

FWISD Community Listening Analysis

Version 1.2 — 22 September 2026. Analysis of survey and listening-session feedback: community input to facilitate the School Board’s discernment of the community’s vision and values, for the Goals and Guardrails drafting

Delivered to the School Board 22 September 2026. Analysis document and deck drafted by an AI language model (Claude, Anthropic) from the coded data; reviewed by Frost R. Prioleau, Board liaison (A.4).

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Contents at a glance

- **Part A — How this was done.** Instruments, counting method, respondent composition, limitations.
- **Part B — Findings by question.** Q1–Q5: parallel tables, full category lists with counts, representative verbatims.
- **Part C — Crosswalk to Goals and Guardrails.** Themes with tier and evidence; protect list and constraint check; divergences; corpus-wide view.
- **Part D — What we heard that we did not ask about.** The UNASSIGNED bucket, thematized.
- **Appendices.** Session list; stated rules; corpus-wide topic map; the written specifications; the Board liaison’s rulings.

Frequency is not depth of belief. Two instruments, two numbers, never blended (except in some combined charts). Themes and evidence to facilitate the Board’s discernment — drafting is the Board’s work.

Part A — How this was done

This part describes both instruments, how responses were counted, who responded, and the limitations a reader needs before using Parts B–D.

Executive summary

The two instruments

- A written community survey (five open-ended questions, English and Spanish, 21 July – 16 September 2026): 4,822 responses recorded; **3,027 contained at least one codable answer** and form the analysis base; 17,916 coded entries.
- Listening sessions held by members of the Fort Worth ISD School Board (the state-appointed Board of Managers; “School Board” hereafter) — the same five questions, 22 June – 14 September 2026: 43 sessions held; **41 have a transcript or notes and are coded** (2,828 entries); 2 were held without a record and are named below.
- The two are reported side by side and never blended into one number, except in some combined charts. Their denominators differ (survey figures are shares of respondents; listening figures are shares of a question’s entries), the answers were elicited differently (a private written box versus a facilitated group discussion), and the overlap between the two groups of participants was not measured.

Who responded

- Survey: 60.8% parents or caregivers; 30.0% residents or taxpayers; 14.0% FWISD employees; 11.4% current students; 9.3% alumni; 8.3% business, civic, faith or nonprofit partners (overlapping — a respondent may be several; 70.9% are a parent, an employee, or both).
- Survey respondents reporting race/ethnicity are 49.5% White, 36.9% Hispanic and 9.1% African American; FWISD students are 12.6% White, 65.0% Hispanic and 18.2% African American. **The respondent pool is materially whiter and less Hispanic than the student population.** Respondents are adults answering about children, so parity is not expected; the direction and size of the gap are the most important context in this document.
- **Paschal-pyramid respondents are 23.1% of the whole analysis base (699 of 3,027)** and 32.6% of the 2,147 respondents who named one of the 13 feeder patterns with an enrollment count, against a 13.2% share of those patterns’ enrollment. Eastern Hills, South Hills, O.D. Wyatt, Polytechnic and North Side are each represented at less than half their enrollment share (full 13-row table in A.5).
- Listening: 28 of the 41 coded sessions were citywide organizations rather than a feeder community; five pyramids (Diamond Hill-Jarvis, O.D. Wyatt, South Hills, Southwest, Trimble Tech) have no coded session — for Southwest because notes were not taken at the session, not because none was held. The listening corpus is also concentrated: the Paschal HS summer session alone is 7.7% of all listening entries, the ten largest sessions are 46.9%, and the largest citywide session was the United Educators Association (141 entries, 5.0%) — see A.5.

How to read the counts

- Every answer was split into entries (one idea each), each entry coded to one subcategory, and subcategories grouped into 16–24 sub-themes per question and then into the published categories (10 to 15 rows per question including residual “Other” buckets; A.4 states how this differs from the reporting specification and why). The full list is published; nothing is truncated to a “top five”.

- Survey % = share of the 3,027 respondents naming a theme (once per respondent); listening % = share of that question’s session entries. Percentages are computed within a question and shown to one decimal.
 - Frequency is not depth of belief: a theme raised briefly, or in just a few rooms, may be deeply held, and counts show what was said, not necessarily what matters most. No thematic cross-tabs by race, ethnicity, feeder pattern or connection were run.
 - **Coding was performed by an AI language model (Claude, Anthropic) working to a written specification and codebook, with the Board liaison ruling on every specification gap and category decision; independent verification passes are described in A.4. This analysis document and the accompanying findings deck were also drafted by the same AI model from the coded data, and reviewed by Board members.**
 - This analysis is scheduled for delivery to the School Board on 22 September 2026, ahead of the Goals and Guardrails drafting meeting.
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A.1 The district’s process and the purpose of this document

- The district’s published process is *Analyze feedback → Draft Goals and Guardrails → Community confirmation*. This document is the first step: an input to the Board’s drafting, not a standalone research report and not a set of recommendations.
- For transparency, the methodology is published alongside the results: the question text, the entry-splitting rule, who and what did the coding, every category with its definition and counts, response rates, respondent composition and the limitations.
- Not published at this time: the working data, respondent identifiers, and any unredacted verbatim.

A.2 The five questions

1. **Q1** — What should students know and be able to do?
2. **Q2** — What describes a successful graduate?
3. **Q3** — What values or non-negotiables should guide the district?
4. **Q4** — What is working that the district should keep doing?
5. **Q5** — What should the district stop doing?

Q1 and Q2 feed Goals; Q3 and Q5 feed Guardrails; Q4 is a “protect” list used as a constraint check. Anything that answered none of the five is reported in Part D.

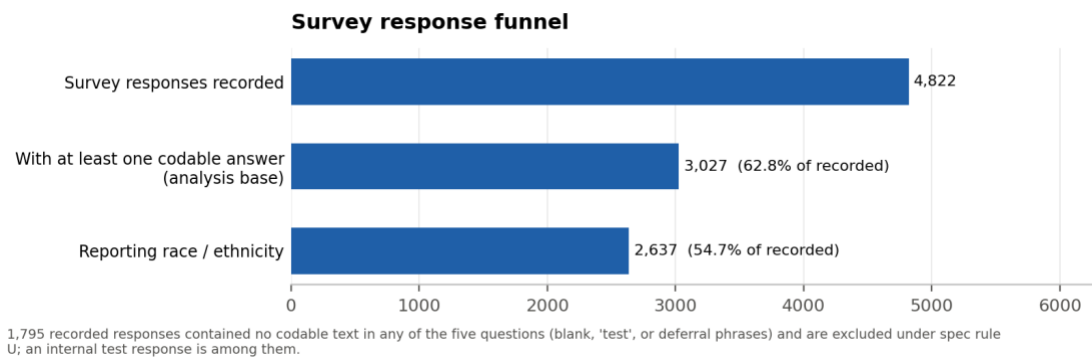
A.3 The two instruments

Community survey

- Online (Qualtrics), English and Spanish interfaces; open from 21 July to 16 September 2026; promoted through district channels, listening sessions and partner organizations. The survey was open to anyone; no participation target was set and no population denominator (households, families, employees) is available for a

response rate, so none is claimed. For scale, 3,027 coded respondents works out at about 45 per 1,000 enrolled students (TAPR 2025-26 membership 67,315).

- Five open-ended questions plus optional demographics: connection to FWISD (multi-select), feeder pattern, ZIP code (explicitly optional), Hispanic/Latino origin, and race (multi-select).
- 4,822 responses recorded. **1,795 (37.2%) are excluded** under the specification's non-response rule, almost all of them empty: 1,776 left every one of the five answer boxes blank (36.8% of recorded responses — an opened-and-abandoned form); 5 contained only test or keyboard-noise text ("test", "asdf"); 14 contained only a non-substantive answer in every box they filled ("N/A", "none", "nothing", "I'm not sure yet", "at what age?", a comment that the question was too open-ended). The analysis base is **3,027 respondents**.



Language and translation

- 196 of the 3,027 coded respondents (6.5%) used the Spanish interface. 830 survey entries (4.6% of 17,916) from 198 respondents were written in Spanish and translated to English before coding; each carries a translated flag and its original text is retained in the working data beside the translation.
- The translation was produced by the same AI model that split and coded the entries (A.4). **It was not reviewed by a human translator.** Spanish-origin verbatims published in Parts B–D are marked "(translated from Spanish)" so a participant can tell that a quote is a rendering of their words.
- Two listening sessions were bilingual — Riverside Organizations (76 entries) and Saint Mary of the Assumption Catholic Church (61 entries), together 137 entries, 4.8% of the listening corpus. Where a point was made in Spanish and then in English, the English delivery was coded; one listening entry was translated.

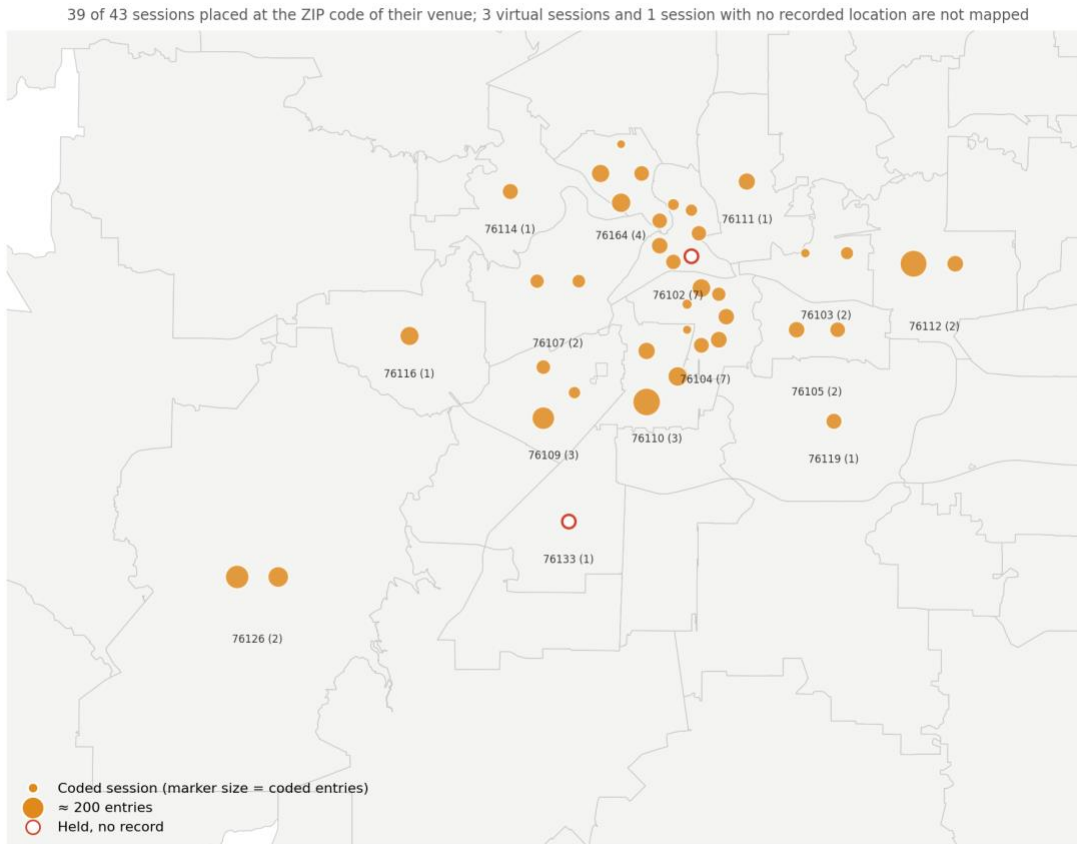
Listening sessions

- Held by School Board members with community organizations, campus communities and partner groups between 22 June and 14 September 2026, using the same five questions; most were recorded and auto-transcribed; three were captured by note-takers rather than recorded (Benbrook MS/HS by two Board members, reconciled into one record; the Council of PTAs and the Economic Development Partnership sessions by scribes). Note-taker records are coded and

counted like transcripts but are not quoted as verbatims, since they are a note-taker's reconstruction rather than a participant's words.

- 42 sessions on the district's schedule plus one added later (a second Fort Worth Chamber session); **41 coded** (38 transcripts, 3 sets of notes). Two were held without a record and are absent from every listening figure: the Thursday Morning Breakfast Association and the Southwest HS summer session. What each loss affects is set out in A.7.
- Two files supplied as separate sessions proved to be duplicate recordings of sessions already coded (Union Gospel Mission; Dunbar HS) and were retired; one session (Benbrook MS/HS) had two note-takers, whose notes were reconciled into a single instrument.
- Board members' own remarks, facilitator prompts and district staff answers were excluded; only community participants' statements were coded. 28 of the 41 sessions were citywide organizations with no single feeder pattern. The rule for assigning a session to a feeder pattern is stated in Appendix A-2.
- Session list, with each session's share of the listening corpus: Appendix A-1. Where the sessions were held:

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.

A.4 How responses were counted

Who — and what — did the coding

- The splitting, translation and coding of all 20,744 entries were performed by an AI language model (Claude, Anthropic), working to a written extraction specification (v1.1) and a shared codebook so that identical wording always receives the same code. The model was run in batches by the project's analyst; no district staff coded entries.
- This analysis document (Parts A–D and the appendices, including the charts) and the findings deck to be used at the Board's session were drafted by the same AI model from the coded data and the stated rules, to a written reporting specification. Both are reviewed/edited by Board members before delivery; every figure in them is traceable to the counts published in Part B.
- Human decisions: the Board liaison, Board of Managers member Frost R. Prioleau, (acting as the project's client contact) ruled on every case the specification did not cover, approved the category structure, and reviewed 20-entry samples from the

listening coding batches (results recorded for seven of the eight batches (numeric results for six; batch 7 confirmed without a count, A-4.4), about 140 entries; three corrections, all applied). The survey coding was not sample-checked by a human; it was checked by the automated consistency and verification passes below.

- Independent verification, each by a separate model run that had not produced the work it checked: (1) the coded listening and survey corpora were verified against the specification (every entry has one question and one existing codebook label; every source file's entries reconcile to its transcript or export; identical wording within a question receives the same subcategory — 0 conflicts across the corpus); (2) the approved category structure was audited for question-fit and direction conflicts (A.4, Layers); (3) every count in Parts B–D was recomputed a second way; (4) every published verbatim was reviewed twice for redaction and representativeness (A.4, Verbatims).
- Session participants said they were concerned that an AI analysis would introduce bias into this process, and asked how the data would be analyzed (three listening entries in two sessions; Part D, Listening Session Design Critique). That concern is answered here rather than left unaddressed: the method is disclosed; the specification, codebook and every ruling are on file; the full subcategory layer is published so that any reader can see how their words were classified; and no count in this document depends on a judgment that cannot be traced to a stated rule. Whether the method is acceptable is for the reader to weigh.

Splitting and coding

- Each answer was split into entries — one idea per entry. A respondent who wrote “reading, math and respect for teachers” produced three Q1 entries. 17,916 survey entries and 2,828 listening entries resulted.
- Every entry was coded to one subcategory under one question. A point made in answer to one question but belonging to another (a “stop doing” complaint typed into the values box, for example) was re-attributed to the question it answers under the specification's rules; about 1,200 survey entries were re-attributed at coding, and the Part B tables report every entry under the question it answers.
- Where a case was not covered by the specification it was logged as a spec gap and ruled on by the Board liaison before coding continued (ten survey rulings; every ruling is listed in Appendix A-4, and the specifications themselves are reproduced in Appendix A-3).
- Non-responses (“nothing”, “n/a”, “I don't know”) were excluded. Deferral phrases were excluded; “nothing is working” and “too early to tell” answers to Q4 were kept as a category in their own right, *Nothing working or too early*, reported beside the Q4 response rate (Part B, Q4) and set against the protect list in Part C.

Layers

- 1,622 subcategories → 120 sub-themes → 75 published category rows: 72 named categories (Q1 10, Q2 10, Q3 14, Q4 14, Q5 14, UNASSIGNED 10) plus three “Other” buckets (Q3, Q5, UNASSIGNED) for residual entries. Every subcategory maps to

exactly one sub-theme and one category; the full structure with counts is published in Part B. Where a published category was not formed by merging, it has a single sub-theme carrying its own name; Parts B and D list the subcategories directly under such categories.

- **Departure from the reporting specification, disclosed.** The specification asks for 15–20 high-level categories per question. This document applies 15–20 at the sub-theme layer (16–24 per question) and publishes a collapsed layer of 10–14 named categories above it. The collapse was built on 17 September 2026 at the Board liaison’s request, by merging approved categories without re-clustering any entry, so that the list is usable in one drafting meeting. The specification’s reason for a finer layer — that the Board and the community be able to find their theme — is met by publishing every sub-theme and every subcategory beneath each category.
- Categories were proposed from the coded data, reviewed and approved by the Board liaison (17 September), then audited independently for question-fit and direction conflicts (25 findings, all ruled on by the liaison on 18 September; about 470 entries moved between questions or categories as a result, each move logged). The approved structure was frozen on 18 September 2026 before any counting; the liaison saw no counts before approving it. One later change to names only: on 22 September, after the second review, six Q5 categories and eight Q5 sub-themes were renamed so that each states the practice the entries ask the district to stop (for example “Schedule, lunch, recess and enrichment” became “Cutting lunch, recess, arts and enrichment; rigid schedules”). No entry, subcategory, count, tier or quote changed; the old and new names are listed in Appendix A-4.3.

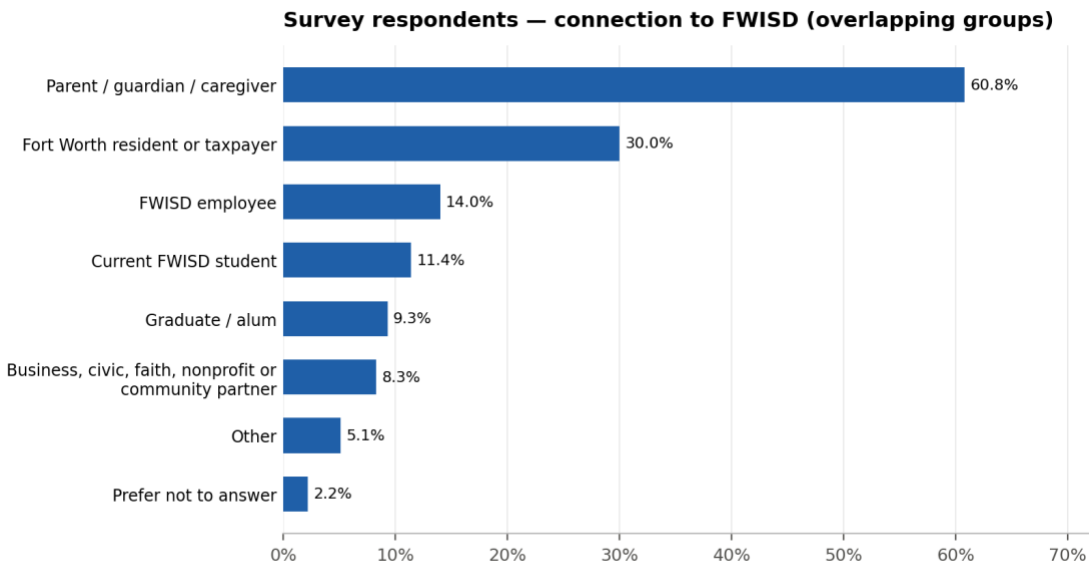
Measures

- **Survey % of respondents** — respondents naming the theme ÷ 3,027, each respondent counted once per theme. The headline survey figure.
- **Survey % of entries** and **listening % of entries** — the theme’s entries ÷ that question’s entries, computed within the question only.
- Number of sessions in which the theme arose (of 41).
- The survey headline is share of people; the listening figure is share of discussion. Survey share of entries is shown beside it in every Part B table.
- **Tier** (Part C): strong = top five on both instruments; survey-only / listening-only = top five on one. Ranks are shared on ties. The reporting specification calls this the strength-of-mandate tier; **it records whether a theme ranked top five on one instrument or both, and so measures agreement between the two feedback methods, not prevalence in the community. Material divergence** = ranks differ by five or more places, or entry shares differ by five or more percentage points.
- The corpus-wide view in Part C pools all questions and counts a respondent once per topic; it is an additional lens added at the Board liaison’s request on 19 September, and the per-question counts remain primary.
- All percentages to one decimal. Counts were computed by script from the coded entries and independently recomputed a second way; the two agreed on every cell.

Verbatims and redaction

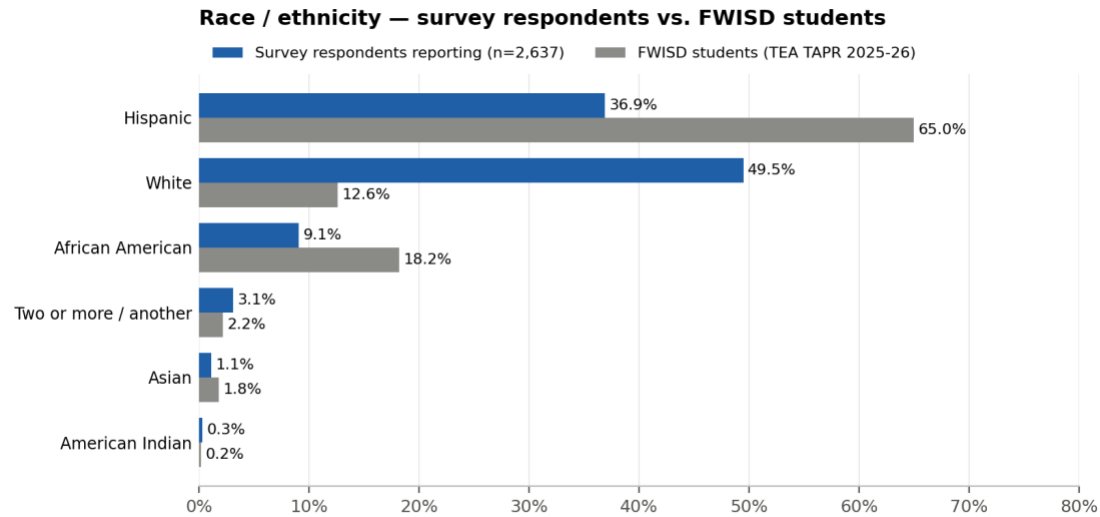
- Up to three representative quotes per category — one per subcategory, chosen from the largest subcategories for typicality rather than vividness, with at least one session voice wherever the sessions produced ten or more entries. A category with fewer than three subcategories eligible under the quoting floor carries fewer quotes.
- Every published quote was reviewed twice against the redaction rule: individual names removed; role-plus-campus-plus-date combinations that identify one person removed; nothing about an individual's discipline, employment, medical or immigration situation; nothing flagged as personally identifying at coding is quoted. Campus names are retained. Board members and the Superintendent are referred to by office only. A final redaction pass over every published verbatim was completed on 19 September 2026 and its changes applied; no verbatim has changed since (A.8). Text added after that date (Appendices A-3 and A-4) contains no participant verbatim.
- **Quoting floor.** No verbatim is quoted from a subcategory with fewer than five contributors (survey respondents plus listening sessions), because a quote drawn from a bucket of one to four people is an identifier. Where a category has no subcategory large enough, it is reported by count only and says so.
- **Combined entry counts.** At the Board liaisons' request, Parts B, C.5 and D also show, for each category, the survey and listening entry counts stacked into one bar and sorted by the combined total. That is a volume view only: it combines the two instruments' entry counts, which the measures above never do, and because the survey produced about six times as many entries as the sessions, combined totals largely follow the survey. Tiers, percentages and every stated comparison remain unblended.
- **Label rule.** The 1,622 subcategory labels are published as text and were screened under the same redaction rule. A label that describes an individual's discipline or employment action or a single-source allegation against an identifiable role-holder, that ties a vulnerable population to a specific circumstance with fewer than five contributors, or that points at a named person, is not itemized: its entries are counted in its sub-theme and shown as "further subcategories not itemized". Subcategory rows under *Individual Complaints and Cases* (Part D) are not itemized at all. A statement hostile to a group of students or families is counted and never named or quoted; a stated position on curriculum, programs or facilities is published as a label. In Part D, where the buckets are small and the subject is governance, session counts below five are shown as "fewer than 5" and subcategory rows with one or two listening entries and fewer than five contributors in total are not itemized.

A.5 Who responded — survey composition



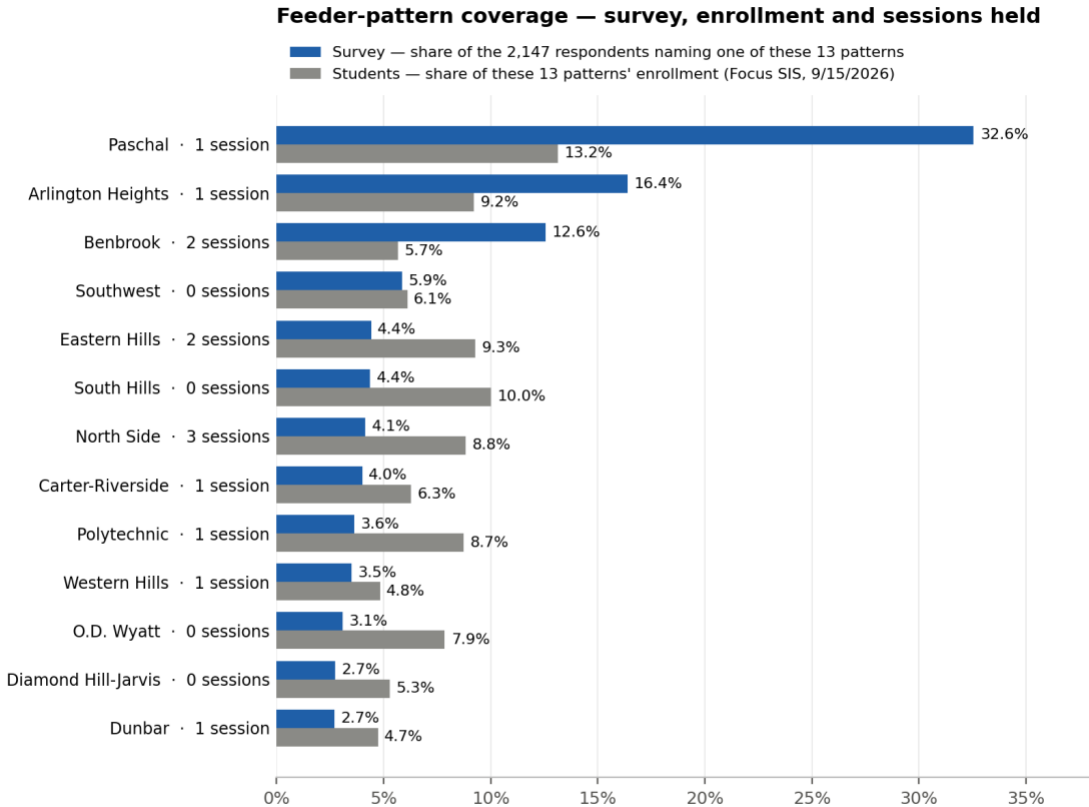
Share of the 3,027 respondents with at least one coded answer. A respondent may select several connections, so the bars do not sum to 100%. 120 respondents are both a parent and an FWISD employee.

- Connection to FWISD (overlapping; 3,027 respondents):** parent/guardian/caregiver 1,840 (60.8%) • Fort Worth resident or taxpayer 908 (30.0%) • FWISD employee 425 (14.0%) • current student 346 (11.4%) • graduate/alum 280 (9.3%) • business/civic/faith/nonprofit partner 251 (8.3%) • other 154 (5.1%) • prefer not to answer 68 (2.2%). A respondent may belong to several groups, so these do not sum to 100%. **120 respondents are both a parent and an FWISD employee**; 2,145 (70.9%) are a parent, an employee, or both.
- These composition figures are the only place in this document where students, alumni and partners appear as groups: the reporting specification bars thematic breakdowns by connection, so what students said as students, or alumni as alumni, is not separately reported.
- Employees and the teacher-facing findings.** 425 respondents (14.0%) are FWISD employees, and the largest citywide listening session was the United Educators Association (141 entries, 5.0% of the listening corpus). Teacher-facing themes lead several questions (Part C). Whether those themes hold among respondents who are not employees was not tested — the specification bars cross-tabs by connection — so the 14.0% employee share and the UEA session’s share stand beside those findings for the reader to weigh.



TEA-style grouping: Hispanic/Latino first, then single race; multi-select or 'another' → Two or more / another. 390 of 3,027 respondents (12.9%) reported neither and are excluded. Student figures: TEA TAPR 2025-26 Student Information, Fort Worth ISD.

- **Race and ethnicity** (TEA-style grouping; 2,637 respondents reporting, 390 not reporting): White 49.5% · Hispanic 36.9% · African American 9.1% · two or more / another 3.1% · Asian 1.1% · American Indian 0.3%. FWISD students (TEA TAPR 2025-26): Hispanic 65.0% · African American 18.2% · White 12.6% · two or more 2.2% · Asian 1.8%.
- Stated plainly: White respondents are represented at roughly four times their share of the student body; Hispanic respondents at a little over half; African American respondents at half. Adults answering about children are not expected to mirror the enrollment, and every survey figure is best read with this in mind.
- FWISD teachers (TAPR): White 44.3%, Hispanic 30.5%, African American 21.9% — closer to the respondent pool than the student body is.



Same base on both sides: the 13 patterns with an enrollment count (53,541 students; 2,147 respondents). Trimble Tech (231 respondents) has no pyramid enrollment and is excluded from both shares. 28 of 41 coded sessions were citywide organizations with no single pattern. 649 respondents left the pattern blank or answered 'prefer not to answer' / 'I am not sure'.

- Feeder pattern** (the survey's term; the district also calls these pyramids, and both words are used here for the same thing) — of the 3,027, 2,378 named a pattern (2,147 one of the 13 with an enrollment count, 231 Trimble Tech); 295 left it blank, 190 preferred not to answer, 164 were not sure. The table compares survey respondents with pyramid enrollment (district Focus SIS extract, 15 September 2026; 53,541 students across the 13 patterns) and shows the listening sessions coded in each pattern. Ratio = share of the 2,147 ÷ enrollment share, computed before rounding.

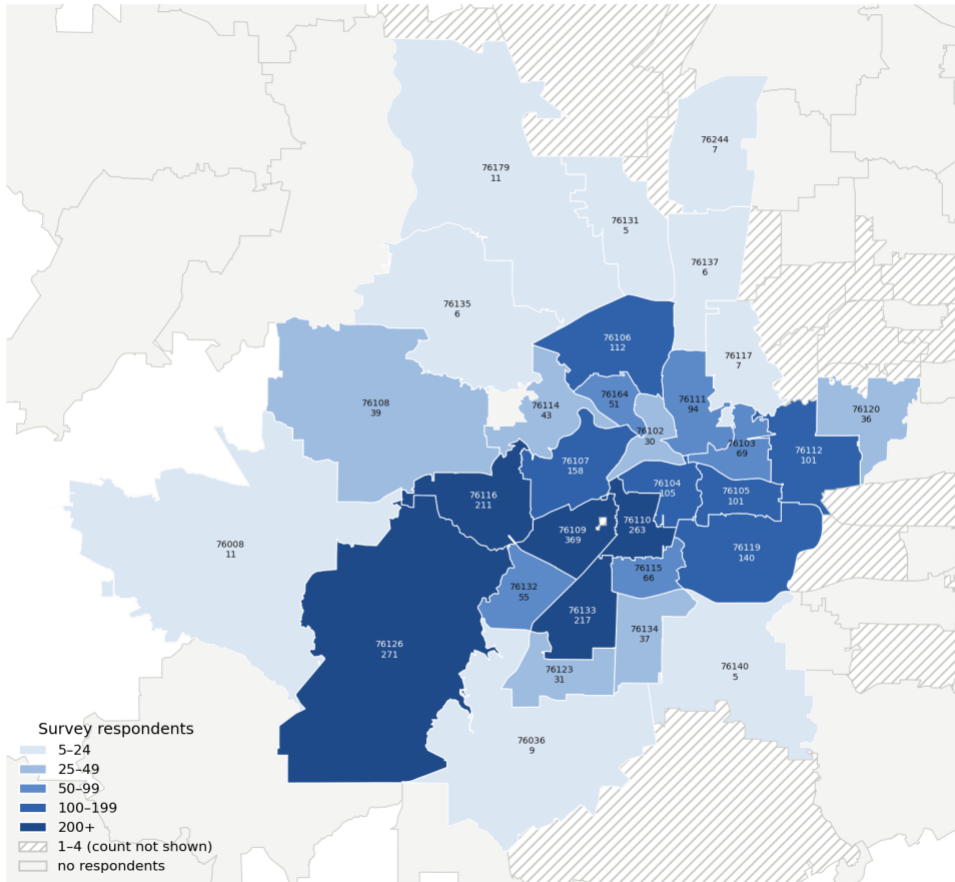
Pattern	Respondents	% of 2,147	% of 3,027	Enrollment	Ratio	Sessions (entries)
Paschal	699	32.6%	23.1%	13.2%	2.48	1 (218)
Arlington Heights	352	16.4%	11.6%	9.2%	1.78	1 (41)
Benbrook	270	12.6%	8.9%	5.7%	2.22	2 (269)
Southwest	126	5.9%	4.2%	6.1%	0.96	0 (held; notes not taken)
Eastern Hills	95	4.4%	3.1%	9.3%	0.48	2 (81)
South Hills	94	4.4%	3.1%	10.0%	0.44	0
North Side	89	4.1%	2.9%	8.8%	0.47	3 (195)
Carter-Riverside	86	4.0%	2.8%	6.3%	0.64	1 (76)
Polytechnic	78	3.6%	2.6%	8.7%	0.42	1 (68)
Western Hills	75	3.5%	2.5%	4.8%	0.72	1 (97)
O.D. Wyatt	66	3.1%	2.2%	7.9%	0.39	0
Diamond Hill-Jarvis	59	2.7%	1.9%	5.3%	0.52	0
Dunbar	58	2.7%	1.9%	4.7%	0.57	1 (207)
Trimble Tech	231	—	7.6%	none	—	0

- Over-represented relative to enrollment: Paschal, Benbrook, Arlington Heights. At less than half their enrollment share: O.D. Wyatt, Polytechnic, South Hills, North Side, Eastern Hills. The four smallest respondent counts are Dunbar (58), Diamond Hill-Jarvis (59), O.D. Wyatt (66) and Western Hills (75). This document publishes no per-pattern enrollment demographics, so it makes no claim about the demographic character of the under-represented patterns; the district holds those figures and the reader can set them beside this table.
- Trimble Tech (231 respondents) is a survey option but sits under Schools of Choice in the district's enrollment file, so it has no enrollment denominator.
- **Listening coverage by pattern** — 13 of the 41 coded sessions sit in a feeder pattern (table above); 28 were citywide organizations. Diamond Hill-Jarvis, O.D. Wyatt, South Hills and Trimble Tech had no session; Southwest had one at which notes were not taken.
- **Listening-corpus concentration.** Listening percentages are shares of entries, so long sessions with more comments provided more entries and carry more weight. The Paschal HS summer session is the largest single session (218 entries, 7.7% of the 2,828); with the two Benbrook sessions it is 487 entries (17.2%); the four summer campus sessions (Paschal, Dunbar, Benbrook MS/HS, North Side HS) are 680 entries (24.0%); the ten largest sessions are 46.9% of the listening corpus. A theme's listening percentage therefore reflects how much of the coded discussion it

occupied, weighted by session length, and the per-session shares are printed in Appendix A-1 so the reader can see where the weight sits.

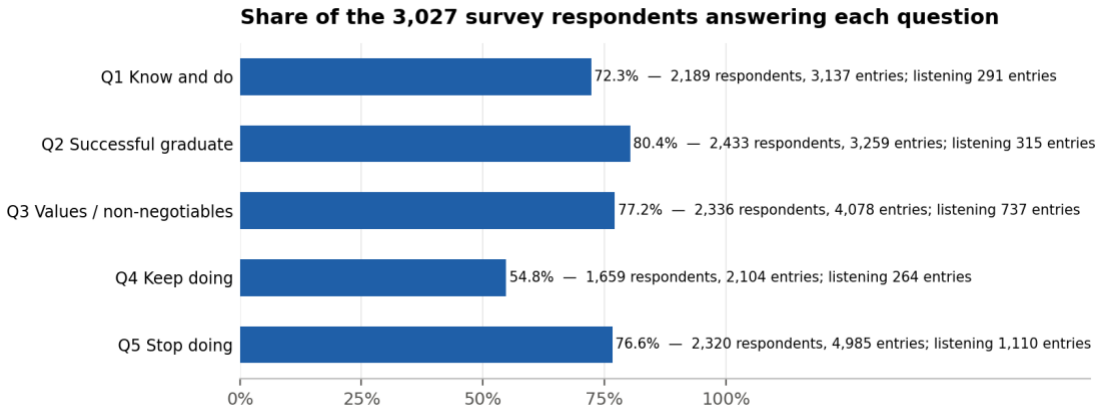
Survey respondents by ZIP code

2,712 of 3,027 coded respondents gave a ZIP; 31 ZIPs shown with counts, 18 ZIPs with fewer than five respondents hatched; 17 respondents in ZIPs outside the map area



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 respondents live** — 2,712 respondents gave a ZIP code; the map shades each ZIP by its count and withholds counts below five. Respondents cluster in the south-west and west of the district (76109, 76126, 76110, 76133, 76116) and are thinner across the east and north, consistent with the feeder-pattern table.
- **Missingness** — ZIP code (optional): 315 blank (10.4%). Feeder pattern: 649 blank, “prefer not to answer” or “not sure” (21.4%). Hispanic/Latino: 325 blank or “prefer not to answer” (10.7%). Race: 603 blank or “prefer not to answer” (19.9%).



- **Answer rates by question** (share of the 3,027 with codable content): Q1 72.3% · Q2 80.4% · Q3 77.2% · Q4 54.8% · Q5 76.6%. Q4 (“what is working”) drew the fewest answers, and 241 of those who did answer said “nothing” or “too early to tell”.

A.6 Repeated identical responses

The reporting spec asks that any verbatim string appearing roughly 20 or more times be disclosed as a characteristic of the data, without characterizing motive and without adjusting the counts. Survey entries only; strings are compared after lower-casing and removing punctuation, and the first spelling encountered is shown.

Question	Times (survey)	String	Category it was coded to
Q1	181	Read	Reading
Q1	87	READ and Write	Grade-Level Core Academics
Q1	49	Math	Math
Q3	45	respect	Respect and Compassion for All
Q1	42	think critically	Critical Thinking and Problem Solving
Q1	36	Reading	Reading
Q1	31	critical thinking	Critical Thinking and Problem Solving
Q3	30	Transparency	Honest, Transparent, Evidence-Based Leadership
Q3	27	Honesty	Honest, Transparent, Evidence-Based Leadership
Q1	24	Read at grade level.	Reading
Q1	23	read on grade level	Reading
Q3	22	Integrity	Honest, Transparent, Evidence-Based Leadership
Q1	21	write	Communication and Self-Advocacy
Q3	20	safety	Safe and Orderly Schools

- Most repeated strings are short answers to Q1 and Q3. Whether any reflect coordinated responses cannot be determined from the data and is not asserted. Counts are reported as received.
- Separately, 3 respondents gave near-identical answers across multiple questions (51 entries). They are counted once per respondent like every other entry and are not adjusted.

A.7 Limitations

- **Self-selection.** Both instruments reached people who chose to take part. Neither is a random sample; no margin of error applies, and no figure in this document is a measure of prevalence in the community.
- **Composition.** The survey over-represents White respondents and the Paschal, Arlington Heights and Benbrook pyramids, and under-represents Hispanic and African American respondents and ten of the thirteen pyramids with an enrollment count, five of them at less than half their enrollment share (A.5). The sessions were mostly with organizations rather than campus communities; four pyramids had no session and at a fifth notes were not taken.
- **What is missing and what it affects.** Two sessions were held without a record and are absent from every listening figure:

- *Southwest HS summer session* — the session was held; notes were not taken and there is no recording. Southwest therefore shows no coded session in A.5 and Appendix A-1. That zero means notes were not taken, not that the Board did not come.
- *Thursday Morning Breakfast Association* — a conversation with a small group, not recorded; attendees were encouraged to give their feedback through the survey. Whether they did cannot be determined from the data.
- **Coding method.** All coding was done by an AI language model to a written specification, with human rulings on gaps and human sample checks on the listening batches only (A.4). Category boundaries are judgments; the full subcategory layer is published so readers can see what was folded into each category.
- **Coding confidence.** 2,801 survey entries (15.6%) and 189 listening entries (6.7%) carry a low-confidence flag — mostly one- or two-word answers, coded to the closest subcategory under the specification's rules, plus entries moved between questions on audit. They are counted like every other entry; brevity is not treated as a measure of how strongly a view is held. Because short answers cluster in the largest categories (Reading, Critical Thinking, Respect, Transparency), those categories carry proportionally more of this uncertainty.
- **Translation.** 830 survey entries and one listening entry were translated from Spanish by the coding model and not reviewed by a human translator (A.3). A translation error would affect the coding of the entry it sits in.
- **Re-attribution.** Entries whose content answered a different question from the box they were typed in were moved to the question they answer — about 1,200 survey entries at coding under the specification's rules, and about 470 more on the category audit. Every audit move is recorded in the project's change log.
- **Different denominators.** Survey figures are shares of respondents; listening figures are shares of entries. A listening percentage says how much of the room's coded discussion a theme occupied, not how many people held the view; long sessions with more comments provided more entries (A.5).
- **Q4 response rate.** Only 54.8% of respondents answered Q4 with codable content, and 8.0% of all respondents answered it with "nothing" or "too early"; Q4 evidence is thinner than the other questions'.
- **No cross-tabs.** No thematic breakdown by race, ethnicity, feeder pattern or connection was run; that is a separately scoped piece of work with its own suppression rules.
- **Client involvement in methodological decisions.** The Board liaison — Board of Managers member Frost R. Prioleau — made four kinds of decision in this analysis, listed here in one place so the reader can weigh them together: (1) ruled on every case the extraction specification did not cover (ten survey spec-gap rulings and the listening-session rulings, 15–19 September 2026, each recorded in the spec-gap register and change log); (2) reviewed and approved the category structure proposed from the coded data (17 September) and ruled on the 25 findings of the independent audit of that structure (18 September); (3) directed that the published category layer be collapsed to 10–14 per question by merging approved categories

(17 September), with the 15–20 layer published beneath it; (4) requested the additional corpus-wide view in Part C (19 September). The structure was frozen on 18 September before any counting, and the liaison saw no counts before approving it. Every count in Parts B–D follows mechanically from that frozen structure and the stated rules. The document will be delivered to the Board and published before the drafting meeting. The decisions above are the places where findings could have been shaped during analysis, and each is disclosed. While the data extraction specifications (Appendix A-3) strictly mandate the redaction of all personal names to protect participant anonymity, the identity of the Board liaison is explicitly disclosed here to provide full public transparency regarding who authorized the methodological rulings, category structure approvals, and specification gap decisions for this report.

A.8 Delivery and publication

- Scheduled for delivery to the School Board on Wednesday 22 September 2026, ahead of the Goals and Guardrails drafting meeting.
- To be published to the public with the Board Agenda, ahead of the drafting workshop.

Part B — Findings by question

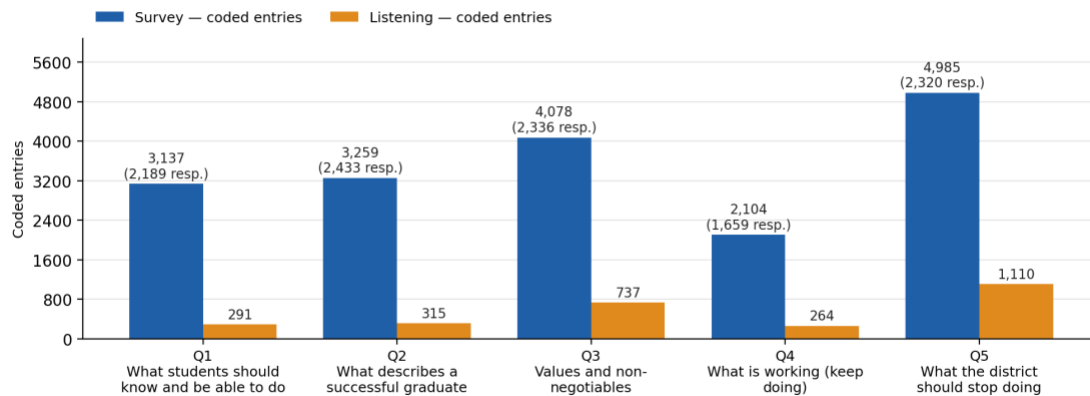
For each question: the parallel table (survey % of respondents, survey % of entries, listening % of entries, convergence note), the full category list with every sub-theme and subcategory and its count, and three representative verbatims per category. Percentages are computed within the question. Survey % of respondents uses 3,027 (respondents with at least one coded answer) as the denominator. Verbatims have passed two independent redaction and representativeness reviews (2026-09-19); nothing flagged pii is quoted; a final redaction pass over every published verbatim was completed on 19 September 2026; no verbatim has changed since. Quoting floor and label rule: A.4. UNASSIGNED entries are reported in Part D.

Executive summary

- Each question below has a parallel table (survey % of respondents, survey % of entries, listening % of entries, convergence), a chart of survey and listening entry counts stacked per category (a volume view; see A.4), the full category list with every sub-theme and subcategory and its count, and three representative verbatims per category. Survey % of respondents uses 3,027 as the denominator; entry percentages are within the question. Where a category has a single sub-theme carrying its own name, its subcategories are listed directly under the category (A.4).
- The top five on each instrument, per question:

Question	Survey top five (% of respondents; ties share a rank)	Listening top five (% of entries; ties share a rank)
Q1 What should students know and be able to do?	Reading (20.7%) · Grade-Level Core Academics (18.8%) · Critical Thinking and Problem Solving (16.2%) · Communication and Self-Advocacy (9.3%) · Social-Emotional Skills and Character (8.8%)	Critical Thinking and Problem Solving (15.8%) · Reading (15.5%) · Social-Emotional Skills and Character (13.4%) · Communication and Self-Advocacy (11.7%) · Grade-Level Core Academics (11.3%)
Q2 What describes a successful graduate?	College, Career and Military Ready (23.7%) · Academic Mastery and Achievement (19.8%) · Critical Thinker and Lifelong Learner (16.2%) · Character, Work Ethic and Integrity (9.3%) · Confident, Resilient and Well (7.4%)	College, Career and Military Ready (26.3%) · Critical Thinker and Lifelong Learner (21.0%) · Communication and Interpersonal Skills (15.9%) · Confident, Resilient and Well (11.4%) · Contributing Citizen and Community Member (8.3%)
Q3 What values or non-negotiables should guide the district?	Trust, Support and Retain Educators (20.9%) · Honest, Transparent, Evidence-Based Leadership (15.9%) · Whole Child Over Scores and Screens (12.9%) · Consult and Partner With Community (10.6%) · Equity and Basic Resources Every Campus (8.9%)	Trust, Support and Retain Educators (22.8%) · Honest, Transparent, Evidence-Based Leadership (21.4%) · Consult and Partner With Community (17.2%) · Equity and Basic Resources Every Campus (8.4%) · Whole Child Over Scores and Screens (8.3%)
Q4 What is working that the district should keep doing?	Safety, structure and discipline (7.5%) · Great teachers, supported and trusted (6.0%) · Advanced academics and career pathways (5.5%) · Family engagement, communication and listening (5.2%) · Counseling, special education, language support (5.0%) · District leadership and accountability (5.0%)	Advanced academics and career pathways (18.2%) · Schools of choice and specialized campuses (15.2%) · Counseling, special education, language support (13.6%) · Arts, athletics and extracurriculars (10.2%) · Family engagement, communication and listening (9.5%)
Q5 What should the district stop doing?	Scripted lessons and uniform campus mandates (20.3%) · Micromanagement and overloading of teachers (15.2%) · Cutting lunch, recess, arts and enrichment; rigid schedules (15.2%) · Over-restrictive rules, uneven discipline and unsafe treatment (12.0%) · Screens, AI and packets replacing teaching (10.7%)	Decisions without community or parent voice (13.1%) · Scripted lessons and uniform campus mandates (12.8%) · Under-serving special education, bilingual and student supports (10.4%) · Micromanagement and overloading of teachers (9.7%) · Lowered rigor and neglected basic skills (7.9%)

How much each question drew — coded entries by question and instrument



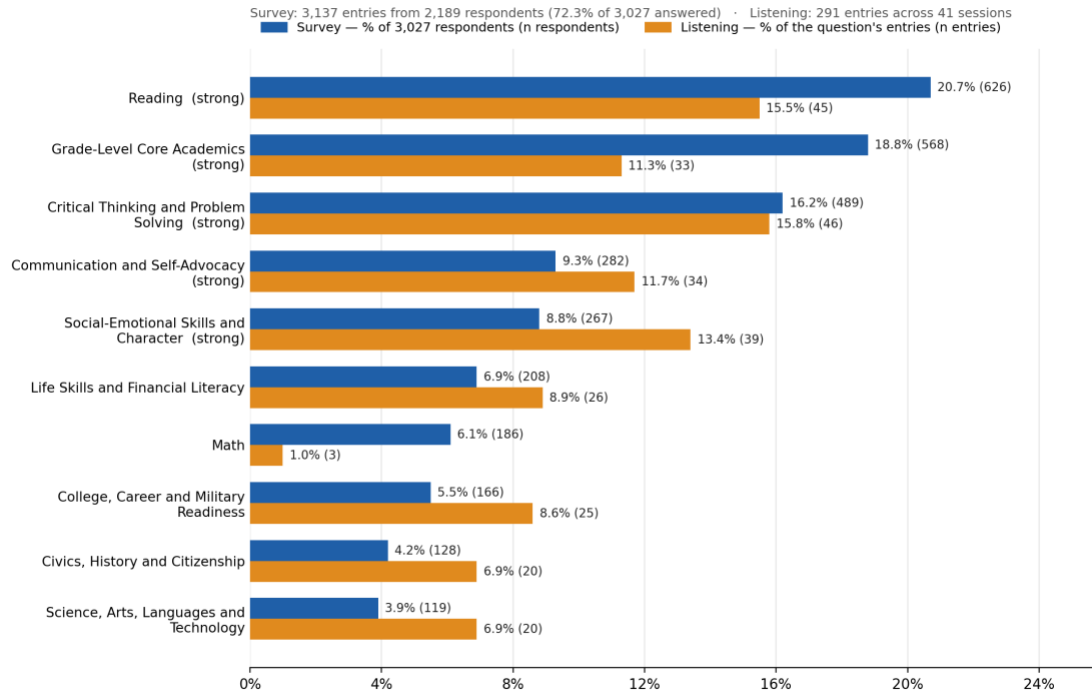
Survey: 17,916 entries from 3,027 respondents (a respondent may give several entries per question; 'resp.' = respondents with codable content on that question). Listening: 2,828 entries from 41 sessions. UNASSIGNED (353 survey / 111 listening) is reported in Part D.

- **Where the instruments agree:** Q1 (same five on both) and Q3 (same five on both).
- **Where they part:** Q2 (survey stresses academic mastery, rooms stress communication and interpersonal skills), Q4 (survey: safety and structure; rooms: advanced academics, schools of choice, student supports) and Q5 (survey: lunch, rules, screens; rooms: community voice, special education and student supports, rigor). Part C reports every material divergence.
- **Q4 response rate:** Q4 drew the fewest answers (54.8% of respondents), and 241 respondents (8.0% of all respondents) answered it with “nothing” or “too early to tell” — the survey’s largest Q4 answer, reported as a category in its own right.

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

Survey: 3,137 coded entries from 2,189 respondents (72.3% of 3,027). Listening: 291 coded entries. Feeds: Goals.

Q1 — What students should know and be able to do

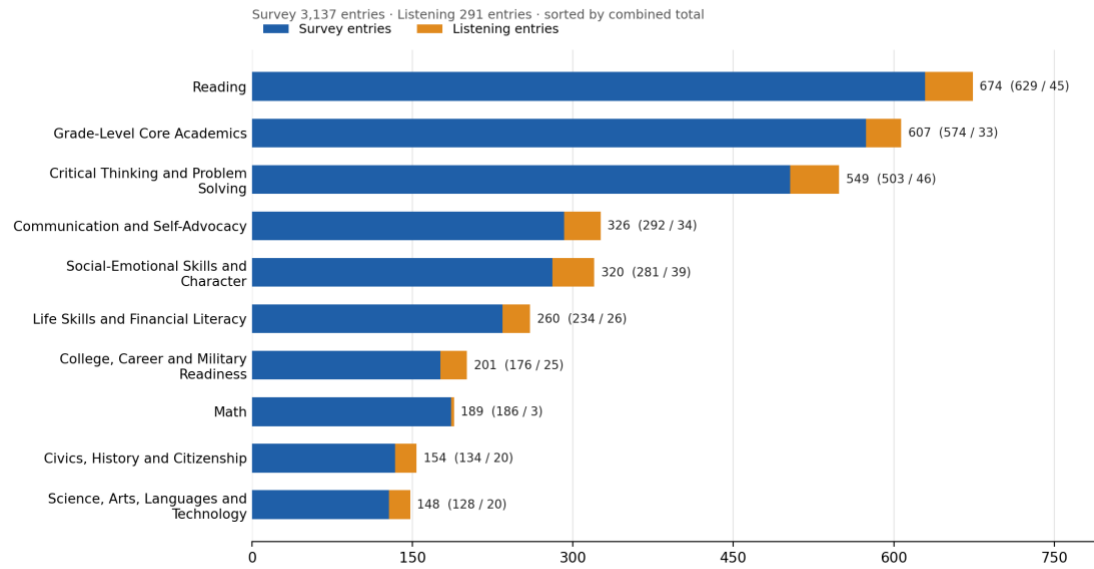


Strong = top five on both instruments; survey-only / listening-only = top five on one. Two instruments, two measures, never blended. Ordered by survey % of respondents. n in parentheses: survey respondents naming the category; listening entries.

Parallel table

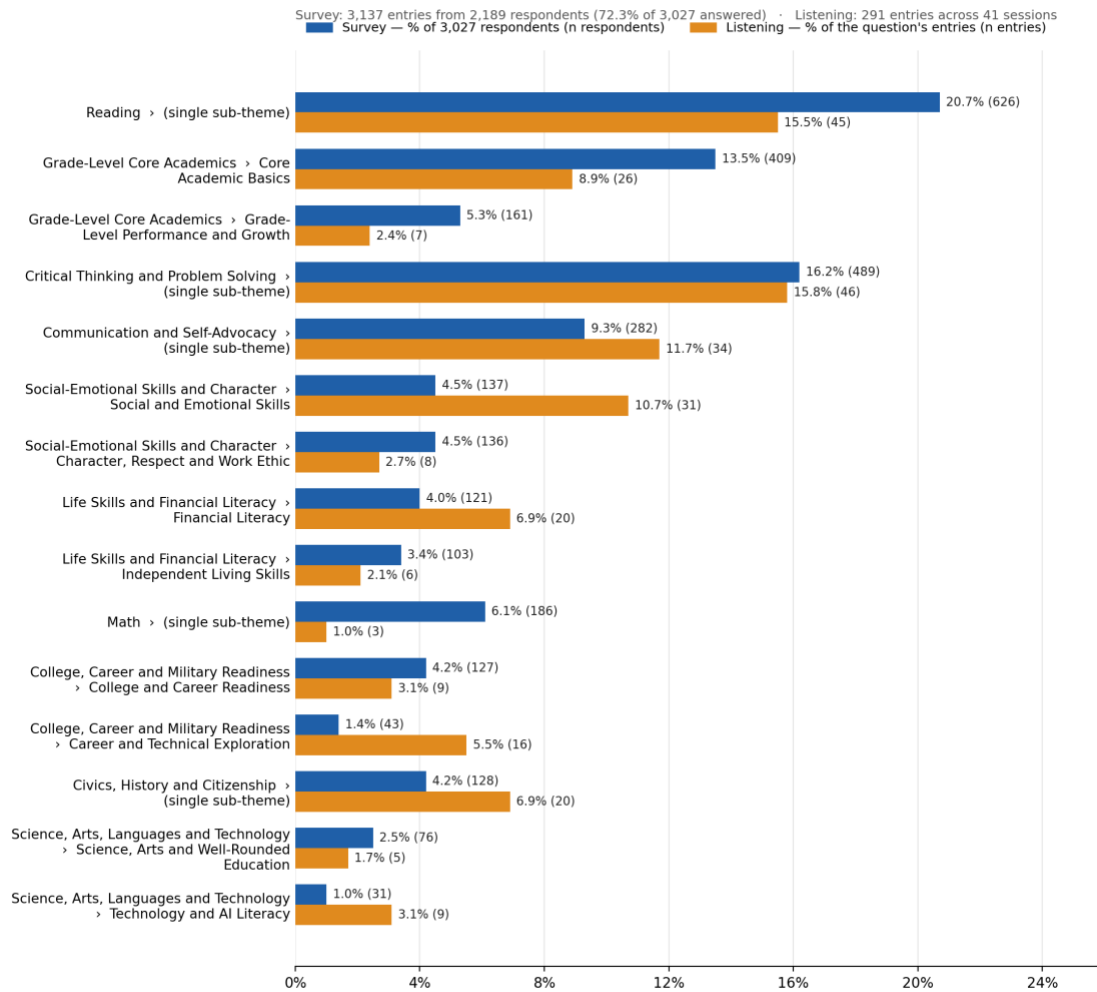
Category	Survey % of respondents (n)	Survey % of entries	Listening % of entries (n; sessions)	Rank S / L	Convergence
Reading	20.7% (626)	20.1%	15.5% (45; 26)	1 / 2	strong
Grade-Level Core Academics	18.8% (568)	18.3%	11.3% (33; 24)	2 / 5	strong; diverges (rank gap 3; +7.0 pp)
Critical Thinking and Problem Solving	16.2% (489)	16.0%	15.8% (46; 28)	3 / 1	strong
Communication and Self-Advocacy	9.3% (282)	9.3%	11.7% (34; 24)	4 / 4	strong
Social-Emotional Skills and Character	8.8% (267)	9.0%	13.4% (39; 21)	5 / 3	strong
Life Skills and Financial Literacy	6.9% (208)	7.5%	8.9% (26; 13)	6 / 6	below top 5 on both
Math	6.1% (186)	5.9%	1.0% (3; 3)	7 / 10	below top 5 on both
College, Career and Military Readiness	5.5% (166)	5.6%	8.6% (25; 16)	8 / 7	below top 5 on both
Civics, History and Citizenship	4.2% (128)	4.3%	6.9% (20; 15)	9 / 8	below top 5 on both
Science, Arts, Languages and Technology	3.9% (119)	4.1%	6.9% (20; 11)	10 / 8	below top 5 on both

Q1 — entries by category, survey and listening combined



Survey and listening entry counts stacked per category and sorted by the combined total.

Q1 — the fifteen largest sub-themes, by category



The fifteen largest sub-themes (by survey % of respondents), grouped under the published category each belongs to (Category > Sub-theme); categories in survey-rank order. A category left unmerged has a single sub-theme carrying its own name.

Categories, sub-themes and subcategories

Reading — survey 629 entries (20.7% of respondents) · listening 45 entries (26 sessions)

- Subcategories (survey/listening entries): Reading Proficiency (581/33); Love Of Reading (19/6); Read Whole Novels Not Excerpts (23/1); Early Grades Literacy Intervention (5/5); Classic Literature Knowledge (1/0)
- Representative verbatims:

“They need to be able to read, and I believe 5th grade reading level is still considered literate in our country.” — listening session participant

“They should enjoy reading and have access to a large variety of grade-level books of different genres IN their classrooms.” — survey respondent

“Read a whole book on their grade level as a class and select and read a book on their own as individuals.” — survey respondent

Grade-Level Core Academics — survey 574 entries (18.8% of respondents) · listening 33 entries (24 sessions)

- **Core Academic Basics** (survey 409 · listening 26): Reading And Writing Skills (184/1); Reading Writing And Math Basics (151/23); Reading And Math Proficiency (57/1); Core Academic And Life Skills (12/0); Fine Motor Skills (4/1); Early Childhood Foundational Concepts (1/0)
- **Grade-Level Performance and Growth** (survey 165 · listening 7): Grade-Level Academic Performance (77/1); Aspire Beyond Minimum Standards (62/3); Pass Standardized State Tests (16/1); Continuous Individual Academic Growth (10/1); Early Belief In All Students (0/1)
- Representative verbatims:

“We have a kindergarten student so I would say she should be able to read and write by the end of the year” — survey respondent

“I think across the board at grade level they need to be able to hit those markers. Academics.” — listening session participant

“Basics: on level ability to read, write, math, science, social studies. And if not, then cannot graduate high school with a diploma.” — survey respondent

Critical Thinking and Problem Solving — survey 503 entries (16.2% of respondents) · listening 46 entries (28 sessions)

- Subcategories (survey/listening entries): Critical Thinking Skills (436/43); Problem Solving Skills (36/0); Research And Source Evaluation Skills (31/3)
- Representative verbatims:

“I agree reading, writing, and arithmetic, the basics, and critical thinking should be a basic, but I don’t know that it is.” — listening session participant

“Students need to be able to process information to problem solve. . . Understand cause and affect. This crosses all academic subjects.” — survey respondent

“I think it is of the utmost importance for students to be able to identify the use of AI and question information validity.” — survey respondent

Communication and Self-Advocacy — survey 292 entries (9.3% of respondents) · listening 34 entries (24 sessions)

- Subcategories (survey/listening entries): Writing And Communication Skills (96/6); Effective Communication Skills (88/12); Self And Peer Advocacy (52/11); Collaboration And Group Communication (28/5); English Language Proficiency (24/0); Student Voice In School Decisions (2/0); Know Where To Get Help (2/0)
- Representative verbatims:

“Writing in cursive or just improving our handwriting, for when we do have to write important things or letters or stuff like that.” — listening session participant

“communication skills, the ability to effectively hold a conversation, speak in public, answer basic interview questions, write to answer basic things on interviews” — listening session participant

“FWISD students should learn to manage their own needs correctly. FWISD students should be able to communicate their needs and be heard.” — survey respondent (translated from Spanish)

Social-Emotional Skills and Character — survey 281 entries (8.8% of respondents) · listening 39 entries (21 sessions)

- **Social and Emotional Skills** (survey 140 · listening 31): Social Skills Instruction (60/14); Whole Child And Self Esteem (39/8); Emotional Self-Regulation (34/8); Self-Discovery And Respect For Differences (7/1)
- **Character, Respect and Work Ethic** (survey 141 · listening 8): Work Ethic And Professional Behavior (49/3); Respect Diversity And Civil Dialogue (32/3); Personal Integrity Matching Values (27/1); Empathy And Kindness Toward Others (21/0); Religious And Moral Instruction (8/0); Personal Accountability For Choices (3/0); Unity Over Division Emphasis (1/0); See Themselves As Future Leaders (0/1)
- Representative verbatims:

“At the elementary school level - all students have the opportunity to socialize with peers in a collaborative and respectful manner.” — survey respondent

“School should prepare students for the workplace of professionalism, learning respect, demonstrating they can represent FWISD in the highest manner” — survey respondent

“They should be able to have some confidence in themselves from being a successful student.” — listening session participant

Life Skills and Financial Literacy — survey 234 entries (6.9% of respondents) · listening 26 entries (13 sessions)

- **Financial Literacy** (survey 125 · listening 20): Practical Financial Math Skills (123/19); Economic And Free Enterprise Literacy (2/1)
- **Independent Living Skills** (survey 109 · listening 6): Independent Living Life Skills (82/4); Independent Living Skills Instruction (16/2); Comprehensive Health And Sex Education (6/0); Nutrition And Health Education (4/0); Road Safety Education (1/0)
- Representative verbatims:

“I feel like students should be able to know how to build their credit how to manage money and how to budget” — survey respondent

“Learn basic life skills , learn how to pay their taxes or be able to learn how to manage their credit score” — survey respondent

“Real estate on how to rent an apartment, how to open a bank account. Basic needs, vehicles, insurance — being able to support yourself is one of the things they need to be able to do.” — listening session participant

Math — survey 186 entries (6.1% of respondents) · listening 3 entries (3 sessions)

- Subcategories (survey/listening entries): Basic Math Proficiency (186/3)
- Representative verbatims:

“FWISD students should be able to do MATH on grade level or above.” — survey respondent

“They also need foundational math skills, so that all skills that build past 3rd grade have a solid core knowledge to build on.” — survey respondent

“They should also be apply to complete grade level mathematical equations and be able to apply them to real world situations.” — survey respondent

College, Career and Military Readiness — survey 176 entries (5.5% of respondents) · listening 25 entries (16 sessions)

- **College and Career Readiness** (survey 129 · listening 9): College And Career Readiness (97/0); Practical Career Skills (24/7); Understand Workforce Fit And Employability (7/1); Professional Network Building (1/1)
- **Career and Technical Exploration** (survey 47 · listening 16): Vocational Trade Skills Training (18/6); Hands-On Career Exposure (12/6); Entrepreneurship And Leadership Skills (10/1); Exposure Beyond Neighborhood (7/1); Community Speaker And Mentor Exposure (0/1); Teacher Passion Models Career Interest (0/1)
- Representative verbatims:

“(1) KNOWLEDGE - What learning is like (a) in higher education settings and (b) in military settings and (c) in career settings.” — survey respondent

“Broadly, be able to be a self-sustaining citizen, be able to hold a job, support your family, know how to manage finances.” — listening session participant

“Encouraging more too study a short career if they don’t want to spend years in school that way they can get better jobs” — survey respondent

Civics, History and Citizenship — survey 134 entries (4.2% of respondents) · listening 20 entries (15 sessions)

- Subcategories (survey/listening entries): Contributing Member Of Society (63/4); Civics Education (25/12); Teach All History And Cultures (31/2); Engaged Citizenship And Accurate History (10/1); Basic Legal Knowledge (3/0); Hands-On Local History Learning (1/1); Geography And Map Skills (1/0)
- Representative verbatims:

“Live a successful life in their finances and civic duties, while contributing to their communities and loving their families and friends well!” — survey respondent

“I think all students should be able to know how to vote. That’s one thing that I didn’t know how to do.” — listening session participant

“they should’ve been taught the real history of the world around them. This includes slavery and battles that are not spoken about.” — survey respondent

Science, Arts, Languages and Technology — survey 128 entries (3.9% of respondents) · listening 20 entries (11 sessions)

- **Science, Arts and Well-Rounded Education** (survey 83 · listening 5): Basic Science Knowledge (23/0); Pursue Individual Interests And Opportunities (11/4); Fine Arts And Music Education (12/0); Quality Athletics Alongside Academics (9/1); Extracurricular Activity Participation (8/0); Creative Self Expression (7/0); STEM Education (5/0); Outdoor And Physical Activity Time (4/0); Well-Rounded Curriculum Beyond Core Subjects (3/0); Environmental Sustainability Knowledge (1/0)
- **Bilingualism and World Languages** (survey 14 · listening 6): Bilingual Biliterate English And Spanish (10/3); Early Spanish For All Students (1/3); Foreign Language Instruction (3/0)
- **Technology and AI Literacy** (survey 31 · listening 9): Technological Fluency (18/2); Responsible AI Use (11/5); Early AI Literacy Integration (1/2); Online Safety Awareness (1/0)
- Representative verbatims:

“bilingual, biliterate students. They know English and they know Spanish, both. That is what our families want. That is important to them” — listening session participant

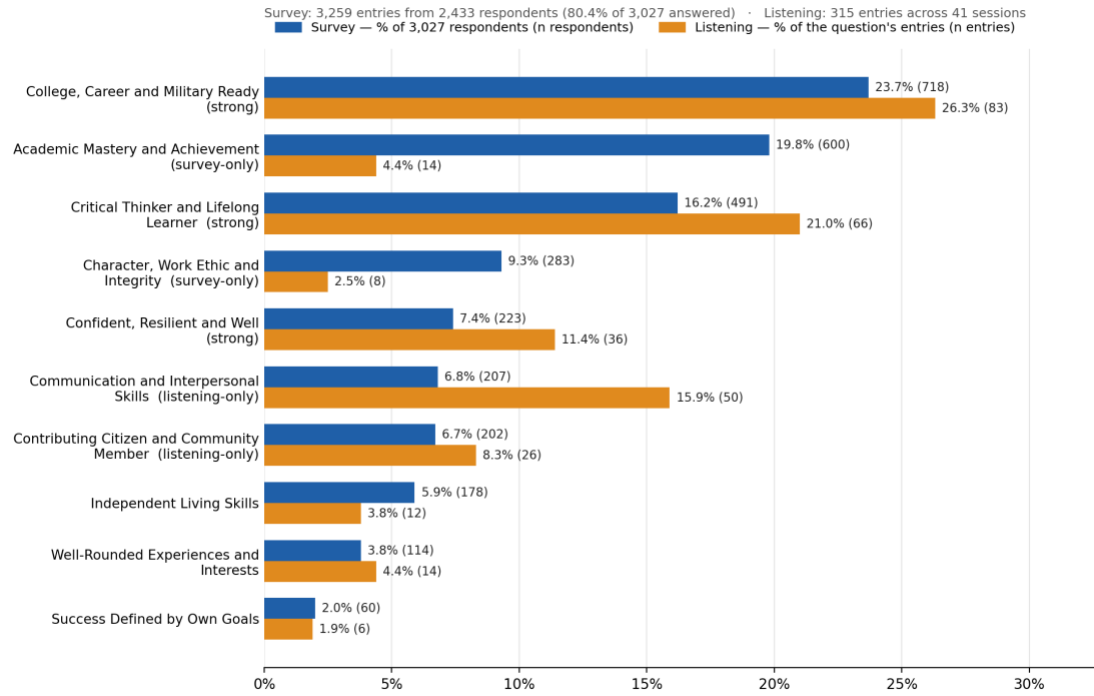
“have enough knowledge of science to keep them safe, understand our place in the universe and what is above is and below the earth’s surface.” — survey respondent

“applicable use of technology, pen and paper should not be exclusive, there is a reason Chromebooks have been issued” — survey respondent

Q2 — What describes a successful graduate?

Survey: 3,259 coded entries from 2,433 respondents (80.4% of 3,027). Listening: 315 coded entries. Feeds: Goals.

Q2 — What describes a successful graduate

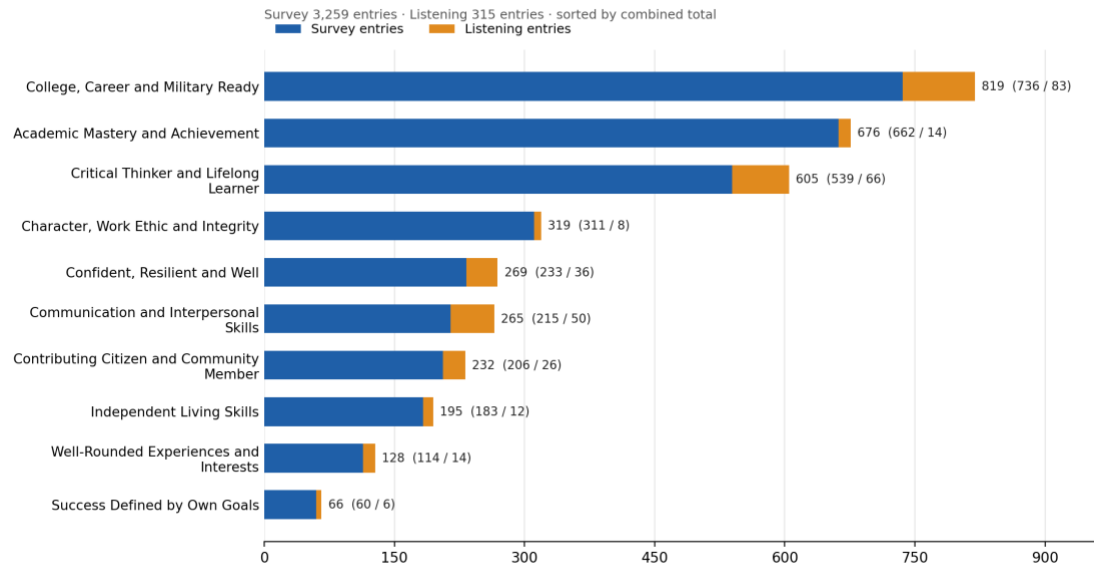


Strong = top five on both instruments; survey-only / listening-only = top five on one. Two instruments, two measures, never blended. Ordered by survey % of respondents. n in parentheses: survey respondents naming the category; listening entries.

Parallel table

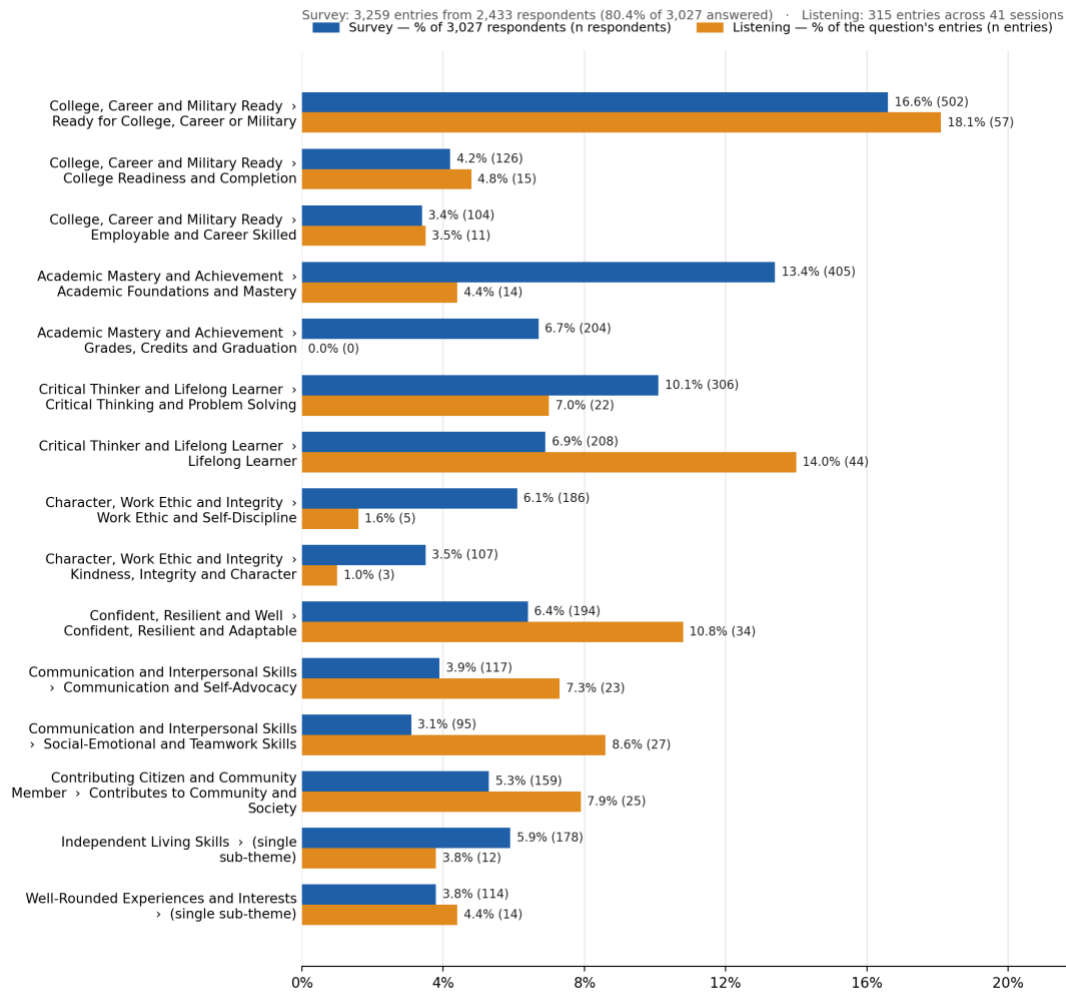
Category	Survey % of respondents (n)	Survey % of entries	Listening % of entries (n; sessions)	Rank S / L	Convergence
College, Career and Military Ready	23.7% (718)	22.6%	26.3% (83; 35)	1 / 1	strong
Academic Mastery and Achievement	19.8% (600)	20.3%	4.4% (14; 10)	2 / 6	survey-only; diverges (rank gap 4; +15.9 pp)
Critical Thinker and Lifelong Learner	16.2% (491)	16.5%	21.0% (66; 29)	3 / 2	strong
Character, Work Ethic and Integrity	9.3% (283)	9.5%	2.5% (8; 7)	4 / 9	survey-only; diverges (rank gap 5; +7.0 pp)
Confident, Resilient and Well	7.4% (223)	7.1%	11.4% (36; 20)	5 / 4	strong
Communication and Interpersonal Skills	6.8% (207)	6.6%	15.9% (50; 26)	6 / 3	listening-only; diverges (rank gap 3; -9.3 pp)
Contributing Citizen and Community Member	6.7% (202)	6.3%	8.3% (26; 18)	7 / 5	listening-only
Independent Living Skills	5.9% (178)	5.6%	3.8% (12; 9)	8 / 8	below top 5 on both
Well-Rounded Experiences and Interests	3.8% (114)	3.5%	4.4% (14; 11)	9 / 6	below top 5 on both
Success Defined by Own Goals	2.0% (60)	1.8%	1.9% (6; 5)	10 / 10	below top 5 on both

Q2 — entries by category, survey and listening combined



Survey and listening entry counts stacked per category and sorted by the combined.

Q2 — the fifteen largest sub-themes, by category



The fifteen largest sub-themes (by survey % of respondents), grouped under the published category each belongs to (Category > Sub-theme); categories in survey-rank order. A category left unmerged has a single sub-theme carrying its own name.

Categories, sub-themes and subcategories

College, Career and Military Ready — survey 736 entries (23.7% of respondents) · listening 83 entries (35 sessions)

- **Ready for College, Career or Military** (survey 505 · listening 57): Plan And Options After Graduation (358/51); College And Work Ready (103/2); Confidently Ready For Next Step (28/0); Able To Complete Applications (16/4)
- **College Readiness and Completion** (survey 127 · listening 15): College Ready Without Remediation (98/11); Completes Post-Secondary Credential (12/2); Qualifies For Scholarship Opportunities (13/1); Track Post-Graduation Success Data (2/1); Earns College Credit Hours (2/0)
- **Employable and Career Skilled** (survey 104 · listening 11): Employable Graduate (84/5); Vocational And Trade Skills (10/1); Understands Dynamic Job Market (6/2);

Business Acumen And Entrepreneurship (2/1); Interview Skills (2/0); Employable From Tenth Grade (0/1); Understand Workforce Fit And Employability (0/1)

- Representative verbatims:

“Someone who has left high school prepared for either the next level of education or entry into training for their chosen field.” — survey respondent

“Building their resume for college, practicing college etiquette as far as what to expect so they can maintain the college student life.” — survey respondent

“I would like for them to be college ready and work ready.” — listening session participant

Academic Mastery and Achievement — survey 662 entries (19.8% of respondents) · listening 14 entries (10 sessions)

- **Academic Foundations and Mastery** (survey 455 · listening 14): Reads Writes And Functions Academically (364/14); Grade-Level Academic Mastery (41/0); Academically Intelligent Or Knowledgeable (33/0); Genuinely Mastered Not Passed Along (13/0); Bilingual Or Multilingual (4/0)
- **Grades, Credits and Graduation** (survey 207 · listening 0): Good Grades And GPA (128/0); Passes Classes And Meets Requirements (69/0); Completes High School Graduation (7/0); Good Test Scores (3/0)

- Representative verbatims:

“what makes a successful student is... that they can read and write and they can function educationally, at least at the very basic level, if not more” — listening session participant

“I believe a successful graduate is someone who contributes to school and works hard enough to have good grades and high gpa.” — survey respondent

“Complete all course work and pass exams that align with a good curriculum that would reflect adequate learning and understanding of material learned.” — survey respondent

Critical Thinker and Lifelong Learner — survey 539 entries (16.2% of respondents) · listening 66 entries (29 sessions)

- **Critical Thinking and Problem Solving** (survey 319 · listening 22): Critical Inquiry Independent Reasoning (230/13); Practical Problem Solving Skills (66/5); Media Literacy And AI Discernment (10/2); Original Thinking Without AI (9/1); Courage Under Conflict And Curiosity (4/1)
- **Lifelong Learner** (survey 220 · listening 44): Lifelong Learner (94/19); Curiosity And Growth Mindset (39/14); Self-Directed Learning And Resourcefulness (47/3); Enjoyment Of Learning (21/0); Understand Purpose Of Learning (5/5); Understands Own Learning Style (5/0); Understands Own Academic Path (4/1);

Students Know Their Own Data (3/1); Preserve Childhood While Learning (2/0); Curiosity As Graduate Trait (0/1)

- Representative verbatims:

“The ability to have them create and synthesize information and be able to do that from their own perspective is important.” — listening session participant

“what these kids most need as successful graduates is to have their passions and their minds and their hearts ignited with learning” — listening session participant

“Have the knowledge base, academic foundation, and supplementary skills and resilience to think critically and navigate challenges when solutions are unclear.” — survey respondent

Character, Work Ethic and Integrity — survey 311 entries (9.3% of respondents) · listening 8 entries (7 sessions)

- **Work Ethic and Self-Discipline** (survey 199 · listening 5): Strong Work Ethic (93/1); Self-Discipline And Good Behavior (22/0); Personal Responsibility And Accountability (20/0); Good Attendance And Punctuality (20/0); Time Management And Prioritization (18/2); Attention Span And Stamina (10/1); Sustained Attention And Focus (9/1); Time Management Skills (5/0); Study Skills And Note Taking (1/0); Executive Functioning Skills (1/0)
- **Kindness, Integrity and Character** (survey 112 · listening 3): Kindness And Good Character (91/0); Positive Attitude (19/3); Religious Or Faith Grounded (2/0)
- Representative verbatims:

“A successful student graduate will be able to be a problem solver, have the work ethic that has been developed in the schools.” — survey respondent

“Respect and kindness of all people’s, faiths and nationalities. This includes history learning from what has been good and not so good.” — survey respondent

“Become responsible individuals who create goals for themselves and understand how to use resources to meet those goals. Give back to community” — survey respondent

Confident, Resilient and Well — survey 233 entries (7.4% of respondents) · listening 36 entries (20 sessions)

- **Confident, Resilient and Adaptable** (survey 204 · listening 34): Student Confidence (81/13); Adaptability And Self-Direction (71/5); Resilience After Failure (42/11); Adapt To Complex Evolving Situations (6/2); Hope For A Future (4/3)
- **Wellbeing and Positive School Experience** (survey 29 · listening 2): Enjoyed The School Experience (15/0); Proud FWISD Graduate (6/2); Mental And Emotional Wellbeing (6/0); Physical Safety (2/0)

- Representative verbatims:

“You asked earlier, what makes a successful student? Confidence. Confidence makes a successful student. How do you build that confidence? Starts in the classroom” — listening session participant

“Able to make important decisions, maintain their well being, obtain the knowledge to make wise decisions for the next steps in life” — survey respondent

“A successful graduate has self discipline, a strong sense to learn new things, and someone who can push through the hard times.” — survey respondent

Communication and Interpersonal Skills — survey 215 entries (6.8% of respondents) · listening 50 entries (26 sessions)

- **Communication and Self-Advocacy** (survey 118 · listening 23): Strong Communication And Listening Skills (91/15); Self-Advocacy Skills (26/8); Cultural Literacy And Discourse (1/0)
- **Social-Emotional and Teamwork Skills** (survey 97 · listening 27): Social And Emotional Skills (50/13); Empathy And Collaboration (41/13); Leadership Skills (6/1)
- Representative verbatims:

“A successful graduate student is one that can speak clearly, respectfully, and are proud of their accomplishments and how they present themselves.” — survey respondent

“A child who is not only academically ready to attend college but one who has been prepared socially and emotionally as well.” — survey respondent

“having more open mindedness, people wanting to talk to you and not looking at you differently because of, you know, your ethnicity or your religion” — listening session participant

Contributing Citizen and Community Member — survey 206 entries (6.7% of respondents) · listening 26 entries (18 sessions)

- **Contributes to Community and Society** (survey 161 · listening 25): Contributes To Community (103/20); Prepared For College And Citizenship (35/3); Productive Member Of Society (20/1); Feels Rooted In Community (3/1)
- **Civic Knowledge and Engagement** (survey 45 · listening 1): History And Civics Knowledge (22/0); Informed And Engaged Citizen (20/0); Registered To Vote At Graduation (0/1); Patriotic Or Loves Country (1/0); Conscious Of Social Injustice (1/0); Environmental Awareness And Sustainability (1/0)
- Representative verbatims:

“It’s not just graduating and having a successful career and making good money. It’s how do you really contribute to the community?” — listening session participant

“Do you want to think about a goal? Why don’t you think about the goal of preparing students for college and citizenship?” — listening session participant

“A thorough knowledge of the history of all ethnicities and races in the US since its inhabitation - including before European settlement -” — survey respondent

Independent Living Skills — survey 183 entries (5.9% of respondents) · listening 12 entries (9 sessions)

- Subcategories (survey/listening entries): Independent Living Life Skills (179/12); Law Abiding And Self-Sufficient (3/0); Basic Computer Technology Skills (1/0)

- Representative verbatims:

“Be a functioning member of society. They should be able to hold a job, manage monthly finances, and know how to safely care for themselves/others.” — survey respondent

“They can function as an independent adult. They can read documents, like a lease or a pay stub, and make sound decisions with it. They can manage their own time, money, and responsibilities without someone else structuring their day.” — survey respondent

“what success looks like for those who graduate from our program. To live independently, to be able to have the life skills” — listening session participant

Well-Rounded Experiences and Interests — survey 114 entries (3.8% of respondents) · listening 14 entries (11 sessions)

- Subcategories (survey/listening entries): Well Rounded With Future Vision (93/3); Exposure To Diverse People Experiences (18/10); Creative Engagement Through The Arts (2/0); Involvement In Clubs And Extracurriculars (1/0); Well-Rounded Graduate Trait Profile (0/1)

- Representative verbatims:

“A successful graduate understands their strengths and interests, has had an opportunity to develop them, and is ready to pursue them post-graduation.” — survey respondent

“Another thing that will make a successful graduate is to have the opportunity to join clubs, find their hobbies through school, etc.” — survey respondent

“It’s important to think about introducing exposure for kids in high school to more real-life scenarios, whether that’s through mentorship within the schools, or shadowing opportunities with partnerships to other organizations in the community.” — listening session participant

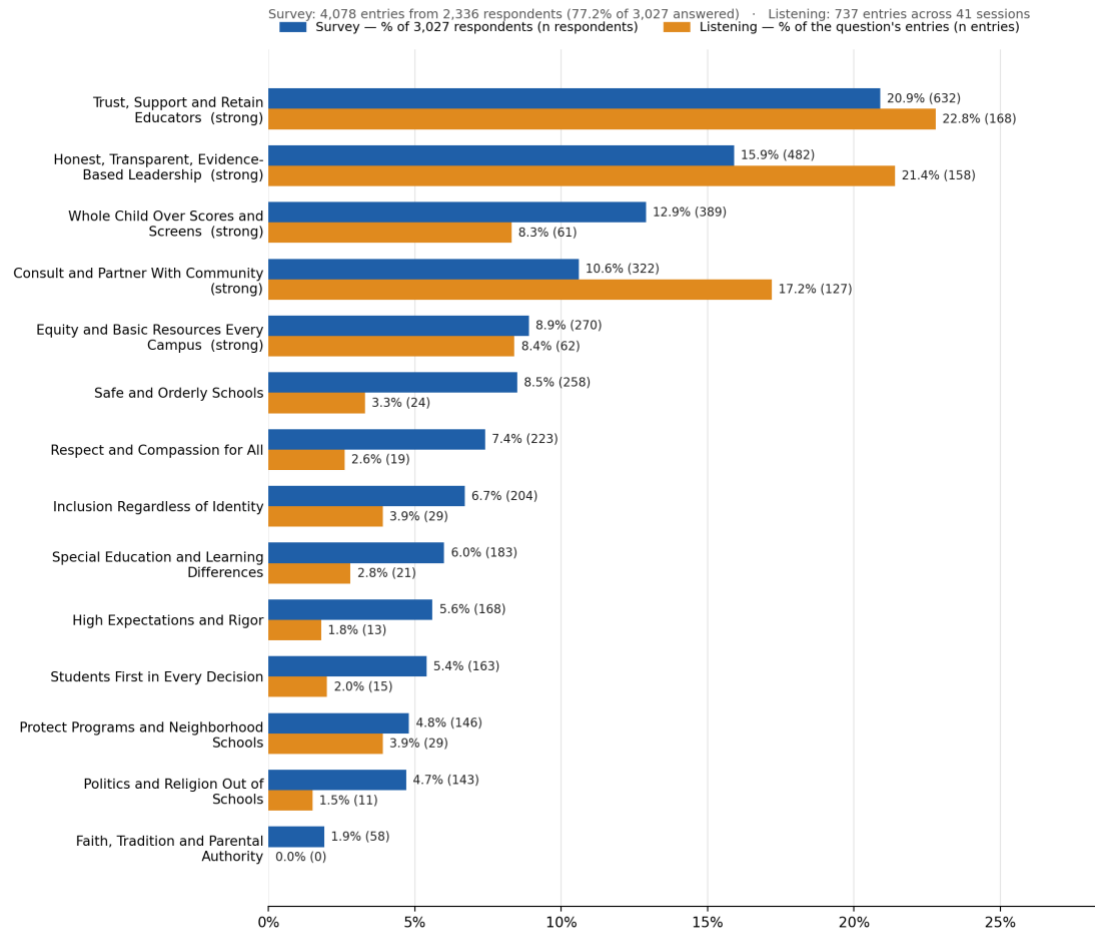
Success Defined by Own Goals — survey 60 entries (2.0% of respondents) · listening 6 entries (5 sessions)

- Subcategories (survey/listening entries): Success Measured By Individual Goals (45/4); On Path To Full Potential (15/2)
- Representative verbatims:
 - “Be super studious and quite intelligent to know what their goals are, continuing to have success for a better future.” — survey respondent (translated from Spanish)
 - “They are energetically capable and empowered to pursue their next goal to their highest potential, whether that be college or career training.” — survey respondent
 - “A successful graduate would be classified as someone who has chased excellence, not perfection or someone else’s idea of perfection.” — survey respondent

Q3 — What values or non-negotiables should guide the district?

Survey: 4,078 coded entries from 2,336 respondents (77.2% of 3,027). Listening: 737 coded entries. Feeds: Guardrails.

Q3 — Values and non-negotiables



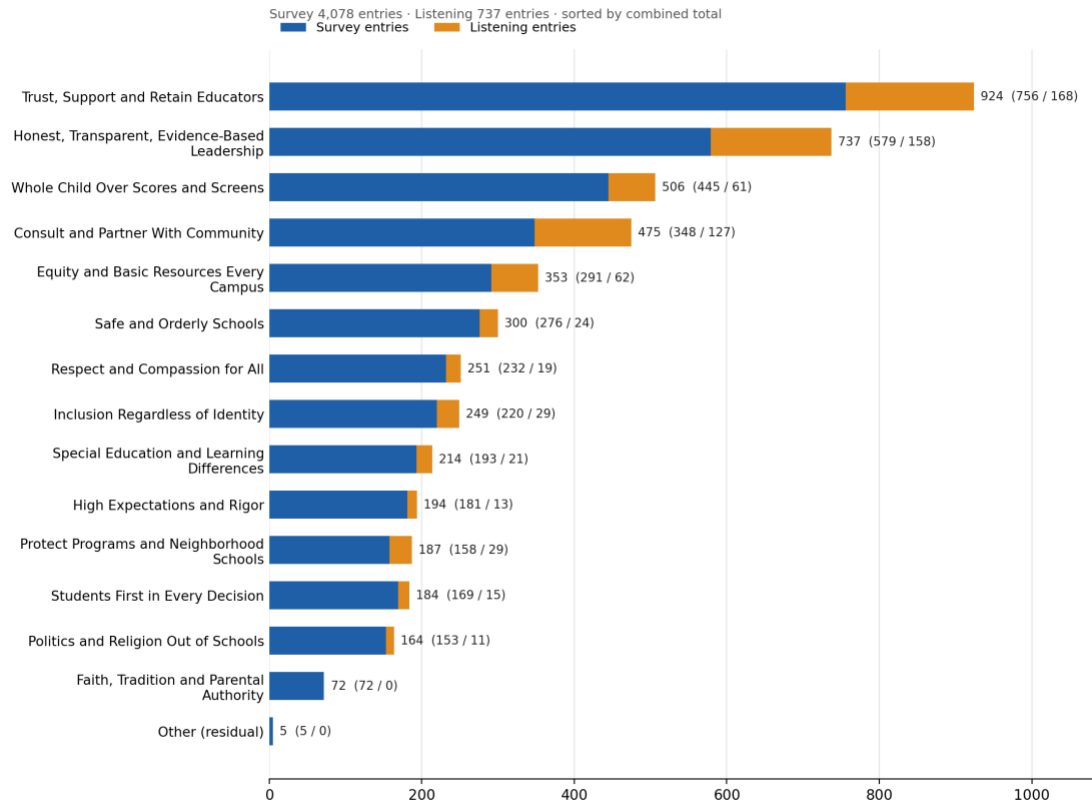
Strong = top five on both instruments; survey-only / listening-only = top five on one. Two instruments, two measures, never blended. Ordered by survey % of respondents. n in parentheses: survey respondents naming the category; listening entries.

Parallel table

Category	Survey % of respondents (n)	Survey % of entries	Listening % of entries (n; sessions)	Rank S / L	Convergence
Trust, Support and Retain Educators	20.9% (632)	18.5%	22.8% (168; 33)	1 / 1	strong
Honest, Transparent, Evidence-Based Leadership	15.9% (482)	14.2%	21.4% (158; 35)	2 / 2	strong; diverges (rank gap 0; -7.2 pp)
Whole Child Over Scores and Screens	12.9% (389)	10.9%	8.3% (61; 32)	3 / 5	strong
Consult and Partner With Community	10.6% (322)	8.5%	17.2% (127; 29)	4 / 3	strong; diverges (rank gap 1; -8.7 pp)
Equity and Basic Resources Every Campus	8.9% (270)	7.1%	8.4% (62; 21)	5 / 4	strong
Safe and Orderly Schools	8.5% (258)	6.8%	3.3% (24; 16)	6 / 8	below top 5 on both
Respect and Compassion for All	7.4% (223)	5.7%	2.6% (19; 14)	7 / 10	below top 5 on both
Inclusion Regardless of Identity	6.7% (204)	5.4%	3.9% (29; 17)	8 / 6	below top 5 on both
Special Education and Learning Differences	6.0% (183)	4.7%	2.8% (21; 17)	9 / 9	below top 5 on both
High Expectations and Rigor	5.6% (168)	4.4%	1.8% (13; 8)	10 / 12	below top 5 on both
Students First in Every Decision	5.4% (163)	4.1%	2.0% (15; 11)	11 / 11	below top 5 on both
Protect Programs and Neighborhood Schools	4.8% (146)	3.9%	3.9% (29; 10)	12 / 6	below top 5 on both; diverges (rank gap 6; 0.0 pp)
Politics and Religion Out of Schools	4.7% (143)	3.8%	1.5% (11; 9)	13 / 13	below top 5 on both
Faith, Tradition and Parental Authority	1.9% (58)	1.8%	0.0% (0; 0)	14 / 14	below top 5 on both

Category	Survey % of respondents (n)	Survey % of entries	Listening % of entries (n; sessions)	Rank S / L	Convergence
Other	0.2% (5)	0.1%	0.0% (0; 0)	- / -	n/a (Other)

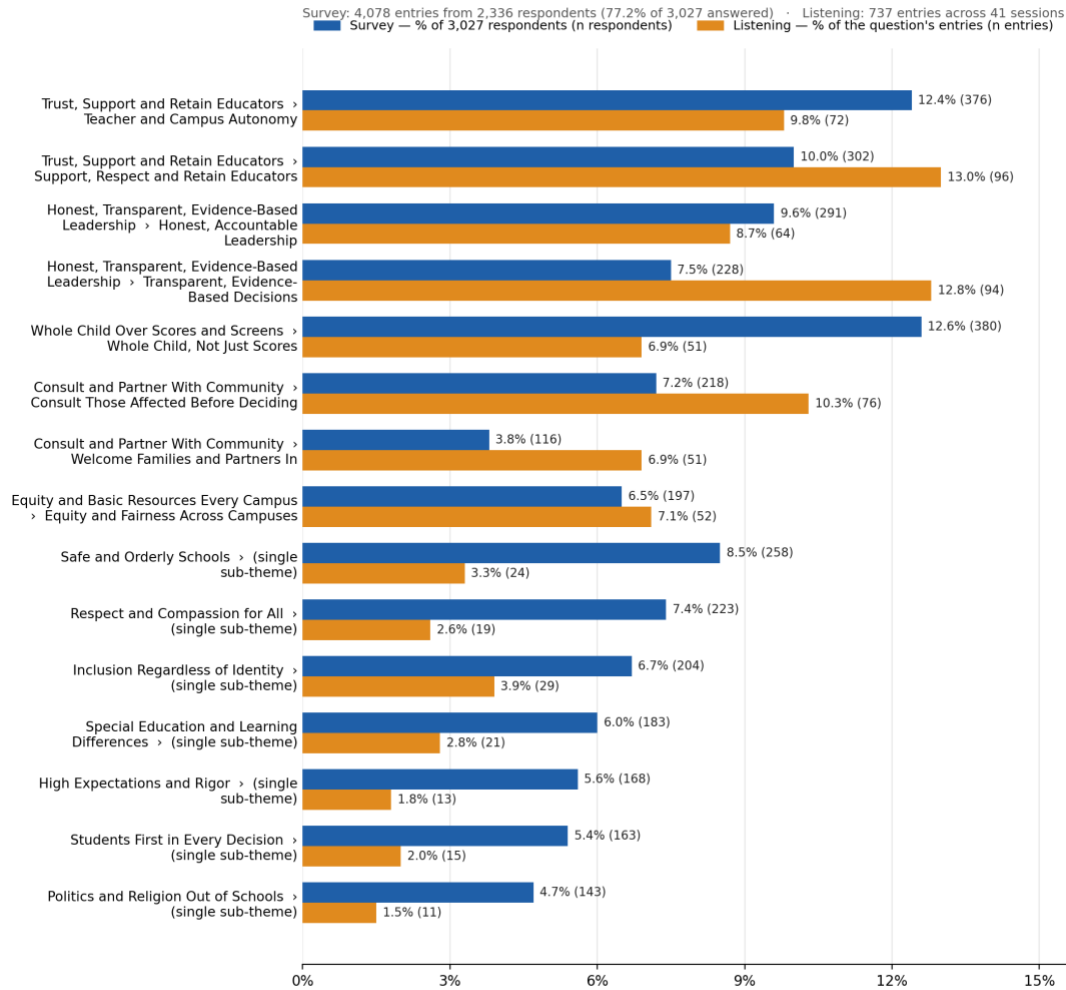
Q3 — entries by category, survey and listening combined



Bar = survey entries + listening entries coded to the category (label: total, then survey / listening). A volume view added at the Board liaisons' request: it combines the two instruments' entry counts and is not the measure used for tiers or percentages, which stay separate (A.4). The survey produced far more entries than the sessions, so combined totals largely follow the survey.

Survey and listening entry counts stacked per category and sorted by the combined.

Q3 — the fifteen largest sub-themes, by category



The fifteen largest sub-themes (by survey % of respondents), grouped under the published category each belongs to (Category > Sub-theme); categories in survey-rank order. A category left unmerged has a single sub-theme carrying its own name.

Categories, sub-themes and subcategories

Trust, Support and Retain Educators — survey 756 entries (20.9% of respondents) · listening 168 entries (33 sessions)

- **Teacher and Campus Autonomy** (survey 428 · listening 72): Trust And Autonomy For Teachers (279/37); No Cookie Cutter Across Campuses (61/12); Successful Campuses Regain Autonomy (51/5); Study And Replicate Successful Schools (15/13); Coaching Not Punitive Evaluation (5/2); Allow Classroom Celebrations For Students (5/1); Teacher Autonomy And Classroom Control (4/0); Community Specific Goals And Guardrails (2/1); Flexible Unrushed Pacing (2/0); Allow Campus-Level Experimentation (0/1); TTESS Waiver For Proven Teachers (1/0); Statistically Valid Teacher Evaluations (1/0); Allow Classroom Decorations (1/0); 1 further subcategory not itemized under the label rule in A.4 (1/0)
- **Support, Respect and Retain Educators** (survey 328 · listening 96): Respect For Teachers (107/30); Recruit Support And Retain Educators (49/17); Prioritize

Certification And Expertise (40/5); Leadership Supports Staff Morale (32/6); Teacher Pay Enough To Live (16/3); No Retaliation For Speaking Out (10/7); Remove Fear From Workplace (10/7); Certified Qualified Teachers (14/0); Recognize And Encourage Staff (9/4); Protect Staff From Political Targeting (6/4); Recognize And Reward Master Teachers (6/1); Value Experience Over Credentials (6/1); Respect Teacher Work-Life Boundaries (6/0); Mental Health Support For Teachers (3/1); Value Staff And Administration (3/1); Mentorship For New Teachers (1/2); Increase Not Decrease Staffing (2/1); Hire From Within The Community (1/1); Retain Experienced Teachers (2/0); Adequate Teacher Lunch Break (1/0); Set Teacher Retention Target (0/1); Measure Teacher Satisfaction (0/1); Certified Dual Language Teacher Staffing (0/1); Deploy Specialists By Subject Expertise (1/0); Practitioner-Led Professional Development (1/0); Admin Training On Child Development (0/1); Counselor Quality And Engagement (1/0); Excellence In Staff And Materials (0/1); Support Students And Teachers (1/0)

- Representative verbatims:

“These are real people with real lives. And I think that needs to be respected, and a way is to listen.” — listening session participant

“Independent thinking for students and autonomy for teachers. Empowering creativity and resourcefulness. Fort Worth believes in entrepreneurship and creativity. These are non-negotiables.” — survey respondent

“Work with the core administrators and core teachers to continue to build better learning environments within the nuances of that school’s culture” — survey respondent

Honest, Transparent, Evidence-Based Leadership — survey 579 entries (15.9% of respondents) · listening 158 entries (35 sessions)

- **Honest, Accountable Leadership** (survey 326 · listening 64): Leadership Integrity And Accountability (157/14); Truth In Curriculum And Communication (80/13); Earn Community Trust (20/7); Honesty Integrity And Respect (18/1); Kindness As Leadership Value (11/7); Superintendent Humility (9/3); Administrators Held To Conduct Standards (4/2); Servant Leader Mentality (3/3); Accountability To Remove Non-Performing Leaders (4/1); Superintendent Approachable And Compassionate (3/1); Superintendent Long-Term Tenure Commitment (3/1); Superintendent Patience (3/1); Future-Focused Vision Not Past-Anchored (2/1); Hold Curriculum Leadership Accountable (1/2); Superintendent Curiosity (2/1); Build Sustainable System Not Leader-Dependent (1/1); Competence In Staffing Decisions (1/1); Mutual Student-Teacher Accountability (2/0); Teacher Accountability And Professionalism (2/0); Deferred Pay For Long-Term Results (0/1); Leaders Would Enroll Own Children (0/1); Adaptive Nimble Leadership (0/1); Inspirational Vision-Casting Leadership (0/1)
- **Transparent, Evidence-Based Decisions** (survey 253 · listening 94): Transparency About District Plans (117/26); Radical Transparency With Reasons (26/15); Evidence Based Decision Making (30/10); Fiscal Responsibility In

Purchasing (17/3); Show Data Before Major Decisions (12/6); Assessment Integrity And Student Follow-Through (7/2); Spanish Language Family Communication (3/5); Consistent Messaging And Implementation (4/3); Timely Parent Notification Of Struggles (5/2); Transparent Reporting Of Score Context (5/2); Data-Driven Enrollment And Closure Decisions (3/1); Advocate For Full District Funding (3/0); Campus Level Budget Transparency (2/1); Keep Tracking Disaggregated Results (2/1); Do Not Continue Failed Path (0/2); Adequate School Funding (2/0); Communication Plan Should Address Harm (1/1); Market Choice Programs To Families (0/2); Publish What You Heard Promptly (0/2); Simple Accessible Parent Communication (2/0); Readiness Check Before Major Initiatives (1/1); Clear Points Of Contact (0/2); Grade-Level Expectations Communicated To Parents (1/1); Assess Downstream Effects Of Cuts (0/1); Communication Breakdown To Teachers (0/1); Fiscal Responsibility In Budgeting (1/0); Letter Grades Not Satisfactory Ratings (1/0); Open Access For Independent Media (1/0); Publish Course Syllabus And Timeline (1/0); Publish Teacher Exit Survey Data (0/1); Realistic Timelines For Change (1/0); Realistic Graduation Requirements (1/0); Reduce Excessive Printing Waste (1/0); Report Staff Attrition Numbers (0/1); School Ratings Reflect Student Growth (1/0); Share Classroom Updates With Parents (1/0); Show Session Notes Live (0/1); Transparency With Public Education (0/1); Prioritize Classrooms Over Sports Facilities (1/0)

- Representative verbatims:

“I would rather them give us the 10-year, the 5-year map of where this is going, instead of the threats that are coming down.” — listening session participant

“Be honest and open. A good leader is not a people pleaser- we need someone who is direct and to the point.” — survey respondent

“I think the superintendent must be honest, transparent, and willing to look at multiple angles of a situation before making a decision.” — survey respondent

Whole Child Over Scores and Screens — survey 445 entries (12.9% of respondents) · listening 61 entries (32 sessions)

- **Whole Child, Not Just Scores** (survey 425 · listening 51): Joy And Childhood In School (95/14); Access To Guidance And Mentorship (90/7); Holistic Education Beyond Test Scores (61/6); Teach How To Think (29/1); Caring Adult Relationships And Mentoring (23/3); Not Judged By Test Score (17/8); Student And Staff Wellbeing (25/0); Character And Citizenship Education Non-Negotiable (21/1); Hands-On Experiential Learning Methods (15/3); Teacher-Student Relationships Drive Motivation (14/3); Access To Mental Health Support (6/2); Protect Student Civil Liberties (7/0); Student Rights Protected (5/0); Protect Recess Time (3/0); Recognize And Encourage Students (3/0); Elective Choice Sparking Curiosity (1/1); Allow Time For Transitions (2/0); Respect Students Personal Time (2/0); Overcome Childhood Trauma (1/1); Civic-Minded Common Good (1/0); Measure Student And Teacher Wellbeing (0/1); No Labeling Or Tracking Students (1/0); No Mandatory School Uniforms (1/0); Physical Health And Nutrition Priority (1/0); Reduced Testing And Judgment (1/0)

- **Books and Teachers Over Screens** (survey 20 · listening 10): Protect Physical Books And Libraries (8/1); AI Governance Policy Required (2/6); Full Time Librarian Every School (5/2); Freedom To Read In Libraries (4/1); Require Project-Based Learning (1/0)

- Representative verbatims:

“You cannot solely focus on a test score. The whole board needs to not see a test score when they look at any student.” — listening session participant

“Education is important, but schools are hubs for friendships, connections, and more. I think we are taking any joy left in them.” — survey respondent

“Start teaching kids so that they gain knowledge and a clear understanding of subjects...not just so they can pass standardized tests.” — survey respondent

Consult and Partner With Community — survey 348 entries (10.6% of respondents) · listening 127 entries (29 sessions)

- **Consult Those Affected Before Deciding** (survey 225 · listening 76): Community Input Before Decisions (62/8); Consult Educators Before Decisions (32/15); Student Voice And Choice (32/7); Act On Community Input (21/8); Leaders Know The Community (19/9); Listen To Parents (21/2); Two Way Dialogue Not Monologue (13/5); Leaders Spend Time In Classrooms (5/5); Community Feels Seen And Heard (8/1); Listen To Campus Leaders (4/1); No Unilateral Decisions (2/2); Diagnose Issues With Campus Input (2/1); Community Voice In Curriculum Decisions (1/1); Ongoing Community Dialogue (1/1); Speak Directly With Frontline Staff (1/1); Superintendent Attends Listening Sessions (1/1); Honor Prior Community Engagement Work (0/2); Do Not Limit Guardrail Count (0/2); Engage Trusted Community Leaders (0/1); Learn From Displaced Staff Perspective (0/1); Measurable Community Ownership Of Guardrails (0/1); Student Experience Guardrail (0/1)
- **Welcome Families and Partners In** (survey 123 · listening 51): Parent Engagement (24/15); Collaboration Across Stakeholders (29/3); Community Engagement (22/5); Determined With Family Community Support (15/5); Open Doors To Community Volunteers (5/5); Proactive Outreach To Families (4/2); Parent Involvement In School (6/0); Seek New Community Partners (3/2); Parent Accountability Expected (4/0); Collaborate With Existing Partners (2/1); Parent Run PTA Every Campus (1/2); Two-Way Community Collaboration (2/1); Explain District Processes To Partners (0/2); Parent Involvement In Discipline (2/0); Timely Responses To Parent Emails (0/2); Family Engagement Staff Every Campus (1/0); Leverage Teacher-Family Trust For Outreach (0/1); Parent Education On Accountability (1/0); Parent Access To Reach Child (1/0); Partner With Higher Education (0/1); Proactive Higher Ed Partner Coordination (0/1); Provide Food At Community Meetings (0/1); Scheduled Parent-Teacher Conferences (1/0); 1 further subcategory not itemized under the label rule in A.4 (0/2)
- Representative verbatims:

“The superintendent needs to, as this listening session is, involve the community in what they’re doing and how they’re doing it.” — listening session participant

“The board of managers needs to tell the superintendent that he needs to listen to some of the issues that the teachers raise.” — listening session participant

“The superintendent should involve us parents more in school activities so we can better understand the educational service offered to our children.” — survey respondent (translated from Spanish)

Equity and Basic Resources Every Campus — survey 291 entries (8.9% of respondents) · listening 62 entries (21 sessions)

- **Equity and Fairness Across Campuses** (survey 212 · listening 52): Equity Across Campuses (53/28); Fairness At All Levels (42/6); Every Child Can Learn (40/1); Equity In Resources And Staffing (26/6); Invest In Underserved Communities (13/2); Equal Access To Quality Education (14/1); Equitable Access To Advanced Pathways (10/4); Equal Access To Curriculum (8/0); Equitable Facility Repairs (6/1); Dual Credit Access Low-Income Students (0/1); Equal Dual Credit Transportation Access (0/1); Athletic Eligibility Barriers Across Campuses (0/1)
- **Adequate Resources and Basic Needs** (survey 79 · listening 10): Meet Students Basic Needs (26/3); Small Class Sizes (15/1); Give Teachers Usable Tools (13/1); Wraparound Services For Students (3/4); Access To Adequate Learning Resources (6/0); Functioning Air Conditioning Required (4/0); Adequate Tutoring Support (3/0); Reliable Student Transportation (2/0); Efficient Student Dismissal Time (2/0); No Fees For School Activities (1/1); Quality School Facilities (1/0); Error-Free Curriculum Materials (1/0); Functional Student Scheduling System (1/0); Clear Direct Curriculum Delivery (1/0)
- Representative verbatims:

“We have parents who have kids that can’t even read. So we have different sides of the spectrum on different sides of I-35.” — listening session participant

“My non-negotiables are student safety, equal opportunity, respect, accountability, strong academics, and making sure every child is treated fairly and with dignity.” — survey respondent

“The district should serve EVERY student from those who have fallen behind achievement levels to those who have far surpassed achievement levels.” — survey respondent

Safe and Orderly Schools — survey 276 entries (8.5% of respondents) · listening 24 entries (16 sessions)

- Subcategories (survey/listening entries): Student And Teacher Safety (113/6); Felt Safety Before Learning (38/7); Discipline And Structure For Learning (42/2); Student Physical Safety At School (30/1); Campus Physical Safety (25/4); Back Staff Against Rule Exceptions (5/2); Student Safety And Violence (6/1); Zero Tolerance

For Bullying (5/0); Thorough Staff Background Checks (2/1); Student Cell Phone Policy (2/0); Dress Code Enforcement (1/0); Appropriate Dress Code Enforcement (1/0); Protect Schools From Environmental Hazards (1/0); Separate Age Groups By Campus (1/0); Shade At Dismissal Areas (1/0); Manage School Traffic Flow (1/0); Trust Administration To Support Students (1/0); 1 further subcategory not itemized under the label rule in A.4 (1/0)

- Representative verbatims:

“Our students needed to feel that school is not just a place to learn but a safe haven for all students.” — survey respondent

“This may seem small, and I agree with all that’s being said, but students should feel safe in their learning environment.” — listening session participant

“They should be able to go to school and be comfortable without having to worry about getting an active shooter.” — survey respondent

Respect and Compassion for All — survey 232 entries (7.4% of respondents) · listening 19 entries (14 sessions)

- Subcategories (survey/listening entries): Respect For Community (184/13); Love And Compassion In Schools (40/1); Reinforce Manners And Respect Schoolwide (5/1); Respect All Family Structures (2/1); Respect When Visiting Campuses (0/2); Do Not Stereotype This Neighborhood (0/1); Respect Family Privacy (1/0)

- Representative verbatims:

“Number one is respect. Respect for the community, respect for the people and respect for the children who we’re so concerned about” — listening session participant

“Empathy and respect to everyone, it should be given and received. Kids should feel comfortable and safe with the adults around them.” — survey respondent

“Teaching how to respect authority and respecting others.” — survey respondent

Inclusion Regardless of Identity — survey 220 entries (6.7% of respondents) · listening 29 entries (17 sessions)

- Subcategories (survey/listening entries): Inclusivity Regardless Of Identity (130/12); Diversity Equity Inclusion Commitment (35/0); Honor Individual Student Identity (16/8); Respect For Cultural Diversity (10/0); Schools Safe Regardless Immigration Status (5/3); No Faith Or Belief Discrimination (5/2); Protect Culturally Affirming Curriculum (6/1); Justice Not Punitive Practices (5/1); Cultural Competence Training For Staff (1/2); Cultural Dress Code Accommodation (3/0); Continued Bilingual Language Development (1/0); Decolonized Curriculum And Staffing (1/0); End Divisive Ethnic Celebration Months (1/0); 1 further subcategory not itemized under the label rule in A.4 (1/0)

- Representative verbatims:

“Respect of diversity. Yeah, that we all have our individual identity and beliefs and we should be able to express that reasonably.” — listening session participant

“Regardless of political pressure, our community values of diversity and authentic equity (lifting up not bringing everyone down) should be honored” — survey respondent

“Individuality for both students and teachers. Not everyone student and teacher is the same, do district curriculum does not work for everyone.” — survey respondent

Special Education and Learning Differences — survey 193 entries (6.0% of respondents) · listening 21 entries (17 sessions)

- Subcategories (survey/listening entries): Value And Support Learning Differences (90/4); Protect Programs For Underserved Students (27/7); Personalized Instruction Paced To Student (23/1); Adequate Special Education Resources (14/0); Honor IEP And 504 Accommodations (9/0); Fund Intervention Supports (6/3); Individualized Disability Accommodations (9/0); Recognize Diverse Student Strengths (7/1); Trauma-Informed Staff Training (3/2); Teachers Trained In Child Needs (3/1); Age-Appropriate Assessment Methods (1/0); Equitable Special Education Support (1/0); 1 further subcategory not itemized under the label rule in A.4 (0/2)
- Representative verbatims:

“Children being raised developmentally appropriately. Just because they can do what you’re expecting, doesn’t make it what’s best to grow healthy children.” — survey respondent

“Students should be able to learn at their own pace without feeling rushed or pressured into learning every single thing in class.” — survey respondent

“You might want to increase the number of good intervention specialists that you have, because there’s a difference between what counselors do and what intervention specialists do.” — listening session participant

High Expectations and Rigor — survey 181 entries (5.6% of respondents) · listening 13 entries (8 sessions)

- Subcategories (survey/listening entries): Academic Excellence And High Expectations (89/1); Full Reading And Writing Instruction (26/1); Unwavering Commitment To Results (11/6); Work Ethic And Effort (15/0); Product Of Successful Schools (7/1); No Grade Inflation Social Promotion (6/0); Financial And Life Skills Competency (5/0); Protect Productive Struggle In Learning (4/1); Student Attendance Priority (5/0); Foundational Skills Before Advanced Thinking (3/1); Instructional Clarity And Assignment Support (3/0); Universal Reading Proficiency (1/1); Early Intervention At Elementary (1/1); Intervene Quickly At Failing Campuses (1/0); Lifelong Learning Valued (1/0); Prepare Students For Workforce

(1/0); Protect Instructional Time From Interruptions (1/0); Reduce Unstructured Class Time (1/0)

- Representative verbatims:

“All students MUST BE ABLE to effectively communicate with once they graduate, including be on grade level in Reading, Writing and Arithmetic.” — survey respondent

“English classes must teach whole texts that develop students’ ability to sustain analysis across class periods and develop complex ideas.” — survey respondent

“An unwavering commitment to results, Get the job done regardless of pressure or politics, they would walk away with just a bunch of A-rated schools.” — listening session participant

Students First in Every Decision — survey 169 entries (5.4% of respondents) · listening 15 entries (11 sessions)

- Subcategories (survey/listening entries): Student-Centered Decision Making (162/12); Budget Aligned To Student Outcomes (4/2); Advocate For Schools And Students (1/0); No Decline In Education Quality (0/1); Measure Success Beyond Compliance (1/0); Staff Responsiveness To Student Needs (1/0)

- Representative verbatims:

“kids need to be first. Not agendas, not curriculum, not demands that don’t work that have no data. Our kids need to be first... Get our kids at the center” — listening session participant

“Do not operate without a budget that aligns to student outcomes” — listening session participant

“The most important values are putting students first, being fair, and listening to the people who are directly affected by district decisions.” — survey respondent

Protect Programs and Neighborhood Schools — survey 158 entries (4.8% of respondents) · listening 29 entries (10 sessions)

- **Protect Choice and Enrichment Programs** (survey 88 · listening 13): Extracurriculars Protected (22/3); Protect Programs Of Choice (20/3); Advanced Academics Protected (22/1); Consistent Quality Programs (10/1); School Choice For Families (3/0); Protect And Expand Montessori Programs (2/0); Publicly Affirm Dual Language Commitment (1/1); Plan For Dual Language Support (0/2); Bonnie Brae Applied Learning Program (2/0); Invest In Athletic Facilities (2/0); Fund Dual Language In Budget (0/1); Fine Arts Protected As Non-Negotiable (0/1); GT Programs Focus On Enrichment (1/0); Restore Post-Secondary Specialist Positions (1/0); Avoid Advanced Course Scheduling Conflicts (1/0); Value Trade And Vocational Paths (1/0)

- **Honor Neighborhood Schools and Heritage** (survey 70 · listening 16): Preserve School Traditions And Culture (33/1); Schools Are Communities Not Structures (15/4); Family Oriented Community Relationships (15/1); No Property Sales Without Input (0/6); Honor Historic Community Schools (3/1); Protect Successful Schools From Change (3/1); Do Not Sell Farrington Field (0/1); Honor Fort Worth Community Identity (1/0); Preserve Dunbar Heritage (0/1)
- Representative verbatims:

“Tradition and culture within the community. Not trying to fit all students and staff into one box” — survey respondent

“Find a solution to pay back the debt FWISD is in w/o the kids losing extra curriculum or sports.” — survey respondent

“What I want to see is clear communication that programs of choice will not be touched. They will not be required to do double blocking. They’re already excelling at those campuses” — listening session participant

Politics and Religion Out of Schools — survey 153 entries (4.7% of respondents) · listening 11 entries (9 sessions)

- Subcategories (survey/listening entries): Separation Of Church And State (69/1); Keep Outside Political Influence Out (41/2); Commitment To Public Education (15/1); Keep Politics Out Of Classroom (11/0); School Free From Political Conflict (6/2); Resist Religious Nationalist Pressure (2/2); Outside Influence In Personnel Decisions (1/3); Fund Public Schools Not Vouchers (3/0); Classroom Neutrality On Identity Topics (2/0); Avoid Ideological Hiring Bias (1/0); Reject Profiteering From Education (1/0); Religious Neutrality In Schools (1/0)
- Representative verbatims:

“Separation of church and state—that’s all churches, any religion, separate with a hard line that’s non-negotiable, and kept out of our schools.” — listening session participant

“Please tune out the noise and stay focused on student success, not on pleasing outsiders. They do not determine student outcomes.” — survey respondent

“Do you value the role a public education has as a foundation of what makes this country stand apart from other countries?” — survey respondent

Faith, Tradition and Parental Authority — survey 72 entries (1.9% of respondents) · listening 0 entries (0 sessions)

- Subcategories (survey/listening entries): Faith And God In Schools (25/0); Traditional Gender Definitions (10/0); Constitutional Rights And Patriotic Values (9/0); Parental Rights Over Education (8/0); Reject DEI Programs (5/0); No LGBTQ Symbols In Classroom (2/0); Remove Sex Education From Curriculum (2/0); Schools Focus On Academics Only (2/0); Christian Founding Fathers Curriculum (1/0); No LGBTQ Or Sexual Content (1/0); Opposition To Gender Ideology (1/0); Restrict Sex Education By Grade (1/0); Restore History And Government

Curriculum (1/0); Oppose Vaccine Mandates (1/0); Acknowledge Limits Of School Influence (1/0); Freedom To Practice Own Religion (1/0); 1 further subcategory not itemized under the label rule in A.4 (1/0)

- Representative verbatims:

“A superintendent should follow the practice of putting the children first in honoring the core principles of God, family, and country.” — survey respondent

“Abandon focus on inclusivity when it comes to sexual preferences and gender identification. Leave that outside of education... completely.” — survey respondent

“make them have love and pride for their country” — survey respondent

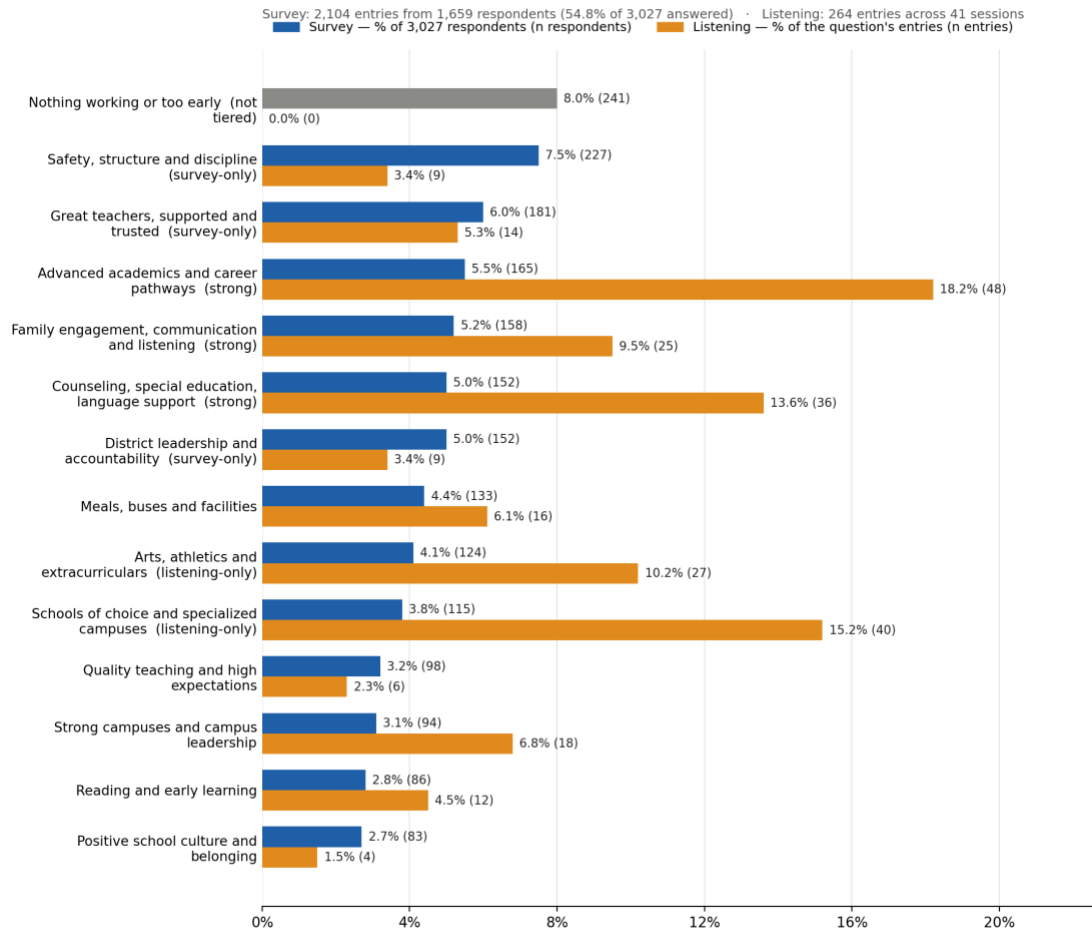
Other — survey 5 entries (0.2% of respondents) · listening 0 entries (0 sessions)

- Subcategories (survey/listening entries): Skill Mastery And Self-Advocacy (1/0); School Quality Drives Economic Growth (1/0); Delay Formal Schooling Start (1/0); Eliminate Non-Credit Advisory Period (1/0); Local Texas Roots Preferred (1/0)
- Representative verbatims: none published — this category is reported by count only; its entries are too few for a quote to remain anonymous under the quoting floor stated in A.4.

Q4 — What is working that the district should keep doing?

Survey: 2,104 coded entries from 1,659 respondents (54.8% of 3,027). Listening: 264 coded entries. Feeds: Protect list.

Q4 — What is working (keep doing)

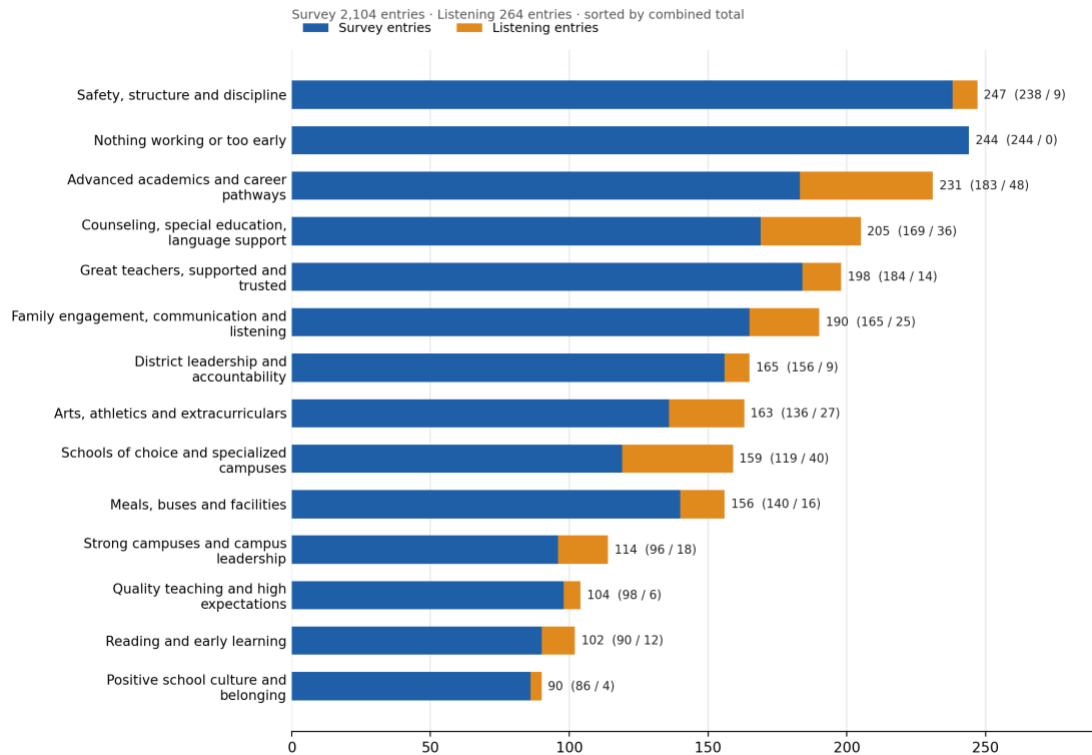


Strong = top five on both instruments; survey-only / listening-only = top five on one. Two instruments, two measures, never blended. Ordered by survey % of respondents, n in parentheses: survey respondents naming the category; listening entries. 'Nothing working or too early' (grey) names no practice to protect and is not tiered; it is reported beside the Q4 response rate.

Parallel table

Category	Survey % of respondents (n)	Survey % of entries	Listening % of entries (n; sessions)	Rank S / L	Convergence
Safety, structure and discipline	7.5% (227)	11.3%	3.4% (9; 6)	1 / 10	survey-only; diverges (rank gap 9; +7.9 pp)
Great teachers, supported and trusted	6.0% (181)	8.7%	5.3% (14; 12)	2 / 8	survey-only; diverges (rank gap 6; +3.4 pp)
Advanced academics and career pathways	5.5% (165)	8.7%	18.2% (48; 24)	3 / 1	strong; diverges (rank gap 2; -9.5 pp)
Family engagement, communication and listening	5.2% (158)	7.8%	9.5% (25; 17)	4 / 5	strong
Counseling, special education, language support	5.0% (152)	8.0%	13.6% (36; 20)	5 / 3	strong; diverges (rank gap 2; -5.6 pp)
District leadership and accountability	5.0% (152)	7.4%	3.4% (9; 8)	5 / 10	survey-only; diverges (rank gap 5; +4.0 pp)
Meals, buses and facilities	4.4% (133)	6.7%	6.1% (16; 14)	7 / 7	below top 5 on both
Arts, athletics and extracurriculars	4.1% (124)	6.5%	10.2% (27; 19)	8 / 4	listening-only
Schools of choice and specialized campuses	3.8% (115)	5.7%	15.2% (40; 18)	9 / 2	listening-only; diverges (rank gap 7; -9.5 pp)
Quality teaching and high expectations	3.2% (98)	4.7%	2.3% (6; 5)	10 / 12	below top 5 on both
Strong campuses and campus leadership	3.1% (94)	4.6%	6.8% (18; 11)	11 / 6	below top 5 on both; diverges (rank gap 5; -2.2 pp)
Reading and early learning	2.8% (86)	4.3%	4.5% (12; 11)	12 / 9	below top 5 on both

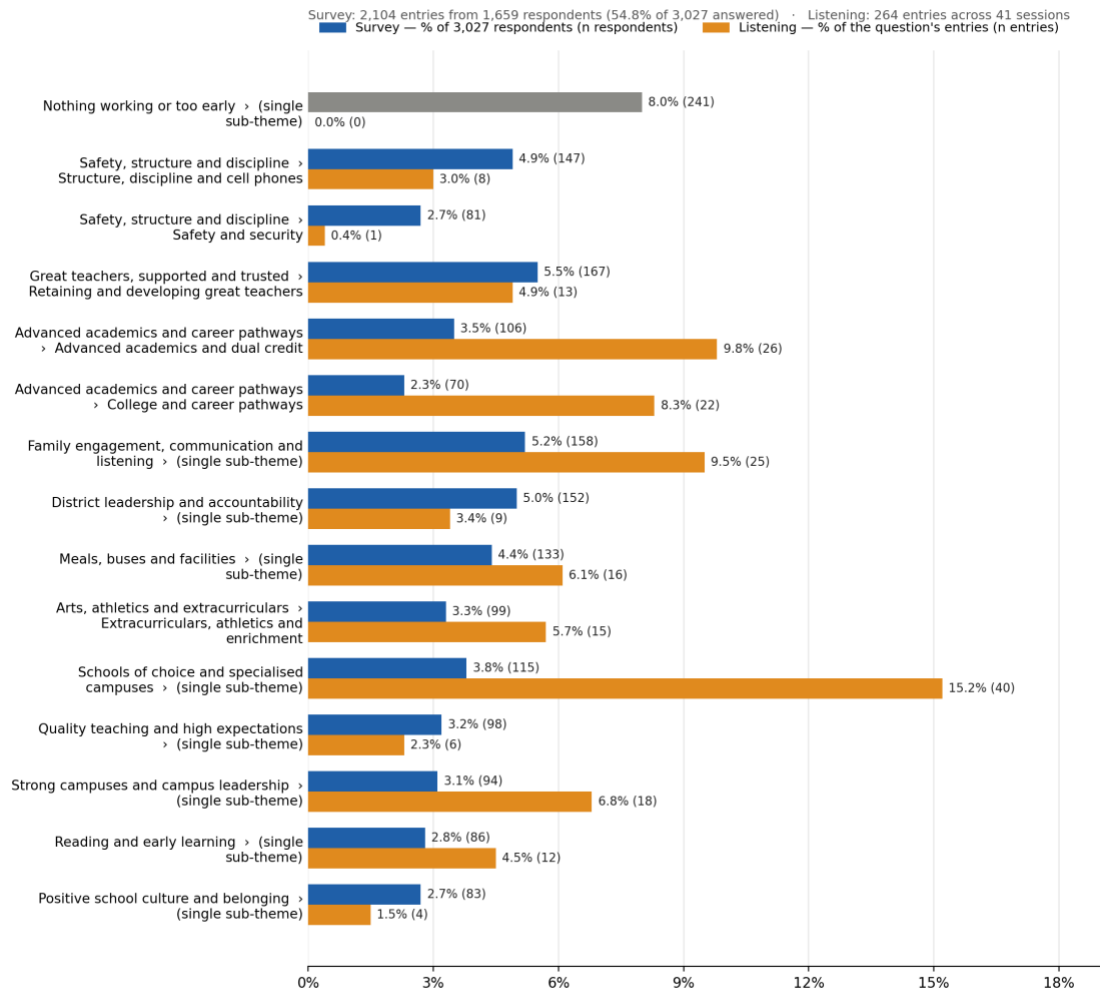
Category	Survey % of respondents (n)	Survey % of entries	Listening % of entries (n; sessions)	Rank S / L	Convergence
Positive school culture and belonging	2.7% (83)	4.1%	1.5% (4; 3)	13 / 13	below top 5 on both
Nothing working or too early	8.0% (241)	11.6%	0.0% (0; 0)	- / -	n/a (names no practice to protect; reported beside the Q4 response rate)

Q4 — entries by category, survey and listening combined

Bar = survey entries + listening entries coded to the category (label: total, then survey / listening). A volume view added at the Board liaisons' request; it combines the two instruments' entry counts and is not the measure used for tiers or percentages, which stay separate (A.4). The survey produced far more entries than the sessions, so combined totals largely follow the survey.

Survey and listening entry counts stacked per category and sorted by the combined total.

Q4 — the fifteen largest sub-themes, by category



The fifteen largest sub-themes (by survey % of respondents), grouped under the published category each belongs to (Category > Sub-theme); categories in survey-rank order. A category left unmerged has a single sub-theme carrying its own name.

Categories, sub-themes and subcategories

Safety, structure and discipline — survey 238 entries (7.5% of respondents) · listening 9 entries (6 sessions)

- **Structure, discipline and cell phones** (survey 157 · listening 8): Improved Structure And Discipline (62/3); Cell Phone Restrictions Reducing Distraction (55/2); School Uniforms (24/2); Reduced Screen Time In Classroom (5/0); Promoting Student Attendance And Punctuality (3/0); Alternative School Credit Forgiveness (1/1); No Pass No Play Policy (2/0); Closed Campus Lunch Policy (1/0); Keep Students In School (1/0); Privileges For Student Achievement (1/0); Staff Consistency Benefits Students (1/0); Cell Phone Restrictions In Class (1/0)
- **Safety and security** (survey 81 · listening 1): Student Safety Priority (59/0); ID Badge Security Policy (7/1); Police Officers On Campus (5/0); Secured Campus Entry Points (3/0); Crossing Guard Traffic Authority (1/0); Crosswalk Safety Measures (1/0); Heat Safety Recess Policy (1/0); Safe Bike Access To School (1/0);

Safe Dismissal Procedures (1/0); Severe Weather Safety Communication (1/0); Visitor ID Verification Process (1/0)

- Representative verbatims:

“Having officers at each school (more than 1 if you can) is a huge relief not only to help manage arrival and dismissal traffic but to ensure the safety of each campus.” — survey respondent

“I like how they keep us on task and how we have something to do every class and actually learn more” — survey respondent

“Additionally, I liked the ‘no phones out anytime throughout the day’ (including between classes/at lunch). That is extremely important to me.” — survey respondent

Great teachers, supported and trusted — survey 184 entries (6.0% of respondents) · listening 14 entries (12 sessions)

- **Retaining and developing great teachers** (survey 168 · listening 13): Retain Great Educators (83/2); Teachers Putting Students First (49/5); Teacher Pay Raise (7/3); Quality Staff Hiring (5/0); Supporting Teachers And Staff (5/0); Teacher Appreciation Events (3/1); Behavioral Support Staff For Teachers (2/0); Hire Additional Teachers (2/0); Maintain TIA Teacher Incentive Pay (0/2); Instructional Coaching And Observation (2/0); Adult Supervision In Every Classroom (1/0); Alternative Certification Teacher Pathway (1/0); Cowtown 12 Training Program (1/0); Invest In Teacher Capacity Building (1/0); Keep Human Staff In Schools (1/0); Positive Staff Culture And Morale (1/0); Prioritize Teachers Over Central Office (1/0); Teacher Classroom Management Resources (1/0); Teacher Professional Development Days (1/0); Teacher Rotation Across Campuses (1/0)
- **Teacher autonomy and trust** (survey 16 · listening 1): Teacher Autonomy Without Red Tape (14/1); Listen To Teacher Input (1/0); Protect Instructional Planning Time (1/0)
- Representative verbatims:

“The teachers of this district are the only thing I respect and I feel so bad for the way they are being treated.” — survey respondent

“The best schools are engaging and encouraging students. The best teachers support the learning process, challenge students to excel and encourage curiosity.” — survey respondent

“Keep supporting the teachers, have them feel supported, not just cogs in a machine – 99% of what’s important in a school district is between the teachers and the students.” — listening session participant

Advanced academics and career pathways — survey 183 entries (5.5% of respondents) · listening 48 entries (24 sessions)

- **Advanced academics and dual credit** (survey 111 · listening 26): Advanced Academics Programs (66/5); Dual Credit Associate Degree (23/18); Gifted And Talented Program (15/1); Differentiated Instruction For Advanced Students (5/0); Ability-Level Class Tracking (2/0); Free AP Course Access (0/1); Support Systems In Advanced Programs (0/1)
- **College and career pathways** (survey 72 · listening 22): Career Certification Programs (35/11); Multiple Pathways To Success (16/0); GO Center College Access Partnership (9/1); Daily Advisory Builds Future Plans (2/1); AVID College Readiness Program (1/1); College Enrollment Recruitment Events (1/1); Fee Waivers For Students (2/0); GO Center Financial Aid Navigation (0/2); Gold Seal Personalized Pathways (2/0); Industry Partner Curriculum Input (1/1); College-Going Culture And Encouragement (1/0); Early PSAT SAT ACT Access (0/1); Expand CTE Access Across Feeders (0/1); Non-College Career Pathway Options (1/0); Technology And Computer Classes (1/0); Trade Pathways Within Choice Programs (0/1); Financial Literacy Program For Students (0/1)
- Representative verbatims:

“Give students different opportunities for college credits while in high school and other advanced programs for middle schoolers who are high achieving.” — survey respondent

“I’d like to see continued support for students to explore different career opportunities as well as improve support for our VPA programs.” — survey respondent

“I love that we give kids the opportunity for college credit in high school right now, and I hope that can continue. It just needs more support.” — listening session participant

Family engagement, communication and listening — survey 165 entries (5.2% of respondents) · listening 25 entries (17 sessions)

- Subcategories (survey/listening entries): Improving Parent Community Engagement (44/1); Keep Holding Listening Sessions (24/11); ParentSquare Communication Platform (23/2); Transparent Communication With Community (23/0); Parent Engagement Programs (15/3); Soliciting Community Input (14/0); PTA Support And Engagement (5/2); Community Partnerships For Campus Support (5/2); Family Engagement Specialists (4/2); More Frequent Parent-Teacher Conferences (1/1); Board Responsiveness And Difficult Conversations (1/0); District Responds To Public Criticism (1/0); Interpreter Services For Parents (1/0); Principal-Led Neighborhood Engagement (0/1); Publicly Acknowledge What Works (1/0); Regular Board Meetings (1/0); Streaming Board Meetings (1/0); Student Voice In Decisions (1/0)
- Representative verbatims:

“I think the communication with parents is good, visiting schools is good, and staying on top of details both big and small.” — survey respondent

“What’s going well is this—they are reaching out and they want to better understand the issues that are literally at hand.” — listening session participant

“Streamlining communications not having information in multiple locations. This plan can work if information being sent matches what is on the website.”
— survey respondent

Counseling, special education, language support — survey 169 entries (5.0% of respondents) · listening 36 entries (20 sessions)

- **Counseling, mentoring and wraparound support** (survey 63 · listening 15): Whole Child Support Services (34/2); Community Partnerships For Wraparound Services (8/5); Comprehensive Student Support Programs (9/0); Mentoring Programs For Students (2/2); Strong Guidance Counselor Support (3/1); Academy 4 Program (2/0); Family Resource Centers (2/0); Counselors Provide Strong Family Support (0/1); 5 further subcategories not itemized under the label rule in A.4 (3/4)
- **Special education and individualized support** (survey 71 · listening 14): Tutoring And After School Programs (13/5); Support For Students With Disabilities (14/0); 504 Plan And ARD Support (12/2); Teacher Flexibility For Student Needs (12/1); Ability-Level Differentiation (5/0); At-Risk Student Intervention (4/0); Transition Center For Disabilities (2/2); Progress Monitoring And Tiered Support (3/0); Dyslexia Identification Partnerships (1/1); Elementary Special Education Support (1/1); Flexibility For Working Students (1/0); Individualized Class Placement (1/0); Pull-Out Instructional Support (1/0); SPED Classroom Aides And Support (1/0); SPED Literacy Curricula Effective (0/1); 1 further subcategory not itemized under the label rule in A.4 (0/1)
- **Dual language and English learner support** (survey 35 · listening 7): Dual Language Program PreK-5 (26/7); ESL And ELL Support Programs (4/0); Language-Accessible Student Support (2/0); Bilingual Teachers In Classrooms (1/0); English Language Proficiency Focus (1/0); Multilingual And Cultural Learning (1/0)
- Representative verbatims:

“Keep partnering with organizations to provide wraparound services, and keep partnering with other organizations to provide services the district can’t provide because of funding — the district can’t do all of this alone.” — listening session participant

“I believe FWISD should continue investing in strong family and community partnerships, bilingual communication, and programs that support the whole child—not just academics.” — survey respondent

“Having dual language classes for our Spanish speaking kids, makes them more comfortable and less afraid to start school.” — survey respondent

District leadership and accountability — survey 156 entries (5.0% of respondents) · listening 9 entries (8 sessions)

- Subcategories (survey/listening entries): District Generally Performing Well (87/2); Accountability For Staff And Students (20/0); Continue Innovation And New Ideas (11/1); Support For Struggling Schools (10/0); Kids-First Hard Decisions (5/2); Boundary Adjustments And School Consolidation (2/0); District Leaders At Student Events (0/2); Improving Accountability Scores And Attendance (2/0); MAP Testing Tracks Growth Effectively (1/1); Providing Free Public Education (2/0); Staff Changes At Low-Performing Schools (2/0); Current Superintendent Leadership (1/0); Cutting Waste To Redirect Funding (1/0); Equitable Funding Distribution (1/0); Feeder Pattern Alignment K-12 (1/0); General Trust In District Intentions (1/0); Holistic Student Performance Focus (1/0); Improving STAAR Test Scores (1/0); Limit Charter School Growth (1/0); Merit-Based Staffing Over Tenure (1/0); Qualified Elevate Campus Leadership (0/1); Reduced Standardized Testing Focus (1/0); Regional School Divisions (1/0); Rigorous Teacher And Principal Evaluation (1/0); Tiered School Rating System (1/0); Transparent Public Accountability Process (1/0)
- Representative verbatims:

“We loved elementary school for all 6 years and I wish there were no change! It all worked great and kids were happy.” — survey respondent

“Keep holding teachers accountable for their individual results.” — survey respondent

“I think you should continue the innovation, the rethinking, and coming up with new ideas — see what works, just like we’re doing now.” — listening session participant

Meals, buses and facilities — survey 140 entries (4.4% of respondents) · listening 16 entries (14 sessions)

- Subcategories (survey/listening entries): School Meal Programs (93/11); Improved Bus Timeliness (9/2); Classroom Technology Resources (8/0); Facility Investment And Renovation (7/1); Single-Track School Calendar (5/1); Off-Campus Privileges For High Schoolers (4/0); School Supplies And Resources (2/0); Classroom Prep Time And Supplies (1/1); Bus Transportation Provided (1/0); ClassLink After-Hours Access (1/0); Classroom Lofts In Kindergarten (1/0); Consistent Operations Across Campuses (1/0); Custodial Staff Keeping Campuses Clean (1/0); Extended Hours For Working Families (1/0); Orderly Student Drop-Off System (1/0); Reliable Facility Maintenance (1/0); Streamlining Frontline HR System (1/0); iReady Learning Platform (1/0); Alternative Lunch Location Privilege (1/0)
- Representative verbatims:

“Providing free meals (although since lunch has been shortened I am not confident most students have time to go through the line now).” — survey respondent

“Transportation has been better this year. I will say that. I’ve worked on that at board meetings. Transportation has been better.” — listening session participant

“Re building the schools so that it fits the amount of students that need to be served in the community.” — survey respondent

Arts, athletics and extracurriculars — survey 136 entries (4.1% of respondents) · listening 27 entries (19 sessions)

- **Fine arts programs** (survey 29 · listening 12): Fine Arts Programs (29/11); Pre-K Included In Specials (0/1)
- **Extracurriculars, athletics and enrichment** (survey 107 · listening 15): Extracurriculars And Enrichment (93/10); Recess And PE Time (8/0); Educational Field Trips (2/0); JROTC Program (0/2); Student-Initiated Clubs (1/1); Unstructured After-School Time Valuable (1/1); History Fair Research Program (0/1); Physical Education Program (1/0); School Garden Programs (1/0)
- Representative verbatims:

“I want to be sure that FWISD continues their clubs and programs, such as Orchestra, Marching band, National Honors Society and others” — survey respondent

“We have many fine art award-winning programs within the district, and I don’t think that those should be dissolved or budget removed from this.” — listening session participant

“Ensuring students still get recess and time away from the classroom to release energy, which allows them to focus better:” — survey respondent

Schools of choice and specialized campuses — survey 119 entries (3.8% of respondents) · listening 40 entries (18 sessions)

- Subcategories (survey/listening entries): Schools Of Choice Programs (91/27); Applied Learning Model (21/5); Protect Montessori Programs (0/5); Expand Schools Of Choice Capacity (3/1); Leadership Academy Network Schools (3/1); Expand Choice To Younger Grades (0/1); Learning Academy Program (1/0)
- Representative verbatims:

“Providing charter schools, offering AP classes, addressing the needs of special education students, insuring order in classrooms and a safe school environment” — survey respondent

“If the district has not dissolved the applied learning concept, I feel that that’s something that should continue.” — listening session participant

“We followed Montessori practices when he was in pre-K, and just how it was a natural evolution to his education... want to see that continue and to expand.” — listening session participant

Quality teaching and high expectations — survey 98 entries (3.2% of respondents) · listening 6 entries (5 sessions)

- Subcategories (survey/listening entries): Focus On Academic Quality (20/0); High Expectations For Students (18/1); Project And Play Based Learning (8/1); Double Block Scheduling (7/0); Boost Science And Math Focus (4/1); Evidence-Based Elementary Instruction (4/1); Ready-Made Curriculum Materials (4/0); SEL Integrated Into Content Classes (3/1); Bell-To-Bell Instructional Time (3/0); Consistent Curriculum Districtwide (3/0); Daily Objectives Whiteboard Practice (3/0); Keep Homework But Moderate Load (2/1); Student Engagement Strategies (3/0); Instructional Planning Calendars (2/0); Balance Technology With Traditional Skills (1/0); Block Schedule (1/0); Daily Do-Now Warm-Ups (1/0); Direct Instruction Method K-5 (1/0); Ending Cold-Call Teaching Practice (1/0); Innovative Student-Centered Instruction (1/0); MRS And Cowtown 12 Strategies (1/0); Minimal Homework Policy (1/0); Non-AI Generated Curriculum (1/0); Partner Discussion Teaching Strategy (1/0); Reflection And Processing Time (1/0); SLANT Engagement Strategy (1/0); Student Self-Expression Through Work (1/0); Early Start To Schoolwork (1/0)
- Representative verbatims:

“I think double-blocking math and ELA classes in middle school is helping students close gaps. I would like to see that continued.” — survey respondent

“Holding students to a higher standard, this is somewhat hard to complete because it hasn’t been done throughout the district” — survey respondent

“Project and play-based learning when it can happen. So play if they’re younger and then project-based when they’re older really helps build that curiosity and learning.” — listening session participant

Strong campuses and campus leadership — survey 96 entries (3.1% of respondents) · listening 18 entries (11 sessions)

- Subcategories (survey/listening entries): Strong Campus Leaders And Autonomy (48/6); Pockets Of Excellence Across District (17/2); Identify And Replicate What Works (12/6); Individual Campus Culture And Identity (7/1); Protect What Is Working (6/0); Keep Schools Open (3/0); Keep Improved Leader Training (1/1); Protect Neighborhood Schools (2/0); Administrators Visible And Present (0/2)
- Representative verbatims:

“Schools that have earned autonomy because of consistent excellent performance should be empowered to make all decisions independent of the school district.” — survey respondent

“I think Tanglewood and OPE do a great job of promoting and encouraging reading, which is the building block to everything else” — survey respondent

“We need to focus on whatever new things, whatever creative... whatever specific classroom success stories there are and focus on those.” — listening session participant

Reading and early learning — survey 90 entries (2.8% of respondents) · listening 12 entries (11 sessions)

- Subcategories (survey/listening entries): Reading And Literacy Focus (34/1); School Libraries (17/5); Pre-K3 Early Learning Program (13/1); Rising Reading Proficiency Trend (10/1); Accelerated Reader Program (4/0); Keep Writing Program (1/2); Million Words Reading Incentive (1/2); Read Full Novels Not Passages (3/0); Classroom Libraries And Read-Alouds (1/0); Prioritize Reading And Math K-3 (1/0); Read2Win Literacy Intervention Program (1/0); Reading At Home Requirement (1/0); Reading Intervention For Young Strugglers (1/0); Reading Partners Program (1/0); Small Group Leveled Reading Instruction (1/0)
- Representative verbatims:

“My grandchildren have graduated from FWISD and elementary with a genuine love of reading and a comprehensive understanding of the basics.” — survey respondent

“Since the state takeover, far less than I’d like. There’s still access to open libraries and extracurricular activities, so that’s a plus.” — survey respondent

“Pre-K 3... I know that was amazing... I think that early learning programs are amazing. They do wonders for the families and for the students. And start them young and they will succeed.” — listening session participant

Positive school culture and belonging — survey 86 entries (2.7% of respondents) · listening 4 entries (3 sessions)

- Subcategories (survey/listening entries): Joyful School Experiences (22/1); School Pride And Belonging (14/1); Safe And Supportive School Climate (10/0); Teacher-Student Relationship Investment (8/0); Diversity And Inclusion Valued (6/0); Positive And Caring Culture (6/0); Equal Opportunity Regardless Of Background (3/0); Student Staff Mutual Respect (3/0); The First Five Relationship Building (2/1); Building Student Motivation (2/0); Cultural Heritage Events (2/0); Ron Clark House Leadership Program (1/1); Teaching Respect And Responsibility (2/0); Celebrating Student Success (1/0); Character And Leadership Development (1/0); Respect For Individual Differences (1/0); Student Leadership Opportunities (1/0); Continue Holiday Parties (1/0)
- Representative verbatims:

“They also did dress up days regularly, it allowed the kids to see education as “fun” and they looked forward to school.” — survey respondent

“Keeping a strong sense of culture and community within schools that contribute to its success and place of belonging for students.” — survey respondent

“I appreciate having caring teachers and staff who make children feel safe, welcomed, and excited to come to school.” — survey respondent

Nothing working or too early — survey 244 entries (8.0% of respondents) · listening 0 entries (0 sessions)

- Subcategories (survey/listening entries): Nothing Currently Working (205/0); Too Early To Assess (38/0); No Current Student Enrolled (1/0)
- Representative verbatims:

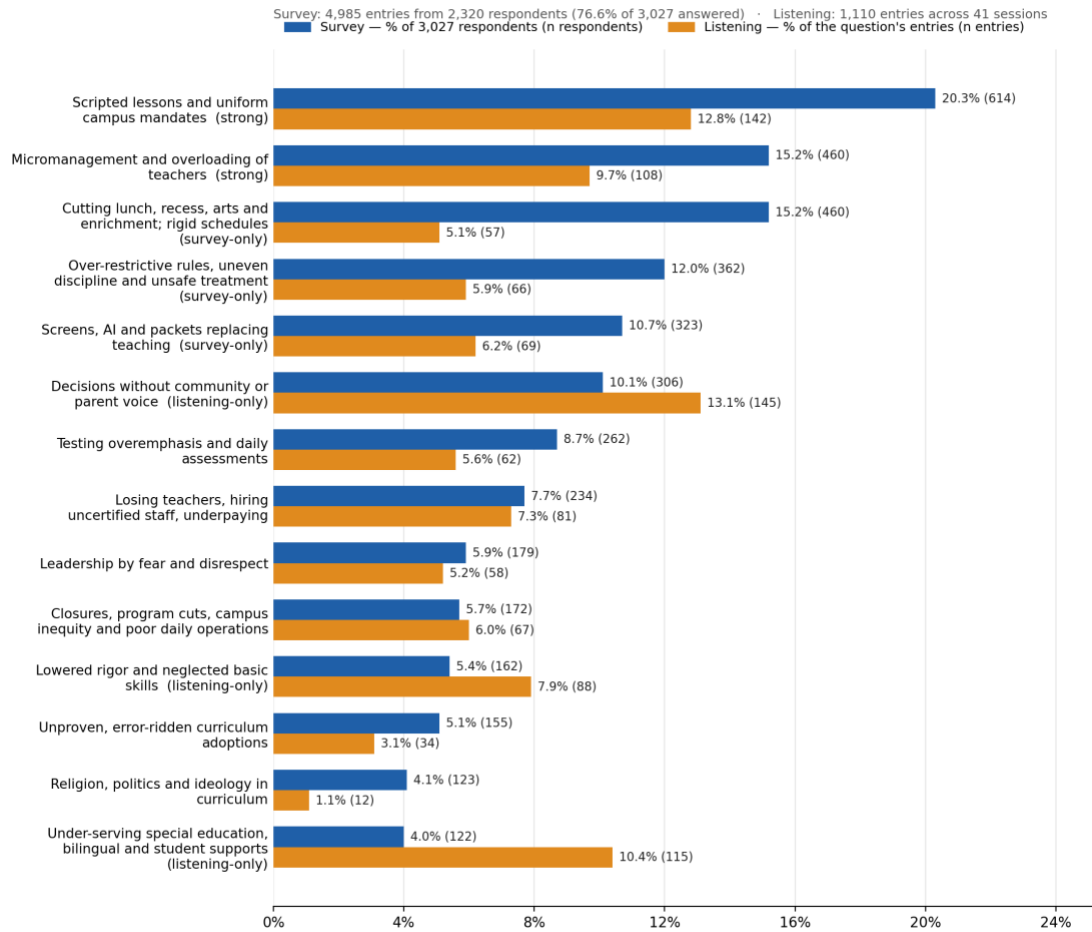
“This one is not easy to answer because so many changes at once and the lack of relationship building has not occurred...” — survey respondent

“Honestly, I am not sure. They’re trying to formulate a plan to take on challenges but unfortunately I don’t know more than that.” — survey respondent

Q5 — What should the district stop doing?

Survey: 4,985 coded entries from 2,320 respondents (76.6% of 3,027). Listening: 1,110 coded entries. Feeds: Guardrails.

Q5 — What the district should stop doing



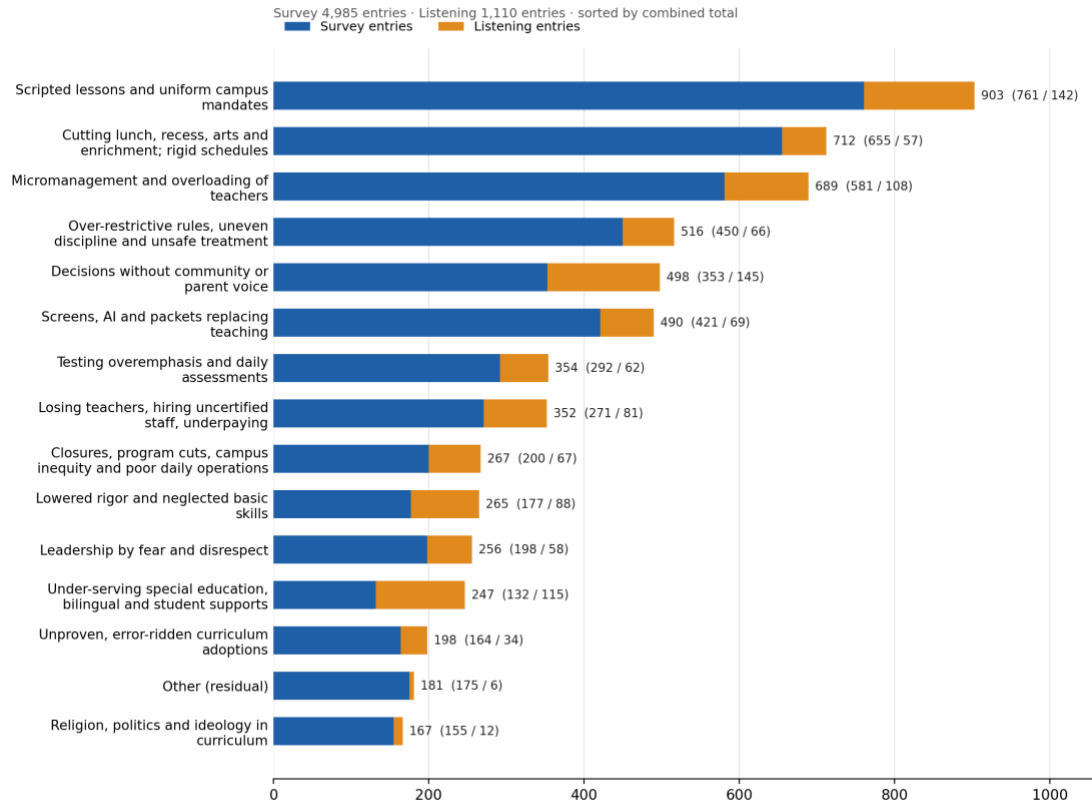
Strong = top five on both instruments; survey-only / listening-only = top five on one. Two instruments, two measures, never blended. Ordered by survey % of respondents. n in parentheses: survey respondents naming the category; listening entries.

Parallel table

Category	Survey % of respondents (n)	Survey % of entries	Listening % of entries (n; sessions)	Rank S / L	Convergence
Scripted lessons and uniform campus mandates	20.3% (614)	15.3%	12.8% (142; 31)	1 / 2	strong
Micromanagement and overloading of teachers	15.2% (460)	11.7%	9.7% (108; 25)	2 / 4	strong
Cutting lunch, recess, arts and enrichment; rigid schedules	15.2% (460)	13.1%	5.1% (57; 21)	2 / 12	survey-only; diverges (rank gap 10; +8.0 pp)
Over-restrictive rules, uneven discipline and unsafe treatment	12.0% (362)	9.0%	5.9% (66; 22)	4 / 9	survey-only; diverges (rank gap 5; +3.1 pp)
Screens, AI and packets replacing teaching	10.7% (323)	8.4%	6.2% (69; 23)	5 / 7	survey-only
Decisions without community or parent voice	10.1% (306)	7.1%	13.1% (145; 30)	6 / 1	listening-only; diverges (rank gap 5; -6.0 pp)
Testing overemphasis and daily assessments	8.7% (262)	5.9%	5.6% (62; 22)	7 / 10	below top 5 on both
Losing teachers, hiring uncertified staff, underpaying	7.7% (234)	5.4%	7.3% (81; 26)	8 / 6	below top 5 on both
Leadership by fear and disrespect	5.9% (179)	4.0%	5.2% (58; 22)	9 / 11	below top 5 on both
Closures, program cuts, campus inequity and poor daily operations	5.7% (172)	4.0%	6.0% (67; 24)	10 / 8	below top 5 on both
Lowered rigor and neglected basic skills	5.4% (162)	3.6%	7.9% (88; 26)	11 / 5	listening-only; diverges (rank gap 6; -4.3 pp)
Unproven, error-ridden curriculum adoptions	5.1% (155)	3.3%	3.1% (34; 21)	12 / 13	below top 5 on both
Religion, politics and ideology in curriculum	4.1% (123)	3.1%	1.1% (12; 9)	13 / 14	below top 5 on both
Under-serving special education, bilingual and student supports	4.0% (122)	2.6%	10.4% (115; 28)	14 / 3	listening-only; diverges (rank gap 11; -7.8 pp)

Category	Survey % of respondents (n)	Survey % of entries	Listening % of entries (n; sessions)	Rank S / L	Convergence
Other	5.6% (170)	3.5%	0.5% (6; 4)	- / -	n/a (Other)

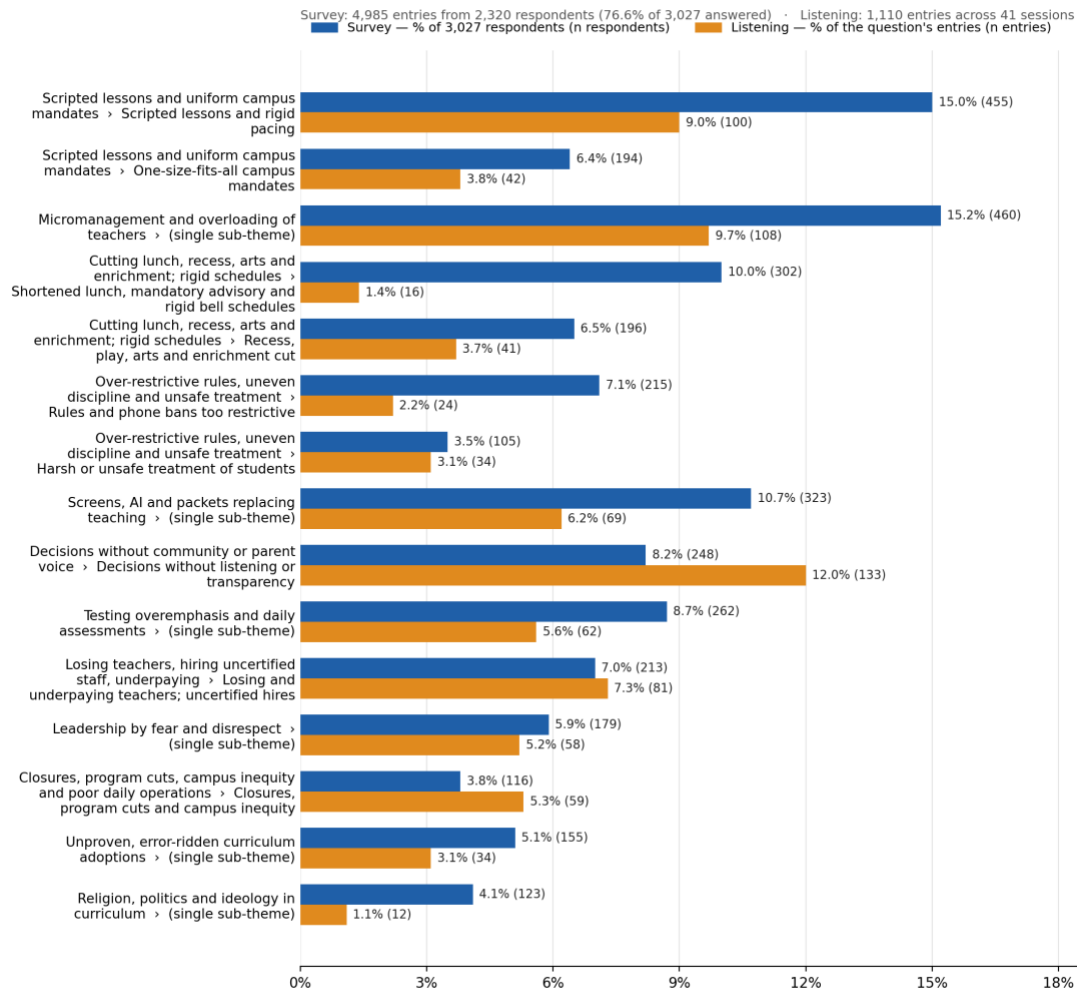
Q5 — entries by category, survey and listening combined



Bar = survey entries + listening entries coded to the category (label: total, then survey / listening). A volume view added at the Board liaisons' request; it combines the two instruments' entry counts and is not the measure used for tiers or percentages, which stay separate (A.4). The survey produced far more entries than the sessions, so combined totals largely follow the survey.

Survey and listening entry counts stacked per category and sorted by the combined total..

Q5 — the fifteen largest sub-themes, by category



The fifteen largest sub-themes (by survey % of respondents), grouped under the published category each belongs to (Category > Sub-theme); categories in survey-rank order. A category left unmerged has a single sub-theme carrying its own name.

Categories, sub-themes and subcategories

Scripted lessons and uniform campus mandates — survey 761 entries (20.3% of respondents) · listening 142 entries (31 sessions)

- **Scripted lessons and rigid pacing** (survey 540 · listening 100): Scripted Lessons And Slides (269/40); Rigid Pacing Ignores Learning Differences (45/15); Curriculum Pace Too Fast (52/7); Removal Of Teacher Planning Autonomy (49/3); Rigid Timers Cause Anxiety (29/4); AB Student Pairing (20/9); Single Mandated Instructional Model (23/1); No Time To Build Relationships (18/5); No Time For Student Questions (11/4); Instruction Delivery Not Education (6/1); Structured Flexibility For Teachers (5/2); Cowtown 12 Program Ineffective (5/0); Thirty-Second Pair Share Mandate (1/3); Lecture Slides Without Dialogue (2/1); Small Group Instruction Abandoned (0/3); Redundant Do Now Warmups (2/0); Encourage Innovative Teaching Methods (1/0); Forced Group Work Mandate (1/0);

Scripted Lessons Exceed Attention Span (0/1); Small Group Rotation Time Unrealistic (1/0); Classroom Rigidity (0/1)

- **One-size-fits-all campus mandates** (survey 221 · listening 42): One Size Fits All Mandates (95/21); Uniform Mandates At A-Rated Campuses (83/7); Destroying Individual School Cultures (12/3); District Oversight Undermines Principal Leadership (9/2); Mandatory Double Blocking (8/2); Loss Of Electives For Honors (4/1); Sudden Reversal Of Promised Autonomy (2/1); Use A-Rated Schools As Models (3/0); Eliminate Elevate Program (2/0); Inconsistent Practices Across Campuses (2/0); Montessori Model Undermined (0/2); Stop Downsizing Choice Programs (0/2); Promised Program Abruptly Canceled (0/1); School Spirit Not Fostered (1/0)

- Representative verbatims:

“Stop acting as if the challenges in the district can be resolved with a one size fits all approach” — listening session participant

“Scripted curriculum saps the joy out of teaching for teachers and nullifies any hope for students to develop a love of learning.” — survey respondent

“Stop micromanaging and picking on schools that have consistently had an A rating- leave them alone- go support those that need it” — survey respondent

Micromanagement and overloading of teachers — survey 581 entries (15.2% of respondents) · listening 108 entries (25 sessions)

- Subcategories (survey/listening entries): Teacher Micromanagement (305/20); Classroom Personalization Restrictions (38/12); Unannounced Classroom Visits (30/13); Confusing Compliance With Learning (33/2); Excessive Redundant Copying (23/4); Classroom Environment Mandates (17/5); Unsustainable Staff Work Hours (18/3); Excessive Paperwork For Teachers (18/3); Last-Minute Removal Of Appliances (8/5); Excessive Mandatory Work Hours (11/1); Classroom Cameras Feel Like Surveillance (10/1); Teachers Must Earn Autonomy (7/1); Lack Of Teacher Support (7/1); Open Door Policy Safety Risk (6/2); Irrelevant Professional Development (6/1); No Classroom Management Training (5/2); Teachers Required To Stand (4/3); Rigid Classroom Seating Rows (2/3); Evaluation Score Capped Regardless (2/2); Inconsistent Evaluation Scoring (1/3); Unrealistic Time Expectations For Teachers (4/0); Walkthroughs Evaluate Fidelity Not Learning (3/1); Confusing Configuration Boards (3/0); Last-Minute Staff Training Changes (0/3); New Systems Without Training (1/2); No Duty-Free Lunch For Teachers (3/0); Teachers Denied Bathroom Breaks (1/2); Limit Classroom Video Recording (3/0); Mandatory Handwritten Lesson Plans (0/2); Three Write-Ups Termination Policy (1/1); Campus Decor Feels Uninviting (1/0); Insufficient Teacher Prep Time (0/1); Loss Of Instructional Coaches (0/1); Mandatory Desk Caddy Distracting (1/0); Nitpicking Over Substantive Problems (1/0); No Ergonomic Equipment (0/1); No Feedback On Evaluation Rubric (0/1); No Staff Community Building Time (0/1); Planning Periods Taken Away (1/0); Printed Guides Should Go Digital (1/0); Restore Traditional Row Seating (1/0); Teacher

Evaluation Ignores Uncontrollable Factors (1/0); Teacher Leave Approval Hurdles (1/0); Teacher Office Hours (0/1); Teacher Prep Day Eliminated Unpaid (0/1); Teachers Cover Unfilled Monitor Roles (1/0); Teachers Lack Informal Data Training (1/0); Unequal Access To Planning Time (0/1); Unnecessary Oversight On Working Practices (1/0); Vertical Alignment Over Workbooks (0/1); Support Teachers Advocating For Students (0/1)

- Representative verbatims:

“Scheduling a bathroom break? That doesn’t even make any sense — who can schedule their bathroom breaks? That’s not supporting the teachers.” — listening session participant

“Stop taking things away that build community and excitement for learning, ie: classroom libraries, classroom designs that foster imagination and safe surroundings” — survey respondent

“Compliance to checklists and charts that teachers have to stop class to fill out that are for admin and not students.” — survey respondent

Cutting lunch, recess, arts and enrichment; rigid schedules — survey 655 entries (15.2% of respondents) · listening 57 entries (21 sessions)

- **Shortened lunch, mandatory advisory and rigid bell schedules** (survey 433 · listening 16): Lunch Period Too Short (199/2); Eliminate Advisory Period (58/0); Lunch Schedule Structure Problems (30/0); Bell-To-Bell Instruction Policy Causes Stress (16/4); Repurpose Unused Homeroom Period (19/1); Restore Off-Campus Lunch Privilege (20/0); Off-Campus Lunch Safety Concern (10/0); School Start Time Too Early (9/1); Closed Lunch Overcrowds Cafeteria (8/0); Extended Year Without Breaks (7/1); No Tutoring Access During Lunch (8/0); School Day Too Long (8/0); Advisory Period Replaces Tutorial Time (6/0); Class Blocks Too Long (4/2); Insufficient Breakfast Time (4/2); A/B Block Schedule Failing (3/2); Rigid Schedule Structure (5/0); School Dismissal Too Late (3/0); School Year Starts Too Early (3/0); Insufficient Passing Period Time (3/0); Insufficient School Breaks (2/0); Mandatory Full Schedule Despite Credits (2/0); No Time For Extracurricular Practice (2/0); Excessive Classes For Young Grades (1/0); Excessive School Calendar Days Off (1/0); Limits On Out-Of-Classroom Time (0/1); Lunch Scheduled Too Early (1/0); Seniors Test For Free Periods (1/0)
- **Recess, play, arts and enrichment cut** (survey 222 · listening 41): Loss Of Fun And Celebrations (54/6); Arts And Extracurriculars Diminished (31/8); Kindergarten Developmentally Inappropriate Practice (28/4); Instruction Lacks Engagement (30/2); Reduced Recess And Physical Activity (29/2); Athletics Program Neglected And Declining (10/1); Excessive Homework Causes Stress (9/0); No Time For Kindergarten Routines (6/2); Students Need Unstructured Downtime (4/1); Sports Prioritized Over Academics (3/1); Cut Funding For Underperforming Athletics (1/2); Home Economics Programs Removed (0/3); Stop Underfunding Athletics (2/1); Inconsistent Specials Time Coverage (1/1); Loss Of Field Trips (1/1); Naptime Removed For Pre-K (1/1); No Snack Time For Kindergarten (2/0);

Punishing Students For Campus Ratings (1/1); Reduced Outdoor Play Time (0/2); Creative Expression Restricted (1/0); Kindergarten Creative Materials Removed (1/0); Loss Of Joy In Learning (1/0); Loss Of Outdoor Learning Center (0/1); PE Lacks Varied Activities (1/0); PE Requirement Exemptions Allowed (1/0); Schedule Blocks Early Sports Practices (1/0); Shift Athletics To Intramural Focus (1/0); Stop Stripping Elementary Foundational Programs (0/1); Students Pulled From Specials Time (1/0); 1 further subcategory not itemized under the label rule in A.4 (1/0)

- Representative verbatims:

“Nothing seems to be working if kids are stressed over lunch schedules, and not being able to socialize like they used to.” — survey respondent

“They need to be able to be kids and have fun learning . They need to love school again not hate going” — survey respondent

“what keeps me up at night is that my child is not wanting to come to school because the arts are being destroyed, sports are being destroyed. They don’t get to do the fun things” — listening session participant

Over-restrictive rules, uneven discipline and unsafe treatment — survey 450 entries (12.0% of respondents) · listening 66 entries (22 sessions)

- **Harsh or unsafe treatment of students** (survey 116 · listening 34): Public Ability Sorting Of Students (15/4); Punitive Exclusionary Discipline (11/8); Bullying Not Addressed (13/0); Deficit Talk About Students (5/2); Extreme Heat Exposure Outdoors (7/0); General Safety Concerns (7/0); Teachers Aggressive With Students (7/0); Non-Punitive Student Treatment (6/1); Teachers Yelling At Students (6/0); Discrimination By District Staff (5/0); Inconsistent Discipline By Student (4/1); Students Feel Unsafe In Class (3/1); Teachers Dismiss Student Concerns (2/2); Keep ICE Off Campus (3/0); Add Classroom Cameras For Accountability (2/0); Examine Truancy Causes And Consequences (1/1); Insufficient Campus Security Screening (2/0); Rising Student Absenteeism (0/2); Attendance Policy Denies Earned Credit (1/0); Behavior Reputation Follows Across Grades (0/1); Discipline Burden Falls On Teachers (1/0); Eliminating Restorative Practices Program (0/1); Escalating Minor Student Conflicts (1/0); Inadequate Support During Crises (0/1); Insufficient Behavior Support Classrooms (1/0); Law Enforcement Over Discipline Issues (1/0); Middle School Bullying Unaddressed (0/1); No Early Talk Before Discipline (0/1); Protect Teachers From Student Violence (1/0); Self-Dismissal Leaves Students Unsupervised (1/0); Weapons On Campus Not Prevented (1/0); Zero Tolerance For Staff Misconduct (1/0); 15 further subcategories not itemized under the label rule in A.4 (8/7)
- **Rules and phone bans too restrictive** (survey 264 · listening 24): Schools Feel Like Prisons (64/11); Dress Code Enforcement Questioned (55/1); Phone Ban Too Restrictive (43/0); Restrictive Student Bathroom Policy (16/3); Phone Ban During Lunch (10/2); System Too Strict For Advocacy (10/1); Students Barred From Moving (8/1); Phone Ban Risks Lockdown Safety (6/1); Students Treated As Robots (7/0); Assigned Lunch Seating Restricts Interaction (5/1); New Restrictive Rules

(6/0); Trivial Rules Distract From Education (5/0); Students Locked In Cafeteria (4/0); Classroom Rules Exceed District Policy (2/1); No Independent Work Time (2/1); No Student Talk During Transitions (3/0); Overly Strict Tardy Policy (3/0); School Uniform Costs Burden Families (3/0); High School Feels Too Elementary (2/0); Mandatory Student ID Badges (2/0); Allow Paid Dress Down Days (1/0); Campus Dress Code Exceeds Policy (1/0); Door Locking Policy Causes Delays (1/0); ID Enforcement Loses Instructional Time (1/0); Loss Of Student Lockers (1/0); No Breaks For Early Finishers (1/0); Overly Restrictive Internet Filtering (1/0); Parent Communication Channel On Laptops (0/1); Time Lost To Motivational Talks (1/0)

- **Rules not enforced, discipline too lax** (survey 70 · listening 8): Lack Of Student Accountability (49/3); Dress Code Not Enforced (7/0); Restrict Phones In Classrooms (5/2); Remove Disruptive Students From Class (4/0); Cell Phone Policy Enforcement Inconsistent (2/1); Discipline Inadequate For Serious Incidents (1/1); School Devices Undermine Phone Bans (0/1); Staff Not Following Own Rules (1/0); Teachers Lack Disciplinary Authority (1/0)

- Representative verbatims:

“Treating elevate campuses like juvenile detention centers and removing ability for teachers to teach in ways that work for them and their students” — survey respondent

“There is too much tolerance for students’ misbehavior; they should respect dress codes, not use vulgar language, and should respect teachers and classmates.” — survey respondent (translated from Spanish)

“School is sit down, sit down, be quiet, don’t disrupt, don’t be disrespectful — school’s not fun anymore.” — listening session participant

Screens, AI and packets replacing teaching — survey 421 entries (10.7% of respondents) · listening 69 entries (23 sessions)

- Subcategories (survey/listening entries): Screen Based Instruction (145/29); AI Generated Lesson Plans (88/18); Reduce AI Use In Teaching (55/2); Excessive Worksheets And Packets (45/0); AI Curriculum Contains Errors (18/1); Hands-On Learning Not Screens (19/0); Return To Textbook Learning (17/0); Handwriting On Paper Not Screens (10/0); No In-Class Instruction Time (4/4); iReady Intervention Program (6/2); Screen Time Reduces Interaction (2/2); Cycling Through Software Platforms (2/1); AI Cost-Cutting Enables Uncertified Staffing (1/1); AI Data Use Lacks Transparency (0/2); Intentional Balance In Tech Use (1/1); Reduce Busy Work Assignments (2/0); Excessive Student Data Collection (1/0); Families Must Supply Headphones (0/1); Heavy Backpacks From Carrying Chromebooks (1/0); Mandated Software Minutes (0/1); No Basic Computer Class Provided (1/0); No Correction Of Independent Work (0/1); Students Locked Out Of Computers (1/0); Teachers Unknowingly Train Corporate AI (0/1); Textbook-Only Instruction Ignores Learning Styles (1/0); iReady Data Privacy Concerns (1/0); iReady Used As Busywork (0/1); One-To-One Devices Displaced Lab Computers (0/1)

- Representative verbatims:

“Stop pushing more electronics and computers into the classroom. Children need hands on learning with actual people. Not staring at more screens.” — survey respondent

“They’re not doing long-form reading, they’re doing short AI-scripted lessons — how bad the AI was and how rigid it is.” — listening session participant

“And we are wasting SO MUCH PAPER. Why can’t we invest in new books instead of AI subscriptions and cover bands?” — survey respondent

Decisions without community or parent voice — survey 353 entries (10.1% of respondents) · listening 145 entries (30 sessions)

- **Decisions without listening or transparency** (survey 282 · listening 133): District Not Listening To Community (70/13); Moving Too Fast (37/9); Poor District Communication Causes Rumors (22/9); Board Must Exercise Oversight (4/13); Unanswered Emails And Questions (3/10); Communication Prioritizes PR Over Parents (7/4); Caving To State Pressure (10/0); Political Pressure Over Staffing Decisions (8/2); District Dishonesty To Public (9/1); Board Not Listening To Community (9/1); Board Rubber Stamping Votes (3/6); Lack Of Transparency Since Takeover (8/1); Stop Celebrating Misleading Scores (6/2); Existing Community Partners Excluded (1/7); District Not Competing For Students (6/1); Media Spin Masks Class Sizes (6/1); Teachers Excluded From Decisions (7/0); District Reactive Not Proactive (5/1); Flip Hierarchy To Serve Students (5/1); No Rationale Given For Changes (5/1); Superintendent Must Respect Public Comment (1/5); AI Generated Communications Poor Example (4/1); Lack Of Teacher Parent Communication (4/0); No Spanish Language Communication (2/2); No Student Voice In Decisions (4/0); Outside Voices Weighted Over Parents (3/1); Political Optics Over Student Needs (4/0); Poorly Scheduled Community Meetings (1/3); Teachers Lack Buy-In On Mandates (2/2); Teacher Attrition Underreported (2/2); Policymakers Disconnected From Classroom Reality (2/2); Teachers Kept In The Dark (1/2); Adult Dishonesty Modeled To Students (0/2); Changes Without Evidence Or Input (2/0); District Contact Guide Unclear (1/1); District Not Collaborating With ISDs (2/0); District Unresponsive To Industry Partners (0/2); Excessive Parent Communication Volume (2/0); Meeting Notices Not Reaching Parents (1/1); Stop Leading With Takeover Narrative (0/2); Poor Emergency Lockdown Communication (0/2); Stop Focusing On Negatives (0/2); Board Should Own Mistakes (0/2); Concrete Systems Not Promises (1/1); Public Comment Rules Limit Voice (1/1); District Covers Up Safety Incidents (1/0); Economic Impact Not Communicated (0/1); Educator-Led Not Business Governance (1/0); Engage Higher Education Partnerships (1/0); Excessive Media Visibility By Leadership (1/0); Excludes Non-Parent Community Stakeholders (0/1); FAQ Document Seen As Deceptive (0/1); Inconsistent Messaging Across Leadership Levels (1/0); Media Narrative Contradicts Reality (1/0); No Notice When Student Struggles (1/0); No Student Feedback On Teachers (1/0); ParentSquare Account Confusion (0/1); Program Opportunities Not Proactively Communicated (0/1); Unclear Board

Superintendent Boundaries (1/0); Wealthy Interests Drive Decisions (1/0); Complicated Vendor Approval Process (0/1); Board Must Answer Community Emails (0/1); Board Should Listen More (0/1); Board Members Should Substitute Teach (0/1); Cutting Off Community Speakers (0/1); Decisions Made Before Public Comment (0/1); Improvement Trend Misrepresented As Failure (0/1); 3 further subcategories not itemized under the label rule in A.4 (1/2)

- **Parents kept out of schools** (survey 71 · listening 12): Restrict Parent Classroom Access (31/4); No Parent Engagement Plan (12/1); Restrict Parent Lunch Access (11/0); Hold Parents More Accountable (5/0); Curriculum Materials Withheld From Parents (1/2); Restore Regular Positive Parent-Teacher Contact (2/1); Restrictions Limit Teacher Appreciation Gestures (2/1); Adversarial Parent Teacher Relationship (1/0); Cameras Installed Without Parental Consent (1/0); Car Line Blocks Parent Contact (1/0); District Interferes With After-School Pickup (1/0); Parents Cut Off From Education (1/0); Parents Excluded From Support Sessions (0/1); Schools Not Accountable Like Parents (1/0); Schools Overstep Parenting Role (1/0); Student Agreements Without Parent Signature (0/1); Teachers Blaming Parents For Outcomes (0/1)
- Representative verbatims:

“The bottom line is you guys are only going to get our respect if you actually implement what we’re looking for... we don’t believe you guys are here to help us or listen to us.” — listening session participant

“I’m trying to figure out how to navigate through this system that is constantly changing, constantly in my mind failing” — listening session participant

“Letting parents in the school in grades pre k-1st grade, atleast for the fist two days starting the school year” — survey respondent

Testing overemphasis and daily assessments — survey 292 entries (8.7% of respondents) · listening 62 entries (22 sessions)

- Subcategories (survey/listening entries): Over Testing Students (92/17); Teaching To The STAAR Test (55/3); Building Test Takers Not Thinkers (38/7); Daily DOL Assessments Ineffective (35/1); Ignoring Student Growth Measures (9/7); Test Scores Sole Success Measure (14/1); Eliminate STAAR Testing (15/0); Kids Reduced To Data Points (11/3); Overemphasis On STAAR (5/4); Excessive Pressure On Students (4/0); Tests Invalid For Teacher Evaluation (2/1); STAAR Not TELPAS For ELs (1/1); Test Results Not Explained (1/1); Test Stress Used As Threat (1/1); Tests Should Allow Retakes (1/1); Standardized Tests Culturally Unfamiliar Content (0/2); Assessment Mandate In Dual Credit (0/2); Allow TSI Test Opt-Out (1/0); Assessment Data Never Acted On (1/0); Biased Assessment Tool Pressures Teachers (0/1); Broaden Literacy Assessment Beyond STAAR (0/1); Confusing Non-Traditional Grading Scale (1/0); Confusing STAAR Questions Undermine Confidence (0/1); District Discourages STAAR Test Prep (0/1); STAAR Passing Standards Too Low (1/0); STAAR Test Reading Level Mismatch (0/1); Students Tested Above Grade Level (1/0); Teacher-Administered Tests Enable Manipulation (1/0); Testing

Ignores Individual Learning Pace (1/0); Testing Pressure Stresses Staff (1/0); Tests Cannot Measure Critical Thinking (0/1); Track Long-Term Early Investment Outcomes (0/1); Unsafe Testing Conditions (0/1); Score Reports Without Improvement Plan (0/1); 1 further subcategory not itemized under the label rule in A.4 (0/1)

- Representative verbatims:

“I think we should stop putting so much emphasis on testing and paperwork at the expense of meaningful learning and student needs.” — survey respondent

“Stop teaching to a test using AI generated (and often incorrect) formulaic teaching. Scripts don’t help kids connect to the material.” — survey respondent

“Our data grew. One point is growth. But we’re not celebrating that” — listening session participant

Losing teachers, hiring uncertified staff, underpaying — survey 271 entries (7.7% of respondents) · listening 81 entries (26 sessions)

- **Losing and underpaying teachers; uncertified hires** (survey 244 · listening 81): Losing Teachers And Administrators (60/28); Hiring Uncertified Teachers (63/9); Oversized Classes Without Support Staff (30/8); Pushing Out Experienced Staff (25/5); Stop Underpaying Teachers (16/0); Leaders Unprepared For Their Roles (13/1); Substitute Teacher Quality Not Monitored (7/3); Losing Experienced Teachers And Leaders (3/2); Campus Leadership Turnover (2/1); Assistant Principal Training Inadequate (2/0); CTE Teachers Unprepared For Certification (1/1); Coaches Teaching Unrelated Subjects (2/0); Elevate Reapplication Short Notice (0/2); Librarians Excluded From Compensation (0/2); Paraprofessionals Underpaid For Workload (1/1); Teachers Not Adequately Prepared (2/0); TIA Incentive Structure Flawed (0/2); Add Monitors For Large Classes (0/1); Barriers To Hiring Teachers (1/0); Classes Split Disrupts Learning (1/0); Cutting Administrative Roles Hurts Attendance (0/1); Educational Technology Department Eliminated (0/1); Elevate Pay Ignores Teacher Experience (1/0); Front Office Understaffed (1/0); Hire Superintendent From Within (1/0); Hiring Freeze Limits Student Support (1/0); Inclusion Teachers Excluded From Raise (1/0); Insufficient Campus Administrator Staffing (0/1); Principals Removed On Achievement Only (0/1); Recruitment Incentive Pay Insufficient (0/1); Staffing Shortages Cut Student Services (1/0); TAs Excluded From Elevate Pay (0/1); Teacher Pay Equalization Concerns (1/0); Teacher Shortages Limit Course Availability (1/0); Teachers Covering Two Classes Simultaneously (1/0); Teachers Split Across Campuses (1/0); 9 further subcategories not itemized under the label rule in A.4 (5/9)
- **Raise the hiring and performance bar** (survey 27 · listening 0): Remove Poor-Performing Teachers (20/0); Recruit Higher Quality Teachers (3/0); Remove Long-Tenured High Earners (1/0); Teachers In It For Pay (1/0); Hiring Unmotivated Teachers (1/0); Inadequate Teacher Background Checks (1/0)
- Representative verbatims:

“The day they permit uncertified teachers to fill the halls, how is that safe for our kids?” — listening session participant

“Many phenomenal educators were lost recently due to uncertainty or due to real or perceived constraints. Try to build back the quality” — survey respondent

“I know we don’t have zero vacancies because there are currently classrooms that have up to 40 kids in them.” — listening session participant

Leadership by fear and disrespect — survey 198 entries (5.9% of respondents) · listening 58 entries (22 sessions)

- Subcategories (survey/listening entries): Leadership By Fear And Intimidation (66/17); Student And Staff Distress (37/15); Stop Blaming Teachers (22/6); Poor Treatment Of Teachers (15/1); District Defensiveness Toward Critics (9/1); Environment And Relationships Harm Learning (9/1); Teachers Publicly Disrespected (8/1); Superintendent Leadership Style (4/4); Only Critical Feedback To Teachers (3/1); Teacher Stress Affecting Student Trust (3/1); Administrative Ego Hinders Progress (3/0); Fear Of Scrutiny Deters Reporting (1/2); Absenteeism Wrongly Blamed On Educators (1/1); Accountability Must Extend Upward (2/0); No Teacher Grievance Procedure (0/2); Administration Neglects Student Wellbeing (1/0); Adopt Trauma-Informed Culture Model (1/0); Homogenization Discourages Diverse Educators (0/1); Leadership Communication Tone (1/0); Restore Trust And Mutual Respect (1/0); Teachers Blamed For Communication Failures (0/1); Teachers Treated As Interchangeable (1/0); 8 further subcategories not itemized under the label rule in A.4 (10/3)
- Representative verbatims:

“The culture of fear and paranoia doesn’t make kids want to learn. If we’re really child-centered, student-centered, then let’s do that.” — listening session participant

“The students has to learn in peace and not like robots. The new FWISD rules are ridiculous and are stressing out my kids” — survey respondent

“Honestly if teachers could teach the district would see a huge jump in achievement. FWISD’s biggest issue is its leadership. Not the teachers.” — survey respondent

Closures, program cuts, campus inequity and poor daily operations — survey 200 entries (5.7% of respondents) · listening 67 entries (24 sessions)

- Closures, program cuts and campus inequity** (survey 133 · listening 59): School Closures And Consolidations (12/6); Stop Cutting Necessary Programs (13/3); Facility Conditions And Centralized Control (11/2); Insufficient District Funding (10/0); Good Programs Not Available Districtwide (8/1); Stop Funding Non-Outcome Spending (6/2); Facility Inequity Across Campuses (3/5); Eastside Resource Deprivation (4/3); Choice Programs Drain Neighborhood Schools (4/2); Curriculum Spending Over Targeted Support (4/2); Unequal Treatment By School

Demographics (6/0); Superintendent Pay Too High (3/2); Initiatives Without Measurable Results (5/0); Underfunded Classroom Supplies Burden Families (4/1); Campus Overcrowding Beyond Capacity (3/2); District Top Heavy Administration (3/2); PTA Funding Widens Resource Gap (3/1); Limit Charter School Expansion (1/2); Resource Access Depends On Campus (3/0); School Boundary Changes Erode Community (2/1); Wasteful Spending On Events (3/0); Resources Only For Elevate Campuses (1/2); Abandoning Programs Without Evaluation (1/1); District Too Large Should Split (2/0); Expand PreK3 Access Across Communities (0/2); Program Cuts Force Private Fundraising (1/1); Prolonged Construction Disrupts Learning Environment (1/1); School Closures Cut Food Access (0/2); Slow Inequitable Transfer Process (1/1); Superintendent Severance Payouts (1/1); Stop Divesting In This Community (0/2); Close Zoneless Choice Schools (1/0); Closing Schools Denied Resources (1/0); Cut Administrative Travel Spending (1/0); Deficit Spending By District (1/0); Displacing Successful Student Programs (0/1); Duplicative Curriculum Support Spending (1/0); Exclusive Vendor Contracts Waste Money (1/0); Inequitable Classroom Technology (0/1); Insufficient IB School Access (0/1); Mandatory No-Credit Class For Funding (1/0); School Closures Insufficiently Mitigated (1/0); Selling Campuses To Developers (1/0); Spending Prioritizes Buildings Over Students (1/0); Stop Tying Funds To Attendance (1/0); Student Records Don't Transfer (0/1); Taxpayer Money Misused (1/0); Teacher Break Spaces Eliminated (0/1); Two Schools Within One Campus (1/0); Uncompetitive Facilities And Ratings (1/0); Unequal Teacher Placement (0/1); Athletic Eligibility Barriers Across Campuses (0/1); Staff Unaware Of Campus Funds (0/1); 1 further subcategory not itemized under the label rule in A.4 (0/1)

- **Poor drop-off, cafeteria food and bus operations** (survey 67 · listening 8): Poor Drop-Off Pickup Logistics (28/1); Poor Cafeteria Food Quality (25/0); Unreliable Bus Timing Affects Safety (4/1); Restore City Bus Pass Program (2/0); Unsafe Pedestrian Routes To School (1/1); Inadequate Water Access For Students (1/1); Bus Radius Cutoff Excludes Students (0/2); No Busing Near Construction Zones (0/1); Bus Dependence Excludes Afterschool Programs (0/1); School Entrance Layout Causes Tardiness (1/0); Vending Machines Removed (1/0); Styrofoam Lunch Trays Wasteful (1/0); Food Access Barriers (1/0); Religious Dietary Needs Unmet (1/0); Unlit Parking Lot Safety Hazard (1/0)

- Representative verbatims:

“Every student that had gone through an AVID program, you could tell how they communicated, how they presented themselves, their ability to take leadership... I didn't realize that that had been cut.” — listening session participant

“School pick up line is ridiculous and concerning. Students are waiting in the heat for over 30-45 minutes to get to their parent” — survey respondent

“Serving Ultra-Processed Meals: Stop providing low-nutrient school foods that directly fuel childhood obesity, energy crashes, and poor cognitive function.” — survey respondent

Lowered rigor and neglected basic skills — survey 177 entries (5.4% of respondents) · listening 88 entries (26 sessions)

- **Lowered rigor and social promotion** (survey 108 · listening 43): Stop Passing Students Along (41/6); Advanced Students No Longer Challenged (27/16); Loss Of Academic Rigor (4/7); Reduced Homework Hurts Learning (7/2); Growth Goals Set Too Low (4/2); AP Changes Lack Evidence (2/3); Combining On-Level And Honors Classes (4/0); Low Expectations For Students (4/0); Advanced Academic Coordinators Eliminated (0/3); Students Pushed Into Unearned AP (3/0); Diploma Losing Value (1/1); Full Inclusion Hurts High Performers (1/1); Reduced Dual Credit AP Access (1/1); Students Allowed Easy Non-Rigorous Schedules (1/1); Age Bridging Delays Graduation (1/0); Cannot Drop Advanced Classes Early (1/0); GT Pull-Out Limited To Specials (1/0); Honors Label Lacks Rigor (1/0); No Mid-Level Course Track (1/0); Overreliance On Intervention Model (1/0); Stop Repeated Grade Retention (1/0); Improve Academic Quality (1/0)
- **Neglecting basic skills, whole books and libraries** (survey 69 · listening 45): Excerpts Instead Of Whole Books (11/13); Low Student Reading Levels (17/5); Classroom Libraries Removed (8/4); Library Access Restricted (7/3); Restore Cursive Writing Instruction (1/5); Ban On Reading Aloud (1/3); Outdated Literacy Instruction (3/1); Underfunded School Libraries (3/1); Lack Of Phonics Instruction (3/0); Narrowed Reading Instruction Block (2/1); Basic Skills Instruction Neglected (2/0); Restore Accelerated Reader Funding (0/2); Restore Student Journals For Note-Taking (1/1); Add Literacy Specialist Staffing (1/0); Closing School Libraries (1/0); Cursive Instruction Wastes Time (1/0); Insufficient Handwriting Line Spacing (1/0); Insufficient Writing Assignments (0/1); Librarians Diverted To Tech Support (1/0); Libraries Converted To Detention Rooms (1/0); Library Staffed By Non-Certified Teachers (0/1); Low Basic Math Skills (1/0); Low Student Science Achievement (1/0); Poor Grammar And Writing Skills (1/0); Reading Goals Serve Compliance (0/1); Restore Traditional Spelling Instruction (1/0); Support For At Risk Readers (0/1); Underfunded Classroom Book Supplies (0/1); Underprivileged Students Lack Book Access (0/1)
- Representative verbatims:

“as well as make better support systems for those who fall behind, rather than coddling them and letting them fall further behind.” — survey respondent

“Stop managing to averages. District improvement cannot come at the expense of advanced students, elite academics, fine arts, athletics, or high-performing programs.” — survey respondent

“I think that not having students read entire books, but only excerpts of books is not going well” — listening session participant

Unproven, error-ridden curriculum adoptions — survey 164 entries (5.1% of respondents) · listening 34 entries (21 sessions)

- Subcategories (survey/listening entries): Stop Using Bluebonnet Curriculum (38/0); Curriculum Quality Concerns (33/0); Non-Research-Based Curriculum Solutions

(26/1); Bluebonnet Curriculum Errors (17/3); Constant Curriculum Initiative Churn (15/4); Buying Unproven Curriculum (7/3); Curriculum Department Leadership (2/4); DOL Assessment Quality Flaws (4/2); Curriculum Not Aligned To STAAR (1/5); Adopting An Already-Failed Model (3/2); Elementary Math Curriculum Too Complex (4/1); Curriculum Less Relevant Since Takeover (2/2); Late Curriculum Access For Teachers (3/1); Curriculum Department Needs More Support (1/1); Curriculum Not Grade Level Appropriate (2/0); No Curriculum Error Reporting Channel (0/2); Adopt Common Core Standards (1/0); Amplify Program Not Proven Effective (0/1); Bluebonnet Lacks Adequate Support (1/0); Curriculum Gaps Burden Teachers (1/0); District Adapting Curriculum Poorly (1/0); Errors Not Corrected After Reporting (0/1); No Consistent Core Curriculum Provided (1/0); Slow To Fix Bad Curriculum (1/0); Year Lost To Failed Experiment (0/1)

- Representative verbatims:

“I think we need to leave the Bluebonnet curriculum behind as it has been proven problematic and our students deserve better.” — survey respondent

“The curriculum and professional development for tested subjects is both awful, incoherent, and unvetted, while other subjects have no curriculum or framework at all.” — survey respondent

“The Bluebonnet curriculum is not the right curriculum to have in our schools. It has been proven there’s a lot of mistakes in it.” — listening session participant

Religion, politics and ideology in curriculum — survey 155 entries (4.1% of respondents) · listening 12 entries (9 sessions)

- Subcategories (survey/listening entries): Religious Bias In Curriculum (38/6); Political Ideology In Curriculum (41/0); Book Banning Restricts Access (16/2); Religion In Public Schools (18/0); Curriculum Whitewashes History (8/1); LGBTQ Content In Schools (6/0); Curriculum Portrays America Negatively (5/0); DEI Programs In Schools (5/0); Culturally Affirming Programs Eliminated (2/1); Critical Race Theory Content (2/0); Lack Of Moral Character Education (2/0); Restore DEI And Teacher-Student Matching (1/1); Add Prayer And Bible Reading (1/0); Assimilationist Curriculum Suppresses Individuality (0/1); GSA Club Restrictions (1/0); More Emphasis On US History (1/0); Oppose Yoga In Schools (1/0); Opposition To SEL Counseling Programs (1/0); Opposition To Safe Space Stickers (1/0); Other Faiths Not Accommodated (1/0); Restore Civics Instruction (1/0); 2 further subcategories not itemized under the label rule in A.4 (3/0)

- Representative verbatims:

“Stop forcing religious and political ideology into the districts. Leave that for the privacy of homes unless they religion is allowed.” — survey respondent

“Teachers must be completely neutral in their political views, no indoctrinating students to their views. Please put that in their contracts.” — survey respondent

“I would like to see our education system stop banning books, and I think we need to trust our certified librarians to make those decisions about what materials are available to our students in the libraries.” — listening session participant

Under-serving special education, bilingual and student supports — survey 132 entries (4.0% of respondents) · listening 115 entries (28 sessions)

- **Under-staffed special education and bilingual services** (survey 89 · listening 57): Special Education Staffing Shortages (23/12); IEP Not Implemented (13/4); Slow Special Education Referrals (6/8); Emergent Bilingual Sink Or Swim (6/4); Newcomer Center Closed (4/3); Dyslexia Services Access Barriers (2/3); Eliminating Bilingual Department (2/3); Opposition To ESL Programs (5/0); Dual Language Program Not Working (4/1); Loss Of SPED Accommodation Flexibility (3/2); 504 Plans Overused Reduce Accountability (2/1); Literacy Instruction For Special Education (2/1); Cutting Dyslexia Services (1/1); Dual Language Ends Too Early (1/1); Confusing ARD Process No Roadmap (0/2); Disproportionate SPED Class Concentration (1/0); Early Childhood Special Education Services (0/1); Elevate Model Unsuitable For SPED (1/0); Insufficient Autism Training For Teachers (1/0); Resource Classes Expected Regular Content (1/0); SPED Outcomes Not Publicly Discussed (1/0); Self-Contained SPED Model Too Uniform (1/0); Support Needs Before Advanced Placement (0/1); Peer Translation Instead Of Support (0/1); Need Parent Advocates For ARD (0/1); 11 further subcategories not itemized under the label rule in A.4 (9/7)
- **Cutting college, career and counseling supports** (survey 43 · listening 58): Cutting Postsecondary Specialists (2/13); Lack Of Vocational Program Options (6/5); Support Staff Positions Eliminated (4/3); Cutting Counselors And Crisis Support (3/2); Loss Of Career College Exposure (1/4); Curriculum Not Useful After Graduation (1/2); Generic Non-Individualized Career Counseling (0/3); Insufficient Tutoring For Older Students (2/1); No After School Care Program (3/0); Incomplete Student Schedules (2/1); Counselor GO Center Role Unclear (0/2); Counselor Shortage Limits Social Skills (1/1); Curriculum Not Keeping Pace (1/1); Cutting Go Center Staff (0/2); Late Schedule Completion Harms Seniors (2/0); Limited World Language Options (1/1); No Scholarship Navigation Support (0/2); P-TECH Partnership Not Renewed (0/2); Restore Busing For Dual Credit (1/1); Allow Switching Unwanted Classes (1/0); CTE Open Enrollment Lacks Prerequisites (1/0); CTE Requires Whole Class Placement (0/1); College Pressure Starts Too Early (1/0); Counselors Return Too Late (1/0); Difficulty Reaching School Counselors (0/1); Elevate Campuses Bar Career Vendors (0/1); Extend Go Center Past Graduation (1/0); Forced Early Career Path Decisions (1/0); GO Center Not Districtwide (0/1); Go Center Replacement Inadequate (0/1); Hands-On CTE Program Eliminated (0/1); Insufficient Elective Course Options (1/0); Insufficient Social Skills Instruction (1/0); Late Class Reassignment Disrupts Learning (1/0); Mandate Teaching Support Courses (1/0); Middle School College Readiness Gap (0/1); Missing Financial Literacy Instruction (0/1); Missing Preventative Health Instruction (1/0); No Access To After-School Tutoring (1/0); School Reentry

Support Reduced (0/1); Spanish Class Seen As Ineffective (1/0); Students Barred From Self-Transport (0/1); Underutilized Career Pathway Access (0/1); Long-Term Workforce Pipeline Planning (0/1)

- Representative verbatims:

“It’s like even cutting special ed teachers. It’s like, yeah, we’re not acting like students are the most important thing.” — listening session participant

“forcing our SPED and dyslexic kiddos to finish their DOL in 10 minutes (violates federal law)” — survey respondent

“Some of these high schools have their college advisor prep positions cut... some high schools don’t have that, they don’t have a GO Center.” — listening session participant

Other — survey 175 entries (5.6% of respondents) · listening 6 entries (4 sessions)

- Subcategories (survey/listening entries): Broad Dissatisfaction With District (98/0); Nothing Needs To Stop (39/0); Systemic Barriers To Achievement (10/3); Undermining Public Education (5/0); District Solving City Problems (2/2); General District Disorganization (3/0); Daily Classroom Check-In Reports (1/0); District Advocacy For Stable Housing (1/0); Enabling Not Empowering Students (1/0); Food Truck Access Restricted (1/0); General Education Students Overlooked (1/0); IPC Program Concerns (1/0); Ignoring Root Causes Of Problems (1/0); Lack Of District Accountability (1/0); Missed Class Makeup Work Unclear (1/0); Perceived District Corruption (1/0); Restrict Outside Marches During School (1/0); Sports Teams App Access Removed (1/0); Stop Undermining District Progress (1/0); Universal Pre-K Undermines Childcare Providers (0/1); 3 further subcategories not itemized under the label rule in A.4 (5/0)

- Representative verbatims:

“Personally, I have always been very happy with each of the schools in this district that my children have attended.” — survey respondent (translated from Spanish)

“Year just started but all over fb or media parents are complaining of one thing or another thats nothing positive for fwisd” — survey respondent

“I look at these numbers... and they’re very concerning. So whatever we’re doing to get to these numbers, we need to stop doing.” — listening session participant

Part C — Crosswalk to Goals and Guardrails

Data: 41 listening sessions (2,828 coded entries) and the community survey (3,027 respondents; 17,916 coded entries). The listening corpus is final. This part sets out the themes from the community input, offered to facilitate the Board's discernment of the community's vision and values; the reporting specification calls them "candidates", and that word is kept in the section headings and tier labels. No proposed language appears here. Category names are those of the frozen structure (Part B); the same name is used here.

Executive summary

How to read the numbers

- Survey figure = % of the 3,027 respondents who raised the theme (each respondent counted once per theme).
- Listening figure = % of that question's session entries, with the number of sessions (of 41) where it came up.
- The two are never blended, except in some "combined" charts. Agreement between them is meaningful; disagreement is a finding.
- **Tier rule:** a *strong* candidate is ranked in the top five on both instruments; a *survey-only* or *listening-only* candidate is top five on one. Ties share a rank. The tier measures agreement between the two feedback methods, not prevalence in the community (A.4). *Material divergence* = ranks differ by 5+ places or entry shares differ by 5+ points.
- **Frequency is not depth of belief.** A theme raised briefly, or in just a few rooms, may be deeply held. Several of the most specific asks (dual language, special education, neighborhood-school heritage, athletics) came from a handful of rooms.

Goals candidates (Q1, Q2)

- Q1 — strong on both instruments (the same five): Reading; Grade-Level Core Academics; Critical Thinking and Problem Solving; Communication and Self-Advocacy; Social-Emotional Skills and Character.
- Q2 — strong on both: College, Career and Military Ready (#1 on both) · Critical Thinker and Lifelong Learner · Confident, Resilient and Well.
- Q2 — single-instrument: Academic Mastery and Achievement is survey-only (19.8% of respondents, but 6th in the rooms) · Communication and Interpersonal Skills is listening-only (3rd in the rooms, 6th on the survey).

Guardrails candidates (Q3, Q5)

- Q3 — strong on both instruments (the same five): Trust, Support and Retain Educators (#1 on both) · Honest, Transparent, Evidence-Based Leadership (#2 on both) · Whole Child Over Scores and Screens · Consult and Partner With Community · Equity and Basic Resources Every Campus.
- Q5 — strong on both: Scripted lessons and uniform campus mandates · Micromanagement and overloading of teachers. Survey-only: Cutting lunch, recess,

arts and enrichment; rigid schedules · Over-restrictive rules, uneven discipline and unsafe treatment · Screens, AI and packets replacing teaching. Listening-only: Decisions without community or parent voice (#1 in the rooms) · Under-serving special education, bilingual and student supports · Lowered rigor and neglected basic skills.

Protect list (Q4) — the question with the most material divergences between the instruments (7 of 13 tiered categories flagged)

- Strong on both: Advanced academics and career pathways (#1 in the rooms); Family engagement, communication and listening; Counseling, special education, language support.
- Survey-only: Safety, structure and discipline (#1 on the survey, #10 in the rooms) · Great teachers, supported and trusted · District leadership and accountability. Listening-only: Schools of choice and specialized campuses (#2 in the rooms) · Arts, athletics and extracurriculars.
- **Nothing working or too early** is the survey's largest Q4 answer: 241 respondents (8.0% of all 3,027) — larger on the survey measure than every one of the thirteen tiered protect-list categories (the largest, Safety, structure and discipline, is 7.5%). By its nature it names no practice to protect, so it is not tiered; it is reported here as a finding in its own right and beside the Q4 response rate (C.3).

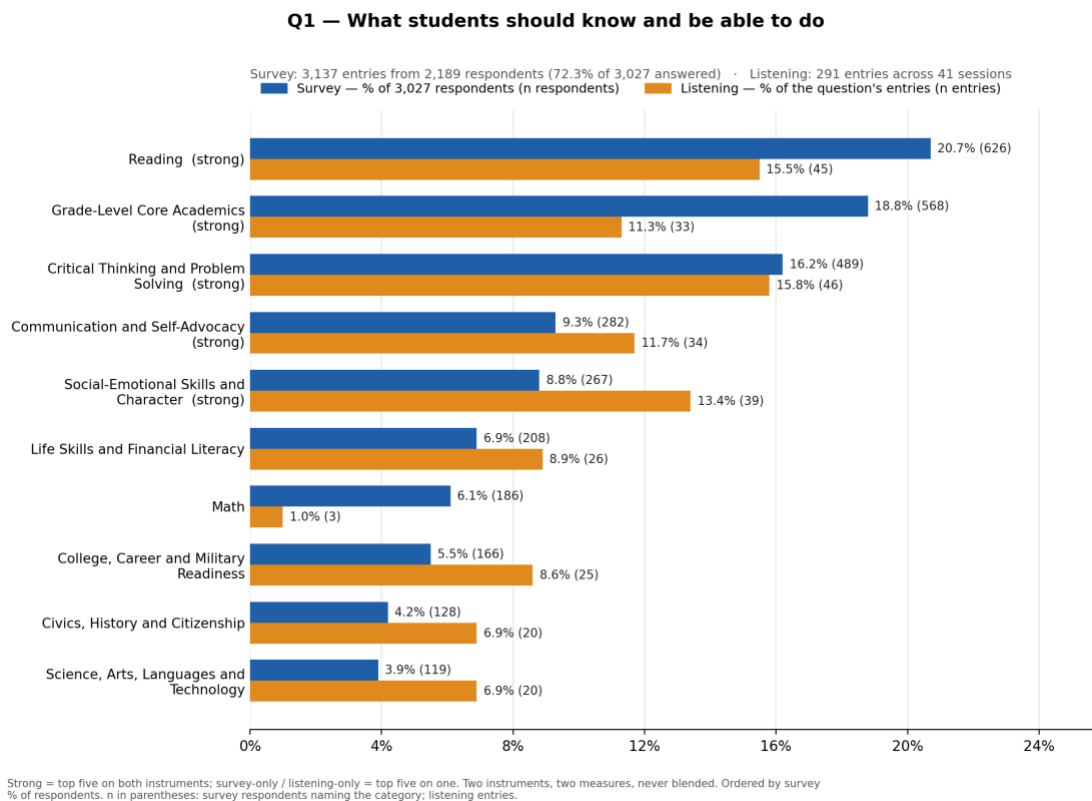
What stands out

1. The Goals evidence converges; the Guardrails evidence converges on the top two and then splits — the survey's next-largest Q5 categories concern schedule, rules and screens; the sessions' next-largest concern who is consulted and special-education and bilingual services.
2. Teacher-facing themes rank first or second on every question that can hold them: Trust, Support and Retain Educators is the #1 Q3 category on both instruments; Scripted lessons and uniform campus mandates is the #1 Q5 category on the survey and #2 in the sessions, and Micromanagement and overloading of teachers is equal-#2 on the survey (sharing the rank with Cutting lunch, recess, arts and enrichment; rigid schedules) and #4 in the sessions; Great teachers, supported and trusted is the #2 Q4 category on the survey. Pooling all questions, 37.6% of survey respondents raised teacher autonomy or mandated instruction somewhere. 14.0% of survey respondents are FWISD employees and the largest citywide session was the United Educators Association (5.0% of listening entries); no breakdown by connection was run (A.5), so those shares stand beside this finding for the reader to weigh.
3. The survey and the rooms describe a successful graduate differently: academic mastery (survey) vs. communication and interpersonal skills (rooms). Both put college/career/military readiness first.
4. One guardrail theme cuts against a protect item: over-restrictive rules. Survey respondents named phone restrictions and stricter structure as things that are working (Q4), while other Q5 answers ask for phone rules and dress codes to be

loosened — and Q5 itself carries both directions. No cross-tab was run; the two sets of answers are simply both present.

5. Coverage is uneven: 28 of 41 sessions were citywide organizations; four pyramids had no session and a fifth (Southwest) lost its record; Paschal-pyramid respondents are 23.1% of all 3,027 survey respondents (32.6% of those naming one of the 13 patterns with an enrollment count, against 13.2% of enrollment), and the Paschal HS session is 7.7% of all listening entries. Part A reports this in full.

C.1 Goals candidates — Q1 and Q2

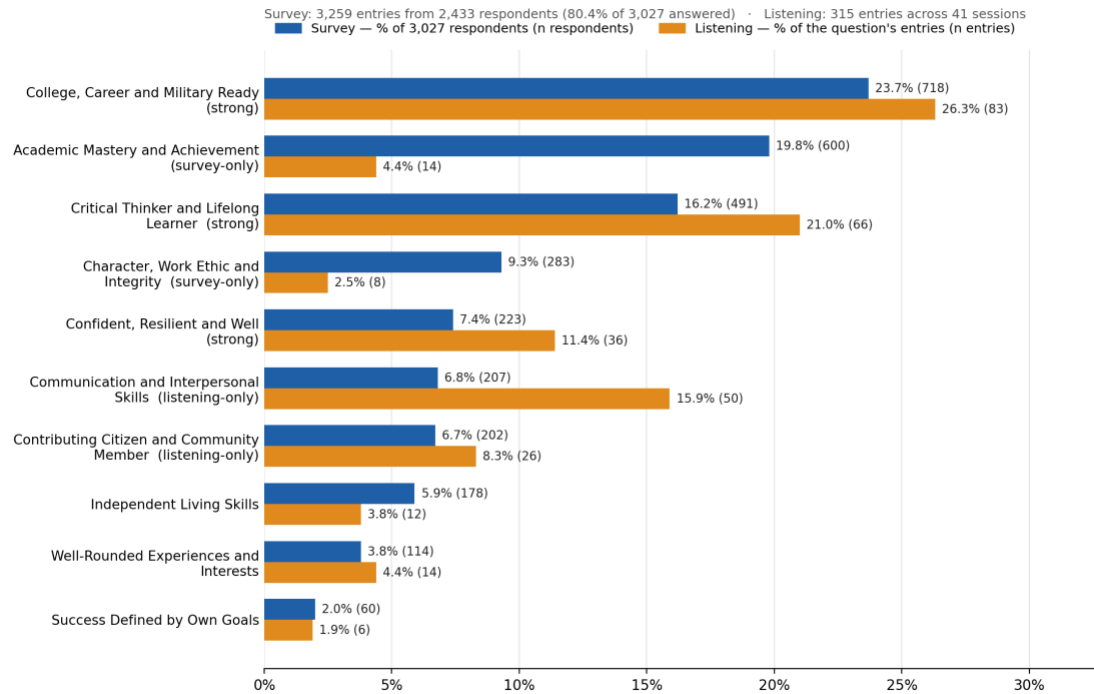


Q1 — What should students know and be able to do? (survey % respondents · listening % entries, sessions)

- **Strong on both instruments**
 - Reading — 20.7% · 15.5%, 26 sessions. Reading proficiency dominates (581 survey / 33 listening entries); love of reading, whole novels, early-grade intervention beneath it.
 - Grade-Level Core Academics — 18.8% · 11.3%, 24. Reading, writing and math named as a set; growth from each student's baseline.
 - Critical Thinking and Problem Solving — 16.2% · 15.8%, 28. #1 in the rooms.
 - Communication and Self-Advocacy — 9.3% · 11.7%, 24.
 - Social-Emotional Skills and Character — 8.8% · 13.4%, 21.

- **Below the top five on both:** Life Skills and Financial Literacy (6.9% · 8.9%) · Math on its own (6.1% · 1.0% — 3 listening entries in 3 sessions) · College, Career and Military Readiness (5.5% · 8.6%) · Civics, History and Citizenship (4.2% · 6.9%) · Science, Arts, Languages and Technology (3.9% · 6.9%).

Q2 — What describes a successful graduate



Strong = top five on both instruments; survey-only / listening-only = top five on one. Two instruments, two measures, never blended. Ordered by survey % of respondents. n in parentheses: survey respondents naming the category; listening entries.

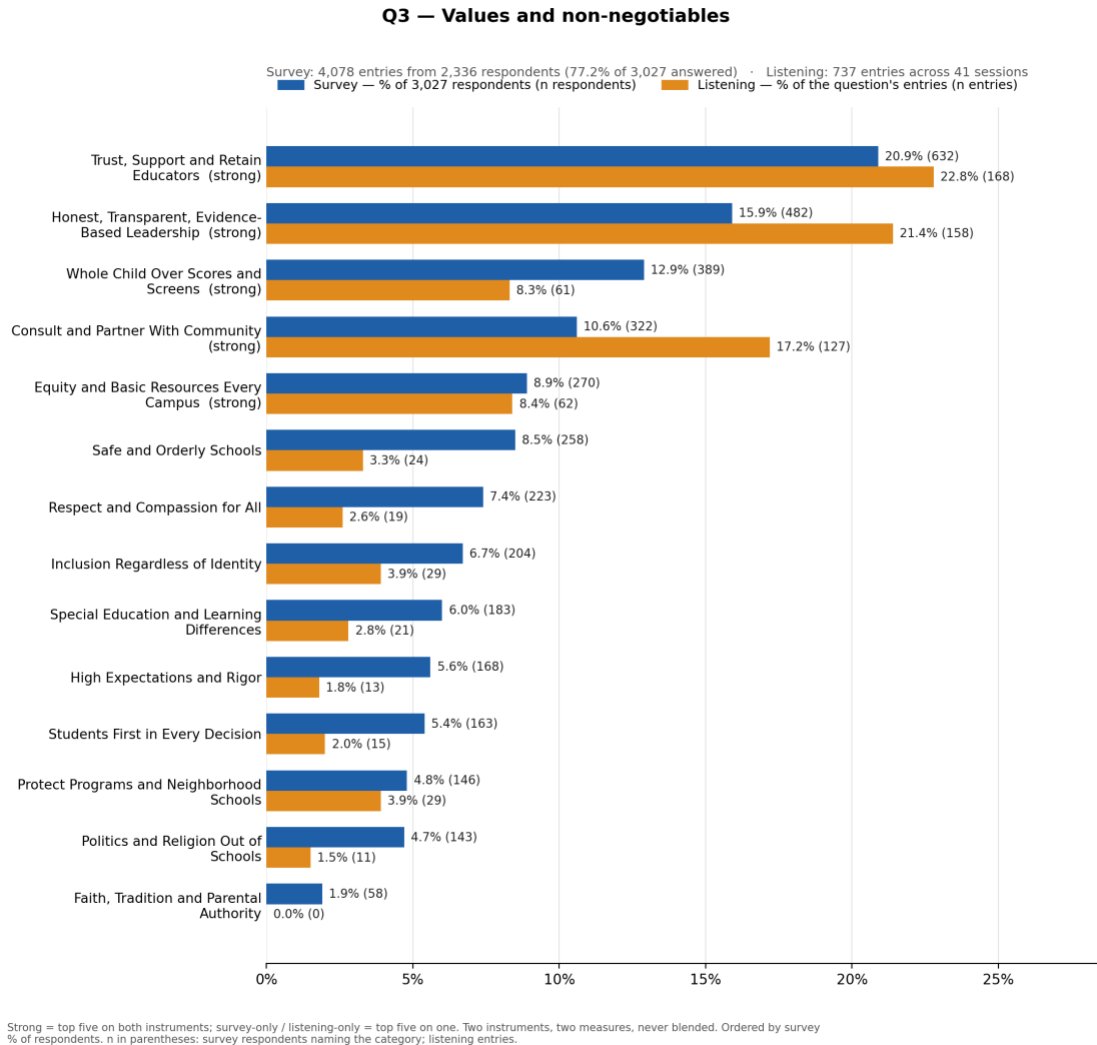
Q2 — What describes a successful graduate?

- **Strong on both instruments**
 - College, Career and Military Ready — 23.7% · 26.3%, 35 sessions. #1 on both.
 - Critical Thinker and Lifelong Learner — 16.2% · 21.0%, 29.
 - Confident, Resilient and Well — 7.4% · 11.4%, 20.
- **Survey-only candidates**
 - Academic Mastery and Achievement — 19.8% · 4.4%. Survey #2, rooms #6.
 - Character, Work Ethic and Integrity — 9.3% · 2.5%.
- **Listening-only candidates**
 - Communication and Interpersonal Skills — 6.8% · 15.9%. Rooms #3, survey #6.
 - Contributing Citizen and Community Member — 6.7% · 8.3%.
- **Below the top five on both:** Independent Living Skills · Well-Rounded Experiences and Interests · Success Defined by Own Goals.

Reading Q1 and Q2 together

- Literacy/core academics, critical thinking, and social-emotional/communication skills are strong on both questions.
- Readiness for college, career or the military is the dominant Q2 frame on both instruments.

C.2 Guardrails candidates — Q3 and Q5

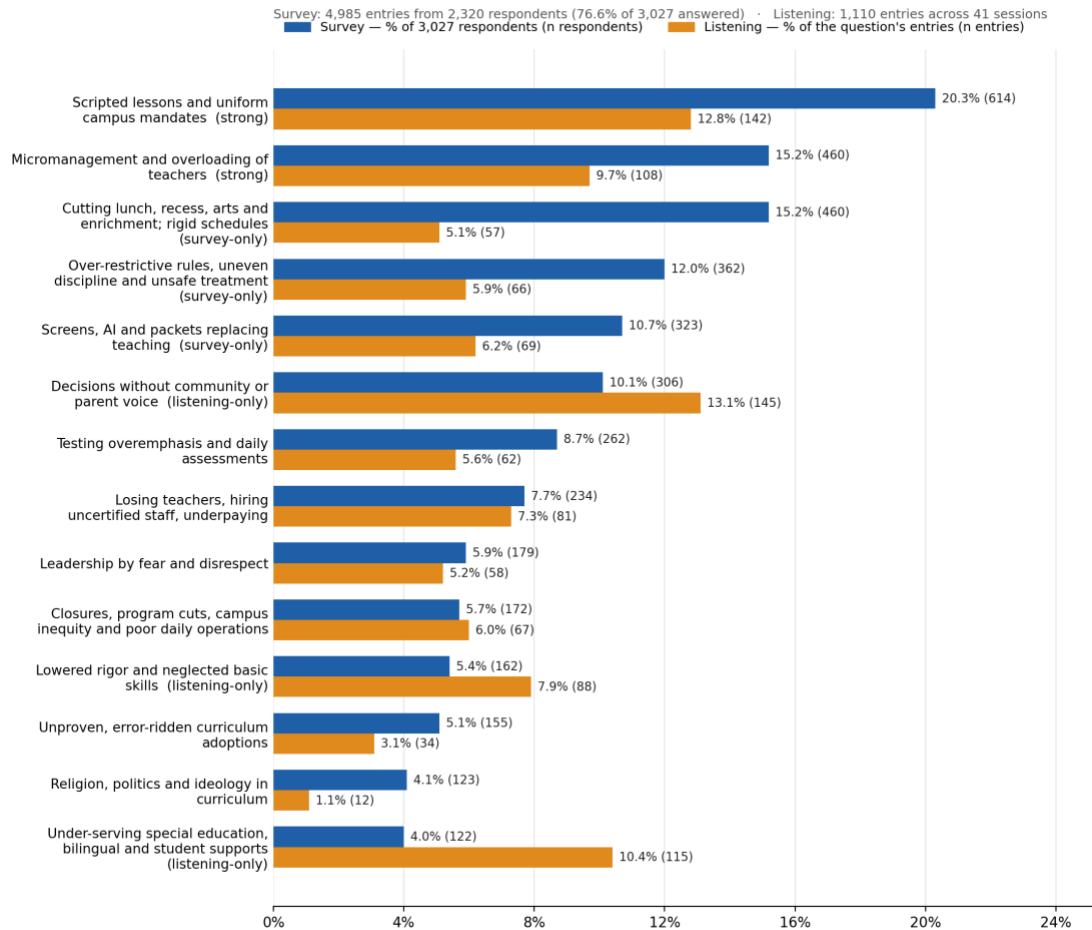


Q3 — Values and non-negotiables — the five strong themes are identical on both instruments

- **Strong on both instruments**
 - Trust, Support and Retain Educators — 20.9% · 22.8%, 33 sessions. #1 on both.
 - Honest, Transparent, Evidence-Based Leadership — 15.9% · 21.4%, 35. #2 on both.
 - Whole Child Over Scores and Screens — 12.9% · 8.3%, 32.

- Consult and Partner With Community — 10.6% · 17.2%, 29. Materially larger in the rooms.
- Equity and Basic Resources Every Campus — 8.9% · 8.4%, 21.
- **Next on the survey:** Safe and Orderly Schools (8.5% · 3.3%) · Respect and Compassion for All (7.4% · 2.6% — its largest subcategory, Respect For Community, has 184 survey / 13 listening entries, of which 45 survey entries are the single word “respect”) · Inclusion Regardless of Identity (6.7% · 3.9%) · Special Education and Learning Differences (6.0% · 2.8%).

Q5 — What the district should stop doing



Strong = top five on both instruments; survey-only / listening-only = top five on one. Two instruments, two measures, never blended. Ordered by survey % of respondents. n in parentheses: survey respondents naming the category; listening entries.

Q5 — What should the district stop doing?

- **Strong on both instruments**
 - Scripted lessons and uniform campus mandates — 20.3% · 12.8%, 31 sessions.
 - Micromanagement and overloading of teachers — 15.2% · 9.7%, 25.
- **Survey-only candidates**

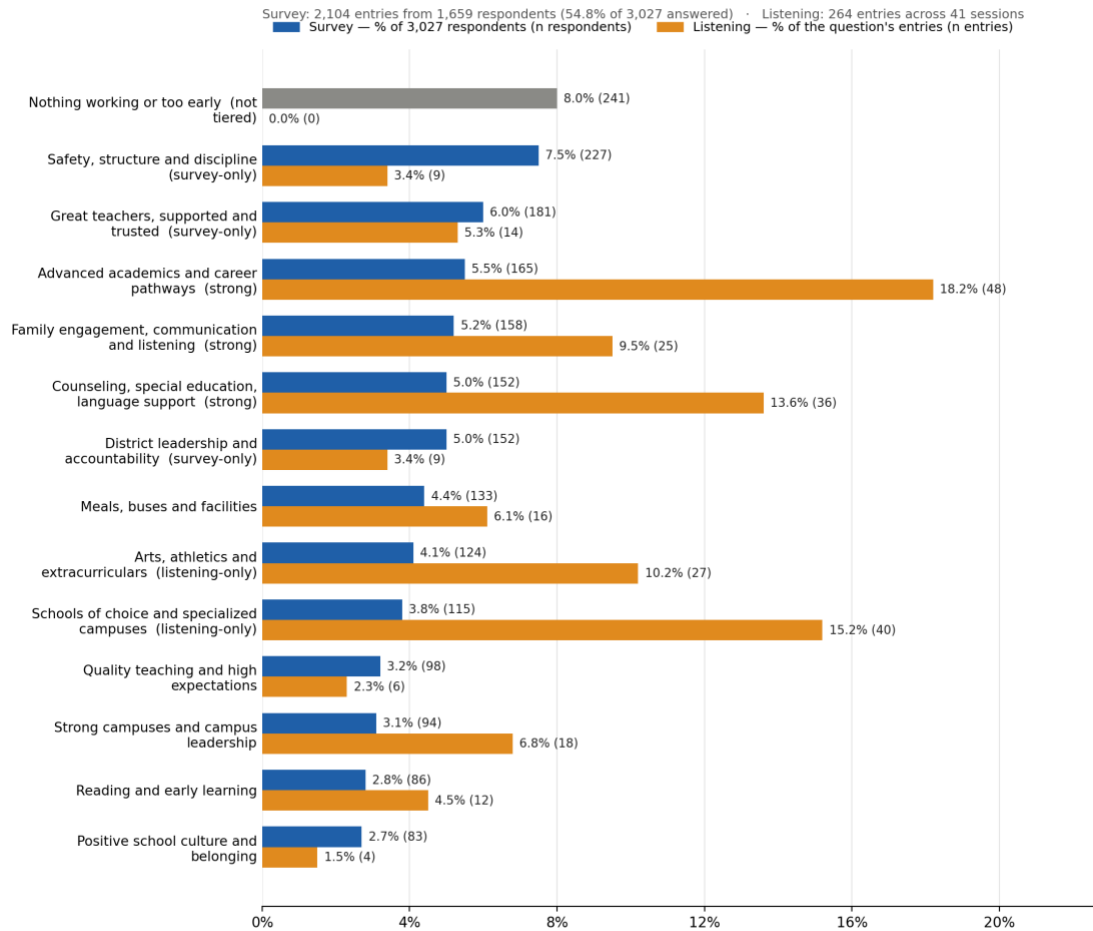
- Cutting lunch, recess, arts and enrichment; rigid schedules — 15.2% · 5.1%. Largest Q5 divergence in percentage points (+8.0; survey #2, rooms #12).
- Over-restrictive rules, uneven discipline and unsafe treatment — 12.0% · 5.9%. Carries both directions (rules too restrictive: 264 survey / 24 listening entries; rules not enforced: 70 / 8).
- Screens, AI and packets replacing teaching — 10.7% · 6.2%.
- **Listening-only candidates**
 - Decisions without community or parent voice — 10.1% · 13.1%, 30 sessions. #1 in the rooms, #6 on the survey.
 - Lowered rigor and neglected basic skills — 5.4% · 7.9%.
 - Under-serving special education, bilingual and student supports — 4.0% · 10.4%, 28 sessions. Rooms #3, survey #14.
- **Below the top five on both:** Testing overemphasis and daily assessments (8.7% · 5.6%) · Losing teachers, hiring uncertified staff, underpaying (7.7% · 7.3%) · Leadership by fear and disrespect (5.9% · 5.2%) · Closures, program cuts, campus inequity and poor daily operations (5.7% · 6.0%) · Unproven, error-ridden curriculum adoptions (5.1% · 3.1%) · Religion, politics and ideology in curriculum (4.1% · 1.1%).

Monitorability

- Each category's sub-themes and subcategories are listed in C.6 and Part B so the Board can see the specific practice behind a theme (e.g., under Scripted lessons: pacing calendars, timers, mandated pair-shares, single instructional models).
- Opposing directions inside a category are kept as separate subcategories with counts — rules too restrictive vs. not enforced; restore off-campus lunch vs. it is unsafe; protect athletics vs. de-emphasize them. No consensus is implied.

C.3 Protect list — Q4, as a constraint check

Q4 — What is working (keep doing)



Strong = top five on both instruments; survey-only / listening-only = top five on one. Two instruments, two measures, never blended. Ordered by survey % of respondents. n in parentheses: survey respondents naming the category; listening entries. "Nothing working or too early" (grey) names no practice to protect and is not tiered; it is reported beside the Q4 response rate.

Q4 — What is working that the district should keep doing?

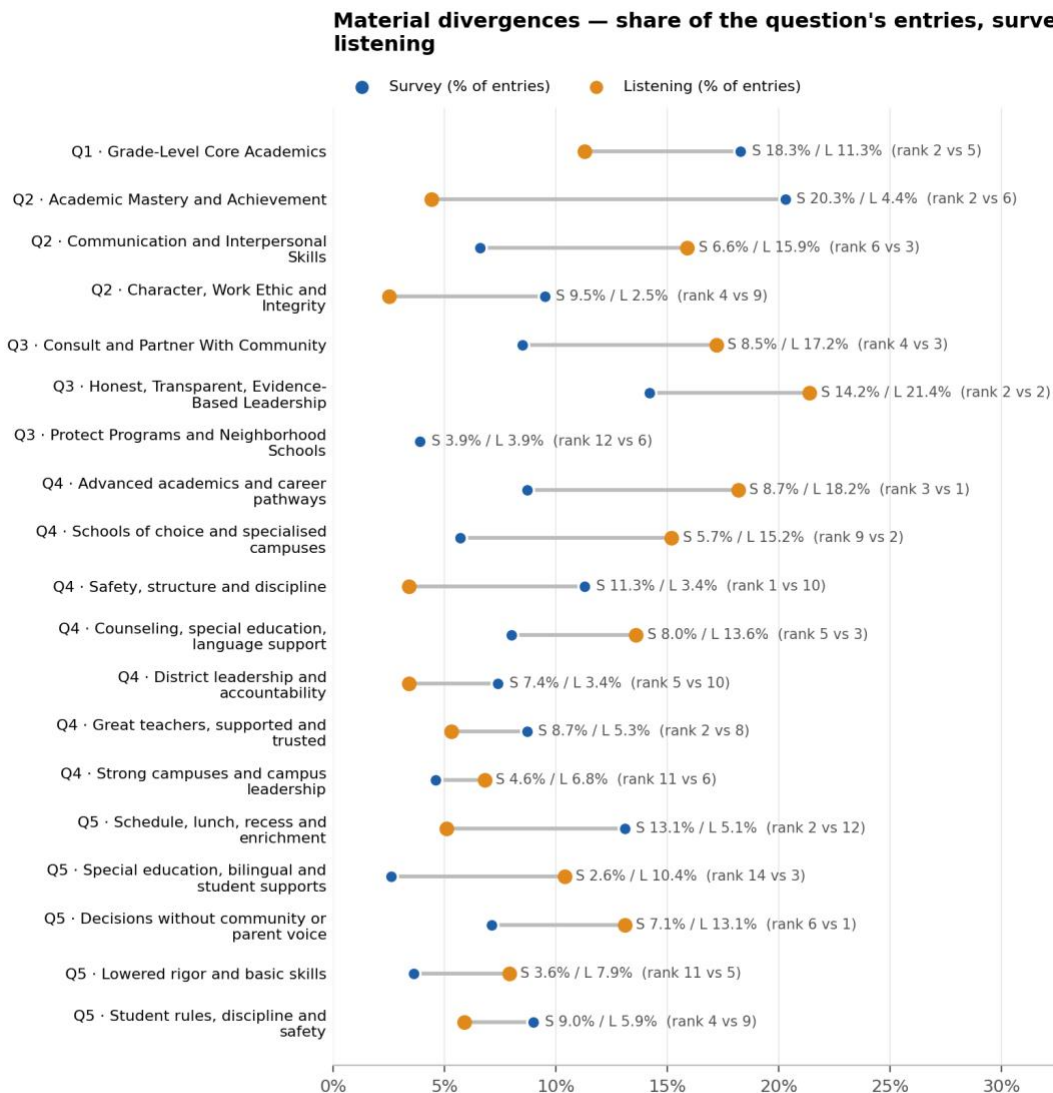
- **Strong on both instruments**
 - Advanced academics and career pathways — 5.5% · 18.2%, 24 sessions. #1 in the rooms (dual credit, certifications, GO Center).
 - Family engagement, communication and listening — 5.2% · 9.5%, 17.
 - Counseling, special education, language support — 5.0% · 13.6%, 20 (incl. dual language PreK–5).
- **Survey-only candidates**
 - Safety, structure and discipline — 7.5% · 3.4%. Survey #1, rooms #10.
 - Great teachers, supported and trusted — 6.0% · 5.3%.
 - District leadership and accountability — 5.0% · 3.4% (mostly District Generally Performing Well, 87 survey / 2 listening entries).
- **Listening-only candidates**

- Schools of choice and specialized campuses — 3.8% · 15.2%, 18 sessions.
 - Arts, athletics and extracurriculars — 4.1% · 10.2%, 19.
- Q4 has the lowest response rate (1,659 of 3,027 respondents gave codable content) and the most material divergences between instruments (7 of 13 tiered categories flagged).
- Nothing working or too early — 241 respondents (8.0%), no listening participant. Reported beside the response rate; not tiered, because it names no practice to protect. Set against the protect list: it is larger than every tiered Q4 category on the survey (the largest is 7.5%).

Constraint check — where a guardrail theme could cut against a protect item

Guardrail theme	Protect item at risk	Evidence
Over-restrictive rules, uneven discipline and unsafe treatment (Q5, survey-only; the “too restrictive” direction)	Cell Phone Restrictions Reducing Distraction (55 survey / 2 listening) · Improved Structure And Discipline (62 / 3) · School Uniforms (24 / 2)	Direct conflict. Q5 also holds the opposite direction (“Rules not enforced, discipline too lax”: 70 / 8). The evidence points both ways; a guardrail drafted from it would face that split.
Scripted lessons and uniform campus mandates (Q5, strong)	Applied Learning Model (21 survey / 5 listening) · Reading And Literacy Focus (34 / 1) · Rising Reading Proficiency Trend (10 / 1)	These three protect items total 65 survey / 7 listening entries crediting district-wide instructional structure with reading gains; the Q5 category Scripted lessons and uniform campus mandates has 761 survey entries. The counter-view exists at roughly one-twelfth the size.
Equity and Basic Resources Every Campus · Protect Programs and Neighborhood Schools (Q3)	Schools Of Choice Programs (91 survey / 27 listening — the #1 listening Q4 label)	Q3 “protect choice programs” and Q5 “choice programs drain neighborhood schools” (4 survey / 2 listening) pull opposite ways. Schools of choice and specialized campuses is the #2 Q4 listening category (15.2% of Q4 entries; 40 entries across 18 of 41 sessions) and #9 on the survey (3.8% of respondents).
Screens, AI and packets replacing teaching (Q5, survey-only)	Classroom Technology Resources (8 survey / 0 listening) · iReady Learning Platform (1 / 0)	Minor.
Testing overemphasis and daily assessments (Q5)	MAP Testing Tracks Growth Effectively (1 survey / 1 listening) · Accountability For Staff And Students (20 / 0)	Minor; Q4 items are about growth tracking, not daily assessments.
Under-serving special education, bilingual and student supports (Q5, listening-only)	Dual Language Program PreK-5 (26 survey / 7 listening) · 504 Plan And ARD Support (12 / 2)	Not a conflict — Q4 praises the programs, Q5 asks that they be staffed and protected.

C.4 Divergences — where the survey and the rooms disagree



Flagged where ranks differ by 5 or more places or entry shares differ by 5 or more percentage points. Where the two values coincide the blue survey marker is drawn

Survey = % of respondents (rank); rooms = % of that question's listening entries (rank).

- **Q1 Grade-Level Core Academics** — 18.8% (#2) vs 11.3% (#5). Strong on both; 7.0 points more of Q1 entries on the survey.
- **Q2 Academic Mastery and Achievement** — 19.8% (#2) vs 4.4% (#6). Survey respondents typed grade-level mastery and graduation; session participants rarely described a graduate that way.
- **Q2 Communication and Interpersonal Skills** — 6.8% (#6) vs 15.9% (#3). Session participants described graduates who can speak, present, collaborate and advocate; no breakdown by session type was run, so the divergence is reported without an attribution.

- **Q2 Character, Work Ethic and Integrity** — 9.3% (#4) vs 2.5% (#9). A survey theme.
- **Q3 Consult and Partner With Community** — 10.6% (#4) vs 17.2% (#3). Top-5 on both; 8.7 points more of Q3 entries in the rooms.
- **Q3 Honest, Transparent, Evidence-Based Leadership** — 15.9% (#2) vs 21.4% (#2). Same rank; the rooms spent more of Q3 on it.
- **Q3 Protect Programs and Neighborhood Schools** — 4.8% (#12) vs 3.9% (#6). Small on both; concentrated in specific rooms.
- **Q4 Safety, structure and discipline** — 7.5% (#1) vs 3.4% (#10). The survey's top keep-doing item is nearly absent from the rooms.
- **Q4 Advanced academics and career pathways** — 5.5% (#3) vs 18.2% (#1). The rooms' top keep-doing item by a wide margin.
- **Q4 Schools of choice and specialized campuses** — 3.8% (#9) vs 15.2% (#2). Praised in 18 sessions; rarely named on the survey.
- **Q4 Counseling, special education, language support** — 5.0% (#5) vs 13.6% (#3).
- **Q4 Great teachers, supported and trusted** — 6.0% (#2) vs 5.3% (#8).
- **Q4 District leadership and accountability** — 5.0% (#5) vs 3.4% (#10).
- **Q4 Strong campuses and campus leadership** — 3.1% (#11) vs 6.8% (#6). Raised in 11 sessions.
- **Q5 Cutting lunch, recess, arts and enrichment; rigid schedules** — 15.2% (#2) vs 5.1% (#12). The largest Q5 divergence in percentage points: lunch length, advisory periods and bell schedules (433 survey entries) seldom came up in rooms.
- **Q5 Decisions without community or parent voice** — 10.1% (#6) vs 13.1% (#1).
- **Q5 Under-serving special education, bilingual and student supports** — 4.0% (#14) vs 10.4% (#3). Raised in 28 of 41 sessions.
- **Q5 Lowered rigor and neglected basic skills** — 5.4% (#11) vs 7.9% (#5).
- **Q5 Over-restrictive rules, uneven discipline and unsafe treatment** — 12.0% (#4) vs 5.9% (#9).

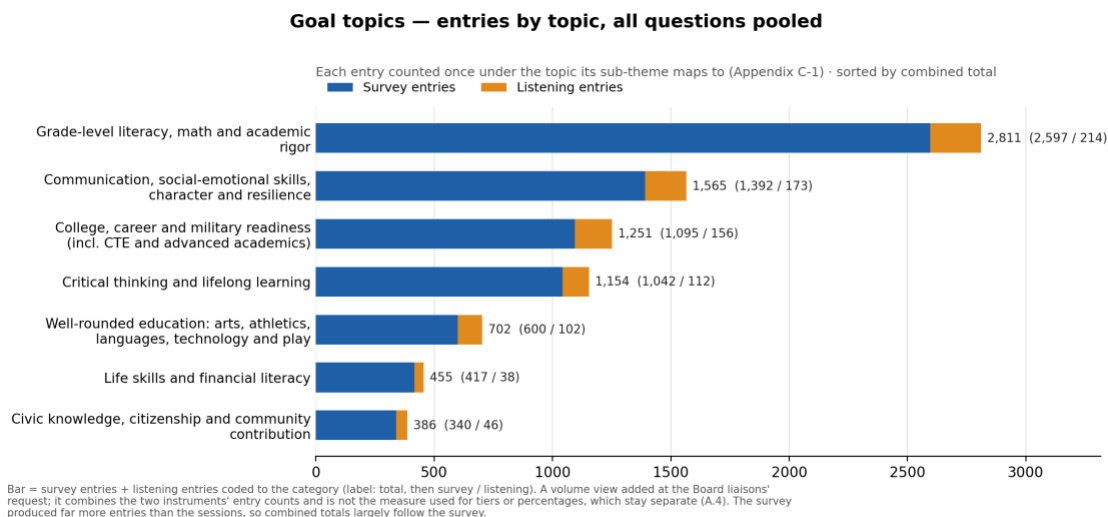
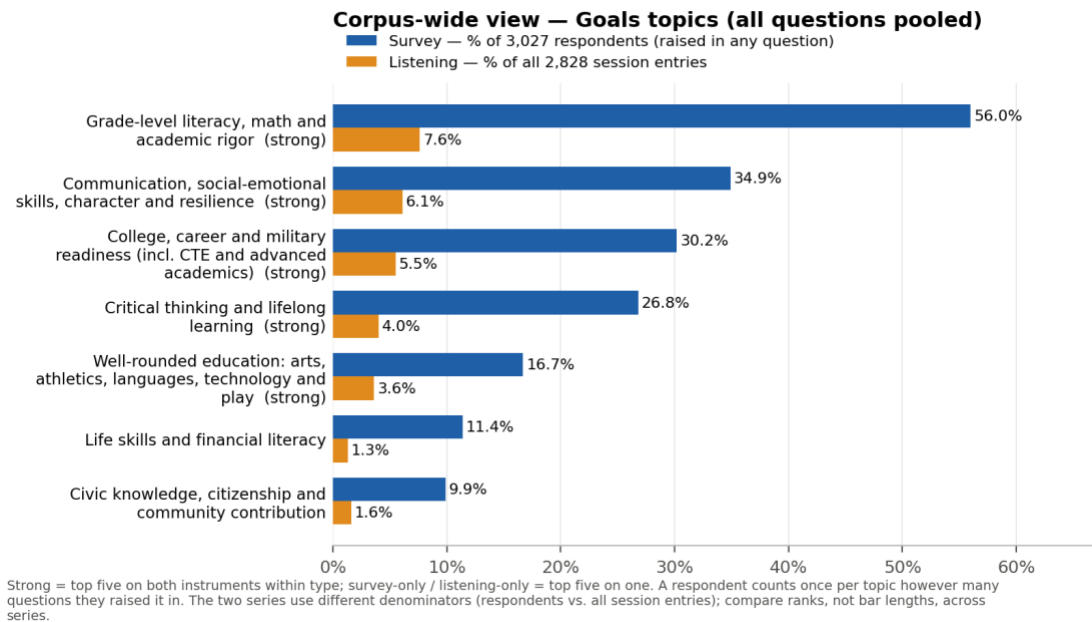
One plausible reading, offered as analysis rather than conclusion: the two settings differ. A survey box is answered privately, one person at a time, and its largest divergent categories concern the daily routine of a school (lunch, rules, screens, grades); a listening session is a facilitated group discussion, mostly convened through organizations, and its largest divergent categories concern district practice (who is consulted, which programs are protected, how educators are supported). Neither set of participants is being characterized; Part A reports each instrument's composition and concentration so the Board can weigh this.

C.5 Corpus-wide view — all questions pooled (additional lens)

Method

- Topics are groupings of sub-themes across questions, not the per-question categories of Part B.

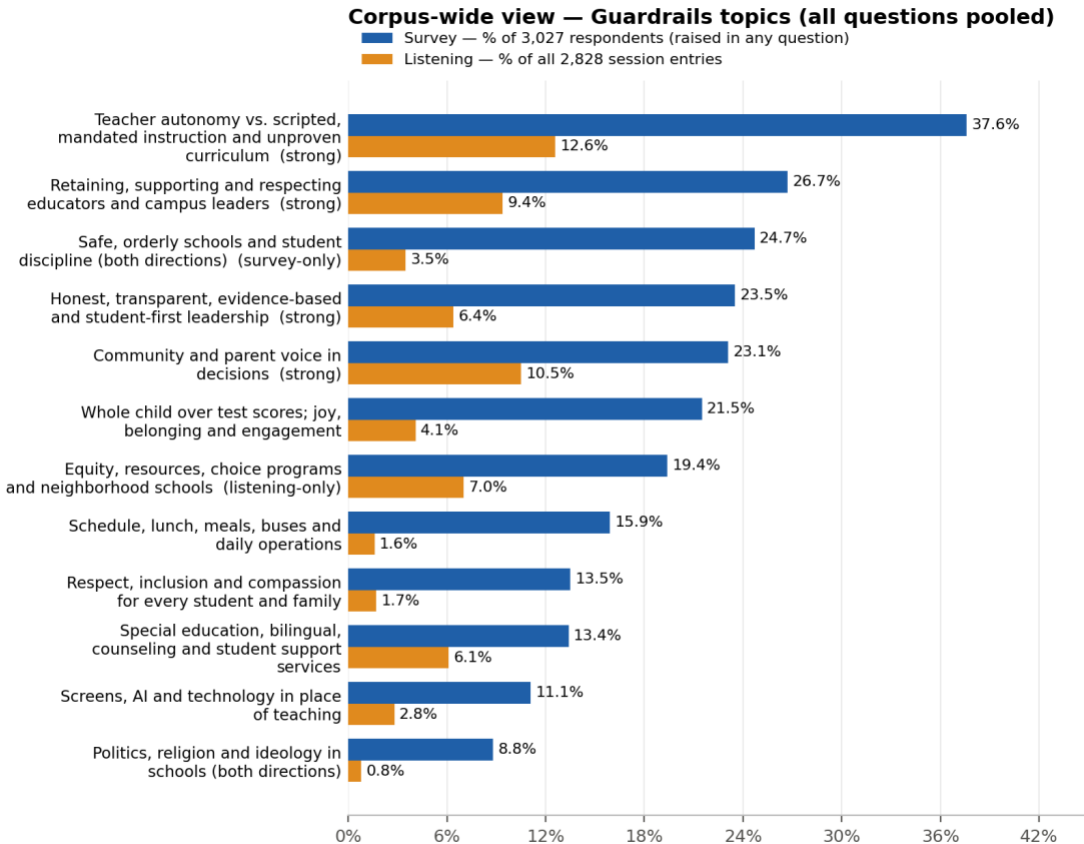
- Ignores the question a comment was typed or spoken under and asks: what did the community talk about?
- Each of the 120 sub-themes maps to exactly one of 22 corpus-wide topics (7 goal, 12 guardrail, 2 governance, 1 other) (Appendix C-1).
- A survey respondent counts once per topic however many questions they raised it in. Listening = % of all 2,828 entries. Both figures are shown separately and never combined.
- Topics typed by nature: student outcomes → Goals; adult/district practice → Guardrails; governance/legitimacy → reported, not tiered (rule R). Tiers computed within type.
- Added at the Board liaison's request on 19 September 2026 (disclosed with the liaison's other decisions in A.7); the per-question counts remain the primary measure.



Survey and listening entry counts stacked per category and sorted by the combined.

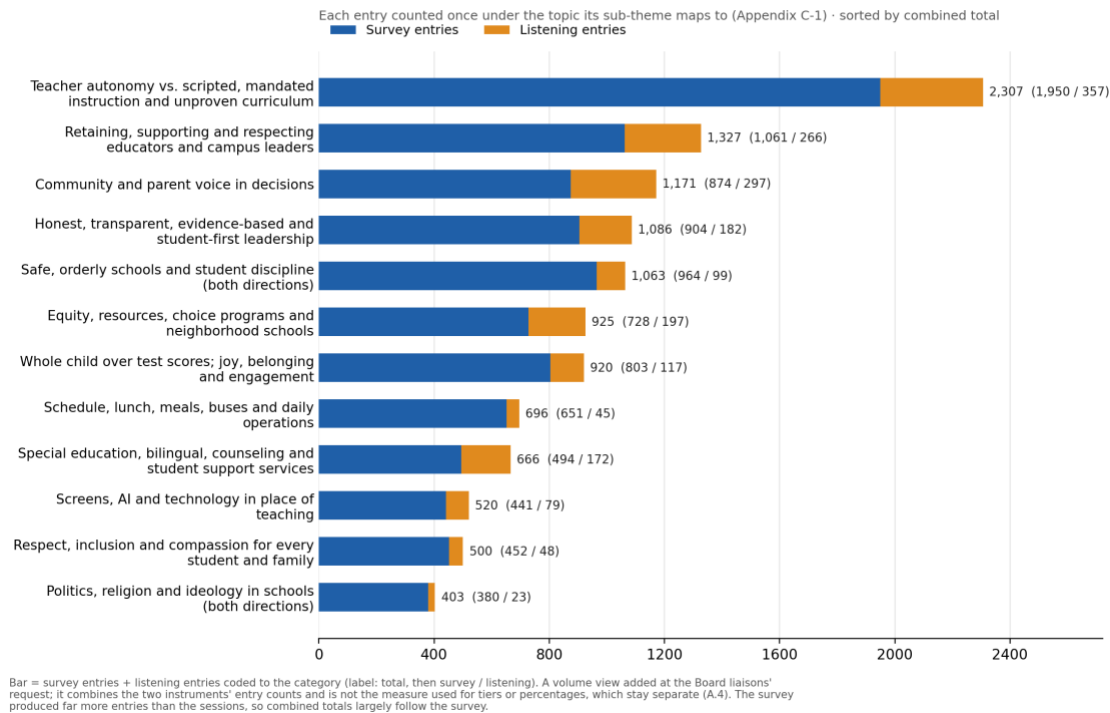
Goals topics (survey % respondents, any question · listening % of all entries, sessions)

- **Strong on both instruments**
 - Grade-level literacy, math and academic rigor — 56.0% · 7.6%, 39 sessions.
 - Communication, social-emotional skills, character and resilience — 34.9% · 6.1%, 38.
 - College, career and military readiness (incl. CTE and advanced academics) — 30.2% · 5.5%, 38.
 - Critical thinking and lifelong learning — 26.8% · 4.0%, 36.
 - Well-rounded education: arts, athletics, languages, technology and play — 16.7% · 3.6%, 31.
- **Below the top five on both:** Life skills and financial literacy (11.4% · 1.3%) · Civic knowledge, citizenship and community contribution (9.9% · 1.6%).



Strong = top five on both instruments within type; survey-only / listening-only = top five on one. A respondent counts once per topic however many questions they raised it in. The two series use different denominators (respondents vs. all session entries); compare ranks, not bar lengths, across series.

Guardrail topics — entries by topic, all questions pooled



Survey and listening entry counts stacked per category and sorted by the combined.

Guardrails topics

- **Strong on both instruments**
 - Teacher autonomy vs. scripted, mandated instruction and unproven curriculum — 37.6% · 12.6%, 35 sessions. #1 on both.
 - Retaining, supporting and respecting educators and campus leaders — 26.7% · 9.4%, 37.
 - Community and parent voice in decisions — 23.1% · 10.5%, 36. #2 in the rooms.
 - Honest, transparent, evidence-based and student-first leadership — 23.5% · 6.4%, 37.
- **Survey-only candidates**
 - Safe, orderly schools and student discipline (both directions) — 24.7% · 3.5%. Survey #3, rooms #8.
- **Listening-only candidates**
 - Equity, resources, choice programs and neighborhood schools — 19.4% · 7.0%. Rooms #4.
- **Below the top five on both:** Whole child over test scores; joy, belonging and engagement (21.5% · 4.1%) · Schedule, lunch, meals, buses and daily operations (15.9% · 1.6%) · Special education, bilingual, counseling and student support services (13.4% · 6.1% — rooms #6) · Respect, inclusion and compassion for every student and family (13.5% · 1.7%) · Screens, AI and technology in place of teaching

(11.1% · 2.8%) · Politics, religion and ideology in schools (both directions) (8.8% · 0.8%).

Governance — reported, not tiered

- State takeover, who governs, and the superintendent — 195 survey respondents (6.4%); 1.2% of listening entries, 15 sessions.
- Feedback on the listening process; community conditions and offers of help — 0.7% · 2.1%, 21 sessions.

What the pooled view adds

- It is consistent with the per-question picture: the four strong corpus-wide guardrail topics are the same ideas as the strong Q3/Q5 themes; the five strong goal topics match Q1/Q2.
- The scale of the teacher theme becomes visible: more than a third of all survey respondents raised scripted instruction, micromanagement or teacher autonomy somewhere.
- Safe, orderly schools and discipline is larger than any single question shows (24.7%) because it was spread across Q3, Q4 and Q5; it ranks #3 on the survey and #8 in the rooms.
- Listening shares here are of all 2,828 entries, so goal topics look small only because the sessions produced far more Q3/Q5 than Q1/Q2 content; ranks within type are the comparable measure.

C.6 Evidence by category

Each published Q1–Q5 category except the residual “Other” buckets (reported in Part B); the UNASSIGNED categories are in Part D. Each block: tier and figures · sub-themes with counts · largest subcategories · three representative verbatims (twice reviewed for representativeness and redaction; nothing flagged pii is quoted; final redaction pass over the verbatims completed 19 September 2026; quoting floor and label rule as stated in A.4).

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

Reading — strong on both instruments

- Survey 20.7% of respondents (626) · 20.1% of Q1 entries · Listening 15.5% of Q1 entries (45; 26 sessions) · rank S 1 / L 2
- Sub-themes (survey / listening entries): Reading (629 / 45)
- Largest subcategories (survey / listening entries): Reading Proficiency (581 / 33); Love Of Reading (19 / 6); Read Whole Novels Not Excerpts (23 / 1); Early Grades Literacy Intervention (5 / 5); Classic Literature Knowledge (1 / 0)

“They need to be able to read, and I believe 5th grade reading level is still considered literate in our country.” — listening session participant

“They should enjoy reading and have access to a large variety of grade-level books of different genres IN their classrooms.” — survey respondent

“Read a whole book on their grade level as a class and select and read a book on their own as individuals.” — survey respondent

Grade-Level Core Academics — strong on both instruments

- Survey 18.8% of respondents (568) · 18.3% of Q1 entries · Listening 11.3% of Q1 entries (33; 24 sessions) · rank S 2 / L 5 · divergence: rank gap 3; +7.0 pp
- Sub-themes (survey / listening entries): Core Academic Basics (409 / 26) · Grade-Level Performance and Growth (165 / 7)
- Largest subcategories (survey / listening entries): Reading And Writing Skills (184 / 1); Reading Writing And Math Basics (151 / 23); Grade-Level Academic Performance (77 / 1); Aspire Beyond Minimum Standards (62 / 3); Reading And Math Proficiency (57 / 1)

“We have a kindergarten student so I would say she should be able to read and write by the end of the year” — survey respondent

“I think across the board at grade level they need to be able to hit those markers. Academics.” — listening session participant

“Basics: on level ability to read, write, math, science, social studies. And if not, then cannot graduate high school with a diploma.” — survey respondent

Critical Thinking and Problem Solving — strong on both instruments

- Survey 16.2% of respondents (489) · 16.0% of Q1 entries · Listening 15.8% of Q1 entries (46; 28 sessions) · rank S 3 / L 1
- Sub-themes (survey / listening entries): Critical Thinking and Problem Solving (503 / 46)
- Largest subcategories (survey / listening entries): Critical Thinking Skills (436 / 43); Problem Solving Skills (36 / 0); Research And Source Evaluation Skills (31 / 3)

“I agree reading, writing, and arithmetic, the basics, and critical thinking should be a basic, but I don’t know that it is.” — listening session participant

“Students need to be able to process information to problem solve. . . Understand cause and affect. This crosses all academic subjects.” — survey respondent

“I think it is of the utmost importance for students to be able to identify the use of AI and question information validity.” — survey respondent

Communication and Self-Advocacy — strong on both instruments

- Survey 9.3% of respondents (282) · 9.3% of Q1 entries · Listening 11.7% of Q1 entries (34; 24 sessions) · rank S 4 / L 4

- Sub-themes (survey / listening entries): Communication and Self-Advocacy (292 / 34)
- Largest subcategories (survey / listening entries): Writing And Communication Skills (96 / 6); Effective Communication Skills (88 / 12); Self And Peer Advocacy (52 / 11); Collaboration And Group Communication (28 / 5); English Language Proficiency (24 / 0)

“Writing in cursive or just improving our handwriting, for when we do have to write important things or letters or stuff like that.” — listening session participant

“communication skills, the ability to effectively hold a conversation, speak in public, answer basic interview questions, write to answer basic things on interviews” — listening session participant

“FWISD students should learn to manage their own needs correctly. FWISD students should be able to communicate their needs and be heard.” — survey respondent (translated from Spanish)

Social-Emotional Skills and Character — strong on both instruments

- Survey 8.8% of respondents (267) · 9.0% of Q1 entries · Listening 13.4% of Q1 entries (39; 21 sessions) · rank S 5 / L 3
- Sub-themes (survey / listening entries): Social and Emotional Skills (140 / 31) · Character, Respect and Work Ethic (141 / 8)
- Largest subcategories (survey / listening entries): Social Skills Instruction (60 / 14); Work Ethic And Professional Behavior (49 / 3); Whole Child And Self Esteem (39 / 8); Emotional Self-Regulation (34 / 8); Respect Diversity And Civil Dialogue (32 / 3)

“At the elementary school level - all students have the opportunity to socialize with peers in a collaborative and respectful manner.” — survey respondent

“School should prepare students for the workplace of professionalism, learning respect, demonstrating they can represent FWISD in the highest manner” — survey respondent

“They should be able to have some confidence in themselves from being a successful student.” — listening session participant

Life Skills and Financial Literacy

- Survey 6.9% of respondents (208) · 7.5% of Q1 entries · Listening 8.9% of Q1 entries (26; 13 sessions) · rank S 6 / L 6
- Sub-themes (survey / listening entries): Financial Literacy (125 / 20) · Independent Living Skills (109 / 6)
- Largest subcategories (survey / listening entries): Practical Financial Math Skills (123 / 19); Independent Living Life Skills (82 / 4); Independent Living Skills

Instruction (16 / 2); Comprehensive Health And Sex Education (6 / 0); Nutrition And Health Education (4 / 0)

“I feel like students should be able to know how to build their credit how to manage money and how to budget” — survey respondent

“Learn basic life skills , learn how to pay their taxes or be able to learn how to manage their credit score” — survey respondent

“Real estate on how to rent an apartment, how to open a bank account. Basic needs, vehicles, insurance — being able to support yourself is one of the things they need to be able to do.” — listening session participant

Math

- Survey 6.1% of respondents (186) · 5.9% of Q1 entries · Listening 1.0% of Q1 entries (3; 3 sessions) · rank S 7 / L 10
- Sub-themes (survey / listening entries): Math (186 / 3)
- Largest subcategories (survey / listening entries): Basic Math Proficiency (186 / 3)

“FWISD students should be able to do MATH on grade level or above.” — survey respondent

“They also need foundational math skills, so that all skills that build past 3rd grade have a solid core knowledge to build on.” — survey respondent

“They should also be apply to complete grade level mathematical equations and be able to apply them to real world situations.” — survey respondent

College, Career and Military Readiness

- Survey 5.5% of respondents (166) · 5.6% of Q1 entries · Listening 8.6% of Q1 entries (25; 16 sessions) · rank S 8 / L 7
- Sub-themes (survey / listening entries): College and Career Readiness (129 / 9) · Career and Technical Exploration (47 / 16)
- Largest subcategories (survey / listening entries): College And Career Readiness (97 / 0); Practical Career Skills (24 / 7); Vocational Trade Skills Training (18 / 6); Hands-On Career Exposure (12 / 6); Entrepreneurship And Leadership Skills (10 / 1)

“(1) KNOWLEDGE - What learning is like (a) in higher education settings and (b) in military settings and (c) in career settings.” — survey respondent

“Broadly, be able to be a self-sustaining citizen, be able to hold a job, support your family, know how to manage finances.” — listening session participant

“Encouraging more too study a short career if they don’t want to spend years in school that way they can get better jobs” — survey respondent

Civics, History and Citizenship

- Survey 4.2% of respondents (128) · 4.3% of Q1 entries · Listening 6.9% of Q1 entries (20; 15 sessions) · rank S 9 / L 8
- Sub-themes (survey / listening entries): Civics, History and Citizenship (134 / 20)
- Largest subcategories (survey / listening entries): Contributing Member Of Society (63 / 4); Civics Education (25 / 12); Teach All History And Cultures (31 / 2); Engaged Citizenship And Accurate History (10 / 1); Basic Legal Knowledge (3 / 0)

“Live a successful life in their finances and civic duties, while contributing to their communities and loving their families and friends well!” — survey respondent

“I think all students should be able to know how to vote. That’s one thing that I didn’t know how to do.” — listening session participant

“they should’ve been taught the real history of the world around them. This includes slavery and battles that are not spoken about.” — survey respondent

Science, Arts, Languages and Technology

- Survey 3.9% of respondents (119) · 4.1% of Q1 entries · Listening 6.9% of Q1 entries (20; 11 sessions) · rank S 10 / L 8
- Sub-themes (survey / listening entries): Science, Arts and Well-Rounded Education (83 / 5) · Bilingualism and World Languages (14 / 6) · Technology and AI Literacy (31 / 9)
- Largest subcategories (survey / listening entries): Basic Science Knowledge (23 / 0); Technological Fluency (18 / 2); Responsible AI Use (11 / 5); Pursue Individual Interests And Opportunities (11 / 4); Bilingual Biliterate English And Spanish (10 / 3)

“bilingual, biliterate students. They know English and they know Spanish, both. That is what our families want. That is important to them” — listening session participant

“have enough knowledge of science to keep them safe, understand our place in the universe and what is above is and below the earth’s surface.” — survey respondent

“applicable use of technology, pen and paper should not be exclusive, there is a reason Chromebooks have been issued” — survey respondent

Goals candidates — Q2 What describes a successful graduate?

College, Career and Military Ready — strong on both instruments

- Survey 23.7% of respondents (718) · 22.6% of Q2 entries · Listening 26.3% of Q2 entries (83; 35 sessions) · rank S 1 / L 1

- Sub-themes (survey / listening entries): Ready for College, Career or Military (505 / 57) · College Readiness and Completion (127 / 15) · Employable and Career Skilled (104 / 11)
- Largest subcategories (survey / listening entries): Plan And Options After Graduation (358 / 51); College Ready Without Remediation (98 / 11); College And Work Ready (103 / 2); Employable Graduate (84 / 5); Confidently Ready For Next Step (28 / 0)

“Someone who has left high school prepared for either the next level of education or entry into training for their chosen field.” — survey respondent

“Building their resume for college, practicing college etiquette as far as what to expect so they can maintain the college student life.” — survey respondent

“I would like for them to be college ready and work ready.” — listening session participant

Academic Mastery and Achievement — survey-only candidate

- Survey 19.8% of respondents (600) · 20.3% of Q2 entries · Listening 4.4% of Q2 entries (14; 10 sessions) · rank S 2 / L 6 · divergence: rank gap 4; +15.9 pp
- Sub-themes (survey / listening entries): Academic Foundations and Mastery (455 / 14) · Grades, Credits and Graduation (207 / 0)
- Largest subcategories (survey / listening entries): Reads Writes And Functions Academically (364 / 14); Good Grades And GPA (128 / 0); Passes Classes And Meets Requirements (69 / 0); Grade-Level Academic Mastery (41 / 0); Academically Intelligent Or Knowledgeable (33 / 0)

“what makes a successful student is... that they can read and write and they can function educationally, at least at the very basic level, if not more” — listening session participant

“I believe a successful graduate is someone who contributes to school and works hard enough to have good grades and high gpa.” — survey respondent

“Complete all course work and pass exams that align with a good curriculum that would reflect adequate learning and understanding of material learned.” — survey respondent

Critical Thinker and Lifelong Learner — strong on both instruments

- Survey 16.2% of respondents (491) · 16.5% of Q2 entries · Listening 21.0% of Q2 entries (66; 29 sessions) · rank S 3 / L 2
- Sub-themes (survey / listening entries): Critical Thinking and Problem Solving (319 / 22) · Lifelong Learner (220 / 44)
- Largest subcategories (survey / listening entries): Critical Inquiry Independent Reasoning (230 / 13); Lifelong Learner (94 / 19); Practical Problem Solving Skills

(66 / 5); Curiosity And Growth Mindset (39 / 14); Self-Directed Learning And Resourcefulness (47 / 3)

“The ability to have them create and synthesize information and be able to do that from their own perspective is important.” — listening session participant

“what these kids most need as successful graduates is to have their passions and their minds and their hearts ignited with learning” — listening session participant

“Have the knowledge base, academic foundation, and supplementary skills and resilience to think critically and navigate challenges when solutions are unclear.” — survey respondent

Character, Work Ethic and Integrity — survey-only candidate

- Survey 9.3% of respondents (283) · 9.5% of Q2 entries · Listening 2.5% of Q2 entries (8; 7 sessions) · rank S 4 / L 9 · divergence: rank gap 5; +7.0 pp
- Sub-themes (survey / listening entries): Work Ethic and Self-Discipline (199 / 5) · Kindness, Integrity and Character (112 / 3)
- Largest subcategories (survey / listening entries): Strong Work Ethic (93 / 1); Kindness And Good Character (91 / 0); Self-Discipline And Good Behavior (22 / 0); Positive Attitude (19 / 3); Personal Responsibility And Accountability (20 / 0)

“A successful student graduate will be able to be a problem solver, have the work ethic that has been developed in the schools.” — survey respondent

“Respect and kindness of all people’s, faiths and nationalities. This includes history learning from what has been good and not so good.” — survey respondent

“Become responsible individuals who create goals for themselves and understand how to use resources to meet those goals. Give back to community” — survey respondent

Confident, Resilient and Well — strong on both instruments

- Survey 7.4% of respondents (223) · 7.1% of Q2 entries · Listening 11.4% of Q2 entries (36; 20 sessions) · rank S 5 / L 4
- Sub-themes (survey / listening entries): Confident, Resilient and Adaptable (204 / 34) · Wellbeing and Positive School Experience (29 / 2)
- Largest subcategories (survey / listening entries): Student Confidence (81 / 13); Adaptability And Self-Direction (71 / 5); Resilience After Failure (42 / 11); Enjoyed The School Experience (15 / 0); Adapt To Complex Evolving Situations (6 / 2)

“You asked earlier, what makes a successful student? Confidence. Confidence makes a successful student. How do you build that confidence? Starts in the classroom” — listening session participant

“Able to make important decisions, maintain their well being, obtain the knowledge to make wise decisions for the next steps in life” — survey respondent

“A successful graduate has self discipline, a strong sense to learn new things, and someone who can push through the hard times.” — survey respondent

Communication and Interpersonal Skills — listening-only candidate

- Survey 6.8% of respondents (207) · 6.6% of Q2 entries · Listening 15.9% of Q2 entries (50; 26 sessions) · rank S 6 / L 3 · divergence: rank gap 3; -9.3 pp
- Sub-themes (survey / listening entries): Communication and Self-Advocacy (118 / 23) · Social-Emotional and Teamwork Skills (97 / 27)
- Largest subcategories (survey / listening entries): Strong Communication And Listening Skills (91 / 15); Social And Emotional Skills (50 / 13); Empathy And Collaboration (41 / 13); Self-Advocacy Skills (26 / 8); Leadership Skills (6 / 1)

“A successful graduate student is one that can speak clearly, respectfully, and are proud of their accomplishments and how they present themselves.” — survey respondent

“A child who is not only academically ready to attend college but one who has been prepared socially and emotionally as well.” — survey respondent

“having more open mindedness, people wanting to talk to you and not looking at you differently because of, you know, your ethnicity or your religion” — listening session participant

Contributing Citizen and Community Member — listening-only candidate

- Survey 6.7% of respondents (202) · 6.3% of Q2 entries · Listening 8.3% of Q2 entries (26; 18 sessions) · rank S 7 / L 5
- Sub-themes (survey / listening entries): Contributes to Community and Society (161 / 25) · Civic Knowledge and Engagement (45 / 1)
- Largest subcategories (survey / listening entries): Contributes To Community (103 / 20); Prepared For College And Citizenship (35 / 3); History And Civics Knowledge (22 / 0); Productive Member Of Society (20 / 1); Informed And Engaged Citizen (20 / 0)

“It’s not just graduating and having a successful career and making good money. It’s how do you really contribute to the community?” — listening session participant

“Do you want to think about a goal? Why don’t you think about the goal of preparing students for college and citizenship?” — listening session participant

“A thorough knowledge of the history of all ethnicities and races in the US since its inhabitation - including before European settlement -” — survey respondent

Independent Living Skills

- Survey 5.9% of respondents (178) · 5.6% of Q2 entries · Listening 3.8% of Q2 entries (12; 9 sessions) · rank S 8 / L 8
- Sub-themes (survey / listening entries): Independent Living Skills (183 / 12)
- Largest subcategories (survey / listening entries): Independent Living Life Skills (179 / 12); Law Abiding And Self-Sufficient (3 / 0); Basic Computer Technology Skills (1 / 0)

“Be a functioning member of society. They should be able to hold a job, manage monthly finances, and know how to safely care for themselves/others.” — survey respondent

“They can function as an independent adult. They can read documents, like a lease or a pay stub, and make sound decisions with it. They can manage their own time, money, and responsibilities without someone else structuring their day.” — survey respondent

“what success looks like for those who graduate from our program. To live independently, to be able to have the life skills” — listening session participant

Well-Rounded Experiences and Interests

- Survey 3.8% of respondents (114) · 3.5% of Q2 entries · Listening 4.4% of Q2 entries (14; 11 sessions) · rank S 9 / L 6
- Sub-themes (survey / listening entries): Well-Rounded Experiences and Interests (114 / 14)
- Largest subcategories (survey / listening entries): Well Rounded With Future Vision (93 / 3); Exposure To Diverse People Experiences (18 / 10); Creative Engagement Through The Arts (2 / 0); Involvement In Clubs And Extracurriculars (1 / 0); Well-Rounded Graduate Trait Profile (0 / 1)

“A successful graduate understands their strengths and interests, has had an opportunity to develop them, and is ready to pursue them post-graduation.” — survey respondent

“Another thing that will make a successful graduate is to have the opportunity to join clubs, find their hobbies through school, etc.” — survey respondent

“It’s important to think about introducing exposure for kids in high school to more real-life scenarios, whether that’s through mentorship within the schools, or shadowing opportunities with partnerships to other organizations in the community.” — listening session participant

Success Defined by Own Goals

- Survey 2.0% of respondents (60) · 1.8% of Q2 entries · Listening 1.9% of Q2 entries (6; 5 sessions) · rank S 10 / L 10
- Sub-themes (survey / listening entries): Success Defined by Own Goals (60 / 6)

- Largest subcategories (survey / listening entries): Success Measured By Individual Goals (45 / 4); On Path To Full Potential (15 / 2)

“Be super studious and quite intelligent to know what their goals are, continuing to have success for a better future.” — survey respondent (translated from Spanish)

“They are energetically capable and empowered to pursue their next goal to their highest potential, whether that be college or career training.” — survey respondent

“A successful graduate would be classified as someone who has chased excellence, not perfection or someone else’s idea of perfection.” — survey respondent

Guardrails candidates — Q3 Values / non-negotiables

Trust, Support and Retain Educators — strong on both instruments

- Survey 20.9% of respondents (632) · 18.5% of Q3 entries · Listening 22.8% of Q3 entries (168; 33 sessions) · rank S 1 / L 1
- Sub-themes (survey / listening entries): Teacher and Campus Autonomy (428 / 72) · Support, Respect and Retain Educators (328 / 96)
- Largest subcategories (survey / listening entries): Trust And Autonomy For Teachers (279 / 37); Respect For Teachers (107 / 30); No Cookie Cutter Across Campuses (61 / 12); Recruit Support And Retain Educators (49 / 17); Successful Campuses Regain Autonomy (51 / 5)

“These are real people with real lives. And I think that needs to be respected, and a way is to listen.” — listening session participant

“Independent thinking for students and autonomy for teachers. Empowering creativity and resourcefulness. Fort Worth believes in entrepreneurship and creativity. These are non-negotiables.” — survey respondent

“Work with the core administrators and core teachers to continue to build better learning environments within the nuances of that school’s culture” — survey respondent

Honest, Transparent, Evidence-Based Leadership — strong on both instruments

- Survey 15.9% of respondents (482) · 14.2% of Q3 entries · Listening 21.4% of Q3 entries (158; 35 sessions) · rank S 2 / L 2 · divergence: rank gap 0; -7.2 pp
- Sub-themes (survey / listening entries): Honest, Accountable Leadership (326 / 64) · Transparent, Evidence-Based Decisions (253 / 94)
- Largest subcategories (survey / listening entries): Leadership Integrity And Accountability (157 / 14); Transparency About District Plans (117 / 26); Truth In Curriculum And Communication (80 / 13); Radical Transparency With Reasons (26 / 15); Evidence Based Decision Making (30 / 10)

“I would rather them give us the 10-year, the 5-year map of where this is going, instead of the threats that are coming down.” — listening session participant

“Be honest and open. A good leader is not a people pleaser- we need someone who is direct and to the point.” — survey respondent

“I think the superintendent must be honest, transparent, and willing to look at multiple angles of a situation before making a decision.” — survey respondent

Whole Child Over Scores and Screens — strong on both instruments

- Survey 12.9% of respondents (389) · 10.9% of Q3 entries · Listening 8.3% of Q3 entries (61; 32 sessions) · rank S 3 / L 5
- Sub-themes (survey / listening entries): Whole Child, Not Just Scores (425 / 51) · Books and Teachers Over Screens (20 / 10)
- Largest subcategories (survey / listening entries): Joy And Childhood In School (95 / 14); Access To Guidance And Mentorship (90 / 7); Holistic Education Beyond Test Scores (61 / 6); Teach How To Think (29 / 1); Caring Adult Relationships And Mentoring (23 / 3)

“You cannot solely focus on a test score. The whole board needs to not see a test score when they look at any student.” — listening session participant

“Education is important, but schools are hubs for friendships, connections, and more. I think we are taking any joy left in them.” — survey respondent

“Start teaching kids so that they gain knowledge and a clear understanding of subjects...not just so they can pass standardized tests.” — survey respondent

Consult and Partner With Community — strong on both instruments

- Survey 10.6% of respondents (322) · 8.5% of Q3 entries · Listening 17.2% of Q3 entries (127; 29 sessions) · rank S 4 / L 3 · divergence: rank gap 1; -8.7 pp
- Sub-themes (survey / listening entries): Consult Those Affected Before Deciding (225 / 76) · Welcome Families and Partners In (123 / 51)
- Largest subcategories (survey / listening entries): Community Input Before Decisions (62 / 8); Consult Educators Before Decisions (32 / 15); Student Voice And Choice (32 / 7); Parent Engagement (24 / 15); Collaboration Across Stakeholders (29 / 3)

“The superintendent needs to, as this listening session is, involve the community in what they’re doing and how they’re doing it.” — listening session participant

“The board of managers needs to tell the superintendent that he needs to listen to some of the issues that the teachers raise.” — listening session participant

“The superintendent should involve us parents more in school activities so we can better understand the educational service offered to our children.” — survey respondent (translated from Spanish)

Equity and Basic Resources Every Campus — strong on both instruments

- Survey 8.9% of respondents (270) · 7.1% of Q3 entries · Listening 8.4% of Q3 entries (62; 21 sessions) · rank S 5 / L 4
- Sub-themes (survey / listening entries): Equity and Fairness Across Campuses (212 / 52) · Adequate Resources and Basic Needs (79 / 10)
- Largest subcategories (survey / listening entries): Equity Across Campuses (53 / 28); Fairness At All Levels (42 / 6); Every Child Can Learn (40 / 1); Equity In Resources And Staffing (26 / 6); Meet Students Basic Needs (26 / 3)

“We have parents who have kids that can’t even read. So we have different sides of the spectrum on different sides of I-35.” — listening session participant

“My non-negotiables are student safety, equal opportunity, respect, accountability, strong academics, and making sure every child is treated fairly and with dignity.” — survey respondent

“The district should serve EVERY student from those who have fallen behind achievement levels to those who have far surpassed achievement levels.” — survey respondent

Safe and Orderly Schools

- Survey 8.5% of respondents (258) · 6.8% of Q3 entries · Listening 3.3% of Q3 entries (24; 16 sessions) · rank S 6 / L 8
- Sub-themes (survey / listening entries): Safe and Orderly Schools (276 / 24)
- Largest subcategories (survey / listening entries): Student And Teacher Safety (113 / 6); Felt Safety Before Learning (38 / 7); Discipline And Structure For Learning (42 / 2); Student Physical Safety At School (30 / 1); Campus Physical Safety (25 / 4)

“Our students needed to feel that school is not just a place to learn but a safe haven for all students.” — survey respondent

“This may seem small, and I agree with all that’s being said, but students should feel safe in their learning environment.” — listening session participant

“They should be able to go to school and be comfortable without having to worry about getting an active shooter.” — survey respondent

Respect and Compassion for All

- Survey 7.4% of respondents (223) · 5.7% of Q3 entries · Listening 2.6% of Q3 entries (19; 14 sessions) · rank S 7 / L 10
- Sub-themes (survey / listening entries): Respect and Compassion for All (232 / 19)
- Largest subcategories (survey / listening entries): Respect For Community (184 / 13); Love And Compassion In Schools (40 / 1); Reinforce Manners And Respect Schoolwide (5 / 1); Respect All Family Structures (2 / 1); Respect When Visiting Campuses (0 / 2)

“Number one is respect. Respect for the community, respect for the people and respect for the children who we’re so concerned about” — listening session participant

“Empathy and respect to everyone, it should be given and received. Kids should feel comfortable and safe with the adults around them.” — survey respondent

“Teaching how to respect authority and respecting others.” — survey respondent

Inclusion Regardless of Identity

- Survey 6.7% of respondents (204) · 5.4% of Q3 entries · Listening 3.9% of Q3 entries (29; 17 sessions) · rank S 8 / L 6
- Sub-themes (survey / listening entries): Inclusion Regardless of Identity (220 / 29)
- Largest subcategories (survey / listening entries): Inclusivity Regardless Of Identity (130 / 12); Diversity Equity Inclusion Commitment (35 / 0); Honor Individual Student Identity (16 / 8); Respect For Cultural Diversity (10 / 0); Schools Safe Regardless Immigration Status (5 / 3)

“Respect of diversity. Yeah, that we all have our individual identity and beliefs and we should be able to express that reasonably.” — listening session participant

“Regardless of political pressure, our community values of diversity and authentic equity (lifting up not bringing everyone down) should be honored” — survey respondent

“Individuality for both students and teachers. Not everyone student and teacher is the same, do district curriculum does not work for everyone.” — survey respondent

Special Education and Learning Differences

- Survey 6.0% of respondents (183) · 4.7% of Q3 entries · Listening 2.8% of Q3 entries (21; 17 sessions) · rank S 9 / L 9
- Sub-themes (survey / listening entries): Special Education and Learning Differences (193 / 21)
- Largest subcategories (survey / listening entries): Value And Support Learning Differences (90 / 4); Protect Programs For Underserved Students (27 / 7); Personalized Instruction Paced To Student (23 / 1); Adequate Special Education Resources (14 / 0); Honor IEP And 504 Accommodations (9 / 0)

“Children being raised developmentally appropriately. Just because they can do what you’re expecting, doesn’t make it what’s best to grow healthy children.” — survey respondent

“Students should be able to learn at their own pace without feeling rushed or pressured into learning every single thing in class.” — survey respondent

“You might want to increase the number of good intervention specialists that you have, because there’s a difference between what counselors do and what intervention specialists do.” — listening session participant

High Expectations and Rigor

- Survey 5.6% of respondents (168) · 4.4% of Q3 entries · Listening 1.8% of Q3 entries (13; 8 sessions) · rank S 10 / L 12
- Sub-themes (survey / listening entries): High Expectations and Rigor (181 / 13)
- Largest subcategories (survey / listening entries): Academic Excellence And High Expectations (89 / 1); Full Reading And Writing Instruction (26 / 1); Unwavering Commitment To Results (11 / 6); Work Ethic And Effort (15 / 0); Product Of Successful Schools (7 / 1)

“All students MUST BE ABLE to effectively communicate with once they graduate, including be on grade level in Reading, Writing and Arithmetic.” — survey respondent

“English classes must teach whole texts that develop students’ ability to sustain analysis across class periods and develop complex ideas.” — survey respondent

“An unwavering commitment to results, Get the job done regardless of pressure or politics, they would walk away with just a bunch of A-rated schools.” — listening session participant

Students First in Every Decision

- Survey 5.4% of respondents (163) · 4.1% of Q3 entries · Listening 2.0% of Q3 entries (15; 11 sessions) · rank S 11 / L 11
- Sub-themes (survey / listening entries): Students First in Every Decision (169 / 15)
- Largest subcategories (survey / listening entries): Student-Centered Decision Making (162 / 12); Budget Aligned To Student Outcomes (4 / 2); Advocate For Schools And Students (1 / 0); No Decline In Education Quality (0 / 1); Measure Success Beyond Compliance (1 / 0)

“kids need to be first. Not agendas, not curriculum, not demands that don’t work that have no data. Our kids need to be first... Get our kids at the center” — listening session participant

“Do not operate without a budget that aligns to student outcomes” — listening session participant

“The most important values are putting students first, being fair, and listening to the people who are directly affected by district decisions.” — survey respondent

Protect Programs and Neighborhood Schools

- Survey 4.8% of respondents (146) · 3.9% of Q3 entries · Listening 3.9% of Q3 entries (29; 10 sessions) · rank S 12 / L 6 · divergence: rank gap 6; 0.0 pp

- Sub-themes (survey / listening entries): Protect Choice and Enrichment Programs (88 / 13) · Honor Neighborhood Schools and Heritage (70 / 16)
- Largest subcategories (survey / listening entries): Preserve School Traditions And Culture (33 / 1); Extracurriculars Protected (22 / 3); Protect Programs Of Choice (20 / 3); Advanced Academics Protected (22 / 1); Schools Are Communities Not Structures (15 / 4)

“Tradition and culture within the community. Not trying to fit all students and staff into one box” — survey respondent

“Find a solution to pay back the debt FWISD is in w/o the kids losing extra curriculum or sports.” — survey respondent

“What I want to see is clear communication that programs of choice will not be touched. They will not be required to do double blocking. They’re already excelling at those campuses” — listening session participant

Politics and Religion Out of Schools

- Survey 4.7% of respondents (143) · 3.8% of Q3 entries · Listening 1.5% of Q3 entries (11; 9 sessions) · rank S 13 / L 13
- Sub-themes (survey / listening entries): Politics and Religion Out of Schools (153 / 11)
- Largest subcategories (survey / listening entries): Separation Of Church And State (69 / 1); Keep Outside Political Influence Out (41 / 2); Commitment To Public Education (15 / 1); Keep Politics Out Of Classroom (11 / 0); School Free From Political Conflict (6 / 2)

“Separation of church and state—that’s all churches, any religion, separate with a hard line that’s non-negotiable, and kept out of our schools.” — listening session participant

“Please tune out the noise and stay focused on student success, not on pleasing outsiders. They do not determine student outcomes.” — survey respondent

“Do you value the role a public education has as a foundation of what makes this country stand apart from other countries?” — survey respondent

Faith, Tradition and Parental Authority

- Survey 1.9% of respondents (58) · 1.8% of Q3 entries · Listening 0.0% of Q3 entries (0; 0 sessions) · rank S 14 / L 14
- Sub-themes (survey / listening entries): Faith, Tradition and Parental Authority (72 / 0)
- Largest subcategories (survey / listening entries): Faith And God In Schools (25 / 0); Traditional Gender Definitions (10 / 0); Constitutional Rights And Patriotic Values (9 / 0); Parental Rights Over Education (8 / 0); Reject DEI Programs (5 / 0)

“A superintendent should follow the practice of putting the children first in honoring the core principles of God, family, and country.” — survey respondent

“Abandon focus on inclusivity when it comes to sexual preferences and gender identification. Leave that outside of education... completely.” — survey respondent

“make them have love and pride for their country” — survey respondent

Guardrails candidates — Q5 Stop doing

Scripted lessons and uniform campus mandates — strong on both instruments

- Survey 20.3% of respondents (614) · 15.3% of Q5 entries · Listening 12.8% of Q5 entries (142; 31 sessions) · rank S 1 / L 2
- Sub-themes (survey / listening entries): Scripted lessons and rigid pacing (540 / 100) · One-size-fits-all campus mandates (221 / 42)
- Largest subcategories (survey / listening entries): Scripted Lessons And Slides (269 / 40); One Size Fits All Mandates (95 / 21); Uniform Mandates At A-Rated Campuses (83 / 7); Rigid Pacing Ignores Learning Differences (45 / 15); Curriculum Pace Too Fast (52 / 7)

“Stop acting as if the challenges in the district can be resolved with a one size fits all approach” — listening session participant

“Scripted curriculum saps the joy out of teaching for teachers and nullifies any hope for students to develop a love of learning.” — survey respondent

“Stop micromanaging and picking on schools that have consistently had an A rating- leave them alone- go support those that need it” — survey respondent

Micromanagement and overloading of teachers — strong on both instruments

- Survey 15.2% of respondents (460) · 11.7% of Q5 entries · Listening 9.7% of Q5 entries (108; 25 sessions) · rank S 2 / L 4
- Sub-themes (survey / listening entries): Micromanagement and overloading of teachers (581 / 108)
- Largest subcategories (survey / listening entries): Teacher Micromanagement (305 / 20); Classroom Personalization Restrictions (38 / 12); Unannounced Classroom Visits (30 / 13); Confusing Compliance With Learning (33 / 2); Excessive Redundant Copying (23 / 4)

“Scheduling a bathroom break? That doesn’t even make any sense — who can schedule their bathroom breaks? That’s not supporting the teachers.” — listening session participant

“Stop taking things away that build community and excitement for learning, ie: classroom libraries, classroom designs that foster imagination and safe surroundings” — survey respondent

“Compliance to checklists and charts that teachers have to stop class to fill out that are for admin and not students.” — survey respondent

Cutting lunch, recess, arts and enrichment; rigid schedules — survey-only candidate

- Survey 15.2% of respondents (460) · 13.1% of Q5 entries · Listening 5.1% of Q5 entries (57; 21 sessions) · rank S 2 / L 12 · divergence: rank gap 10; +8.0 pp
- Sub-themes (survey / listening entries): Shortened lunch, mandatory advisory and rigid bell schedules (433 / 16) · Recess, play, arts and enrichment cut (222 / 41)
- Largest subcategories (survey / listening entries): Lunch Period Too Short (199 / 2); Loss Of Fun And Celebrations (54 / 6); Eliminate Advisory Period (58 / 0); Arts And Extracurriculars Diminished (31 / 8); Kindergarten Developmentally Inappropriate Practice (28 / 4)

“Nothing seems to be working if kids are stressed over lunch schedules, and not being able to socialize like they used to.” — survey respondent

“They need to be able to be kids and have fun learning . They need to love school again not hate going” — survey respondent

“what keeps me up at night is that my child is not wanting to come to school because the arts are being destroyed, sports are being destroyed. They don’t get to do the fun things” — listening session participant

Over-restrictive rules, uneven discipline and unsafe treatment — survey-only candidate

- Survey 12.0% of respondents (362) · 9.0% of Q5 entries · Listening 5.9% of Q5 entries (66; 22 sessions) · rank S 4 / L 9 · divergence: rank gap 5; +3.1 pp
- Sub-themes (survey / listening entries): Harsh or unsafe treatment of students (116 / 34) · Rules and phone bans too restrictive (264 / 24) · Rules not enforced, discipline too lax (70 / 8)
- Largest subcategories (survey / listening entries): Schools Feel Like Prisons (64 / 11); Dress Code Enforcement Questioned (55 / 1); Lack Of Student Accountability (49 / 3); Phone Ban Too Restrictive (43 / 0); Public Ability Sorting Of Students (15 / 4)

“Treating elevate campuses like juvenile detention centers and removing ability for teachers to teach in ways that work for them and their students” — survey respondent

“There is too much tolerance for students’ misbehavior; they should respect dress codes, not use vulgar language, and should respect teachers and classmates.” — survey respondent (translated from Spanish)

“School is sit down, sit down, be quiet, don’t disrupt, don’t be disrespectful — school’s not fun anymore.” — listening session participant

Screens, AI and packets replacing teaching — survey-only candidate

- Survey 10.7% of respondents (323) · 8.4% of Q5 entries · Listening 6.2% of Q5 entries (69; 23 sessions) · rank S 5 / L 7
- Sub-themes (survey / listening entries): Screens, AI and packets replacing teaching (421 / 69)
- Largest subcategories (survey / listening entries): Screen Based Instruction (145 / 29); AI Generated Lesson Plans (88 / 18); Reduce AI Use In Teaching (55 / 2); Excessive Worksheets And Packets (45 / 0); AI Curriculum Contains Errors (18 / 1)

“Stop pushing more electronics and computers into the classroom. Children need hands on learning with actual people. Not staring at more screens.” — survey respondent

“They’re not doing long-form reading, they’re doing short AI-scripted lessons — how bad the AI was and how rigid it is.” — listening session participant

“And we are wasting SO MUCH PAPER. Why can’t we invest in new books instead of AI subscriptions and cover bands?” — survey respondent

Decisions without community or parent voice — listening-only candidate

- Survey 10.1% of respondents (306) · 7.1% of Q5 entries · Listening 13.1% of Q5 entries (145; 30 sessions) · rank S 6 / L 1 · divergence: rank gap 5; -6.0 pp
- Sub-themes (survey / listening entries): Decisions without listening or transparency (282 / 133) · Parents kept out of schools (71 / 12)
- Largest subcategories (survey / listening entries): District Not Listening To Community (70 / 13); Moving Too Fast (37 / 9); Restrict Parent Classroom Access (31 / 4); Poor District Communication Causes Rumors (22 / 9); Board Must Exercise Oversight (4 / 13)

“The bottom line is you guys are only going to get our respect if you actually implement what we’re looking for... we don’t believe you guys are here to help us or listen to us.” — listening session participant

“I’m trying to figure out how to navigate through this system that is constantly changing, constantly in my mind failing” — listening session participant

“Letting parents in the school in grades pre k-1st grade, atleast for the fist two days starting the school year” — survey respondent

Testing overemphasis and daily assessments

- Survey 8.7% of respondents (262) · 5.9% of Q5 entries · Listening 5.6% of Q5 entries (62; 22 sessions) · rank S 7 / L 10
- Sub-themes (survey / listening entries): Testing overemphasis and daily assessments (292 / 62)

- Largest subcategories (survey / listening entries): Over Testing Students (92 / 17); Teaching To The STAAR Test (55 / 3); Building Test Takers Not Thinkers (38 / 7); Daily DOL Assessments Ineffective (35 / 1); Ignoring Student Growth Measures (9 / 7)

“I think we should stop putting so much emphasis on testing and paperwork at the expense of meaningful learning and student needs.” — survey respondent

“Stop teaching to a test using AI generated (and often incorrect) formulaic teaching. Scripts don’t help kids connect to the material.” — survey respondent

“Our data grew. One point is growth. But we’re not celebrating that” — listening session participant

Losing teachers, hiring uncertified staff, underpaying

- Survey 7.7% of respondents (234) · 5.4% of Q5 entries · Listening 7.3% of Q5 entries (81; 26 sessions) · rank S 8 / L 6
- Sub-themes (survey / listening entries): Losing and underpaying teachers; uncertified hires (244 / 81) · Raise the hiring and performance bar (27 / 0)
- Largest subcategories (survey / listening entries): Losing Teachers And Administrators (60 / 28); Hiring Uncertified Teachers (63 / 9); Oversized Classes Without Support Staff (30 / 8); Pushing Out Experienced Staff (25 / 5); Remove Poor-Performing Teachers (20 / 0)

“The day they permit uncertified teachers to fill the halls, how is that safe for our kids?” — listening session participant

“Many phenomenal educators were lost recently due to uncertainty or due to real or perceived constraints. Try to build back the quality” — survey respondent

“I know we don’t have zero vacancies because there are currently classrooms that have up to 40 kids in them.” — listening session participant

Leadership by fear and disrespect

- Survey 5.9% of respondents (179) · 4.0% of Q5 entries · Listening 5.2% of Q5 entries (58; 22 sessions) · rank S 9 / L 11
- Sub-themes (survey / listening entries): Leadership by fear and disrespect (198 / 58)
- Largest subcategories (survey / listening entries): Leadership By Fear And Intimidation (66 / 17); Student And Staff Distress (37 / 15); Stop Blaming Teachers (22 / 6); Poor Treatment Of Teachers (15 / 1); District Defensiveness Toward Critics (9 / 1)

“The culture of fear and paranoia doesn’t make kids want to learn. If we’re really child-centered, student-centered, then let’s do that.” — listening session participant

“The students has to learn in peace and not like robots. The new FWISD rules are ridiculous and are stressing out my kids” — survey respondent

“Honestly if teachers could teach the district would see a huge jump in achievement. FWISD’s biggest issue is its leadership. Not the teachers.” — survey respondent

Closures, program cuts, campus inequity and poor daily operations

- Survey 5.7% of respondents (172) · 4.0% of Q5 entries · Listening 6.0% of Q5 entries (67; 24 sessions) · rank S 10 / L 8
- Sub-themes (survey / listening entries): Closures, program cuts and campus inequity (133 / 59) · Poor drop-off, cafeteria food and bus operations (67 / 8)
- Largest subcategories (survey / listening entries): Poor Drop-Off Pickup Logistics (28 / 1); Poor Cafeteria Food Quality (25 / 0); School Closures And Consolidations (12 / 6); Stop Cutting Necessary Programs (13 / 3); Facility Conditions And Centralized Control (11 / 2)

“Every student that had gone through an AVID program, you could tell how they communicated, how they presented themselves, their ability to take leadership... I didn’t realize that that had been cut.” — listening session participant

“School pick up line is ridiculous and concerning. Students are waiting in the heat for over 30-45 minutes to get to their parent” — survey respondent

“Serving Ultra-Processed Meals: Stop providing low-nutrient school foods that directly fuel childhood obesity, energy crashes, and poor cognitive function.” — survey respondent

Lowered rigor and neglected basic skills — listening-only candidate

- Survey 5.4% of respondents (162) · 3.6% of Q5 entries · Listening 7.9% of Q5 entries (88; 26 sessions) · rank S 11 / L 5 · divergence: rank gap 6; -4.3 pp
- Sub-themes (survey / listening entries): Lowered rigor and social promotion (108 / 43) · Neglecting basic skills, whole books and libraries (69 / 45)
- Largest subcategories (survey / listening entries): Stop Passing Students Along (41 / 6); Advanced Students No Longer Challenged (27 / 16); Excerpts Instead Of Whole Books (11 / 13); Low Student Reading Levels (17 / 5); Classroom Libraries Removed (8 / 4)

“as well as make better support systems for those who fall behind, rather than coddling them and letting them fall further behind.” — survey respondent

“Stop managing to averages. District improvement cannot come at the expense of advanced students, elite academics, fine arts, athletics, or high-performing programs.” — survey respondent

“I think that not having students read entire books, but only excerpts of books is not going well” — listening session participant

Unproven, error-ridden curriculum adoptions

- Survey 5.1% of respondents (155) · 3.3% of Q5 entries · Listening 3.1% of Q5 entries (34; 21 sessions) · rank S 12 / L 13
- Sub-themes (survey / listening entries): Unproven, error-ridden curriculum adoptions (164 / 34)
- Largest subcategories (survey / listening entries): Stop Using Bluebonnet Curriculum (38 / 0); Curriculum Quality Concerns (33 / 0); Non-Research-Based Curriculum Solutions (26 / 1); Bluebonnet Curriculum Errors (17 / 3); Constant Curriculum Initiative Churn (15 / 4)

“I think we need to leave the Bluebonnet curriculum behind as it has been proven problematic and our students deserve better.” — survey respondent

“The curriculum and professional development for tested subjects is both awful, incoherent, and unvetted, while other subjects have no curriculum or framework at all.” — survey respondent

“The Bluebonnet curriculum is not the right curriculum to have in our schools. It has been proven there’s a lot of mistakes in it.” — listening session participant

Religion, politics and ideology in curriculum

- Survey 4.1% of respondents (123) · 3.1% of Q5 entries · Listening 1.1% of Q5 entries (12; 9 sessions) · rank S 13 / L 14
- Sub-themes (survey / listening entries): Religion, politics and ideology in curriculum (155 / 12)
- Largest subcategories (survey / listening entries): Religious Bias In Curriculum (38 / 6); Political Ideology In Curriculum (41 / 0); Book Banning Restricts Access (16 / 2); Religion In Public Schools (18 / 0); Curriculum Whitewashes History (8 / 1)

“Stop forcing religious and political ideology into the districts. Leave that for the privacy of homes unless they religion is allowed.” — survey respondent

“Teachers must be completely neutral in their political views, no indoctrinating students to their views. Please put that in their contracts.” — survey respondent

“I would like to see our education system stop banning books, and I think we need to trust our certified librarians to make those decisions about what materials are available to our students in the libraries.” — listening session participant

Under-serving special education, bilingual and student supports — listening-only candidate

- Survey 4.0% of respondents (122) · 2.6% of Q5 entries · Listening 10.4% of Q5 entries (115; 28 sessions) · rank S 14 / L 3 · divergence: rank gap 11; -7.8 pp
- Sub-themes (survey / listening entries): Under-staffed special education and bilingual services (89 / 57) · Cutting college, career and counseling supports (43 / 58)
- Largest subcategories (survey / listening entries): Special Education Staffing Shortages (23 / 12); IEP Not Implemented (13 / 4); Cutting Postsecondary Specialists (2 / 13); Slow Special Education Referrals (6 / 8); Lack Of Vocational Program Options (6 / 5)

“It’s like even cutting special ed teachers. It’s like, yeah, we’re not acting like students are the most important thing.” — listening session participant

“forcing our SPED and dyslexic kiddos to finish their DOL in 10 minutes (violates federal law)” — survey respondent

“Some of these high schools have their college advisor prep positions cut... some high schools don’t have that, they don’t have a GO Center.” — listening session participant

Protect list — Q4 Keep doing

Safety, structure and discipline — survey-only candidate

- Survey 7.5% of respondents (227) · 11.3% of Q4 entries · Listening 3.4% of Q4 entries (9; 6 sessions) · rank S 1 / L 10 · divergence: rank gap 9; +7.9 pp
- Sub-themes (survey / listening entries): Structure, discipline and cell phones (157 / 8) · Safety and security (81 / 1)
- Largest subcategories (survey / listening entries): Improved Structure And Discipline (62 / 3); Student Safety Priority (59 / 0); Cell Phone Restrictions Reducing Distraction (55 / 2); School Uniforms (24 / 2); ID Badge Security Policy (7 / 1)

“Having officers at each school (more than 1 if you can) is a huge relief not only to help manage arrival and dismissal traffic but to ensure the safety of each campus.” — survey respondent

“I like how they keep us on task and how we have something to do every class and actually learn more” — survey respondent

“Additionally, I liked the ‘no phones out anytime throughout the day’ (including between classes/at lunch). That is extremely important to me.” — survey respondent

Great teachers, supported and trusted — survey-only candidate

- Survey 6.0% of respondents (181) · 8.7% of Q4 entries · Listening 5.3% of Q4 entries (14; 12 sessions) · rank S 2 / L 8 · divergence: rank gap 6; +3.4 pp

- Sub-themes (survey / listening entries): Retaining and developing great teachers (168 / 13) · Teacher autonomy and trust (16 / 1)
- Largest subcategories (survey / listening entries): Retain Great Educators (83 / 2); Teachers Putting Students First (49 / 5); Teacher Autonomy Without Red Tape (14 / 1); Teacher Pay Raise (7 / 3); Quality Staff Hiring (5 / 0)

“The teachers of this district are the only thing I respect and I feel so bad for the way they are being treated.” — survey respondent

“The best schools are engaging and encouraging students. The best teachers support the learning process, challenge students to excel and encourage curiosity.” — survey respondent

“Keep supporting the teachers, have them feel supported, not just cogs in a machine – 99% of what’s important in a school district is between the teachers and the students.” — listening session participant

Advanced academics and career pathways — strong on both instruments

- Survey 5.5% of respondents (165) · 8.7% of Q4 entries · Listening 18.2% of Q4 entries (48; 24 sessions) · rank S 3 / L 1 · divergence: rank gap 2; -9.5 pp
- Sub-themes (survey / listening entries): Advanced academics and dual credit (111 / 26) · College and career pathways (72 / 22)
- Largest subcategories (survey / listening entries): Advanced Academics Programs (66 / 5); Career Certification Programs (35 / 11); Dual Credit Associate Degree (23 / 18); Gifted And Talented Program (15 / 1); Multiple Pathways To Success (16 / 0)

“Give students different opportunities for college credits while in high school and other advanced programs for middle schoolers who are high achieving.” — survey respondent

“I’d like to see continued support for students to explore different career opportunities as well as improve support for our VPA programs.” — survey respondent

“I love that we give kids the opportunity for college credit in high school right now, and I hope that can continue. It just needs more support.” — listening session participant

Family engagement, communication and listening — strong on both instruments

- Survey 5.2% of respondents (158) · 7.8% of Q4 entries · Listening 9.5% of Q4 entries (25; 17 sessions) · rank S 4 / L 5
- Sub-themes (survey / listening entries): Family engagement, communication and listening (165 / 25)
- Largest subcategories (survey / listening entries): Improving Parent Community Engagement (44 / 1); Keep Holding Listening Sessions (24 / 11); ParentSquare

Communication Platform (23 / 2); Transparent Communication With Community (23 / 0); Parent Engagement Programs (15 / 3)

“I think the communication with parents is good, visiting schools is good, and staying on top of details both big and small.” — survey respondent

“What’s going well is this—they are reaching out and they want to better understand the issues that are literally at hand.” — listening session participant

“Streamlining communications not having information in multiple locations. This plan can work if information being sent matches what is on the website.” — survey respondent

Counseling, special education, language support — strong on both instruments

- Survey 5.0% of respondents (152) · 8.0% of Q4 entries · Listening 13.6% of Q4 entries (36; 20 sessions) · rank S 5 / L 3 · divergence: rank gap 2; -5.6 pp
- Sub-themes (survey / listening entries): Counseling, mentoring and wraparound support (63 / 15) · Special education and individualized support (71 / 14) · Dual language and English learner support (35 / 7)
- Largest subcategories (survey / listening entries): Whole Child Support Services (34 / 2); Dual Language Program PreK-5 (26 / 7); Tutoring And After School Programs (13 / 5); Support For Students With Disabilities (14 / 0); 504 Plan And ARD Support (12 / 2)

“Keep partnering with organizations to provide wraparound services, and keep partnering with other organizations to provide services the district can’t provide because of funding — the district can’t do all of this alone.” — listening session participant

“I believe FWISD should continue investing in strong family and community partnerships, bilingual communication, and programs that support the whole child—not just academics.” — survey respondent

“Having dual language classes for our Spanish speaking kids, makes them more comfortable and less afraid to start school.” — survey respondent

District leadership and accountability — survey-only candidate

- Survey 5.0% of respondents (152) · 7.4% of Q4 entries · Listening 3.4% of Q4 entries (9; 8 sessions) · rank S 5 / L 10 · divergence: rank gap 5; +4.0 pp
- Sub-themes (survey / listening entries): District leadership and accountability (156 / 9)
- Largest subcategories (survey / listening entries): District Generally Performing Well (87 / 2); Accountability For Staff And Students (20 / 0); Continue Innovation And New Ideas (11 / 1); Support For Struggling Schools (10 / 0); Kids-First Hard Decisions (5 / 2)

“We loved elementary school for all 6 years and I wish there were no change! It all worked great and kids were happy.” — survey respondent

“Keep holding teachers accountable for their individual results.” — survey respondent

“I think you should continue the innovation, the rethinking, and coming up with new ideas — see what works, just like we’re doing now.” — listening session participant

Meals, buses and facilities

- Survey 4.4% of respondents (133) · 6.7% of Q4 entries · Listening 6.1% of Q4 entries (16; 14 sessions) · rank S 7 / L 7
- Sub-themes (survey / listening entries): Meals, buses and facilities (140 / 16)
- Largest subcategories (survey / listening entries): School Meal Programs (93 / 11); Improved Bus Timeliness (9 / 2); Classroom Technology Resources (8 / 0); Facility Investment And Renovation (7 / 1); Single-Track School Calendar (5 / 1)

“Providing free meals (although since lunch has been shortened I am not confident most students have time to go through the line now).” — survey respondent

“Transportation has been better this year. I will say that. I’ve worked on that at board meetings. Transportation has been better.” — listening session participant

“Re building the schools so that it fits the amount of students that need to be served in the community.” — survey respondent

Arts, athletics and extracurriculars — listening-only candidate

- Survey 4.1% of respondents (124) · 6.5% of Q4 entries · Listening 10.2% of Q4 entries (27; 19 sessions) · rank S 8 / L 4
- Sub-themes (survey / listening entries): Fine arts programs (29 / 12) · Extracurriculars, athletics and enrichment (107 / 15)
- Largest subcategories (survey / listening entries): Extracurriculars And Enrichment (93 / 10); Fine Arts Programs (29 / 11); Recess And PE Time (8 / 0); Educational Field Trips (2 / 0); JROTC Program (0 / 2)

“I want to be sure that FWISD continues their clubs and programs, such as Orchestra, Marching band, National Honors Society and others” — survey respondent

“We have many fine art award-winning programs within the district, and I don’t think that those should be dissolved or budget removed from this.” — listening session participant

“Ensuring students still get recess and time away from the classroom to release energy, which allows them to focus better:” — survey respondent

Schools of choice and specialized campuses — listening-only candidate

- Survey 3.8% of respondents (115) · 5.7% of Q4 entries · Listening 15.2% of Q4 entries (40; 18 sessions) · rank S 9 / L 2 · divergence: rank gap 7; -9.5 pp
- Sub-themes (survey / listening entries): Schools of choice and specialized campuses (119 / 40)
- Largest subcategories (survey / listening entries): Schools Of Choice Programs (91 / 27); Applied Learning Model (21 / 5); Protect Montessori Programs (0 / 5); Expand Schools Of Choice Capacity (3 / 1); Leadership Academy Network Schools (3 / 1)

“Providing charter schools, offering AP classes, addressing the needs of special education students, insuring order in classrooms and a safe school environment” — survey respondent

“If the district has not dissolved the applied learning concept, I feel that that’s something that should continue.” — listening session participant

“We followed Montessori practices when he was in pre-K, and just how it was a natural evolution to his education... want to see that continue and to expand.” — listening session participant

Quality teaching and high expectations

- Survey 3.2% of respondents (98) · 4.7% of Q4 entries · Listening 2.3% of Q4 entries (6; 5 sessions) · rank S 10 / L 12
- Sub-themes (survey / listening entries): Quality teaching and high expectations (98 / 6)
- Largest subcategories (survey / listening entries): Focus On Academic Quality (20 / 0); High Expectations For Students (18 / 1); Project And Play Based Learning (8 / 1); Double Block Scheduling (7 / 0); Boost Science And Math Focus (4 / 1)

“I think double-blocking math and ELA classes in middle school is helping students close gaps. I would like to see that continued.” — survey respondent

“Holding students to a higher standard, this is somewhat hard to complete because it hasn’t been done throughout the district” — survey respondent

“Project and play-based learning when it can happen. So play if they’re younger and then project-based when they’re older really helps build that curiosity and learning.” — listening session participant

Strong campuses and campus leadership

- Survey 3.1% of respondents (94) · 4.6% of Q4 entries · Listening 6.8% of Q4 entries (18; 11 sessions) · rank S 11 / L 6 · divergence: rank gap 5; -2.2 pp
- Sub-themes (survey / listening entries): Strong campuses and campus leadership (96 / 18)

- Largest subcategories (survey / listening entries): Strong Campus Leaders And Autonomy (48 / 6); Pockets Of Excellence Across District (17 / 2); Identify And Replicate What Works (12 / 6); Individual Campus Culture And Identity (7 / 1); Protect What Is Working (6 / 0)

“Schools that have earned autonomy because of consistent excellent performance should be empowered to make all decisions independent of the school district.” — survey respondent

“I think Tanglewood and OPE do a great job of promoting and encouraging reading, which is the building block to everything else” — survey respondent

“We need to focus on whatever new things, whatever creative... whatever specific classroom success stories there are and focus on those.” — listening session participant

Reading and early learning

- Survey 2.8% of respondents (86) · 4.3% of Q4 entries · Listening 4.5% of Q4 entries (12; 11 sessions) · rank S 12 / L 9
- Sub-themes (survey / listening entries): Reading and early learning (90 / 12)
- Largest subcategories (survey / listening entries): Reading And Literacy Focus (34 / 1); School Libraries (17 / 5); Pre-K3 Early Learning Program (13 / 1); Rising Reading Proficiency Trend (10 / 1); Accelerated Reader Program (4 / 0)

“My grandchildren have graduated from FWISD and elementary with a genuine love of reading and a comprehensive understanding of the basics.” — survey respondent

“Since the state takeover, far less than I’d like. There’s still access to open libraries and extracurricular activities, so that’s a plus.” — survey respondent

“Pre-K 3... I know that was amazing... I think that early learning programs are amazing. They do wonders for the families and for the students. And start them young and they will succeed.” — listening session participant

Positive school culture and belonging

- Survey 2.7% of respondents (83) · 4.1% of Q4 entries · Listening 1.5% of Q4 entries (4; 3 sessions) · rank S 13 / L 13
- Sub-themes (survey / listening entries): Positive school culture and belonging (86 / 4)
- Largest subcategories (survey / listening entries): Joyful School Experiences (22 / 1); School Pride And Belonging (14 / 1); Safe And Supportive School Climate (10 / 0); Teacher-Student Relationship Investment (8 / 0); Diversity And Inclusion Valued (6 / 0)

“They also did dress up days regularly, it allowed the kids to see education as “fun” and they looked forward to school.” — survey respondent

“Keeping a strong sense of culture and community within schools that contribute to its success and place of belonging for students.” — survey respondent

“I appreciate having caring teachers and staff who make children feel safe, welcomed, and excited to come to school.” — survey respondent

Nothing working or too early — not tiered (names no practice to protect; larger on the survey measure than any tiered Q4 category)

- Survey 8.0% of respondents (241) · 11.6% of Q4 entries · Listening 0.0% of Q4 entries (0; 0 sessions) · rank S – / L –
- Sub-themes (survey / listening entries): Nothing working or too early (244 / 0)
- Largest subcategories (survey / listening entries): Nothing Currently Working (205 / 0); Too Early To Assess (38 / 0); No Current Student Enrolled (1 / 0)

“This one is not easy to answer because so many changes at once and the lack of relationship building has not occurred...” — survey respondent

“Honestly, I am not sure. They’re trying to formulate a plan to take on challenges but unfortunately I don’t know more than that.” — survey respondent

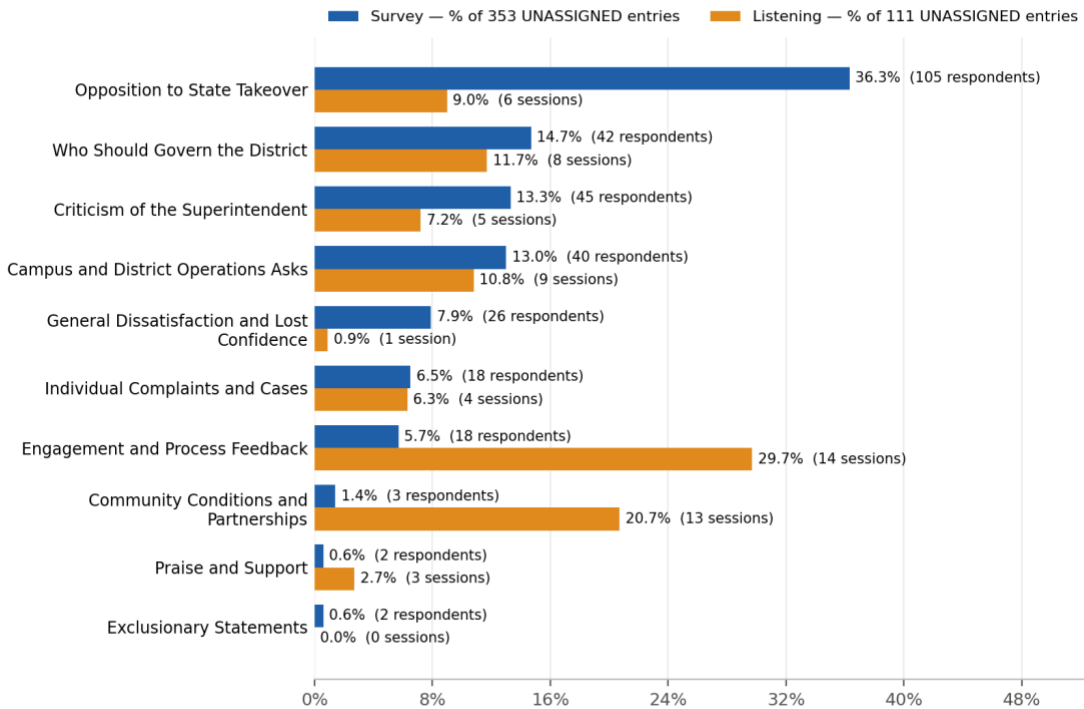
Part D — What we heard that we did not ask about

Entries that answered none of the five questions were coded UNASSIGNED rather than discarded. They are evidence of what the community wanted to talk about that the instrument did not ask. Reported here with both instruments' counts; percentages are of the UNASSIGNED pool.

Executive summary

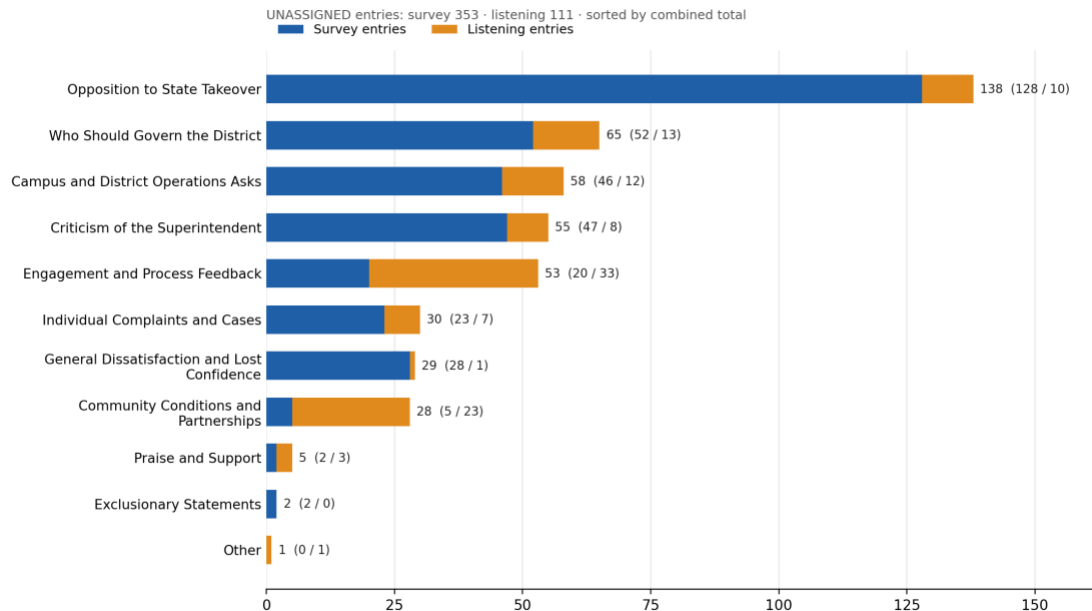
- 353 survey entries from 262 respondents (8.7% of the 3,027) and 111 listening entries (3.9% of all session entries) answered none of the five questions.
- On the survey, the largest theme by far is **opposition to the state intervention** (the category keeps the participants' word, *Opposition to State Takeover*) — 128 entries from 105 respondents (3.5% of all respondents), 36.3% of the survey's UNASSIGNED pool. Together with *who should govern the district* (52 entries) and *criticism of the superintendent* (47), governance and legitimacy account for 64.3% of survey UNASSIGNED entries.
- In the rooms, the largest themes are **feedback on the listening process itself** (33 entries, 29.7%) and **community conditions and offers of partnership** (23 entries, 20.7%) — participants critiquing the format and outreach of the sessions, describing family circumstances the schools contend with, and offering help.
- Operational asks that fit no question (program requests, lunch and bell schedule, transportation, facilities, parent communication) are 13.0% of survey and 10.8% of listening UNASSIGNED entries.
- Individual complaints and cases (23 survey, 7 listening) are counted at the category and sub-theme level only; no subcategory is itemized. Two survey entries were coded as exclusionary statements toward a group; they are counted and never quoted.
- These entries fall outside the five questions and so are not Goals or Guardrails themes under this process. They are reported in full because they are what the community raised without being asked, and their size is reported so the Board can see it. Governance and legitimacy content is reported under the specification's rule that feedback about the School Board's existence, the state intervention or the superintendent's selection is outside the five questions.

What we heard that we did not ask about — UNASSIGNED entries by category



UNASSIGNED = entries that answer none of the five questions. 353 survey entries from 262 respondents (8.7% of 3,027); 111 listening entries (3.9% of all session entries). Percentages are of the UNASSIGNED pool, not of all entries; ordered by survey share of the pool.

What we heard that we did not ask about — entries by category



Bar = survey entries + listening entries coded to the category (label: total, then survey / listening). A volume view added at the Board liaisons' request; it combines the two instruments' entry counts and is not the measure used for tiers or percentages, which stay separate (A.4). The survey produced far more entries than the sessions, so combined totals largely follow the survey.

Survey and listening entry counts stacked per category and sorted by the combined total.

D.1 Categories

Category	Survey entries (respondents)	% of survey UNASSIGNED	Listening entries (sessions)	% of listening UNASSIGNED
Opposition to State Takeover	128 (105)	36.3%	10 (6)	9.0%
Who Should Govern the District	52 (42)	14.7%	13 (8)	11.7%
Criticism of the Superintendent	47 (45)	13.3%	8 (5)	7.2%
Campus and District Operations Asks	46 (40)	13.0%	12 (9)	10.8%
General Dissatisfaction and Lost Confidence	28 (26)	7.9%	1 (fewer than 5)	0.9%
Individual Complaints and Cases	23 (18)	6.5%	7 (fewer than 5)	6.3%
Engagement and Process Feedback	20 (18)	5.7%	33 (14)	29.7%
Community Conditions and Partnerships	5 (3)	1.4%	23 (13)	20.7%
Praise and Support	2 (2)	0.6%	3 (fewer than 5)	2.7%
Exclusionary Statements	2 (2)	0.6%	0 (0)	0.0%
Other	0 (0)	0.0%	1 (fewer than 5)	0.9%

D.2 Themes

Opposition to State Takeover

- Survey 128 entries from 105 respondents (36.3% of survey UNASSIGNED) · listening 10 entries in 6 sessions (9.0% of listening UNASSIGNED).
- Objections to the state’s replacement of the elected board with an appointed board, calls to return control to Fort Worth voters, and statements that the state intervention itself is the problem. Reported as received.
- Subcategories (survey/listening entries): Opposition To State Takeover (113/9); District Was Already Improving (12/0); Takeover Caused Teacher Exodus (2/0);

Opposition To Board Of Managers (1/0); 1 further subcategory not itemized under the label rule in A.4 (0/1)

- Representative verbatims:

“Independent school district means something. A state takeover of an ISD is absolutely absurd.” — survey respondent

“As we begin the new year, all we can do is hope that the TEA will not affect our consistent high ratings.” — survey respondent

“I don’t think it should have been taken over by the state” — listening session participant

Who Should Govern the District

- Survey 52 entries from 42 respondents (14.7% of survey UNASSIGNED) · listening 13 entries in 8 sessions (11.7% of listening UNASSIGNED).
- Return to an elected board; views on state control, state funding and state policy.
- **Return to Elected Board** (survey 33 · listening 5): Loss Of Elected School Board (30/3); Board Members Should Resign (3/2)
- **State Control, Funding and Policy** (survey 19 · listening 8): Real Power Is At State (6/3); School Privatization Opposition (4/0); Inadequate Per Pupil Funding (0/3); Remove TEA Oversight High Performers (2/0); Media Double Standard On Accountability (1/0); State Policy Racial Equity Harm (1/0); 3 further subcategories not itemized under the label rule in A.4 (5/2)
- Representative verbatims:

“Be under a local administration, not one led by the politically motivated state. Turn control of FWISD over to local leadership immediately. The state is an embarrassment.” — survey respondent

“FWISD isnt doing, TEA is doing but they aren’t transparent about what they are doing.” — survey respondent

“They’re unelected, so they’re not people we put in place. There’s no accountability for the Board of Managers. That’s a huge problem — with an elected school board, at least you know who’s in there.” — listening session participant

Criticism of the Superintendent

- Survey 47 entries from 45 respondents (13.3% of survey UNASSIGNED) · listening 8 entries in 5 sessions (7.2% of listening UNASSIGNED).
- Calls to replace the superintendent or to restore the previous administration; criticism of the selection. Reported by office, never by name.

- Subcategories (survey/listening entries): Replace The Superintendent (18/1); Superintendent Qualifications Questioned (10/6); Previous Superintendent Leadership (13/1); 4 further subcategories not itemized under the label rule in A.4 (6/0)
- Representative verbatims:
 - “The superintendent should step down.” — survey respondent
 - “The former administration was listening to parents, students and making decisions in the best interest of the students” — survey respondent

Campus and District Operations Asks

- Survey 46 entries from 40 respondents (13.0% of survey UNASSIGNED) · listening 12 entries in 9 sessions (10.8% of listening UNASSIGNED).
- Program and instruction requests, lunch and bell-schedule asks, transportation and safe routes, facilities and equipment, parent communication, and district structure — operational requests that name no value, capability or current practice.
- **Program and Instruction Requests** (survey 23 · listening 5): School Choice Option Request (3/0); Online Assignment Options (2/0); Pre-K3 Program Request (1/0); ROTC Program Request (1/0); Sports Program Request (1/0); Summer Athletic Training Program (1/0); More Field Trips Requested (1/0); District-Funded AP Courses (1/0); Teacher-Provided Tutoring Access (1/0); Nurse Availability At School (1/0); Free Uniforms Food Pantry Services (1/0); Access To Academic Resources (1/0); Assign More Homework (1/0); Disagreement On Teaching Strategies (1/0); Benchmark International Best Practices (1/0); Grades Matter For Success (1/0); Curriculum Transparency Request (1/0); Hire And Support Quality Teachers (1/0); Potty Training Before Enrollment (1/0); 5 further subcategories not itemized under the label rule in A.4 (1/5)
- **Lunch, Bell Schedule and Calendar** (survey 3 · listening 2): Senior Early Release Privileges (1/0); Early Morning Athletic Practice (1/0); Reliable Class Scheduling (1/0); 2 further subcategories not itemized under the label rule in A.4 (0/2)
- **Transportation, Dismissal and Safe Routes** (survey 3 · listening 3): reported by count only; 3 subcategories not itemized under the label rule in A.4 (3/3)
- **Facilities and Equipment** (survey 5 · listening 0): Fix Classroom Technology (1/0); Playground Facility Disrepair (1/0); Age-Inappropriate Bathroom Placement (1/0); Teacher Lounge Appliances (1/0); 1 further subcategory not itemized under the label rule in A.4 (1/0)
- **Parent Communication and Involvement** (survey 8 · listening 0): Improve Parent Communication (2/0); Student-Accessible District Updates (2/0); Parent Involvement In Events (2/0); Student Voice In Decisions (1/0); Student-Parent Contact Access (1/0)
- **District Structure and Consolidation** (survey 4 · listening 2): Supports Campus Consolidation (1/0); HR Reorganization Concern (1/0); 3 further subcategories not itemized under the label rule in A.4 (2/2)

- Representative verbatims: none published — this category is reported by count only; its entries are too few for a quote to remain anonymous under the quoting floor stated in A.4.

General Dissatisfaction and Lost Confidence

- Survey 28 entries from 26 respondents (7.9% of survey UNASSIGNED) · listening 1 entry in fewer than 5 sessions (0.9% of listening UNASSIGNED).
- Statements of lost trust or general dissatisfaction that name no specific practice.
- Subcategories (survey/listening entries): General Dissatisfaction With FWISD (21/1); Families Leaving FWISD (4/0); Rebuild Parent Trust (1/0); Anxiety From Negative Media Coverage (1/0); Teachers Not Teaching Effectively (1/0)
- Representative verbatims:

“I’ve been more disappointed than encouraged over the last 2 to 3 years. The state takeover is not without cause.” — survey respondent

“There is not much to be proud of right now. I am thankful for teachers who have held on.” — survey respondent

“So I’m not really certain I can respond to this - public schools are the heart & soul of any community. We need to do better.” — survey respondent

Individual Complaints and Cases

- Survey 23 entries from 18 respondents (6.5% of survey UNASSIGNED) · listening 7 entries in fewer than 5 sessions (6.3% of listening UNASSIGNED).
- Complaints about a named individual’s conduct, and individual service or logistics cases. Counted at the sub-theme level; no subcategory is itemized and nothing is quoted.
- **Individual Staff Conduct Complaints** (survey 13 · listening 6): reported by count only; 8 subcategories not itemized under the label rule in A.4 (13/6)
- **Individual Service and Logistics Cases** (survey 10 · listening 1): reported by count only; 5 subcategories not itemized under the label rule in A.4 (10/1)

Engagement and Process Feedback

- Survey 20 entries from 18 respondents (5.7% of survey UNASSIGNED) · listening 33 entries in 14 sessions (29.7% of listening UNASSIGNED).
- How the listening sessions were designed, publicized and run; whether the Board is listening; the legitimacy and composition of the Board.
- **Board Legitimacy and Composition** (survey 2 · listening 1): Board Should Include Educators (1/0); Community Speaking Out On Governance (1/0); 1 further subcategory not itemized under the label rule in A.4 (0/1)

- **Listening Session Design Critique** (survey 18 · listening 20): Listening Session Process Critique (18/14); 5 further subcategories not itemized under the label rule in A.4 (0/6)
- **Session Outreach and Access** (survey 0 · listening 12): Poor Outreach For Listening Sessions (0/9); 3 further subcategories not itemized under the label rule in A.4 (0/3)
- Representative verbatims:

“Listening sessions should be guided towards what the people who came from their homes, their jobs, got babysitters for their kids, want to discuss.” — listening session participant

“I didn’t get a Robo call today. You will call me about 50 million things and fundraisers and everything else, but for a chance to hear... Not a single word. Your social media team was horrible” — listening session participant

“That is way too broad of a question. I think more effort should have been made to offer a better quality survey. You will get more responses multiple choice selection with an option for free choice entry.” — survey respondent

Community Conditions and Partnerships

- Survey 5 entries from 3 respondents (1.4% of survey UNASSIGNED) · listening 23 entries in 13 sessions (20.7% of listening UNASSIGNED).
- Family and neighborhood circumstances participants asked the district to understand, and offers of partnership or help from organizations in the room.
- **Family and Community Conditions** (survey 1 · listening 15): Parental Responsibility For Basic Skills (0/6); Community Shared Accountability (0/3); Income-Based School Quality Gap (1/0); 5 further subcategories not itemized under the label rule in A.4 (0/6)
- **Partnerships and Offers of Help** (survey 4 · listening 8): Trade School Partnership Proposal (1/0); Preserve And Add Parks (1/0); 6 further subcategories not itemized under the label rule in A.4 (2/8)
- Representative verbatims: none published — this category is reported by count only; its entries are too few for a quote to remain anonymous under the quoting floor stated in A.4.

Praise and Support

- Survey 2 entries from 2 respondents (0.6% of survey UNASSIGNED) · listening 3 entries in fewer than 5 sessions (2.7% of listening UNASSIGNED).
- General thanks or support for the district or the Board, with no practice named.
- Subcategories (survey/listening entries): Praises Board Of Managers (0/3); Supports State Takeover (1/0); Praises Student Resilience (1/0)
- Representative verbatims: none published — this category is reported by count only; its entries are too few for a quote to remain anonymous under the quoting floor stated in A.4.

Exclusionary Statements

- Survey 2 entries from 2 respondents (0.6% of survey UNASSIGNED) · listening 0 entries (0.0% of listening UNASSIGNED).
- Statements hostile to a group of students or families. Counted; never quoted.
- Subcategories (survey/listening entries): Exclusionary Statement Toward A Group (2/0)

Other

- Survey 0 entries from 0 respondents (0.0% of survey UNASSIGNED) · listening 1 entry in fewer than 5 sessions (0.9% of listening UNASSIGNED).
- Residual entries that fit no UNASSIGNED category. Representative verbatims: none published — reported by count only; a single entry cannot be quoted anonymously under the quoting floor stated in A.4.
- Subcategories (survey/listening entries): reported by count only; 1 subcategory not itemized under the label rule in A.4 (0/1)

Appendices

Appendix A-1 — Listening sessions

#	Group	Date	Feeder pattern	Record	Coded entries	Share of 2,828
1	Union Gospel	Wednesday, August 5	citywide	transcript	57	2.0%
2	United Way	Thursday, August 20	citywide	transcript	60	2.1%
3	Girls Inc.	Saturday, September 12	citywide	transcript	68	2.4%
4	Artes de la Rosa	Saturday, September 5	North Side	transcript	7	0.2%
5	Benbrook Community	Wednesday, August 26	Benbrook	transcript	115	4.1%
6	Big Brothers Big Sisters	Wednesday, September 9	North Side	transcript	87	3.1%
7	Center for Transforming Lives	Tuesday, August 4	citywide	transcript	63	2.2%
8	Como Community Center / NAC / ODWIN / Como Lions Heart	Saturday, August 8	Arlington Heights	transcript	41	1.4%
9	Communities in Schools, Fort Worth	Tuesday, September 1	citywide	transcript	64	2.3%
10	Cook Children's Health Care System	Monday, September 14	citywide	transcript	47	1.7%
11	East Fort Worth Business Assoc.	Thursday, September 3	citywide	transcript	37	1.3%
12	FORT / Fort Worth ISD Council of PTAs	Monday, August 3	citywide	notes	92	3.3%
13	Fort Worth Chamber of Commerce	Wednesday, August 19	citywide	transcript	31	1.1%
14	Fort Worth Economic Development Partnership	Thursday, September 10	citywide	notes	27	1.0%
15	Fort Worth Forum	Monday, August 10	citywide	transcript	38	1.3%
16	Greater Meadowbrook Alliance	Monday, July 20	Eastern Hills	transcript	70	2.5%
17	Junior League of Fort	Monday,	citywide	transcript	47	1.7%

#	Group	Date	Feeder pattern	Record	Coded entries	Share of 2,828
	Worth	August 31				
18	Leadership Fort Worth	Monday, August 24	citywide	transcript	59	2.1%
19	LVTRise	Thursday, September 10	Western Hills	transcript	97	3.4%
20	Mayor's Council on Education and Workforce	Thursday, September 10	citywide	transcript	69	2.4%
21	Multicultural Alliance	Saturday, September 12	citywide	transcript	31	1.1%
22	NAACP / Black Leaders United / Fort Worth Metropolitan Black Chamber of Commerce	Tuesday, August 18	citywide	transcript	59	2.1%
23	One Safe Place (Partners)	Thursday, September 3	citywide	transcript	16	0.6%
24	One Safe Place (Hospital District Staff)	Friday, September 11	citywide	transcript	9	0.3%
25	Parent Shield	Monday, August 31	citywide	transcript	101	3.6%
26	Pastors for Texas Children and Temple Beth-El Congregation	Monday, August 10	citywide	transcript	50	1.8%
27	Reby Cary Youth Library	Tuesday, September 1	Eastern Hills	transcript	11	0.4%
28	Riverside Organizations (Spanish/Bilingual)	Thursday, September 3	Carter-Riverside	transcript	76	2.7%
29	Rotary Club of Fort Worth	Friday, August 21	citywide	transcript	58	2.1%
30	Saint Mary of the Assumption Catholic Church (Spanish/Bilingual)	Thursday, September 10	citywide	transcript	61	2.2%
31	Schools of Choice /YMLA PTAs	Thursday, September 10	citywide	transcript	99	3.5%
32	Southside Organizations	Friday, August 28	citywide	transcript	71	2.5%

#	Group	Date	Feeder pattern	Record	Coded entries	Share of 2,828
33	State Reps/Senators	Various Dates	citywide	transcript	9	0.3%
34	Texas Wesleyan University / Zacatecas Assoc.	Friday, September 11	Polytechnic	transcript	68	2.4%
35	The Welman Project	Saturday, August 29	citywide	transcript	77	2.7%
36	Thursday Morning Breakfast Association	Thursday, August 13	citywide	no record kept	—	—
37	United Educators Association	Tuesday, August 18	citywide	transcript	141	5.0%
38	Summer listening session — North Side HS	June 22, 2026	North Side	transcript	101	3.6%
39	Summer listening session — Southwest HS	June 24, 2026	Southwest	no record kept — session held, no notes or transcript exist	—	—
40	Summer listening session — Benbrook MS/HS	June 25, 2026	Benbrook	notes	154	5.4%
41	Summer listening session — Paschal HS	June 29, 2026	Paschal	transcript	218	7.7%
42	Summer listening session — Dunbar HS	June 30, 2026	Dunbar	transcript	207	7.3%
43	Fort Worth Chamber of Commerce — Session 2 (added after the schedule was issued)	Monday, September 14	citywide	transcript	35	1.2%

43 sessions held; 41 coded, 2,828 entries; 2 held without a record. The ten largest sessions hold 46.9% of the entries; the Paschal HS session alone 7.7%. Two additional files supplied as separate sessions were duplicate recordings of sessions already listed (retired); Benbrook MS/HS had two note-takers whose notes were reconciled into one record.

Appendix A-2 — Stated rules used in counting

- Analysis base: 3,027 survey respondents with at least one codable answer; 41 coded listening sessions.

- Survey % of respondents = respondents naming the theme ÷ 3,027, once per respondent per theme. Entry percentages are within the question.
- Full text of the specifications: Appendix A-3. Every Board-liaison ruling: Appendix A-4.
- Non-responses and deferral phrases excluded (spec rule U); “nothing is working” and “too early” answers to Q4 kept and reported as a category in their own right, beside the Q4 response rate.
- Stop-doing critiques typed into another box → Q5; value statements → Q3; keep-doing statements → Q4 (spec rule T). Feedback on the Board’s existence, the state intervention or the superintendent’s selection → UNASSIGNED (rule R, adopted by ruling — Appendix A-4); feedback on how the Board conducts its business → Q5 (rule R’, A-4).
- Identical wording within a question always receives the same subcategory (verified across both instruments, 0 conflicts).
- Tier: strong = top five on both instruments; single-instrument = top five on one; ties share a rank. Material divergence: ranks differ by ≥5 places or entry shares by ≥5 points.
- Repeated strings (≥20 identical answers) disclosed in Part A; counts unadjusted.
- Redaction per reporting spec §4 applied to every published verbatim; nothing flagged as personally identifying is quoted; campus names retained; officials by office only. Note-taker records are counted but never quoted (spec ruling S).
- Quoting floor: no verbatim from a subcategory with fewer than five contributors (survey respondents plus listening sessions); a category with no eligible subcategory is reported by count only and says so.
- Label rule: subcategory labels describing an individual’s discipline or employment action, a single-source allegation against an identifiable role-holder, a vulnerable population in a specific circumstance with fewer than five contributors, or a named person are not itemized; their entries are counted in the sub-theme as “further subcategories not itemized”. Subcategories under Individual Complaints and Cases are never itemized. Statements hostile to a group are counted and never named or quoted (spec rule W); stated positions on curriculum, programs or facilities are published as labels. Part D session counts below five are shown as “fewer than 5”; Part D subcategory rows with one or two listening entries and fewer than five contributors in total are not itemized.
- Feeder-pattern assignment of a session: a session held at a district campus is assigned to that campus’s pattern; a session convened by a neighborhood organization meeting inside a pattern’s area and serving it is assigned to that pattern (Big Brothers Big Sisters, held at the Northside Community Center, and Artes de la Rosa on North Main Street → North Side; the Como Community Center session → Arlington Heights; Greater Meadowbrook Alliance and Reby Cary Youth Library → Eastern Hills; Riverside Organizations → Carter-Riverside; Texas Wesleyan University / Zacatecas Association → Polytechnic; LVTRise → Western Hills). Organizations with a citywide mission are “citywide” even where their

meeting place falls inside a pattern. The assignment affects only the coverage table in A.5; no count depends on it.

- Translation: non-English entries translated to English by the coding model before coding, original retained, entry flagged translated; published translated verbatims are marked (spec §8).

Appendix C-1 — Corpus-wide topic map (sub-theme → topic)

- **G1 Grade-level literacy, math and academic rigor** (goal): Q1 › Reading · Q1 › Core Academic Basics · Q1 › Grade-Level Performance and Growth · Q1 › Math · Q2 › Academic Foundations and Mastery · Q2 › Grades, Credits and Graduation · Q3 › High Expectations and Rigor · Q4 › Reading and early learning · Q4 › Quality teaching and high expectations · Q5 › Lowered rigor and social promotion · Q5 › Neglecting basic skills, whole books and libraries
- **G2 Critical thinking and lifelong learning** (goal): Q1 › Critical Thinking and Problem Solving · Q2 › Critical Thinking and Problem Solving · Q2 › Lifelong Learner
- **G3 College, career and military readiness (incl. CTE and advanced academics)** (goal): Q1 › College and Career Readiness · Q1 › Career and Technical Exploration · Q2 › Ready for College, Career or Military · Q2 › College Readiness and Completion · Q2 › Employable and Career Skilled · Q4 › Advanced academics and dual credit · Q4 › College and career pathways
- **G4 Life skills and financial literacy** (goal): Q1 › Financial Literacy · Q1 › Independent Living Skills · Q2 › Independent Living Skills
- **G5 Communication, social-emotional skills, character and resilience** (goal): Q1 › Communication and Self-Advocacy · Q1 › Social and Emotional Skills · Q1 › Character, Respect and Work Ethic · Q2 › Work Ethic and Self-Discipline · Q2 › Kindness, Integrity and Character · Q2 › Confident, Resilient and Adaptable · Q2 › Wellbeing and Positive School Experience · Q2 › Communication and Self-Advocacy · Q2 › Social-Emotional and Teamwork Skills · Q2 › Success Defined by Own Goals
- **G6 Civic knowledge, citizenship and community contribution** (goal): Q1 › Civics, History and Citizenship · Q2 › Contributes to Community and Society · Q2 › Civic Knowledge and Engagement
- **G7 Well-rounded education: arts, athletics, languages, technology and play** (goal): Q1 › Science, Arts and Well-Rounded Education · Q1 › Bilingualism and World Languages · Q1 › Technology and AI Literacy · Q2 › Well-Rounded Experiences and Interests · Q4 › Fine arts programs · Q4 › Extracurriculars, athletics and enrichment · Q5 › Recess, play, arts and enrichment cut
- **R1 Teacher autonomy vs. scripted, mandated instruction and unproven curriculum** (guardrail): Q3 › Teacher and Campus Autonomy · Q4 › Teacher autonomy and trust · Q5 › Scripted lessons and rigid pacing · Q5 › One-size-fits-all campus mandates · Q5 › Micromanagement and overloading of teachers · Q5 › Unproven, error-ridden curriculum adoptions
- **R2 Retaining, supporting and respecting educators and campus leaders** (guardrail): Q3 › Support, Respect and Retain Educators · Q4 › Retaining and developing great teachers · Q4 › Strong campuses and campus leadership · Q5 ›

- Losing and underpaying teachers; uncertified hires · Q5 › Raise the hiring and performance bar · Q5 › Leadership by fear and disrespect
- **R3 Honest, transparent, evidence-based and student-first leadership** (guardrail): Q3 › Honest, Accountable Leadership · Q3 › Transparent, Evidence-Based Decisions · Q3 › Students First in Every Decision · Q4 › District leadership and accountability
- **R4 Community and parent voice in decisions** (guardrail): Q3 › Consult Those Affected Before Deciding · Q3 › Welcome Families and Partners In · Q4 › Family engagement, communication and listening · Q5 › Decisions without listening or transparency · Q5 › Parents kept out of schools · UNASSIGNED › Parent Communication and Involvement
- **R5 Whole child over test scores; joy, belonging and engagement** (guardrail): Q3 › Whole Child, Not Just Scores · Q4 › Positive school culture and belonging · Q5 › Testing overemphasis and daily assessments
- **R6 Screens, AI and technology in place of teaching** (guardrail): Q3 › Books and Teachers Over Screens · Q5 › Screens, AI and packets replacing teaching
- **R7 Safe, orderly schools and student discipline (both directions)** (guardrail): Q3 › Safe and Orderly Schools · Q4 › Structure, discipline and cell phones · Q4 › Safety and security · Q5 › Harsh or unsafe treatment of students · Q5 › Rules and phone bans too restrictive · Q5 › Rules not enforced, discipline too lax
- **R8 Schedule, lunch, meals, buses and daily operations** (guardrail): Q4 › Meals, buses and facilities · Q5 › Shortened lunch, mandatory advisory and rigid bell schedules · Q5 › Poor drop-off, cafeteria food and bus operations · UNASSIGNED › Lunch, Bell Schedule and Calendar · UNASSIGNED › Transportation, Dismissal and Safe Routes · UNASSIGNED › Facilities and Equipment
- **R9 Special education, bilingual, counseling and student support services** (guardrail): Q3 › Special Education and Learning Differences · Q4 › Counseling, mentoring and wraparound support · Q4 › Special education and individualized support · Q4 › Dual language and English learner support · Q5 › Under-staffed special education and bilingual services · Q5 › Cutting college, career and counseling supports
- **R10 Equity, resources, choice programs and neighborhood schools** (guardrail): Q3 › Equity and Fairness Across Campuses · Q3 › Adequate Resources and Basic Needs · Q3 › Protect Choice and Enrichment Programs · Q3 › Honor Neighborhood Schools and Heritage · Q4 › Schools of choice and specialized campuses · Q5 › Closures, program cuts and campus inequity · UNASSIGNED › District Structure and Consolidation · UNASSIGNED › Program and Instruction Requests
- **R11 Respect, inclusion and compassion for every student and family** (guardrail): Q3 › Respect and Compassion for All · Q3 › Inclusion Regardless of Identity
- **R12 Politics, religion and ideology in schools (both directions)** (guardrail): Q3 › Politics and Religion Out of Schools · Q3 › Faith, Tradition and Parental Authority · Q5 › Religion, politics and ideology in curriculum

- **V1 State takeover, who governs, and the superintendent** (governance): UNASSIGNED › Opposition to State Takeover · UNASSIGNED › Return to Elected Board · UNASSIGNED › State Control, Funding and Policy · UNASSIGNED › Criticism of the Superintendent · UNASSIGNED › Board Legitimacy and Composition · UNASSIGNED › General Dissatisfaction and Lost Confidence
- **V2 Feedback on the listening process; community conditions and offers of help** (governance): UNASSIGNED › Listening Session Design Critique · UNASSIGNED › Session Outreach and Access · UNASSIGNED › Family and Community Conditions · UNASSIGNED › Partnerships and Offers of Help · UNASSIGNED › Praise and Support
- **X1 Not classifiable: nothing-working answers, individual cases, exclusionary statements, Other** (other): Q4 › Nothing working or too early · Q3 › Other · Q5 › Other · UNASSIGNED › Other · UNASSIGNED › Individual Staff Conduct Complaints · UNASSIGNED › Individual Service and Logistics Cases · UNASSIGNED › Exclusionary Statements

Appendix A-3 — The written specifications

These are the specifications the coding and reporting followed. They are reproduced here as they stood at the freeze — the extraction specification at version 1.1, and the reporting specification — so that a reader can check any count in this report against the rule that produced it. The text is unchanged except for redaction: personal names (including the Board members named in one rule, referred to here by office), respondent identifiers, internal file paths, and working instructions addressed to the analysis team rather than rules of coding have been removed or replaced with a bracketed marker. No rule has been paraphrased, softened or omitted. Headings within each specification have been demoted so they nest under the appendix. Figures quoted inside the specifications (for example the number of transcripts expected in §1 of the extraction specification) describe the corpus as it stood when the specification was written and predate the final roster of 43 sessions held and 41 coded (A.3).

A-3.1 Extraction specification (v1.1)

FWISD Community Listening — Extraction Spec

Version 1.1 (calibrated 2026-09-14/15). This file is the single authoritative instruction for converting source material into coded entries. Every extraction run — transcript or survey — must follow it exactly. Do not improvise, do not “improve” the rules, and do not apply judgment that is not described here. If a case is genuinely not covered, emit the entry with “spec-gap” in flags and a short note, and continue. Spec gaps are reviewed and folded into the next version.

Changes from v1.0 are marked [**v1.1**] and listed in the specification changelog.

1. Scope

Two corpora are processed under this spec:

- **Listening sessions** — 51 transcripts of in-person community meetings, auto-transcribed.
- **Survey** — approximately 5,000 written responses to the same five questions.

Both are coded with the same entry-splitting rule, the same question attribution rule, and the same shared subcategory codebook. This is what makes the two comparable. Any rule that applies to one and not the other is stated explicitly below.

2. The five questions

See the question list for the verbatim wording. Entries are attributed to Q1–Q5, or to UNASSIGNED.

3. What counts as one entry

One entry per distinct idea.

Split when a speaker or respondent moves to a different theme:

“We need smaller class sizes and the buses are always late.” → 2 entries: class sizes; transportation reliability.

Do **not** split restatement, elaboration, or supporting detail on the same idea:

“Reading. They have to be able to read. If a kid can’t read by third grade, nothing else we do matters.” → 1 entry (literacy), not three.

Do **not** split a list that enumerates facets of a single theme:

“Safe from bullying, safe from violence, safe getting to school.” → 1 entry (safety), unless the source treats them as separate asks.

Applies identically to survey answers. “Safety, teacher pay, and smaller classes” is three entries, each retaining the same `respondent_id`.

[v1.1] Third-party restatement of the room. When a speaker summarizes, reads back, or consolidates what *other* participants have said (e.g. “here is what I heard tonight — does that sound right?”), that restatement is **not** coded as the speaker’s own entries. It is excluded and noted in the run notes with its timestamp. The exception is explicit personal endorsement: if the speaker states that they themselves agree with a point (“and I agree with that”), code that point once as the speaker’s own entry. Asking the room whether it agrees is not endorsement.

[v1.1] Same idea, two questions. If one speaker or respondent makes the same point in answer to two different questions, and the point is a legitimate answer to both, code it under both questions (two entries). Do not collapse them.

[v1.1] Close restatement by a different speaker. If two different speakers make the same or nearly the same point — including one reading prepared remarks that track an earlier speaker — code both. Each speaker’s view counts.

Entry text

- Transcripts: quote the speaker’s own words for the idea, trimmed to the relevant span. Preserve wording; do not paraphrase. Light correction of obvious auto-transcription errors is permitted (see §7). **[v1.1]** Personal names are scrubbed at extraction — see §10.
- Survey: the verbatim cell text for that idea. Where a cell was split, the entry text is the portion expressing that idea.

4. Question attribution

Attribute each entry to the question it answers, not to when it was said. A speaker raising a “stop doing” point during the values discussion is coded Q5.

- If an entry plausibly answers two questions, assign the **single best fit**. Never assign two to one entry. Prefer the more specific question over the more general one. (A speaker who makes the same point twice in answer to two different questions gets two entries — §3.)
- If an entry answers none of the five, assign UNASSIGNED. These are counted and reported but excluded from all category denominators.
- Operational complaints directed at district staff (bus routes, a specific billing issue, a named personnel grievance) are typically UNASSIGNED unless framed as a systemic “stop doing” point, in which case they are Q5.
- **[v1.1]** A request for a program or resource (“students should have a quality athletic program”) given in answer to Q1 or Q2 is coded Q5 when it is, in substance, a critique of current practice. The question asked does not override the question answered. **[v1.1, 2026-09-16 — rule T]** This applies to any box, not only Q1 or Q2: a “stop doing” critique typed into the Q3 or Q4 box is Q5; a value statement typed into another box is Q3; a keep-doing point typed elsewhere is Q4.
- **[v1.1]** Feedback about the **legitimacy of the Board of Managers or the state intervention** — TEA control, calls to resign, loss of the elected board, the superintendent’s selection or credentials — answers none of the five questions and is UNASSIGNED. It is counted and reported in Part D. Do not flag it as a spec gap. **[v1.1, 2026-09-16]** Feedback about how the Board *conducts its governance* — that it should exercise real oversight, that it rubber-stamps votes — is a “stop doing” point and is Q5.

5. Exclusions

Do not create entries from:

- Board of Managers member and facilitator remarks — framing, transitions, procedural instructions, answers to audience questions, thanks and acknowledgements.
- District staff answering audience questions.
- Self-introductions, credentials, and biography that carry no substantive feedback.
- Audience questions *to* the board that request information rather than offer a view.

- Applause, crosstalk, inaudible passages, logistics.

[v1.1] Who counts as “board”. “Board” in this section means a **current member of the FWISD Board of Managers** (the appointed board convening the sessions; the nine members are named in the working copy of the specification and are referred to here by office). A current Board of Managers member speaking substantively as a community member (as a parent, resident, alum) is **still excluded**; note it in the session’s run notes rather than coding it. **Elected FWISD trustees and former board members are not “board” for this purpose** — when they speak as a parent or community participant, code them as community members.

[v1.1, rule S] Sessions with notes but no recording. Where a session has written notes but no recording, the notes are coded under this spec exactly as a transcript would be: same splitting, attribution, exclusion, and subcategory rules. Differences: `ts` is `null`; every entry carries the flag `notes-source`; entry text is the note-taker’s rendering, so these entries **count toward all frequencies and categories but are excluded from the published-verbatim pool**. Bracketed note-taker annotations such as `[Board member]`: mark board remarks and are excluded per §5; `[Name]` placeholders are already scrubbed. Part A states how many sessions were coded from notes rather than transcripts, and who took them.

[v1.1] Mislabelled speaker turns. Auto-diarization in these transcripts is unreliable: community remarks frequently appear under a facilitator’s speaker label and vice versa. Exclude and include by **content and evident role**, not by speaker label. Content that is plainly a community member’s feedback is coded even when it sits under a board label; content that is plainly board/facilitator framing is excluded even when it sits under a community label. Do not flag these — this is the rule, not a gap. Do not attempt to resolve who the speaker is.

6. Non-responses (survey)

Excluded from entries entirely, but counted. Treat as non-response: empty cells, whitespace only, single punctuation, and the strings `n/a`, `na`, `none`, `no`, `idk`, `i don't know`, `nothing`, `no comment`, `?`, `-`, **[v1.1]** `not sure`, `unsure`, `no idea`, `don't know`, `nada`, `no sé`, `no se`, case-insensitive after trimming. **[v1.1, 2026-09-16 — rule U]** Also any phrase whose whole content is a deferral or absence of an answer (“not sure this year”, “TBD”, “see previous answer”, “N/A at this time”, “no por ahora”), and placeholder submissions (“test”, “testing”); a respondent whose every answer is a placeholder is excluded as a test submission and noted in Part A.

Per-question response rate is reported as a finding. Ambiguous single words that carry meaning (safety, reading) are **real entries**, not non-responses. **[v1.1]** “Not much” and similar are real entries when they answer the question asked (e.g. on Q4 “keep doing”).

[v1.1] Partial responses. Every respondent row in the export is processed regardless of Finished or Progress. A respondent who answered some questions contributes entries for those questions; their blanks are non-responses under this section. The Finished/Progress split is reported in Part A.

7. Normalization

Applied before deduplication and coding:

- Trim leading and trailing whitespace; collapse internal runs of whitespace to one space.
- Remove line breaks within a cell.
- Strip terminal punctuation for the purpose of the dedupe key only; the stored entry text keeps its original punctuation.
- Lowercase for the dedupe key only.
- Transcripts: correct obvious auto-transcription errors (“4th ISD” → “Fort Worth ISD”, “Palo’s nun bar” → “Paul L. Dunbar”). Do not smooth grammar, do not remove disfluencies that carry emphasis, do not alter meaning.
- **[v1.1]** Survey zip: keep the first five digits of a ZIP+4 value; store the original in `zip_original` if it differed.

Deduplication is exact-match on the normalized key only. No fuzzy matching, no stemming, no synonym collapsing. Identical normalized entries must receive identical subcategories.

8. Language

If an entry is in any language other than English, translate to English first, then code. Store the English text as `entry`, the original as `entry_original`, and set `original_language` to the ISO code. Add “translated” to `flags` so translated entries remain traceable.

[v1.1] Same content delivered in both languages (transcripts). If a speaker delivers the same message in Spanish and then in English (or through an interpreter), code it **once**, from the **English** delivery, to avoid translation error. Set `entry_original` to the Spanish text if it was transcribed usably; otherwise leave it null.

[v1.1] Unusable non-English transcription. If a non-English passage was transcribed too poorly to translate with fidelity, create no content entry from it (if the speaker re-delivered in English, code from the English per the rule above). In every such case — whether or not there was an English re-delivery — record the timestamp range in the run notes under “unusable non-English audio” and add one marker entry with question: “UNASSIGNED”, entry: “[unusable non-English transcription]”, subcategory: “Transcription Failure”, flags: [“transcription-failure”] so the loss is counted and can be resolved with better transcription.

9. Subcategories

Assign a one-to-five-word subcategory to **every** entry. Never skip one, even a repeat.

- **Reuse an existing subcategory whenever one fits.** Propose a new one only when nothing in the codebook applies. [Internal working instruction redacted.]
- New proposals go in the entry’s subcategory field and are additionally listed in the run’s `new_subcategories` output. [Internal working instruction redacted.]

- Identical normalized entries must always receive identical subcategories.
- Subcategories describe *what the person said*, not whether it is positive or negative.
- **[v1.1]** A subcategory is **at most five words**. Prefer the shortest label that still separates the idea from its nearest neighbour. Before coining a new label, check whether an existing label in the same question already covers the idea at the level a Board member would recognise as “the same point” — two speakers asking for the same thing in different words share one subcategory.

Specificity on Q3 and Q5. These two questions feed guardrail drafting, and a guardrail has to be specific enough for a superintendent to comply with and a board to monitor.

“Communication” is not a usable subcategory; “No Closure Decisions Without Community Input” is. Prefer the most specific label the entry actually supports — never invent specificity the source did not provide, but do not flatten a concrete ask into an abstract noun either.

High-level categories are **not** assigned at this stage. They are created later, from the pooled subcategory lists of both corpora, and mapped in a separate pass.

10. Personally identifying information

The resulting analysis will be published publicly on the FWISD Board landing page.

Treat every entry as potentially quotable in a public document.

[v1.1] Scrub names at extraction. Do not carry any individual’s name into entry. This applies to everyone: participants, students, families, teachers and other FWISD employees, campus and district administrators, Board of Managers members, elected trustees, the Superintendent, and state officials. Replace the name in the entry text with a bracketed role where the role is evident and necessary to the sense of the entry — [the superintendent], [a principal], [a teacher], [a board member], [a student] — and with [name] otherwise. Titles and offices may be used (the superintendent, the principal of [campus]); names may not. Campus names are retained. Organisations, programs, and curricula are retained. **[v1.1, 2026-09-16 — rule V]** Contact details (email addresses, phone numbers, profile URLs) are removed from entry in the same way ([email address]) and the entry is flagged pii. Public officials are scrubbed to their role like everyone else. **[v1.1, 2026-09-16 — rule W]** An entry that is a slur against, or a call to exclude, a group of people is coded UNASSIGNED under Exclusionary Statement Toward A Group, flagged pii (the flag’s effect: counted, never quoted), and disclosed in Part D. Where the same answer also makes a codable point (e.g. an administrator’s conduct), that point is coded on its own merits with the slur removed from entry and the entry flagged pii.

Set “pii” in flags on any entry that, even after scrubbing, is reasonably capable of identifying an individual — an unnamed but identifiable reference (“the third-grade teacher at [campus] who was let go in March”), or a description of an individual’s discipline, employment, medical, or immigration situation. The flag governs quotability; the entry is still coded normally.

Do not add, infer, or resolve identities. Do not speculate about who an unnamed person is. The source transcript is unchanged; the ts field lets the analyst return to the original.

11. Output format

One JSONL file per source file. One JSON object per line. Every object has every key.

```
{ "source": "listening", "instrument_id": "dunbar-hs-2026-06-30", "respondent_id": null, "question": "Q5", "entry": "...", "entry_original": null, "original_language": "en", "subcategory": "...", "feeder_pattern": "Dunbar", "flags": [], "ts": "01:14:22" }
```

Field	Values
source	listening or survey
instrument_id	session slug <venue>-<YYYY-MM-DD>, or survey
respondent_id	[v1.1] survey: the Qualtrics ResponseId. Listening: always null — auto-diarization does not identify people, and listening sessions carry no person identifiers.
ts	[v1.1] listening: hh:mm:ss of the speaker turn the entry came from (for traceability); null for notes-based sessions (rule S). Survey: null.
question	Q1–Q5 or UNASSIGNED
entry	English text of the single idea, names scrubbed per §10
entry_original	original-language text, or null
original_language	ISO 639-1 code
subcategory	1–5 words
feeder_pattern	one of the 14 FWISD feeder patterns, I am not sure, [v1.1] Prefer not to answer, or null
flags	[v1.1] a JSON list, possibly empty, of any of: spec-gap, low-confidence, pii, possible-duplicate-campaign, translated, transcription-failure, notes-source

feeder_pattern is required on **both** corpora. For survey records it comes from the respondent's answer (blank → null). For listening sessions it is set once per file from the session list and applied to every entry from that file: the pattern the venue sits in for campus and neighbourhood sessions, null for citywide organisations. This is the only dimension shared by both instruments, so it is what makes geographic comparison possible.

Survey records additionally carry the demographic fields listed in the question list §4, passed through unchanged. **Demographics are carried, never analyzed at this stage.** Demographic free-text fields (connection_other, race_other) are never split, subcategorized, or coded as entries — see the question list §5.

12. Self-check before finishing a run

1. Every entry has all required keys and a non-empty subcategory of at most five words.

2. Every question value is one of the six permitted values.
3. No identical normalized entry carries two different subcategories within the run.
4. **[v1.1]** No entry contains a personal name (spot-check against the names that appear in the source).
5. **[v1.1]** respondent_id is null on every listening entry; flags is a list on every entry.
6. Entry count is reported in the run summary and written to the processing manifest.
7. Any file that could not be fully processed is reported — never silently skipped.

A-3.2 Reporting specification

FWISD Community Listening — Reporting Spec

The district has published its process: *Analyze Feedback* → *Draft Goals and Guardrails* → *Community Confirmation*. A summary of the analysis goes on the Board landing page on the district website.

Two facts follow, and they drive everything in this file. The analysis is a **public document**, and it is an **input to a governance artifact** rather than a standalone research report.

1. Public-document requirements

Publish the methodology alongside the results. The methodology’s Step Eight advises against sharing the analysis spreadsheet with the client. That advice was written for a private consulting deliverable. A public document carries a higher transparency expectation, and the community will be asked in step 3 to confirm that the draft Goals and Guardrails reflect what they said. They cannot evaluate that without knowing how the counting worked.

Publish: the question text, the entry-splitting rule, the category list per question with definitions, full frequency tables, response rates, respondent composition, and the stated limitations. **Do not publish:** the working data, respondent_id values, or any unredacted verbatim.

Publish the full category list, not just the top themes. Step 3 of the district’s process asks the community to confirm the draft. A participant who spoke at a session needs to be able to find their theme in the document, even at 1.8%. Truncating to the top five tells a large share of participants they were not heard. Report every category with its count; distinguish the top tier separately and by a stated rule.

Report the UNASSIGNED bucket. Do not bury it. It is evidence of what the community wanted to talk about that the instrument did not ask.

2. Category granularity

15–20 high-level categories per question. Below the methodology’s 30–50, and chosen deliberately: the Board has one meeting to draft three to five goals and three to five guardrails, and 40 categories per question is not a decision-making artifact.

The cost is real — at roughly 31,000 entries, 15–20 categories is coarse, and detail gets absorbed. The mitigation is that **the subcategory layer is preserved and published**, not discarded once categories exist. Under each category in the published document, list the subcategories folded into it with their counts.

That preserves the thing the coarse layer loses. A participant who spoke about dual language at Northside can find “Dual Language Program Protection” under a broader category rather than concluding their input vanished — which matters directly at the community confirmation step, where people are asked to judge whether the draft reflects what they said.

3. Two deliverables, one document

	Board packet	Publication
Date	Wed 2026-09-22	Mon 2026-09-28, after the Board drafts
Audience	Board of Managers	Public, Board landing page

Write one document, redacted from the start. Do not plan a fuller internal version and a cleaned public version. There is no time to write two, the redaction pass is cheaper done once, and — the operative point — a Texas school board’s working materials are subject to the Public Information Act. Assume anything in the Board packet can become public.

If the Board wants additional working detail, it goes in a clearly separated appendix, not woven through the body.

Version the delivery date in the published document

The analysis publishes *after* the Board has proposed Goals and Guardrails. That sequence invites a fair question: were the findings shaped to fit the draft?

State on the face of the published document that it was delivered to the Board on 2026-09-22, prior to the drafting meeting, and published unchanged. If anything did change between the two dates, say what and why. This costs one sentence and it is what makes step 3 work — the community is being asked to confirm that the draft reflects the analysis, and they cannot do that if the analysis might have moved.

4. Redaction

Applied to every published verbatim. Working data retains originals.

- Remove individual names — staff, students, families, community members. Board members and the Superintendent may be referenced by office, not by name, and only where the entry is about the office.
- Remove identifying detail that functions as a name: a role plus a campus plus a date usually identifies one person.
- Remove references to an individual’s discipline, employment action, medical situation, or immigration status.
- Do not publish any entry flagged pii unless redaction leaves it both anonymous and intelligible. When in doubt, choose a different quote — there are 31,000 of them.

- Campus names are retained; campus-level feedback is the point.

5. Report structure

Part A — How this was done. Methodology, both instruments, response rates, limitations, and respondent composition:

- connection membership, reported as overlapping groups with an explicit note that a respondent can belong to several and that the figures do not sum to 100.
- feeder_pattern coverage for **both** instruments side by side — survey respondents per pattern, and listening sessions held per pattern. Name any feeder pattern with thin coverage on either instrument. Under-covered communities are a limitation the Board needs before drafting, not a footnote afterward.
- Race and ethnicity composition against published district demographics. FWISD's student population is majority Hispanic; if the respondent pool diverges materially from the community it is drawn from, that is among the most important things in the document and it belongs in Part A, stated plainly and without spin.
- "Prefer not to answer" and item-missingness rates, including ZIP, which the instrument explicitly made optional.

Composition is reported descriptively. **No thematic cross-tabs by race, ethnicity, or connection appear in this analysis** — that is a separately scoped piece of work with its own suppression rules, and saying so in Part A forecloses the assumption that it was run and withheld.

Part B — Findings by question. Q1 through Q5, each with the parallel table (survey % of respondents, survey % of entries, listening % of entries, convergence note), the full category list, and three redacted verbatims per theme selected for representativeness.

Part C — Crosswalk to Goals and Guardrails. The section the Board will actually use:

- *Goals candidates* — from Q1 and Q2, with the strength-of-mandate tier for each.
- *Guardrails candidates* — from Q3 and Q5, phrased specifically enough to be monitored.
- *Protect list* — from Q4, framed as a constraint check on the above.
- *Divergences* — themes where the survey and the sessions disagreed materially. This is a finding in its own right and the Board should see it before drafting, not after.

Part D — What we heard that we did not ask about. The UNASSIGNED bucket, thematized.

6. Framing rules

Frequency is not priority. State it plainly and early. A theme voiced by few people may be deeply held by a specific community — the pilot found exactly this with dual language, Dunbar heritage, special education, and athletics. The analysis is an input to Board judgment, not a substitute for it.

The two instruments measure different things. Survey and listening counts are reported side by side and never blended into a single number, except in some “combined” charts. Say why in Part A.

Repeated identical responses are disclosed neutrally. Where a verbatim string appears more than roughly 20 times, report the string and its count in Part A as a characteristic of the data. Do not characterize motive, do not label it a campaign, and do not adjust the counts. Readers can weigh it themselves; a silent adjustment cannot be audited.

No recommendations. The analysis reports what the community said. Drafting Goals and Guardrails is the Board’s work at step 2 — the methodology is emphatic that listening is Board work and that nobody should stand between the Board and its community. Part C offers candidates and evidence of mandate strength, not proposed language.

Appendix A-4 — Rulings by the Board liaison

Every case the specification did not cover, and every category decision, was ruled on by the Board liaison — a member of the School Board acting as the project’s client contact — before coding or counting continued. This register lists each ruling, its date, and its effect. Where a source records a proposed ruling and the adopted ruling is recorded elsewhere, the adopted ruling is the one stated here. Where a date or an effect on the counts was not recorded, the entry says “not recorded” rather than supplying a figure.

A-4.1 Specification changes and listening-session rulings

Date	Rule / issue	Ruling	Effect on counts
2026-09-15	A — Third-party consolidation of the room’s input (§3)	Excluded as restatement and noted in the run notes. Explicit personal endorsement (“I agree with that”) is coded once; asking the room whether it agrees is not endorsement	Consolidation passages not counted; endorsed points counted once
2026-09-15	B — Scope of the personal-information rule (§10, §3, §12)	Names scrubbed at extraction for everyone — participants, staff, administrators, board members, officials. Replace with a bracketed role or [name]; titles and offices allowed; campus names retained. The pii flag marks entries still identifiable after scrubbing	No effect on counts; governs what may be quoted
2026-09-15	C — Which “board” §5 means (§5)	Current Board of Managers members only (nine named). Their remarks as community members stay excluded. Elected trustees and former board members are coded as community members	Trustee and former-member remarks counted as community input
2026-09-15	D — Diarization and respondent	Exclude and include by content and evident role, not by speaker label,	No entries dropped for mislabeled

Date	Rule / issue	Ruling	Effect on counts
	identifiers (§5, §11, §12)	with no flag. Listening records carry no person identifier; the survey keeps its response ID	speaker turns
2026-09-15	E — One flag slot (§11)	flag becomes flags, a list; new values translated and transcription-failure	None
2026-09-15	F — Non-English delivered twice, or unusable (§8)	The same message delivered in Spanish and then in English is coded once, from the English. Unusable non-English audio produces no content entry but one UNASSIGNED “Transcription Failure” marker entry plus run-note timestamps	Prevents double counting; the loss is counted rather than silent
2026-09-15	G — Program or resource asks given in the Q1/Q2 position (§4)	A program or resource ask that is in substance a critique of current practice is Q5 even when given as a Q1 or Q2 answer	Survey re-attributions covered by the rule: Q1→Q5 539, Q3→Q5 177, Q2→Q5 95
2026-09-15	H — Same point made in answer to two questions (§3)	Coded under both questions when it is a legitimate answer to both	Both entries counted
2026-09-15	I — Close restatement by a different speaker (§3)	Code both speakers; possible-duplicate-campaign is reserved for the survey	Both entries counted
2026-09-15	J — Feeder pattern for organization and venue sessions (§11)	The pattern the venue sits in for campus and neighborhood sessions; null for citywide organizations; set once per file from the session list	Affects the feeder coverage table only
2026-09-15	K — Session dates (§11)	Taken from the district’s session list; the instrument identifier is venue plus date	None
2026-09-15	N — Partial survey responses (§6)	Every respondent row is processed regardless of completion; blanks are per-question non-responses	Partial respondents contribute entries for the questions they answered
2026-09-15	O — Feeder “Prefer not to answer” (§11)	Added as a permitted value; blank becomes null	None
2026-09-15	P — ZIP+4 (§7)	First five digits kept; the original stored separately where it differed	11 values truncated

Date	Rule / issue	Ruling	Effect on counts
2026-09-15	Q — “Not sure” as a non-response (§6)	Added not sure, unsure, no idea, don't know, nada, no sé. “Not much” stays a real entry when it answers the question asked	Those answers produce no entries
2026-09-15	R — Feedback about the Board of Managers or the state intervention itself (§4)	UNASSIGNED and reported in Part D, not Q3 or Q5; not flagged as a spec gap	Moved out of Q3/Q5 into UNASSIGNED
2026-09-16	R' — Board governance conduct (§4)	Narrows R: legitimacy, the state intervention and the superintendent's selection stay UNASSIGNED; “the Board should exercise oversight” and “the Board rubber-stamps votes” are Q5	18 listening entries moved; listening UNASSIGNED 124 → 106 (4.6%), Q5 888
2026-09-15	S — Sessions with written notes but no recording (§5, §11)	Coded under the same splitting, attribution, exclusion and subcategory rules; timestamp null; every entry flagged notes-source; counted in all frequencies and categories; excluded from the published-verbatim pool; disclosed in Part A with the note-taker's role	Notes-based sessions counted in full, never quoted
2026-09-16	S2 — Two note-takers, one session (§5)	One instrument; each set of notes coded independently, then reconciled so the same speaker's idea yields one entry	Benbrook MS/HS 25 June: 129 + 25 = 154 entries
2026-09-16	T — Rule G applies to any box (§4)	A stop-doing critique typed into the Q3 or Q4 box is Q5; a value statement typed into another box is Q3; a keep-doing point typed elsewhere is Q4	Ratified the survey coders' handling: 393 entries Q4→Q5
2026-09-16	U — Deferral non-responses and test submissions (§6)	Any phrase whose whole content is a deferral or absence of an answer is a non-response; “test”/“testing” placeholders excluded; a respondent whose every answer is a placeholder is excluded as a test submission and noted in Part A	27 survey entries dropped (22 holding-label deferrals, 5 from one test respondent); survey 17,943 → 17,916
2026-09-16	V — Contact details and public officials (§10)	Email addresses, phone numbers and profile URLs scrubbed to [email address] and the entry flagged pii; public officials scrubbed to their role	2 cells redacted; no count change. One public study-guide URL retained

Date	Rule / issue	Ruling	Effect on counts
		like everyone else	deliberately as not a contact detail
2026-09-16	W — Slurs and exclusionary statements (§10)	Coded UNASSIGNED under “Exclusionary Statement Toward A Group”, flagged pii (counted, never quoted), disclosed in Part D. Where the same answer also makes a codable point, that point is coded on its own merits with the slur removed	2 survey entries recoded; one Q3 label removed from the codebook; a third entry scrubbed to a role and kept as an UNASSIGNED personnel complaint
2026-09-15	Subcategory granularity (§9)	Explicit five-word cap, plus a reuse test: two speakers asking for the same thing in different words share one label	No direct count effect; reduces label proliferation
2026-09-15	Timestamp field (§11)	Formalized, having been an ad-hoc addition in the pilot	None
2026-09-15	Effect on files already coded under v1.0	All three pilot files re-run under v1.1; the v1.0 rows marked superseded. No other files had been coded under v1.0	Pilot entry counts 230 / 255 / 90 → 218 / 207 / 101
2026-09-16	Batch 4 spec-gap items (listening)	“Racial Exclusivity In Student Clubs” stays Q5; a relayed partnership-guardrail request in a notes-based session is included; “Systemic Barriers To Achievement” stands; a vague district-reorganization ask becomes UNASSIGNED; “Teacher Office Hours” and “Missing Financial Literacy” become Q5 under rule G; the restatement rule is left as written	5 spec-gap entries resolved; no spec gaps remained in the listening corpus
2026-09-15	Three abstract Q3 trait labels proposed in batch 1	Stand, pending a later ruling	No count change
2026-09-16	Survey counting policy	“Count everything” approved: every respondent row processed and every codable answer counted	Base of 4,822 rows; 3,027 respondents with at least one coded entry
2026-09-16	Two files supplied as separate sessions	Confirmed to be second transcriptions of recordings already coded; the rows superseded	106 entries retired; listening corpus 2,647 → 2,541
2026-	Session identity	One venue confirmed as the Riverside	Feeder assignment

Date	Rule / issue	Ruling	Effect on counts
09-16	confirmations	Organizations session of 3 September (feeder Carter-Riverside); the second Chamber of Commerce session confirmed as a separate session and added to the list	and the session roster only
2026-09-16	Attribution of the Benbrook notes	The note-taker is confirmed as a School Board member assigned to the 25 June Benbrook MS/HS session, so that attribution stands; Part A discloses the note-taker by role only	154 entries attributed to the 25 June session
2026-09-17	Methodology conformance — category count, precision, observations	The 15–20 category count stays, with Part A citing both methodology guides and stating the choice; percentages reported to one decimal; a neutral “What stands out” preamble of four to five observations added at the head of Part C	Presentation only; no count change
2026-09-17	Sessions with no record	The Special Education PTA and the Near Southside partner session closed as no-record; the State Representatives/Senators strand closed as a single conversation; the Thursday Morning Breakfast Association closed as a small gathering with no notes, attendees directed to the survey	Those sessions excluded from the coded corpus and disclosed in Part A
2026-09-19	Southwest HS summer session	Confirmed that no notes or transcript exist; the listening corpus is final without it	Listening corpus final at 41 coded sessions / 2,828 entries; no further batch
2026-09-19	Counts and convergence	Approved	None
2026-09-19	Disclosure, label screen and quoting floor (following the adversarial read)	Full disclosure of the AI coding and drafting, naming the model; a targeted screen of the subcategory label layer plus a quoting floor of five contributors; Part D session counts below five shown as “fewer than 5” and small rows folded; the specification’s tier wording kept, with a definition of convergence added	122 labels folded into “further subcategories not itemized”; the published verbatims re-drawn under the floor (16 removed, 29 replaced). Entry counts unchanged

Date	Rule / issue	Ruling	Effect on counts
2026-09-19	Two residual label questions (staff-conduct labels with five to seven contributors; a superintendent severance label)	Both stay as published under the stated label rule	No count change
2026-09-19	Delivery format	Delivered as a Word document, converted to PDF by the liaison	None

A-4.2 Survey spec-gap rulings

The ten items the survey coders flagged rather than ruled on. All ten were ruled on 2026-09-16; items 1, 2, 3, 6 and 7 were written into the extraction specification as rules T, U and V, and item 8 as rule W.

#	Case	Ruling	Effect
1	The Q4 “keep doing” box used for a stop-doing critique	Adopted: rule G applies to any box, not only Q1 and Q2 (written into §4 as rule T)	393 entries re-attributed Q4→Q5. Q1→Q5 539, Q3→Q5 177 and Q2→Q5 95 were already covered by rule G
2	Near-miss non-response phrasings not on the §6 list (“Not sure this year”, “N/A”, “TBD”, “unknown”, “No por ahora”, “See previous answer”)	Adopted: §6 extended to any phrase whose whole content is a deferral or absence of an answer; the holding-label entries dropped as non-responses (rule U)	181 answers had already yielded no entry; a further 22 holding-label entries dropped
3	Placeholder “test” / “testing” answers	Adopted: the respondent excluded as a test submission and noted in Part A (rule U)	1 respondent and 5 entries removed
4	Meta-commentary about the survey or the listening process itself	Adopted as proposed: kept in UNASSIGNED and reported in Part D as feedback on the process, rather than treated as non-response	About 10 entries retained in UNASSIGNED
5	Templated or duplicate-campaign responses	Adopted as proposed: counted once per respondent, because they are different respondents, and disclosed in Part A	51 entries from 3 respondents disclosed; counts not adjusted
6	Named public officials — Governor, TEA Commissioner, superintendents past and present	Confirmed: roles stay, names go, even for public figures (written into §10 as rule V)	No count change; names replaced by roles throughout
7	Email addresses and a profile URL inside an answer	Adopted: contact details are scrubbed to [email address] and the entry flagged pii (rule V)	2 cells redacted. One public study-guide URL retained deliberately as not a contact detail

#	Case	Ruling	Effect
8	Derogatory language toward an unnamed group	Ruled: such entries are coded UNASSIGNED under “Exclusionary Statement Toward A Group”, flagged pii — counted, never quoted — and disclosed in Part D (rule W)	2 entries recoded; one Q3 label removed from the codebook; a third entry had its slur scrubbed to a role and was kept as an UNASSIGNED personnel complaint
9	The boundary between Board governance conduct and Board legitimacy (rules R and R’) in survey answers	Adopted as proposed: no action; the UNASSIGNED list reviewed at the Part D step. Boundary cases carry a low-confidence flag	373 UNASSIGNED entries (2.1%) unchanged
10	Two bare words coded differently across the two corpora (“compassion”, “curiosity” under Q3)	Accepted as proposed: the context differs between the instruments and category pooling reconciles them	2 strings unchanged

Net effect of the register on the survey corpus: 17,943 entries → 17,916 entries across 3,027 respondents.

A-4.3 Category-structure decisions

Entry figures are taken from the applied change log, which records 474 entry-level changes in total. The project log describes the same work as 21 whole-label moves of roughly 360 entries, plus 110 entries moved or relabeled in a 436-entry review, plus 3 consistency repairs. Items 4, 14, 15, 17 and 19 were implemented mainly by moving labels between sub-themes or by adding direction notes, so they show few or no entry-level re-attributions.

Gate decisions

#	Finding	Ruling	Entries moved (if stated)
G1	Category count: 15–20 per question, against one methodology guide’s 8–14 and another’s 30–50 (2026-09-17)	15–20 stands as the published full list, with the subcategory layer published beneath it; Part A cites both guides and states the choice	None
G2	A collapsed 10–14 view, built by merging the approved categories with no re-clustering (2026-09-17)	The liaison chose one view per question at the gate	The view built on 17 September had Q1 12, Q2 11, Q3 14, Q4 14, Q5 14, UNASSIGNED 10; after the 18 September audit rulings the published layer is Q1 10, Q2 10, Q3 14, Q4 14, Q5 14, UNASSIGNED 10, plus Other buckets for Q3, Q5 and UNASSIGNED
G3	Category approval gate (2026-09-17)	All categories approved except: two Q1 categories moved to Q3 and Q2; five label-level cross-question moves (holiday parties → Q4; longer lunch period and school meal quality → Q5; parent involvement in school → Q3; cell phone restrictions → Q4); one within-Q3 move	Entry moves from the gate itself were few (the label-level moves listed); the ≈470 entries re-attributed on audit are itemized under the 25 findings below and are not additional to them

The 25 audit findings, ruled 2026-09-18

#	Finding	Ruling	Entries moved (if stated)
1	Q4 “Nothing working or too early” counted as a category (244 entries)	No change: kept as a category in its own right and reported beside the Q4 response rate	0
2	Five Q3 screens-and-AI labels are stop-doing critiques under rule T	Agreed: the five labels moved to Q5 “Screens, AI and packets replacing teaching”	66
3	The UNASSIGNED “Board Conduct and Community Voice” sub-theme is governance	Agreed: nine labels moved to Q5 “Decisions without community or parent voice”; legitimacy and composition labels stay UNASSIGNED;	21

#	Finding	Ruling	Entries moved (if stated)
	conduct under rule R'	the sub-theme renamed "Board Legitimacy and Composition"	
4	Q5 "Phone bans and prison-like rules" holds requests running in both directions	Agreed: the sub-theme split into "Rules and phone bans too restrictive" and "Rules not enforced, discipline too lax", with four discipline labels moved into the new sub-theme. The project log records that the move of those four labels was referred back to the liaison for confirmation	0 entry-level re-attributions; label and sub-theme restructuring only
5	Q2 "Supported by Mentors and School" describes practice, not a graduate	Agreed: the category's five labels moved to Q3 and the Q2 category deleted	129
6	Stop-doing critiques scattered across other Q3 categories	Agreed: nine labels moved to their Q5 twins; a mixed label split by entry text	54
7	The same operational ask attributed by survey box rather than by content	Agreed: where a Q5 label already exists for the ask, the UNASSIGNED / Q1 / Q3 / Q4 twin moves to it; individual-case entries stay in UNASSIGNED	38
8	Q1 "Other" holds policy and operations asks inside the Q1 denominators	Agreed: routed by content to their Q5, Q4 or UNASSIGNED twins; Q1 Other deleted	25
9	A generic "respect" label dominates one Q3 category and duplicates a label in another	Agreed in part: the entry review found no teacher-only entries to move, so none moved; the generic share is printed in the report and the category kept	0 of 197 reviewed
10	Q4 "Previous Superintendent Leadership" is rule-R content	Agreed: moved to UNASSIGNED criticism of the superintendent	14
11	Q4 teacher-autonomy items are asks presented as current practice	Agreed: entries that are asks moved to Q3 "Trust And Autonomy For Teachers"; entries naming a current practice kept; the Q4 class-size note corrected	23
12	Q2 "Enjoyment Of Learning" is an ask	Agreed: split by text — complaints about current boredom to Q5, value	14

#	Finding	Ruling	Entries moved (if stated)
	about school practice, not a graduate trait	statements to Q3, graduate-trait entries kept in Q2	
13	The same financial-literacy idea sits in two Q1 categories	Agreed: the 44 entries re-split by text and the residual label renamed “Practical Career Skills”	44 relabeled
14	Q5 teacher-turnover category contains calls in the opposite direction	Agreed: six labels moved to a new sub-theme “Raise the hiring and performance bar”, with a direction note	0 entry-level re-attributions; sub-theme move
15	Direction conflicts within one Q5 sub-theme (off-campus lunch; athletics)	Agreed in substance, implemented as direction notes on the sub-themes plus separate labels rather than new sub-themes, because Q5 already held 23 sub-themes. The project log records that this implementation was referred back to the liaison for confirmation	0
16	Q1 “Continuous Individual Academic Growth”: note and examples do not match	Agreed: the 17 entries re-read — pairing and forced-method complaints to Q5, personalization values to Q3, true growth entries kept	6
17	Q4 off-campus privilege items sit inside a “more structure” category	Agreed: two labels moved to Q4 “Meals, buses and facilities”	0 entry-level re-attributions; label move
18	Duplicate labels within the same sub-theme (Q3 class size; Q5 lunch length)	Agreed: each pair merged and the note rewritten	19
19	A Q5 category name overstates its content; two food labels are one idea	Agreed: the category renamed “Spending, facilities, operations and campus inequity”; 14 operational labels moved to a new “Daily operations: drop-off, food and buses” sub-theme; the food labels merged	9
20	Empty or near-empty Other categories (Q2 n=0, Q4 n=2)	Agreed: Q2 Other and Q4 Other deleted; the Q4 value entry routed to Q3	1
21	Rule G applied inconsistently to bare program requests	Agreed: one reach for rule G decided and applied to both sides	1
22	Q4 entries recorded as	Agreed: re-read — entries naming a	3

#	Finding	Ruling	Entries moved (if stated)
	keep-doing that are in fact asks (screen time; academic quality)	current practice kept, the rest routed to Q5	
23	Rule-R legitimacy content sitting inside a Q3 and a Q5 label	Agreed: the legitimacy entries moved to UNASSIGNED; the pay and hiring points kept	2
24	Q2 “History And Civics Knowledge” contains ideological complaints	Agreed: split by text — curriculum complaints to Q5, “knows history and civics” kept in Q2	2
25	A generic Q3 “Student-Centered Decision Making” label dominates its category (173 of 183)	No change: kept, with the generic share printed and paired with the specific asks that operationalize it	0

Structural results of applying the audit rulings: four new Q5 sub-themes created; one Q5 category renamed; one UNASSIGNED sub-theme renamed; Q1 Other, Q2 Other, Q4 Other and one Q2 category deleted as emptied; three consistency repairs; the codebook reduced from 1,648 to 1,622 labels. Every re-attributed entry was flagged low-confidence. The category structure was re-frozen on 2026-09-18; verification after the changes recorded 15/15 listening checks and 18/18 survey checks passing, with no cross-corpus labeling conflicts.

Review-stage renames, 22 September 2026. After the second review of the document, the Board liaison ruled that Q5 names which read as topics (“Schedule, lunch, recess and enrichment”) should instead state the practice the entries ask the district to stop, since the question is “What should the district stop doing?”. Names only; no entry, subcategory, count, tier or quote changed. Categories not listed kept their names because they already state a practice.

Level	Name to 21 September	Name from 22 September
Category	Schedule, lunch, recess and enrichment	Cutting lunch, recess, arts and enrichment; rigid schedules
Sub-theme	Lunch, advisory and bell schedule	Shortened lunch, mandatory advisory and rigid bell schedules
Category	Student rules, discipline and safety	Over-restrictive rules, uneven discipline and unsafe treatment
Sub-theme	Discipline, safety and treatment of students	Harsh or unsafe treatment of students
Category	Teacher turnover, hiring and pay	Losing teachers, hiring uncertified staff, underpaying
Sub-theme	Teacher turnover, hiring and pay	Losing and underpaying teachers; uncertified hires
Category	Special education, bilingual and student supports	Under-serving special education, bilingual and student supports
Sub-theme	Special education and bilingual services	Under-staffed special education and bilingual services
Sub-theme	College, career and counseling supports	Cutting college, career and counseling supports
Category	Spending, facilities, operations and campus inequity	Closures, program cuts, campus inequity and poor daily operations
Sub-theme	Spending, facilities and campus inequity	Closures, program cuts and campus inequity
Sub-theme	Daily operations: drop-off, food and buses	Poor drop-off, cafeteria food and bus operations
Category	Lowered rigor and basic skills	Lowered rigor and neglected basic skills
Sub-theme	Basic skills, books and libraries	Neglecting basic skills, whole books and libraries

A-4.4 Human sample checks

Twenty coded entries drawn from each listening batch were read against the source by the Board liaison.

Date	Batch	Sample size	Result
2026-09-15	Batch 1 (6 sessions)	20	20/20 correct
2026-09-15	Batch 2 (6 sessions)	20	20/20 correct
2026-09-16	Batch 3 (9 sessions)	20	Not recorded — the sample was issued to the liaison and no result was recorded in the project log
2026-09-16	Batch 4 (11 sessions)	20	20/20 correct
2026-09-16	Batch 5 (4 sessions)	20	19/20 correct; one correction applied (a Q1→Q2 re-attribution under a new subcategory)
2026-09-17	Batch 6 (2 sessions)	20	18/20 correct; two moves applied (one Q3→Q5, one Q5→Q2)
2026-09-18	Batch 7 (1 session)	20	Confirmed correct; the number of rows accepted was not separately recorded
2026-09-18	Batch 8 (1 session)	20	20/20 correct, no changes