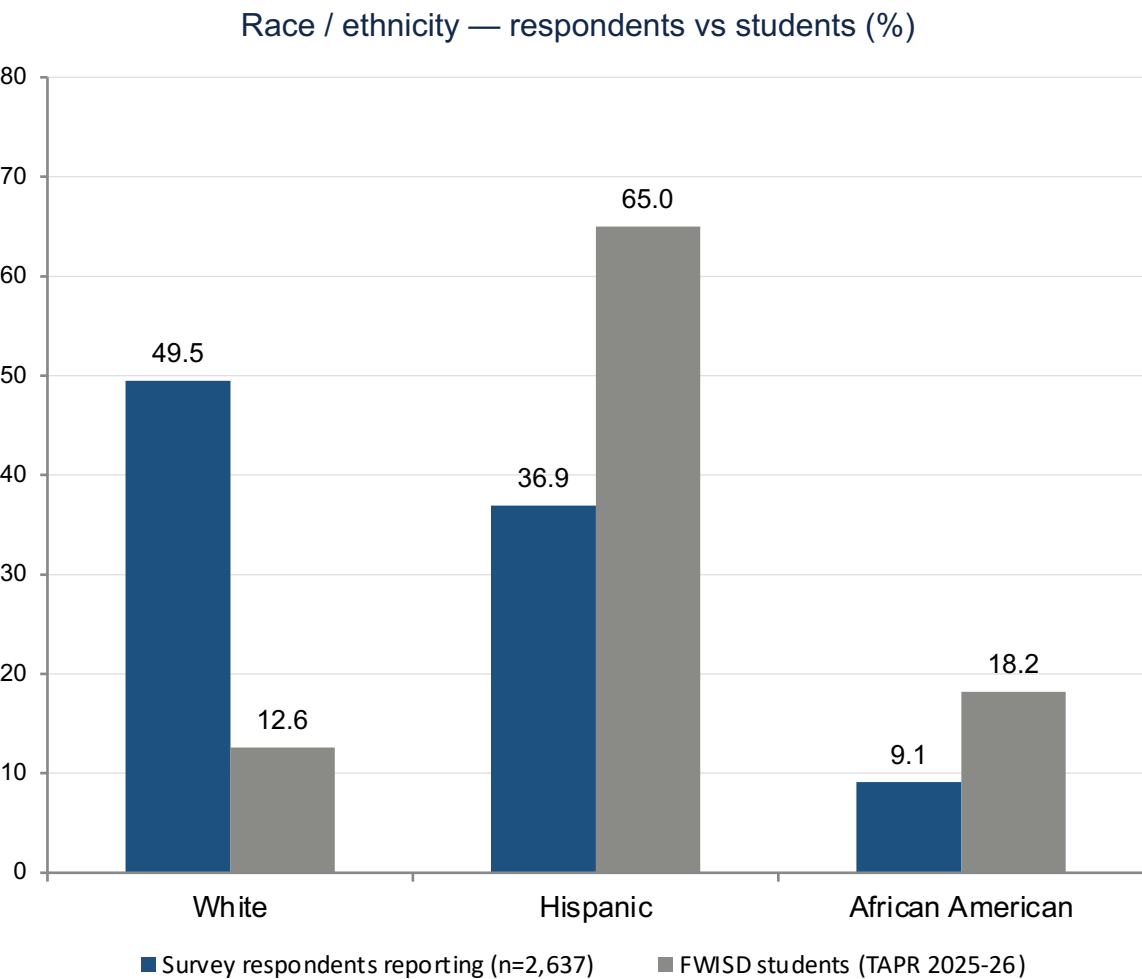
coded entries from participants. Listening metric = % of that question's session entries, plus sessions where it arose

Coded entries by question — survey vs listening (Q1–Q5; a further 353 survey / 111 listening entries answered none of the five and are in Part D)



Who responded to the survey — context for every survey figure

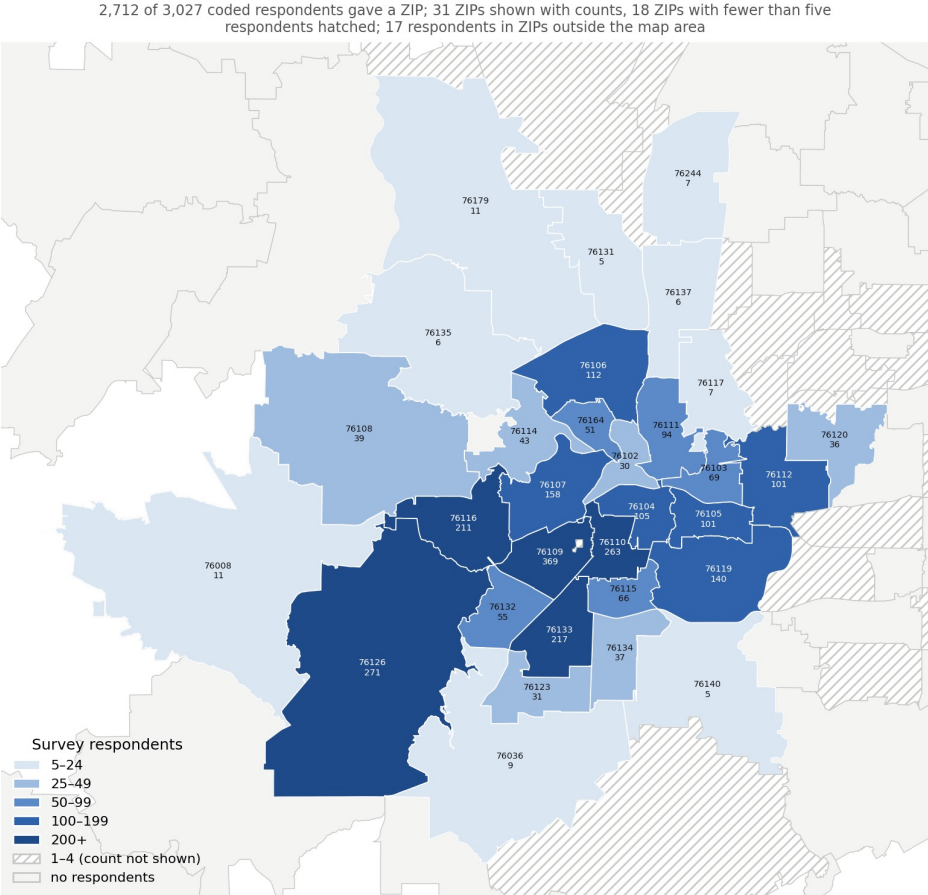
Self-selected on both sides: does not necessarily measure prevalence in the community



Where the survey respondents live, and where the sessions were held

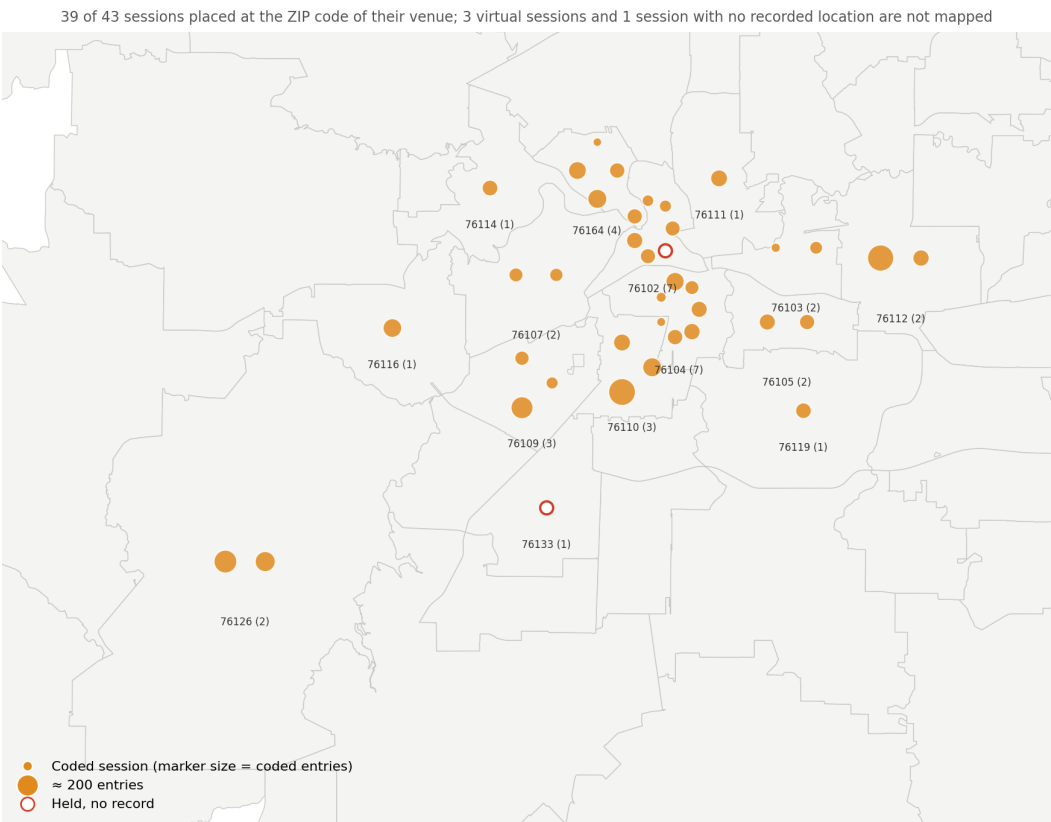
Left: survey respondents by ZIP (fewer than five hatched). Right: 39 of 43 sessions at their venue's ZIP; 3 virtual and 1 unrecorded location not mapped

Survey respondents by ZIP code



ZIP code is an optional survey field (315 respondents left it blank). Boundaries are Census ZCTA areas, which approximate USPS ZIP codes; ZIPs with fewer than five respondents are hatched and their counts withheld. Shading is the count of respondents, not a rate per resident.

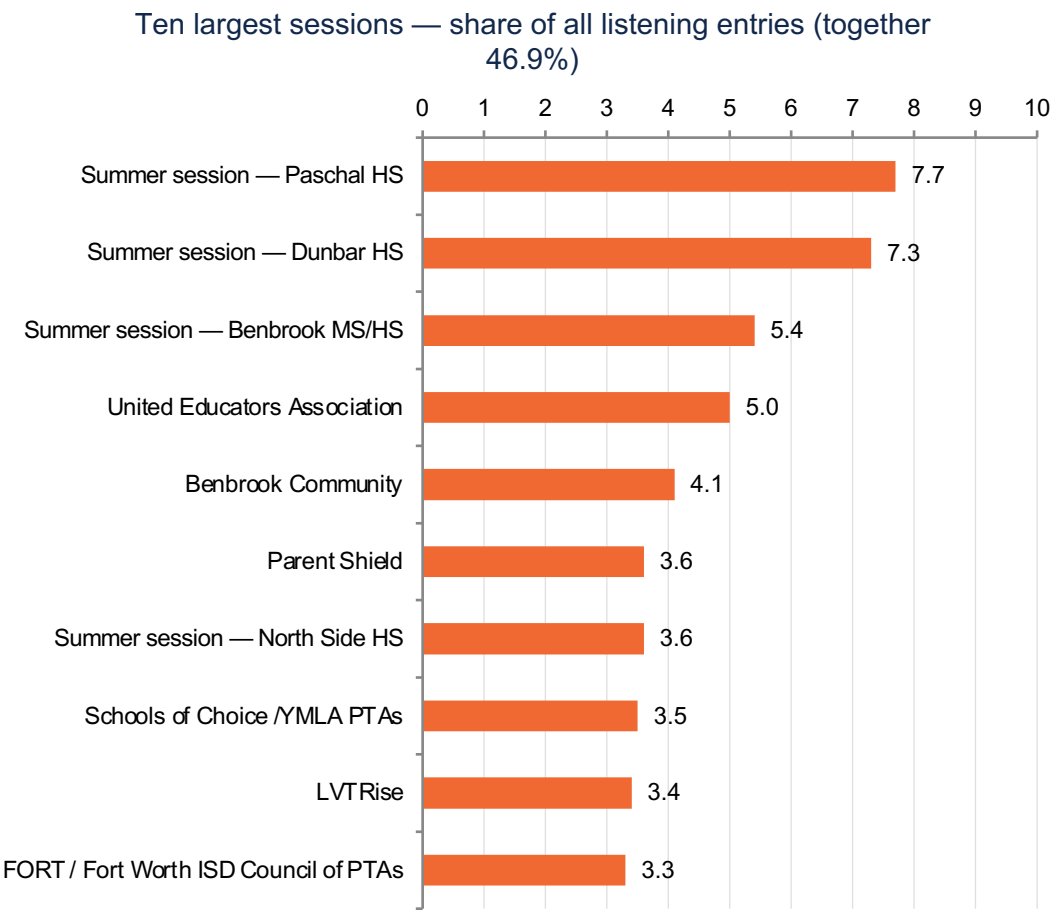
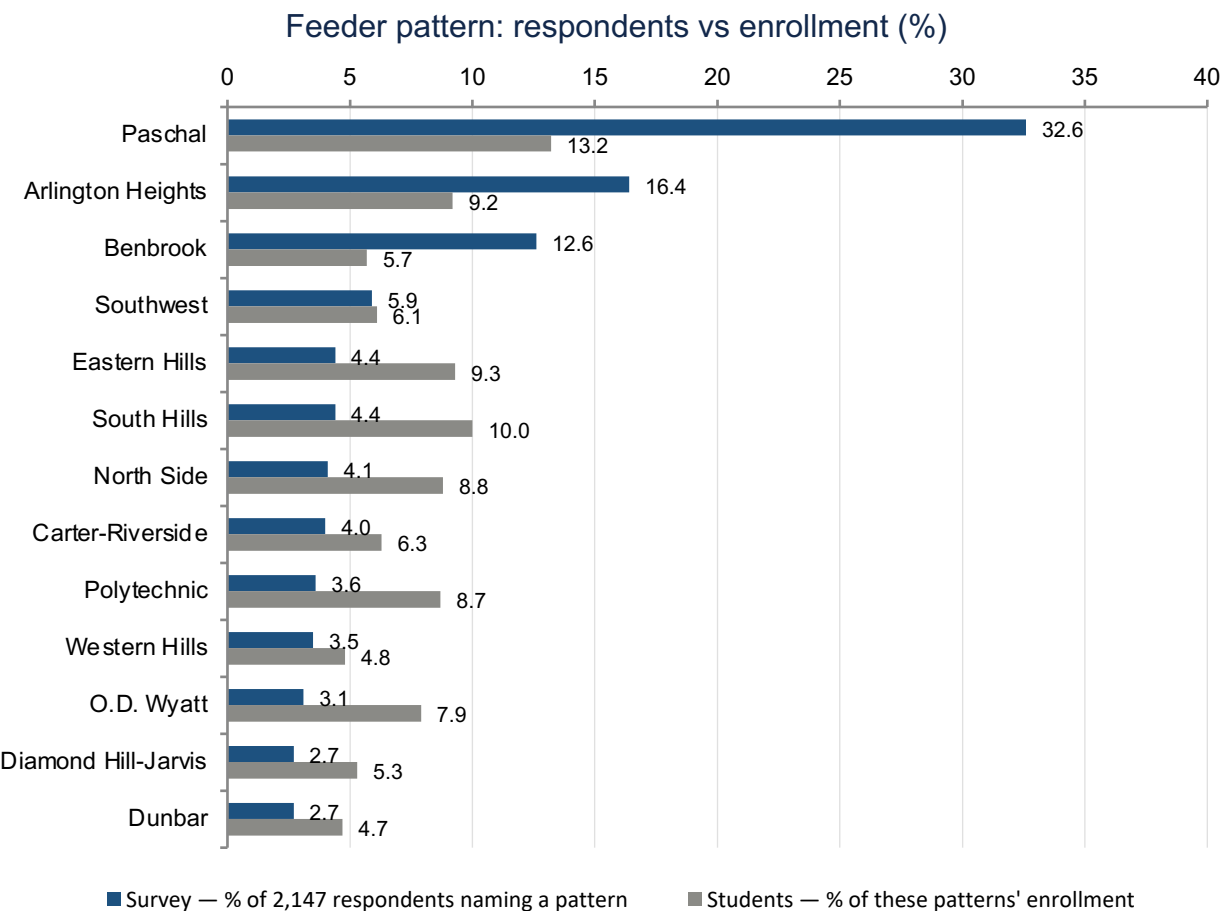
Where the listening sessions were held



Points sit at the center of the venue's ZIP code (spread slightly where several sessions shared a ZIP), not at the street address; the label gives the ZIP and the number of sessions held there. Virtual sessions (Fort Worth Forum; Schools of Choice / YMLA PTAs; Fort Worth Chamber session 2) and the State Reps/Senators session (location not recorded) are not mapped. Session list with feeder patterns: Appendix A-1.

Where respondents and sessions came from

Feeder-pattern share of respondents vs enrollment; and how concentrated the listening entries are



Paschal-pyramid respondents are 23.1% of all 3,027 (32.6% of the 2,147 naming one of the 13 patterns with an enrollment count) against 13.2% of enrollment; ten of thirteen pyramids sit below their enrollment share, five at less than half. Long sessions with more comments provided more entries.

Notes on the findings

Frequency ≠ depth of belief

- A theme raised briefly, or in just a few rooms, may be deeply held.
- Counts show what was said, not necessarily what matters most.

Tiers = agreement

- Strong = top five on both methods.
- Survey-only or listening-only = top five on one.
- Overall (on each question slide) = top five by combined survey and listening entries, excluding Other and, on Q4, Nothing working or too early — a volume view, not a tier.
- The tier measures agreement between the two feedback methods, not prevalence in the community. Ties share a rank.

Every category is published

- 1,622 subcategories → 120 sub-themes → 75 published rows.
- The full list, with counts and quotes, is in the analysis document.

How it was coded — and drafted

- Entries were split and coded by an AI language model (Claude, Anthropic) to a written specification. Frost R. Prioleau, Board liaison, ruled on every specification gap and category decision. He did not code entries. Counts were independently recomputed; quotes were reviewed twice.
- This deck and the analysis were drafted by the same model. Specifications and the named ruling register: slide 22 and analysis Appendices A-3 and A-4.

This deck contains community input, not recommendations

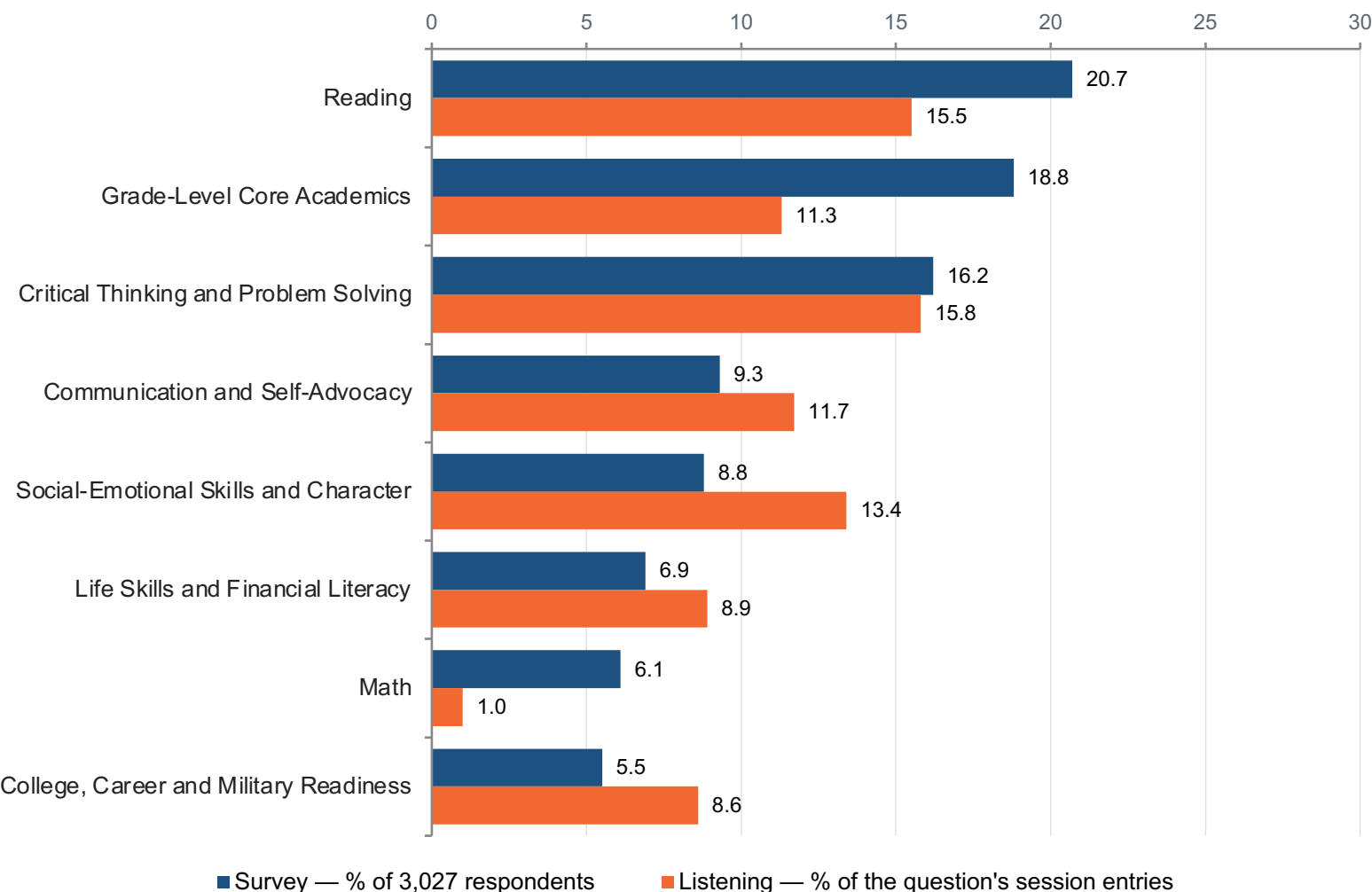
- Community input intended to facilitate the Board's discernment of the community's vision and values.
- No proposed language appears in the analysis.

What is missing

- Two sessions have no record (Thursday Morning Breakfast Association; Southwest HS summer session — notes not taken).
- Five pyramids have no coded session.
- Spanish entries were machine-translated.

Q1 (Goals) — What should students know and be able to do?

The same five categories lead on both methods



Overall — top five when all entries are combined

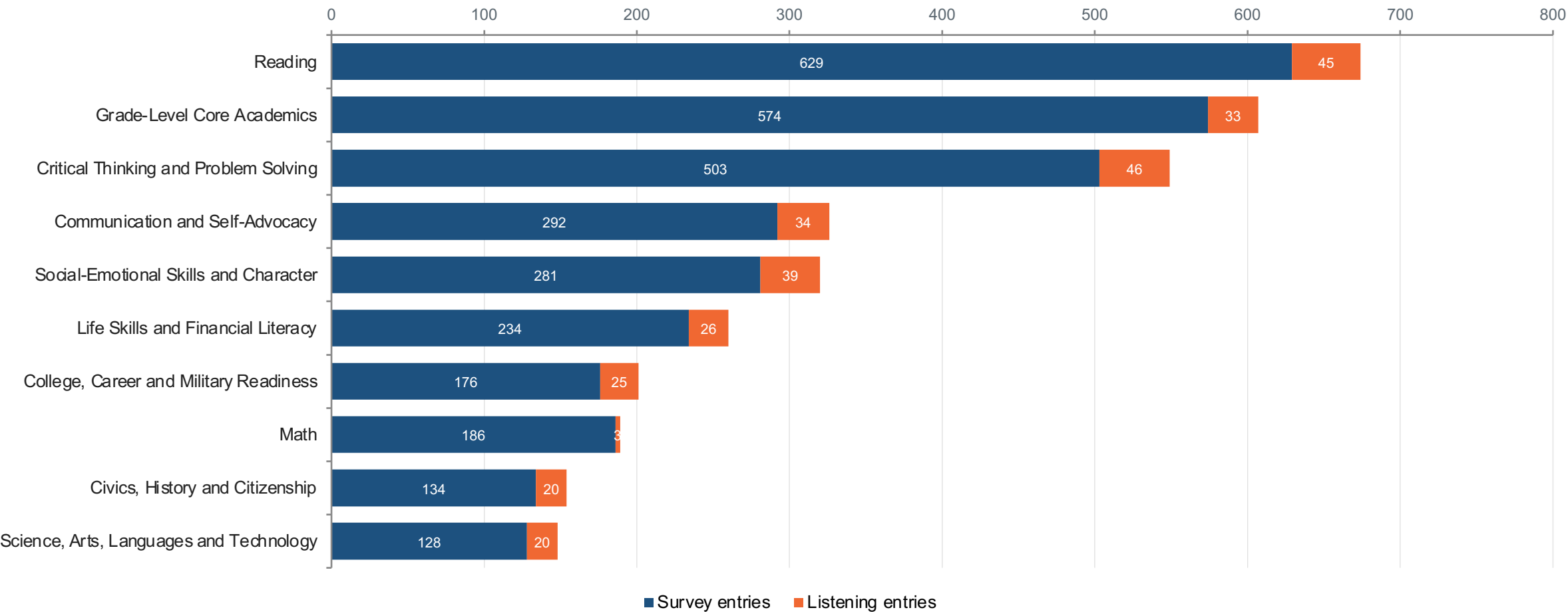
- Reading
- Grade-Level Core Academics
- Critical Thinking and Problem Solving
- Communication and Self-Advocacy
- Social-Emotional Skills and Character

Strong — top five on both survey and sessions

- Reading
- Grade-Level Core Academics
- Critical Thinking and Problem Solving
- Communication and Self-Advocacy
- Social-Emotional Skills and Character

Q1 — entries by category, survey and listening combined

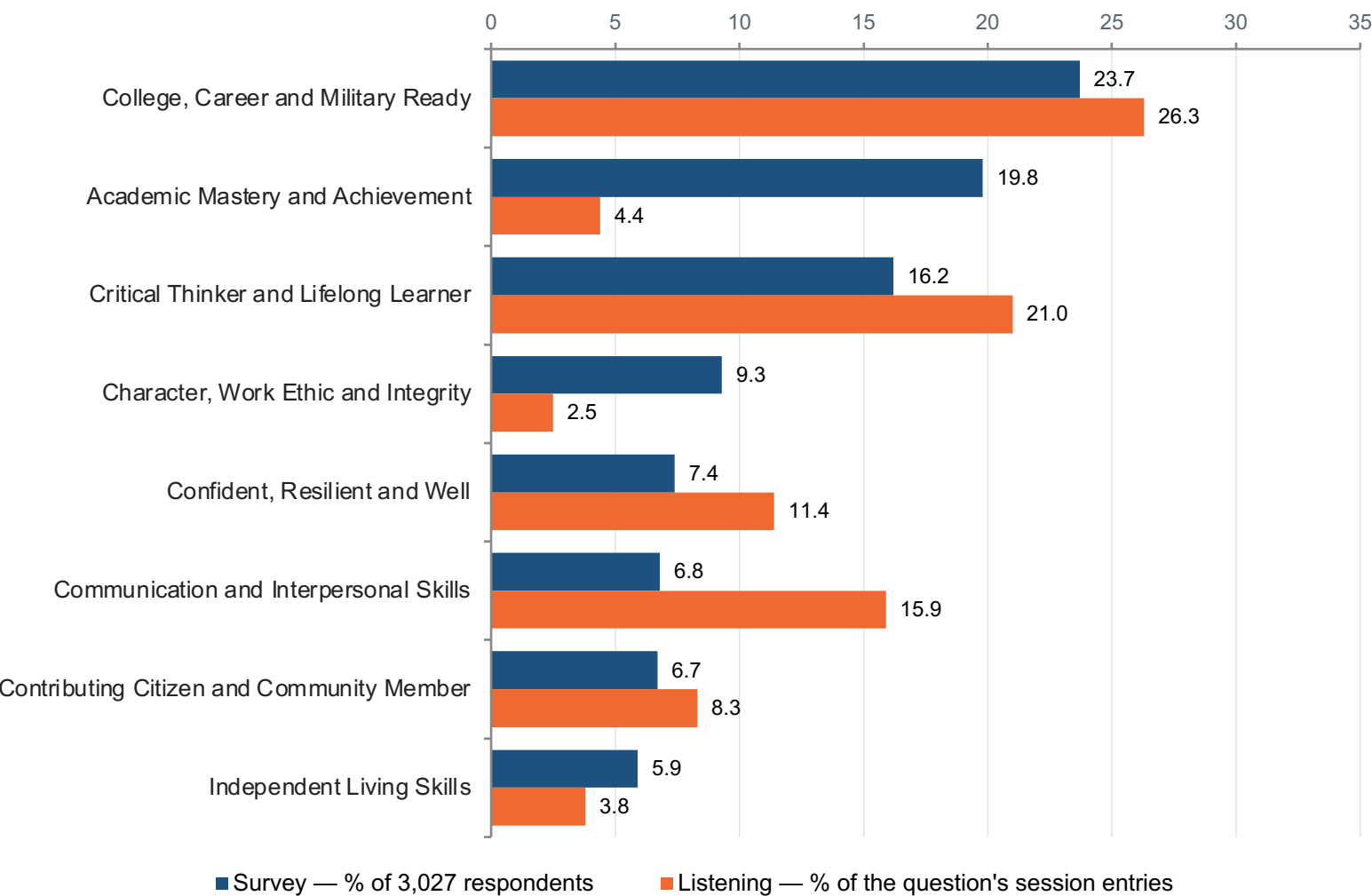
Survey 3,137 entries · Listening 291 entries · sorted by combined total



Stacked bars combine survey and listening entry counts and are sorted by the combined total — Tiers and percentages elsewhere keep the two methods separate; the survey produced about six times as many entries as the sessions, so combined totals largely follow the survey.

Q2 (Goals) — What describes a successful graduate?

College, career and military readiness is #1 on both; the methods then differ



Overall — top five when all entries are combined

- College, Career and Military Ready
- Academic Mastery and Achievement
- Critical Thinker and Lifelong Learner
- Character, Work Ethic and Integrity
- Confident, Resilient and Well

Strong — top five on both survey and sessions

- College, Career and Military Ready
- Critical Thinker and Lifelong Learner
- Confident, Resilient and Well

Survey-only — top five in the survey

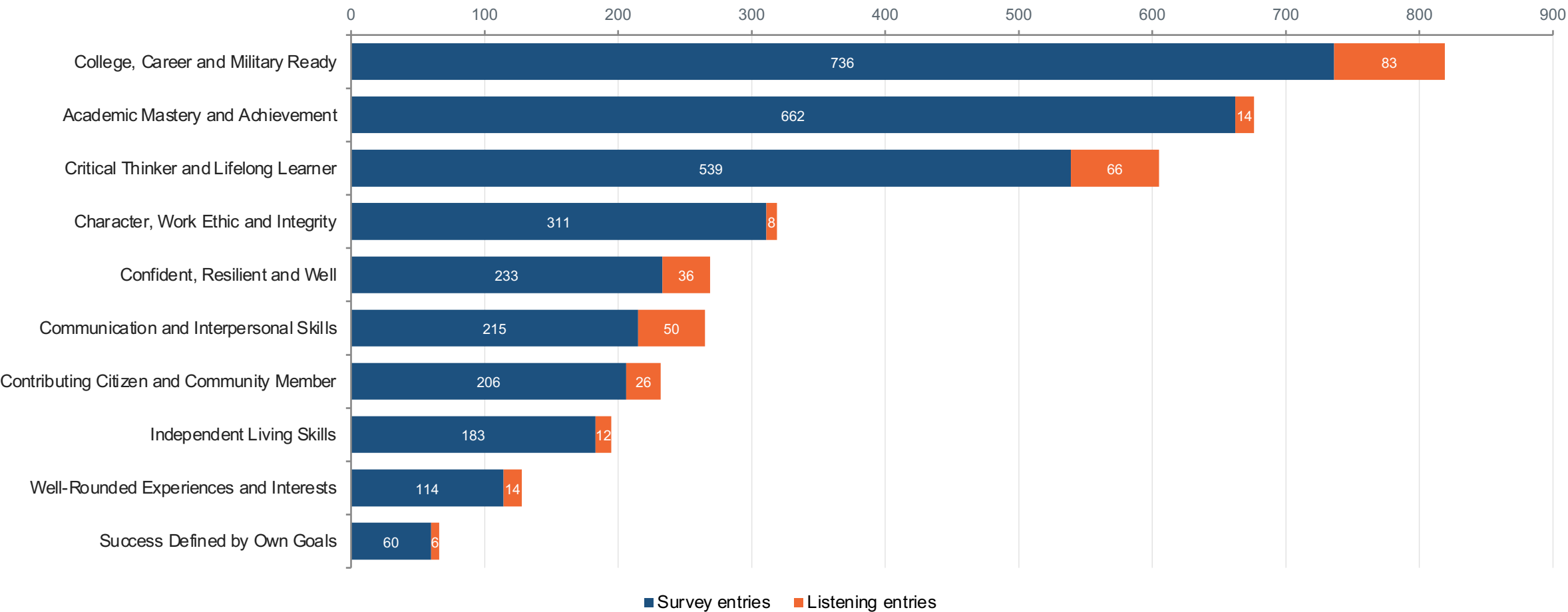
- Academic Mastery and Achievement
- Character, Work Ethic and Integrity

Listening-only — top five in the sessions

- Communication and Interpersonal Skills
- Contributing Citizen and Community Member

Q2 — entries by category, survey and listening combined

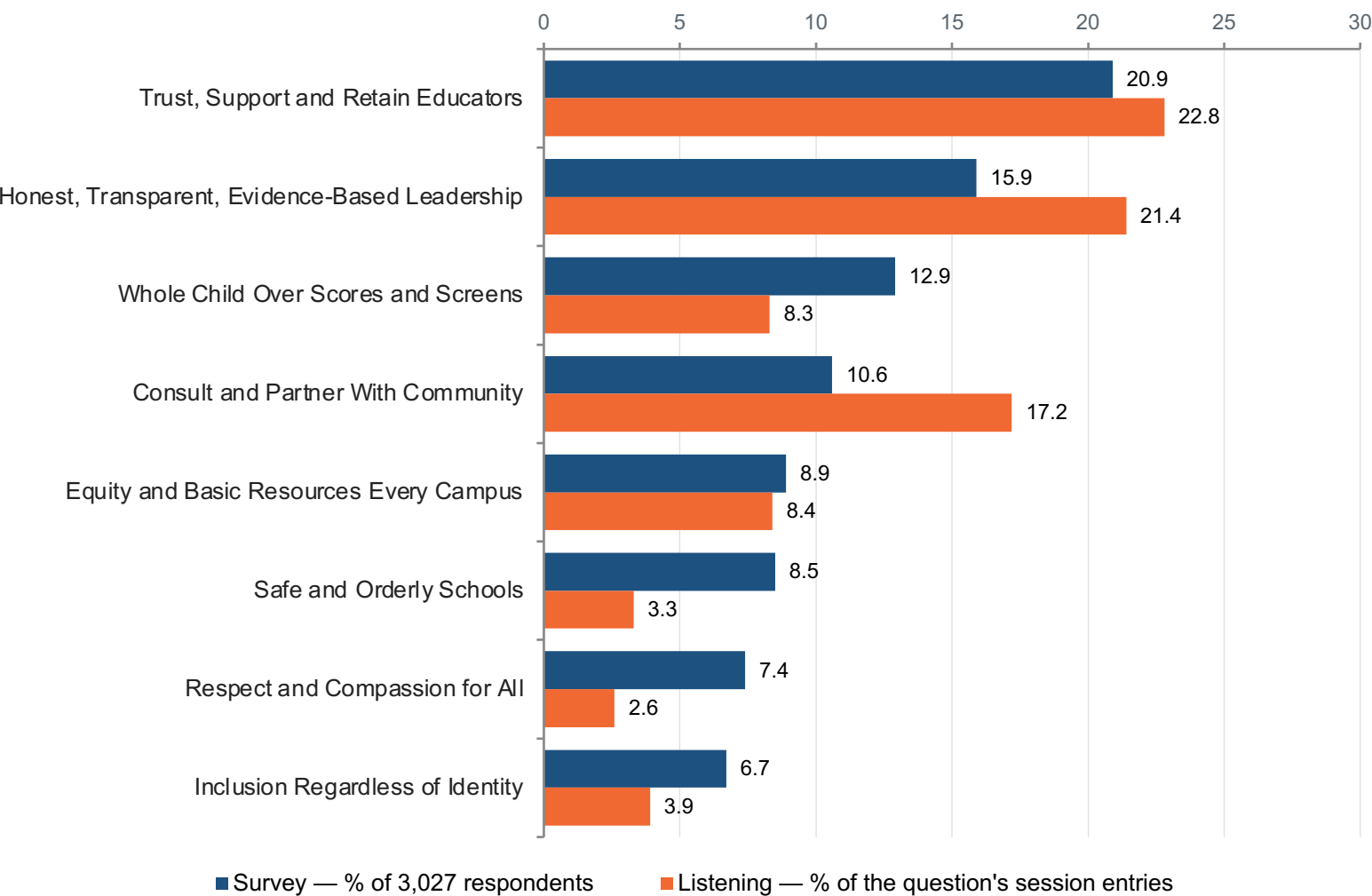
Survey 3,259 entries · Listening 315 entries · sorted by combined total



Stacked bars combine survey and listening entry counts and are sorted by the combined total — Tiers and percentages elsewhere keep the two methods separate; the survey produced about six times as many entries as the sessions, so combined totals largely follow the survey.

Q3 (Guardrails) — Values and non-negotiables for the district

The same five categories lead on both methods



Overall — top five when all entries are combined

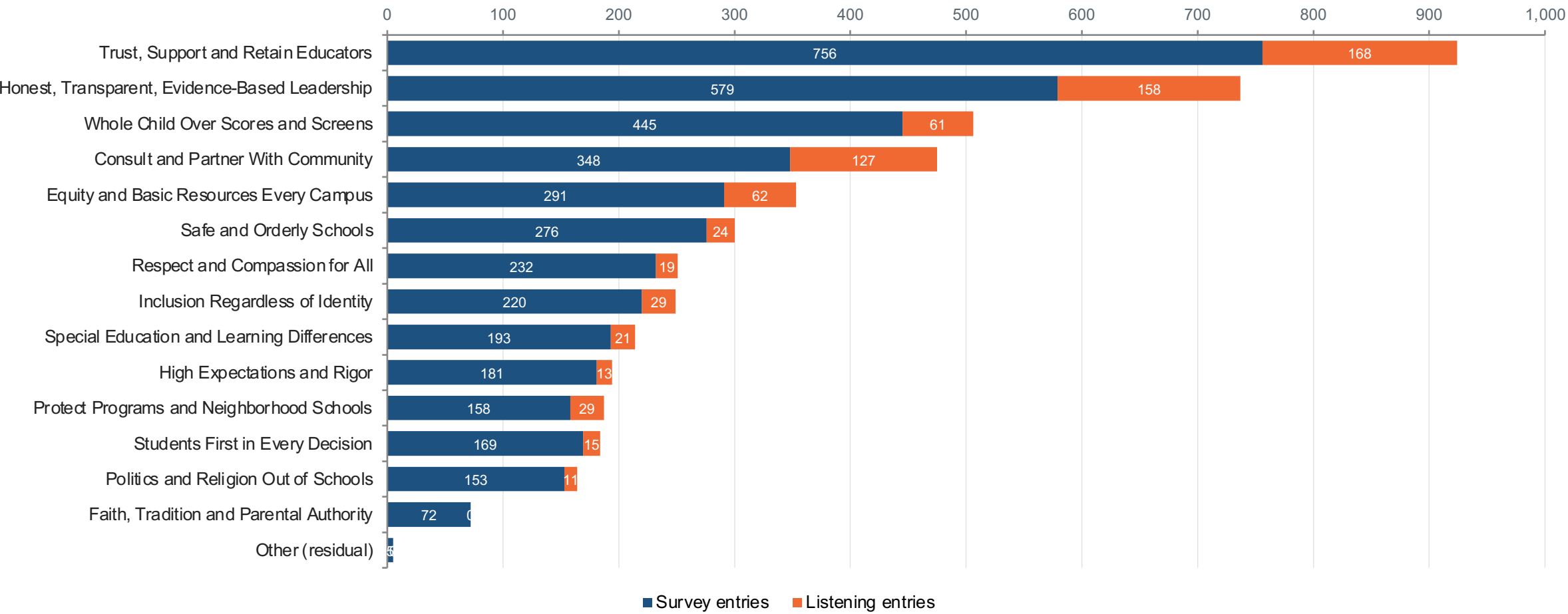
- Trust, Support and Retain Educators
- Honest, Transparent, Evidence-Based Leadership
- Whole Child Over Scores and Screens
- Consult and Partner With Community
- Equity and Basic Resources Every Campus

Strong — top five on both survey and sessions

- Trust, Support and Retain Educators
- Honest, Transparent, Evidence-Based Leadership
- Whole Child Over Scores and Screens
- Consult and Partner With Community
- Equity and Basic Resources Every Campus

Q3 — entries by category, survey and listening combined

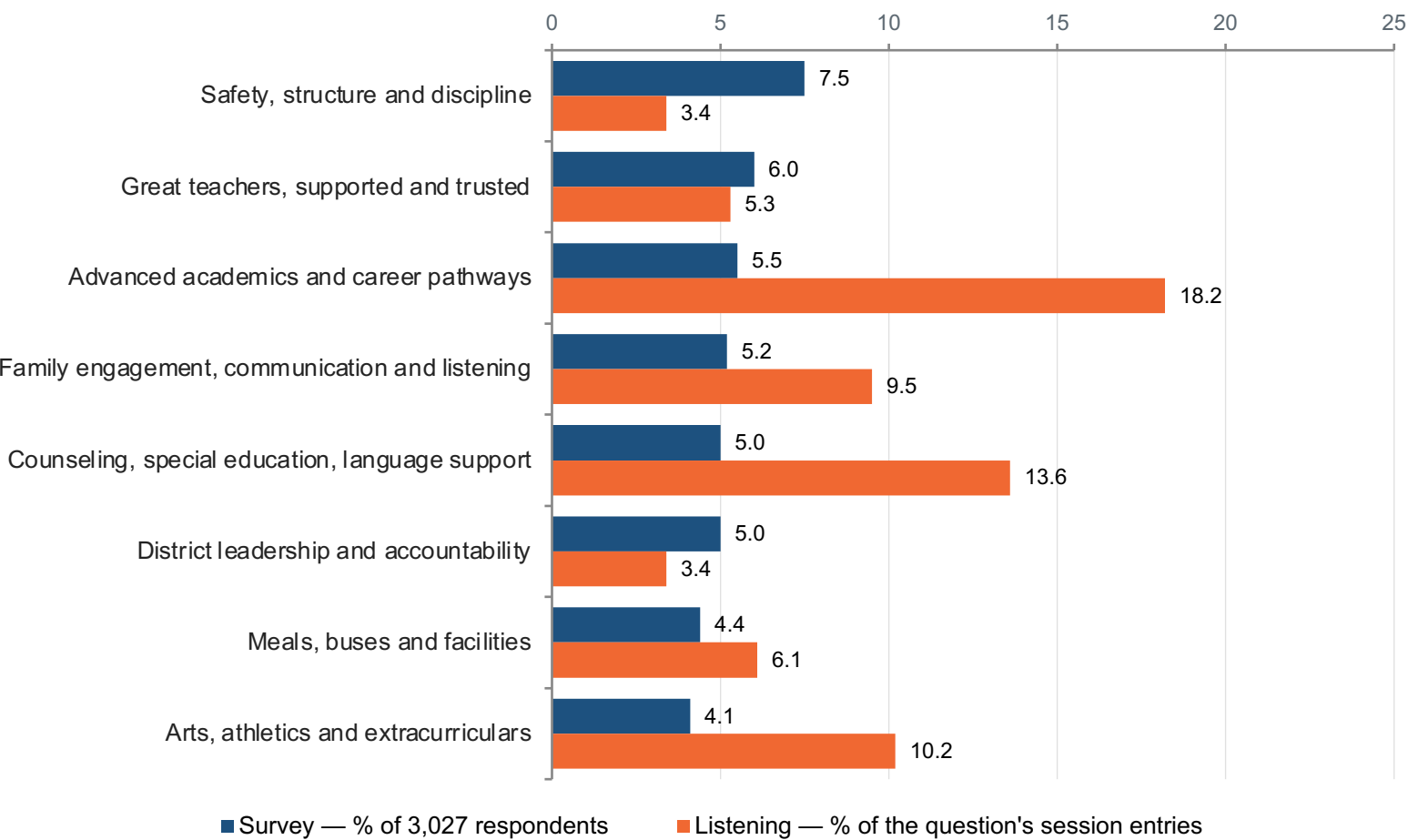
Survey 4,078 entries · Listening 737 entries · sorted by combined total



Stacked bars combine survey and listening entry counts and are sorted by the combined total — Tiers and percentages elsewhere keep the two methods separate; the survey produced about six times as many entries as the sessions, so combined totals largely follow the survey.

Q4 (Protect list) — What is working that the district should keep doing?

The question with the fewest answers (54.8%) and the most divergence between methods



Overall — top five when all entries are combined

- Safety, structure and discipline
- Advanced academics and career pathways
- Counseling, special education, language support
- Great teachers, supported and trusted
- Family engagement, communication and listening

Strong — top five on both survey and sessions

- Advanced academics and career pathways
- Family engagement, communication and listening
- Counseling, special education, language support

Survey-only — top five in the survey

- Safety, structure and discipline
- Great teachers, supported and trusted
- District leadership and accountability

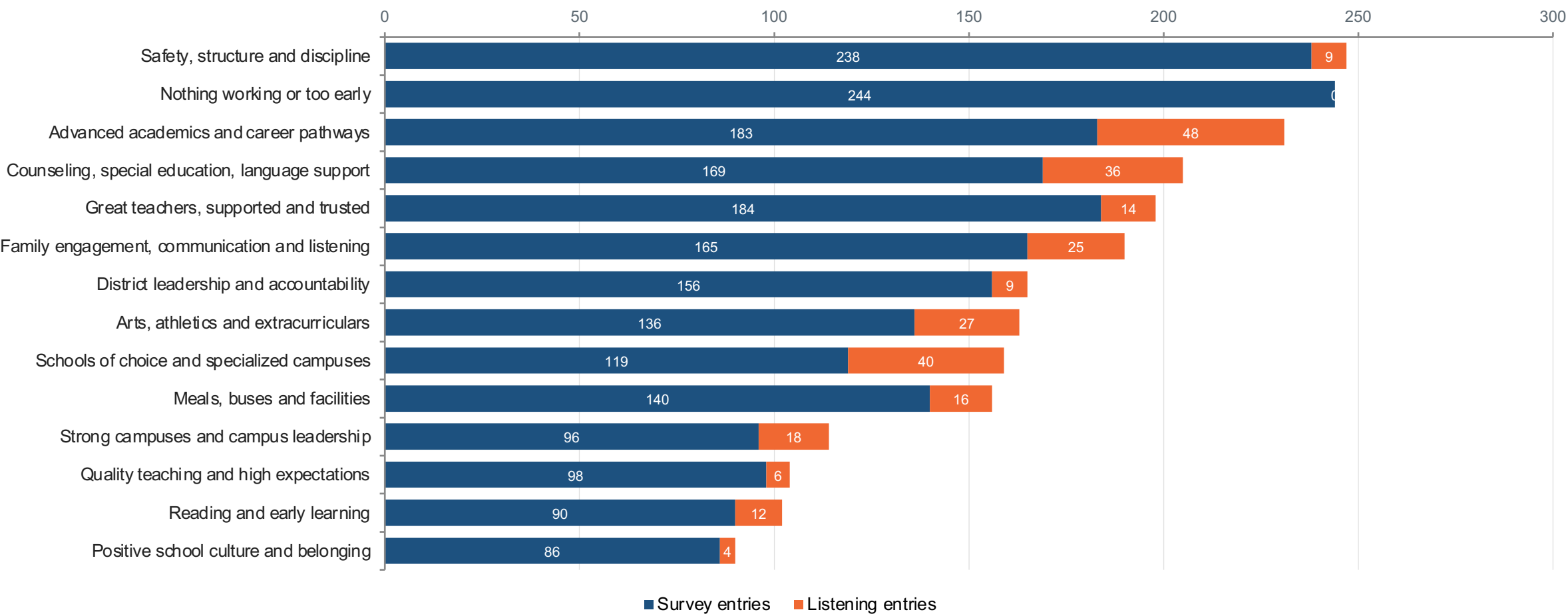
Listening-only — top five in the sessions

- Arts, athletics and extracurriculars
- Schools of choice and specialized campuses

"Nothing is working / too early to tell": 241 respondents (8.0% of all) — the survey's largest Q4 answer, larger than any protect-list category. Reported as a finding; it names nothing to protect.

Q4 — entries by category, survey and listening combined

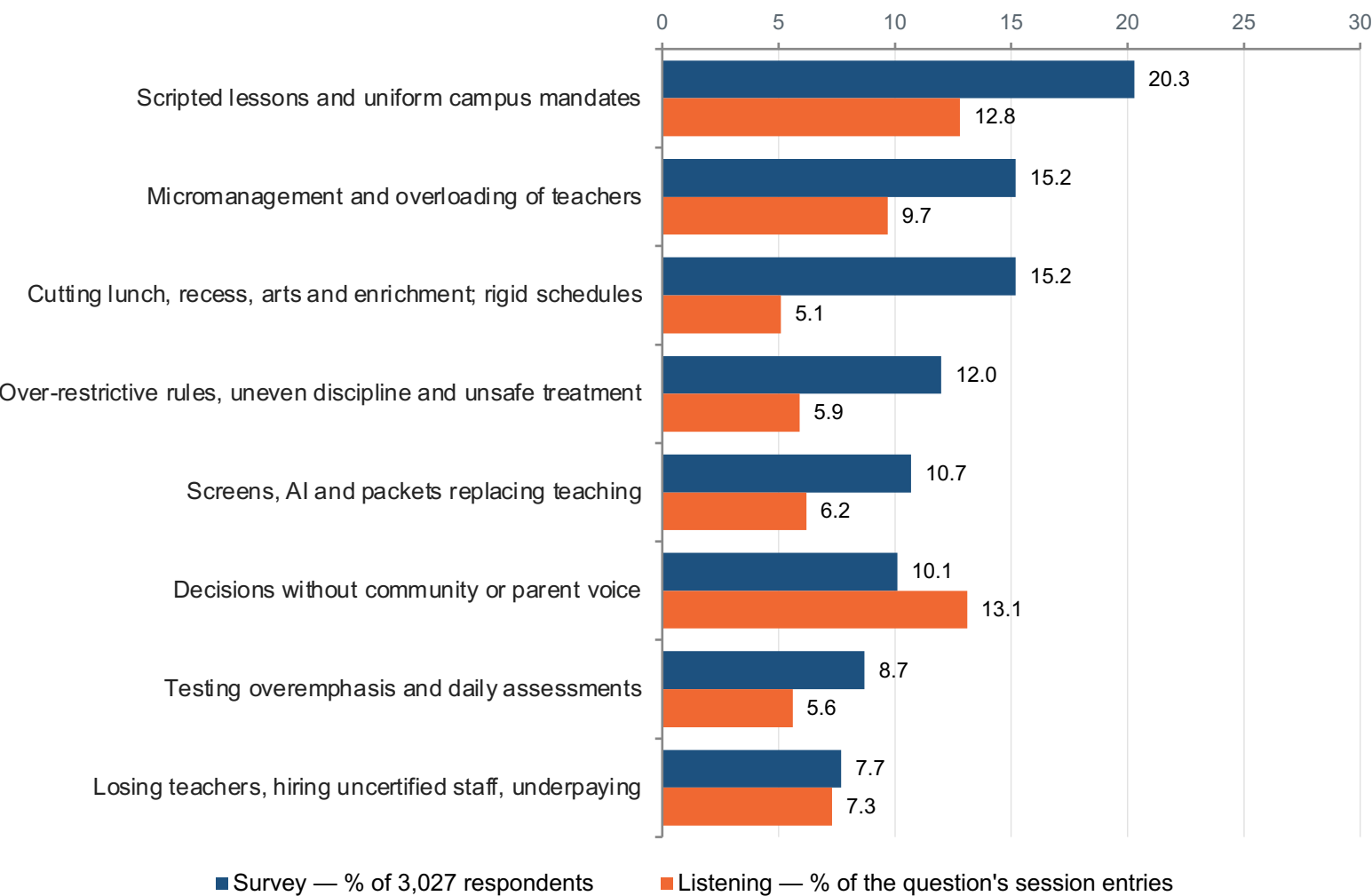
Survey 2,104 entries · Listening 264 entries · sorted by combined total



Stacked bars combine survey and listening entry counts and are sorted by the combined total — Tiers and percentages elsewhere keep the two methods separate; the survey produced about six times as many entries as the sessions, so combined totals largely follow the survey.

Q5 (Guardrails) — What should the district stop doing?

Agreement on the top two; the survey then turns to schedule, rules and screens, the sessions to community voice and student supports



Overall — top five when all entries are combined

- Scripted lessons and uniform campus mandates
- Cutting lunch, recess, arts and enrichment; rigid schedules
- Micromanagement and overloading of teachers
- Over-restrictive rules, uneven discipline and unsafe treatment
- Decisions without community or parent voice

Strong — top five on both survey and sessions

- Scripted lessons and uniform campus mandates
- Micromanagement and overloading of teachers

Survey-only — top five in the survey

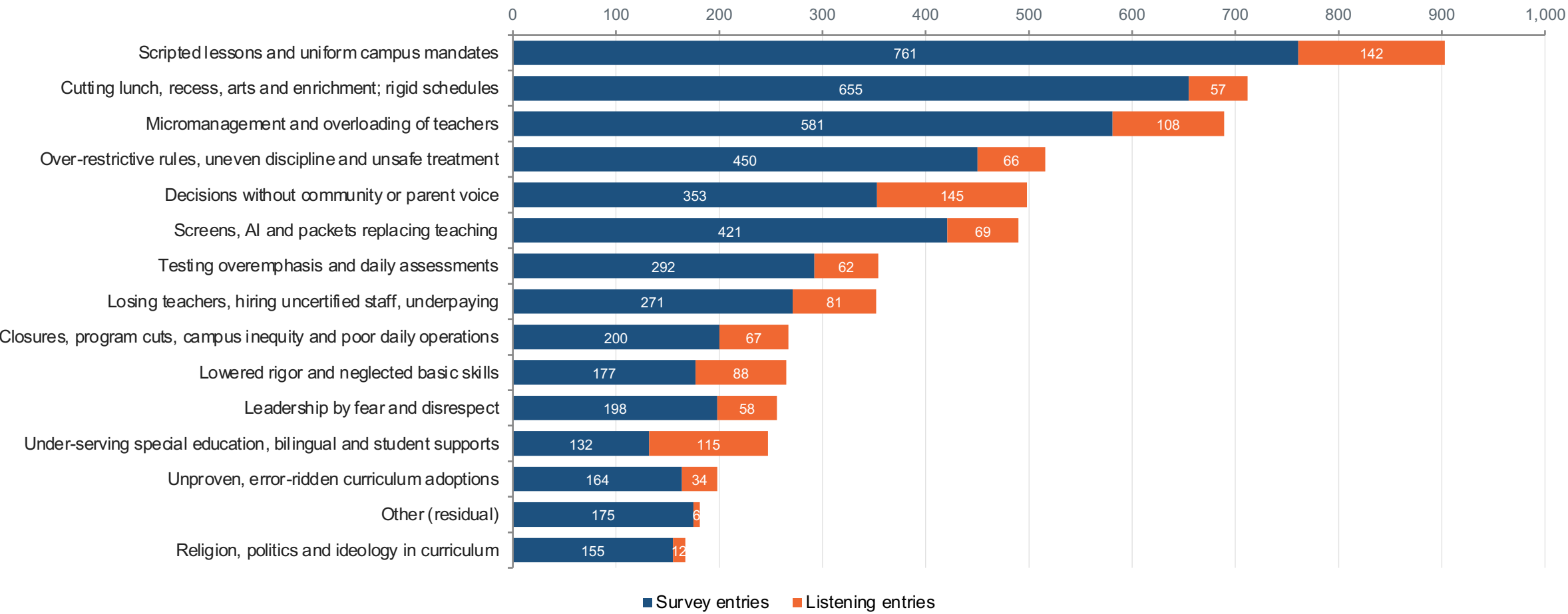
- Cutting lunch, recess, arts and enrichment; rigid schedules
- Over-restrictive rules, uneven discipline and unsafe treatment
- Screens, AI and packets replacing teaching

Listening-only — top five in the sessions

- Decisions without community or parent voice
- Lowered rigor and neglected basic skills
- Under-serving special education, bilingual and student supports

Q5 — entries by category, survey and listening combined

Survey 4,985 entries · Listening 1,110 entries · sorted by combined total



Stacked bars combine survey and listening entry counts and are sorted by the combined total — Tiers and percentages elsewhere keep the two methods separate; the survey produced about six times as many entries as the sessions, so combined totals largely follow the survey.

Where the survey and the sessions disagree

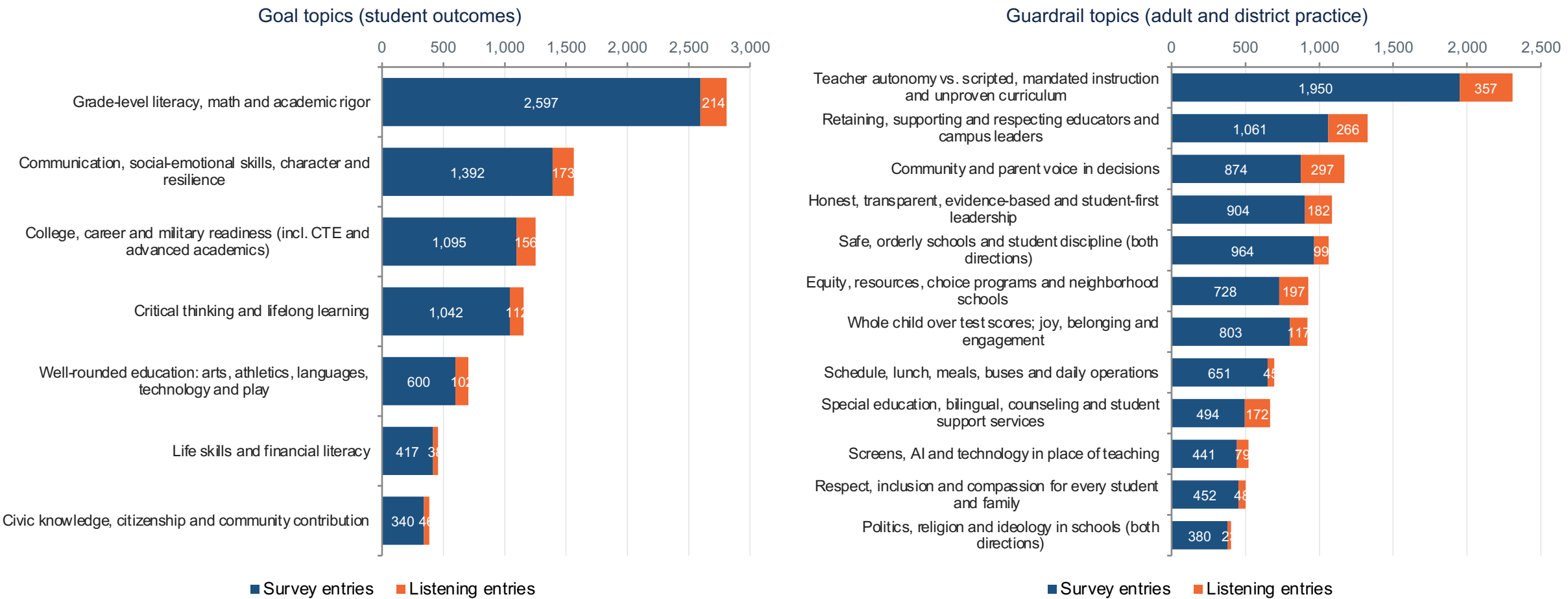
Survey = % of respondents (rank) · Sessions = % of the question's entries (rank). Disagreement is a finding, not an error.

Category	Survey	Sessions	Note
Q2 Academic Mastery and Achievement	19.8% (#2)	4.4% (#6)	Survey theme
Q2 Communication and Interpersonal Skills	6.8% (#6)	15.9% (#3)	Session theme
Q4 Safety, structure and discipline	7.5% (#1)	3.4% (#10)	Survey's top keep-doing item; near-absent in rooms
Q4 Advanced academics and career pathways	5.5% (#3)	18.2% (#1)	Rooms' top keep-doing item
Q4 Schools of choice and specialized campuses	3.8% (#9)	15.2% (#2)	Raised in 18 of 41 sessions
Q5 Cutting lunch, recess, arts and enrichment; rigid schedules	15.2% (#2)	5.1% (#12)	Largest Q5 gap in points
Q5 Decisions without community or parent voice	10.1% (#6)	13.1% (#1)	#1 in the rooms
Q5 Under-serving special education, bilingual and student supports	4.0% (#14)	10.4% (#3)	Raised in 28 of 41 sessions

Analysis: the survey responses focus more on daily routines (lunch, rules, screens, grades); a session responses focus more on district practice (who is consulted, which programs are protected, how educators are supported).

Pooling all five questions: entries coded to each topic

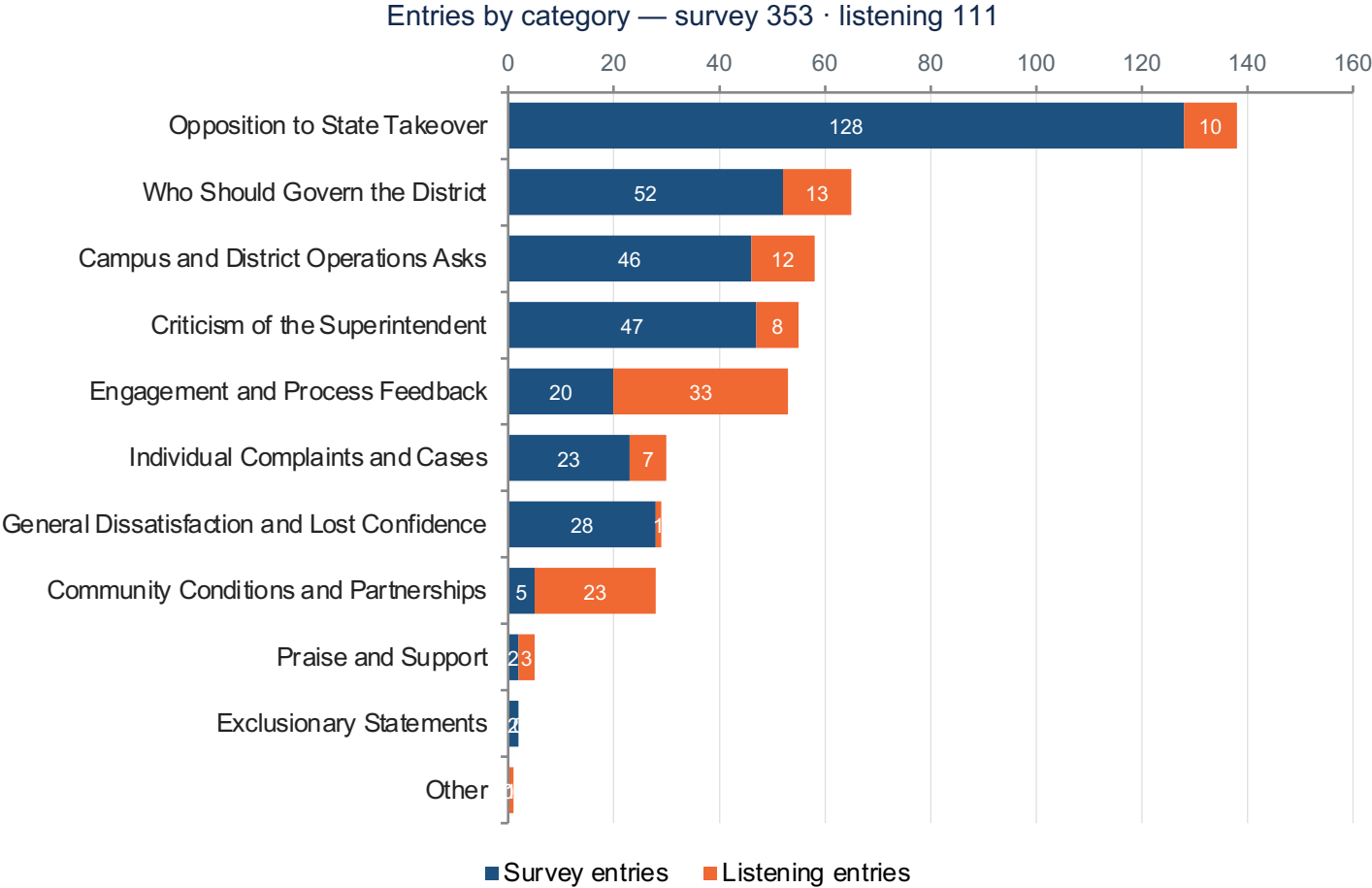
Topics group sub-themes across questions (Appendix C-1 of the analysis) · sorted by combined total



Stacked bars combine survey and listening entry counts and are sorted by the combined total — Tiers and percentages elsewhere keep the two methods separate; the survey produced about six times as many entries as the sessions, so combined totals largely follow the survey.

What we heard that we did not ask about

Entries answering none of the five questions were kept and counted, not discarded (Part D of the analysis)



105

survey respondents (3.5% of all) opposed the state intervention — the largest unasked-for theme by far; 128 entries

- Governance and legitimacy — opposition to the state intervention, who should govern, the superintendent — is 64.3% of the survey's out-of-scope entries.
- Session participants criticized outreach and format; concern that an AI analysis would introduce bias was raised in two sessions. Methodology is provided in Part A of the written analysis.
- These fall outside the five questions; they are reported in full because the community raised them without being asked.

Stacked bars combine survey and listening entry counts and are sorted by the combined total — Tiers and percentages elsewhere keep the two methods separate; the survey produced about six times as many entries as the sessions, so combined totals largely follow the survey.

Limitations/Issues of which to be aware

1

Composition

Respondents are far whiter and less Hispanic than students; Paschal, Arlington Heights and Benbrook over-represented. Adults answering about children, so parity is not expected; every figure is best read with this in mind.

2

Self-selection

Both methods reached people who chose to take part. No margin of error; tiers measure agreement between the two methods, not prevalence.

3

Missing records

Two sessions have no transcript or notes: the Thursday Morning Breakfast Association (a small-group conversation; attendees pointed to the survey) and the Southwest HS summer session — held, notes not taken, so Southwest shows no coded session.

4

Employees and educators

14.0% of respondents are FWISD employees; the largest citywide session was the United Educators Association. No breakdown by connection was run; these shares stand beside the teacher-facing findings.

5

Coding and translation

AI coding to a written spec with human rulings and sample checks on listening batches; 15.6% of survey entries carry a low-confidence flag; 830 survey entries and one listening entry were machine-translated and not human-reviewed.

6

Different denominators

Survey = share of people; listening = share of talk. Long sessions with more comments provided more entries.

Themes from the community input

Full sub-themes and subcategories behind each are in the analysis document.

Goals (Q1, Q2)

1) Top five if all entries are totaled (excluding Other)

- Q2: College, Career and Military Ready
- Q2: Academic Mastery and Achievement
- Q1: Reading
- Q1: Grade-Level Core Academics
- Q2: Critical Thinker and Lifelong Learner

2) Strong on both methods

- Q1: Reading
- Q1: Grade-Level Core Academics
- Q1: Critical Thinking and Problem Solving
- Q1: Communication and Self-Advocacy
- Q1: Social-Emotional Skills and Character
- Q2: College, Career and Military Ready
- Q2: Critical Thinker and Lifelong Learner
- Q2: Confident, Resilient and Well

3) Top five on one method

- Q2: Academic Mastery and Achievement (survey)
- Q2: Character, Work Ethic and Integrity (survey)
- Q2: Communication and Interpersonal Skills (sessions)
- Q2: Contributing Citizen and Community Member (sessions)

Guardrails (Q3, Q5)

1) Top five if all entries are totaled (excluding Other)

- Q3: Trust, Support and Retain Educators
- Q5: Scripted lessons and uniform campus mandates
- Q3: Honest, Transparent, Evidence-Based Leadership
- Q5: Cutting lunch, recess, arts and enrichment; rigid schedules
- Q5: Micromanagement and overloading of teachers

2) Strong on both methods

- Q3: Trust, Support and Retain Educators
- Q3: Honest, Transparent, Evidence-Based Leadership
- Q3: Whole Child Over Scores and Screens
- Q3: Consult and Partner With Community
- Q3: Equity and Basic Resources Every Campus
- Q5: Scripted lessons and uniform campus mandates
- Q5: Micromanagement and overloading of teachers

3) Top five on one method

- Q5: Cutting lunch, recess, arts and enrichment; rigid schedules (survey)
- Q5: Over-restrictive rules, uneven discipline and unsafe treatment (survey)
- Q5: Screens, AI and packets replacing teaching (survey)
- Q5: Decisions without community or parent voice (sessions)
- Q5: Lowered rigor and neglected basic skills (sessions)
- Q5: Under-serving special education, bilingual and student supports (sessions)

Protect (Q4)

1) Top five if all entries are totaled (excluding Other and Nothing working or too early)

- Safety, structure and discipline
- Advanced academics and career pathways
- Counseling, special education, language support
- Great teachers, supported and trusted
- Family engagement, communication and listening

2) Strong on both methods

- Advanced academics and career pathways
- Family engagement, communication and listening
- Counseling, special education, language support

3) Top five on one method

- Safety, structure and discipline (survey)
- Great teachers, supported and trusted (survey)
- District leadership and accountability (survey)
- Arts, athletics and extracurriculars (sessions)
- Schools of choice and specialized campuses (sessions)

Appendix — the written specifications and the Board liaison Frost R. Prioleau's rulings

Reproduced in full in the analysis document: Appendix A-3 (specifications) and Appendix A-4 (rulings register)

The written specifications (Appendix A-3)

- Extraction specification v1.1 — how every survey answer and session transcript was split into entries, attributed to a question, coded to a subcategory, translated, and redacted; the lettered rules, including rule S (note-taker records counted, never quoted), rule T (an answer coded to the question it answers), rule U (non-responses excluded) and rule W (exclusionary statements counted, never named); the governance rule R and its narrowing R' were adopted by ruling and are in A-4.
- Reporting specification — the public document, granularity, the two deliverables, redaction, structure and framing rules, including "two instruments, never blended" and "no recommendations".
- Note: Upon review of the initial drafts of the written analysis and this deck, the board liaison and board reviewers decided to also provide charts that combined the listening session and survey data as additional visualizations and insights.

The Board liaison's rulings (Appendix A-4)

- Board liaison: Frost R. Prioleau, member of the Board of Managers and client contact for the project. He approved the category structure on 17 September 2026 before any counts were produced, ruled on the 25 audit findings on 18 September, and reviewed the listening sample checks (A-4.4). He did not assign categories to individual entries.
- A-4.1 Specification changes and listening-session rulings, by date.
- A-4.2 The ten survey spec-gap rulings (e.g. stop-doing critiques typed into the keep-doing box → Q5; near-miss non-responses; templated responses counted once per respondent).
- A-4.3 Category-structure decisions: the 17 Sept category gate, the collapse to 10–14 published categories, the 25 audit findings ruled on 18 Sept, and the 22 Sept Q5 renames (names only).
- A-4.4 Human sample checks of the coded listening batches.
- Every ruling names its date and its effect on the counts; the structure was frozen on 18 Sept before any counting.