Fort Worth
INDEPENDENT SCHOOL DISTRICT

What the community told us — survey results across both waves

Wave 1 (4,822 respondents, online, July–September 2026) and Wave 2 (2,464: 785 online in October plus 1,679 paper forms from community sites): who answered and where they live (ZIP maps), how the waves differ, All Survey Results on their own and combined with the listening sessions, All Survey Results by respondent group, and what the results look like when respondents are adjusted to match FWISD students by race/ethnicity and by feeder pattern.

FWISD Community Listening · 30 October 2026 · Fort Worth ISD School Board

Drafted by an AI language model (Claude, Anthropic) from the coded survey files, the published 28 September analysis, and TEA / district enrollment records; every figure recomputed by independent reviewers. Reviewed and edited by Frost Prioleau on Oct 30, 2026.

What is in this deck, and how to read it

Same survey and 5 questions, same 10–15 categories per question as the published 28 September analysis; none added or renamed since. Order: who answered (Wave 1, Wave 2, All Survey Results, with ZIP maps) · what changed between the waves · All Survey Results, alone and combined with the listening sessions · by respondent group · adjusted to the student population · limitations · appendix.

Pool	Who	Respondents	With ≥1 coded answer (the % base)
Wave 1	Online survey, 9 July – 16 September 2026 — the pool behind the published 28 September analysis	4,822	3,027
Wave 2	Online responses 2–26 October 2026 (785; survey closed 16 Sept – 2 Oct) plus 1,679 paper forms collected at community sites in October 2026 (Community Food Bank 1,277; Tarrant Area Food Bank 98; Journey Home 17; site not recorded 287)	2,464	1,775
All Survey Results	Wave 1 + Wave 2; no respondent counted twice (online IDs matched across exports; paper and online treated as distinct people)	7,286	4,802
Listening sessions	41 in-person sessions, 22 June – 14 September 2026, coded to the same categories — shown as % of session entries for comparison	—	2,717 entries

Answer shares. Every survey percentage is the share of respondents with at least one coded answer who named the category at least once, within the question ("% of respondents"), as in the published analysis. A respondent who named a category twice counts once. Ranks are competition ranks; "Other" and the Q4 "Nothing working or too early" line are shown but not ranked. Listening-session figures are % of coded entries, as published; on slides 13–17 All Survey Results are also combined with the listening sessions in an "All voices" column.
Demographics. Computed over every respondent in the pool. Race/ethnicity is grouped the TEA way (Hispanic/Latino of any race first; then non-Hispanic respondents by single race; two or more races or "another race" as one line); respondents with no usable answer to either question (blank, "prefer not to answer", or "No" to Hispanic/Latino with no race given) are excluded from the percentage and counted beside it. Feeder shares are of respondents naming one of the 13 pyramids with an enrollment figure (Trimble Tech has none).
Respondent groups. The survey's connection question is select-all; for the group slides each respondent is placed once: FWISD employee if that box is checked, otherwise current student if that box is checked, otherwise community (parents, residents, alumni, partners, other). Parents who are also employees are therefore in the employee group.
Adjusted ("as if representative") views. Post-stratification of the All Survey Results base: each respondent is weighted so the reporting respondents match FWISD students by race/ethnicity (four cells built from the TEA categories, TAPR 2025-26) or, separately, by feeder pattern (13 pyramids, Focus SIS enrollment 15 Sept 2026). Ranges are bootstrap 95% intervals (1,000 within-cell resamples). A difference is called material at five points or five ranks or more, the rule used throughout the project.

Wave 1 — who answered

Online survey, 9 July – 16 September 2026. 4,822 respondents; the pool behind the published 28 September analysis.

Race / ethnicity	n	%	Students %	Δ pts
Hispanic / Latino (any race)	1,570	41.8%	65.0%	**-23.2**
Black or African American	316	8.4%	18.2%	**-9.8**
White	1,703	45.4%	12.6%	**+32.8**
Two or more / another	109	2.9%	2.2%	+0.7
Asian	42	1.1%	1.8%	-0.7
American Indian / Alaska Native	10	0.3%	0.2%	+0.1
Native Hawaiian / Pacific Islander	3	0.1%	0.0%	+0.1
Reporting	**3,753**	100%	67,315	
Not reported	1,069	22.2% of all		

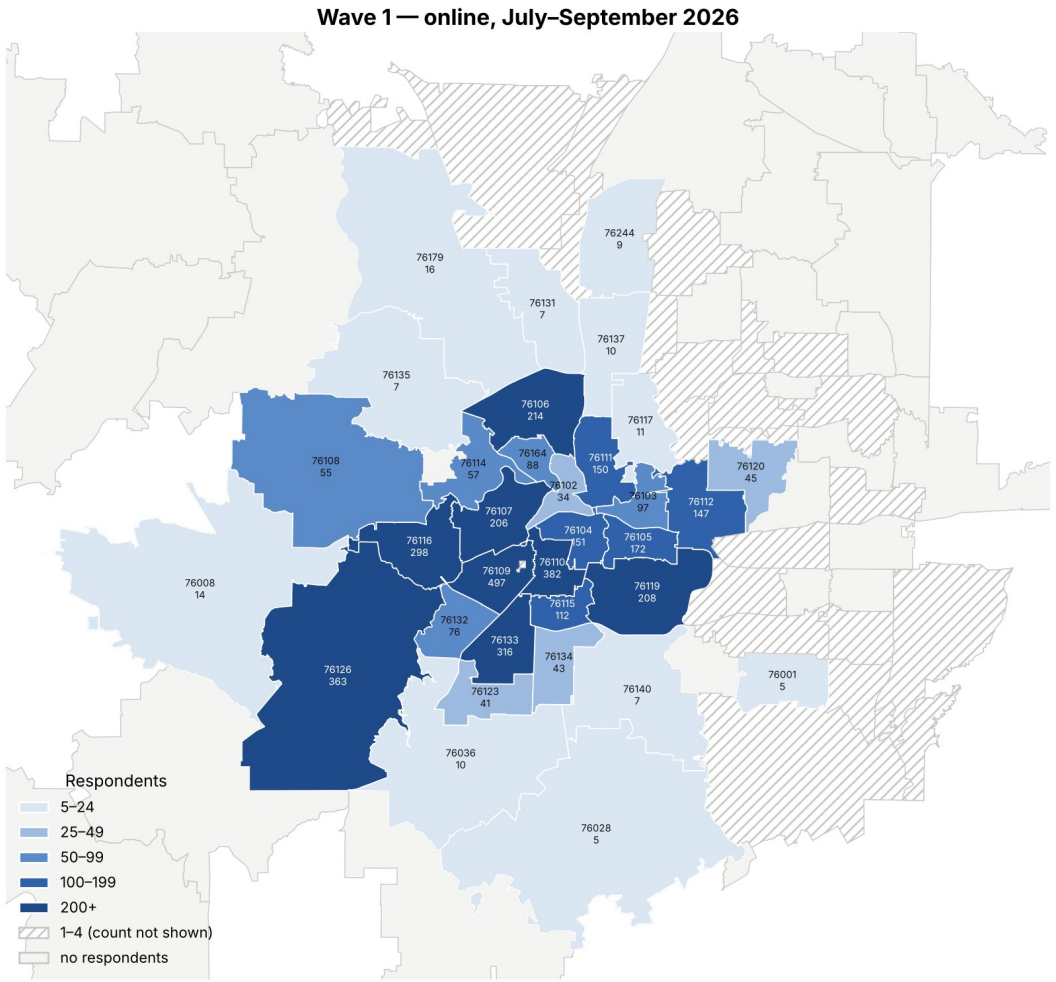
Feeder pattern	n	%	Enroll. %	Δ pts
Arlington Heights	465	15.5%	9.2%	**+6.3**
Benbrook	378	12.6%	5.7%	**+7.0**
Carter-Riverside	128	4.3%	6.3%	-2.0
Diamond Hill-Jarvis	102	3.4%	5.3%	-1.9
Dunbar	81	2.7%	4.7%	-2.0
Eastern Hills	126	4.2%	9.3%	**-5.1**
North Side	148	4.9%	8.8%	**-3.9**
O.D. Wyatt	91	3.0%	7.9%	**-4.8**
Paschal	946	31.6%	13.2%	**+18.4**
Polytechnic	118	3.9%	8.7%	**-4.8**
South Hills	144	4.8%	10.0%	**-5.2**
Southwest	172	5.7%	6.1%	-0.4
Western Hills	98	3.3%	4.8%	-1.6
Named one of 13	**2,997**	100%	53,541	
Trimble Tech 303 · not sure 254 · prefer not 328 · blank 940				

Connection (select all)	n	%
Parent/guardian/caregiver	2,871	59.5%
Fort Worth resident or taxpayer	1,187	24.6%
FWISD employee	652	13.5%
Current FWISD student	511	10.6%
Graduate/alum	403	8.4%
Business / civic / faith / nonprofit partner	304	6.3%
Other	178	3.7%
Prefer not to answer	146	3.0%
Groups used in this deck (exclusive)		
Community (incl. parents)	3,673	76.2%
Current students	497	10.3%
FWISD employees	652	13.5%
Spanish-language responses: 415 (8.6%)		

Reading the tables. 4,822 respondents, of whom 3,027 (62.8%) gave at least one codable answer. Of the 3,753 reporting race/ethnicity, 41.8% are Hispanic/Latino (students 65.0%), 8.4% Black or African American (students 18.2%) and 45.4% White (students 12.6%). 2,997 named one of the 13 pyramids; 1,522 (31.6%) were unsure, declined or left it blank. Over-represented by three points or more: Paschal (+18.4), Benbrook (+7.0), Arlington Heights (+6.3). Under-represented: South Hills (-5.2), Eastern Hills (-5.1), O.D. Wyatt (-4.8), Polytechnic (-4.8), North Side (-3.9). Red = five points or more from the student share (race) or three points or more from enrollment (feeder); differences from unrounded shares.

Wave 1 — where respondents live, by ZIP code

Count of respondents giving each ZIP (all Wave 1 respondents, not only those with a coded answer). ZIPs with fewer than five respondents are hatched.



Reading the map. Wave 1 is heaviest in the south and southwest — 76109 (497), 76110 (382), 76126 (363), 76133 (316) — the same southwest-leaning pattern as the feeder table on the previous slide.

Wave 1: 3,917 of 4,822 respondents gave a valid five-digit ZIP (905 blank or not five digits); 33 ZIPs shown with counts (3,853 respondents), 21 ZIPs with fewer than five respondents hatched, 29 respondents in 24 ZIPs outside the map area. Largest: 76109 (497), 76110 (382), 76126 (363), 76133 (316), 76116 (298).

Boundaries are Census ZCTA areas, which approximate USPS ZIP codes. Shading is a count of respondents, not a rate per resident; a ZIP's count reflects how many people there answered, not how many live there.

Wave 2 — who answered

785 online responses (2–26 October) and 1,679 paper forms from community sites. 2,464 respondents.

Race / ethnicity	n	%	Students %	Δ pts
Hispanic / Latino (any race)	939	43.7%	65.0%	**-21.3**
Black or African American	688	32.0%	18.2%	**+13.8**
White	379	17.6%	12.6%	**+5.0**
Two or more / another	86	4.0%	2.2%	+1.8
Asian	23	1.1%	1.8%	-0.7
American Indian / Alaska Native	25	1.2%	0.2%	+1.0
Native Hawaiian / Pacific Islander	9	0.4%	0.0%	+0.4
Reporting	**2,149**	100%	67,315	
Not reported	315	12.8% of all		

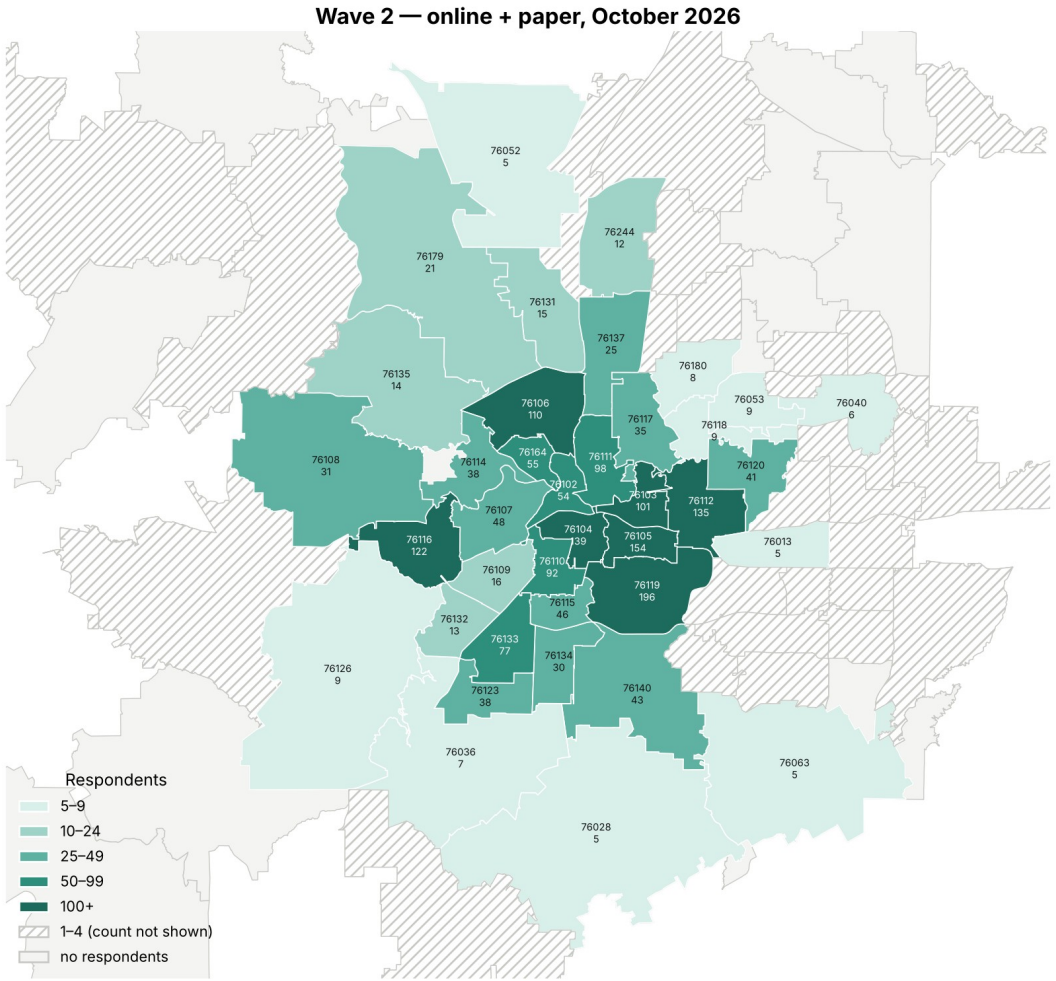
Feeder pattern	n	%	Enroll. %	Δ pts
Arlington Heights	102	9.2%	9.2%	+0.0
Benbrook	40	3.6%	5.7%	-2.0
Carter-Riverside	98	8.9%	6.3%	+2.6
Diamond Hill-Jarvis	55	5.0%	5.3%	-0.3
Dunbar	156	14.1%	4.7%	**+9.4**
Eastern Hills	106	9.6%	9.3%	+0.3
North Side	110	9.9%	8.8%	+1.1
O.D. Wyatt	83	7.5%	7.9%	-0.4
Paschal	107	9.7%	13.2%	**-3.5**
Polytechnic	119	10.8%	8.7%	+2.0
South Hills	39	3.5%	10.0%	**-6.5**
Southwest	49	4.4%	6.1%	-1.7
Western Hills	42	3.8%	4.8%	-1.0
Named one of 13	**1,106**	100%	53,541	
Trimble Tech 105 · not sure 636 · prefer not 241 · blank 376				

Connection (select all)	n	%
Parent/guardian/caregiver	754	30.6%
Fort Worth resident or taxpayer	762	30.9%
FWISD employee	108	4.4%
Current FWISD student	249	10.1%
Graduate/alum	209	8.5%
Business / civic / faith / nonprofit partner	110	4.5%
Other	287	11.6%
Prefer not to answer	243	9.9%
Groups used in this deck (exclusive)		
Community (incl. parents)	2,116	85.9%
Current students	240	9.7%
FWISD employees	108	4.4%
Spanish-language responses: 409 (16.6%) · paper 1,679 / online 785		

Reading the tables. 2,464 respondents, of whom 1,775 (72.0%) gave at least one codable answer. Of the 2,149 reporting race/ethnicity, 43.7% are Hispanic/Latino (students 65.0%), 32.0% Black or African American (students 18.2%) and 17.6% White (students 12.6%). 1,106 named one of the 13 pyramids; 1,253 (50.9%) were unsure, declined or left it blank. Over-represented by three points or more: Dunbar (+9.4). Under-represented: South Hills (-6.5), Paschal (-3.5). Red = five points or more from the student share (race) or three points or more from enrollment (feeder); differences from unrounded shares. Paper forms: 42.3% Hispanic/Latino, 33.3% Black or African American, 17.3% White of 1,552 reporting; 359 of 1,679 in Spanish. October online: 47.4% / 28.6% / 18.4% of 597.

Wave 2 — where respondents live, by ZIP code

Count of respondents giving each ZIP (all Wave 2 respondents, online and paper). ZIPs with fewer than five respondents are hatched.



Reading the map. Wave 2 is heaviest in the east and southeast — 76119 (196), 76105 (154), 76104 (139), 76112 (135) — ZIPs where most respondents answered on paper (the October online respondents' largest ZIP is 76116, in the west).

Wave 2: 1,947 of 2,464 respondents gave a valid five-digit ZIP (517 blank or not five digits); 38 ZIPs shown with counts (1,867 respondents), 27 ZIPs with fewer than five respondents hatched, 26 respondents in 24 ZIPs outside the map area. Largest: 76119 (196), 76105 (154), 76104 (139), 76112 (135), 76116 (122).

Boundaries are Census ZCTA areas, which approximate USPS ZIP codes. Shading is a count of respondents, not a rate per resident; a ZIP's count reflects how many people there answered, not how many live there.

Wave 1 vs Wave 2 — who answered

Wave 2 was mostly collected on paper at community sites; it reached a different public than the online Wave 1. Differences computed from unrounded shares.

	Wave 1	Wave 2	Δ pts	Students
Hispanic / Latino (any race)	41.8%	43.7%	+1.9	65.0%
Black or African American	8.4%	32.0%	**+23.6**	18.2%
White	45.4%	17.6%	**-27.7**	12.6%
Two or more / another	2.9%	4.0%	+1.1	2.2%
Feeder pattern (share of those naming one of 13)				
Arlington Heights	15.5%	9.2%	**-6.3**	9.2%
Benbrook	12.6%	3.6%	**-9.0**	5.7%
Carter-Riverside	4.3%	8.9%	**+4.6**	6.3%
Diamond Hill-Jarvis	3.4%	5.0%	+1.6	5.3%
Dunbar	2.7%	14.1%	**+11.4**	4.7%
Eastern Hills	4.2%	9.6%	**+5.4**	9.3%
North Side	4.9%	9.9%	**+5.0**	8.8%
O.D. Wyatt	3.0%	7.5%	**+4.5**	7.9%
Paschal	31.6%	9.7%	**-21.9**	13.2%
Polytechnic	3.9%	10.8%	**+6.8**	8.7%
South Hills	4.8%	3.5%	-1.3	10.0%
Southwest	5.7%	4.4%	-1.3	6.1%
Western Hills	3.3%	3.8%	+0.5	4.8%
Respondent groups (share of all respondents)				
Community (incl. parents)	76.2%	85.9%	**+9.7**	—
Current students	10.3%	9.7%	-0.6	—
FWISD employees	13.5%	4.4%	**-9.1**	—
Answered in Spanish	8.6%	16.6%	**+8.0**	—
Did not name a feeder (unsure / declined / blank)	31.6%	50.9%	**+19.3**	—
Did not report race / ethnicity	22.2%	12.8%	**-9.4**	—

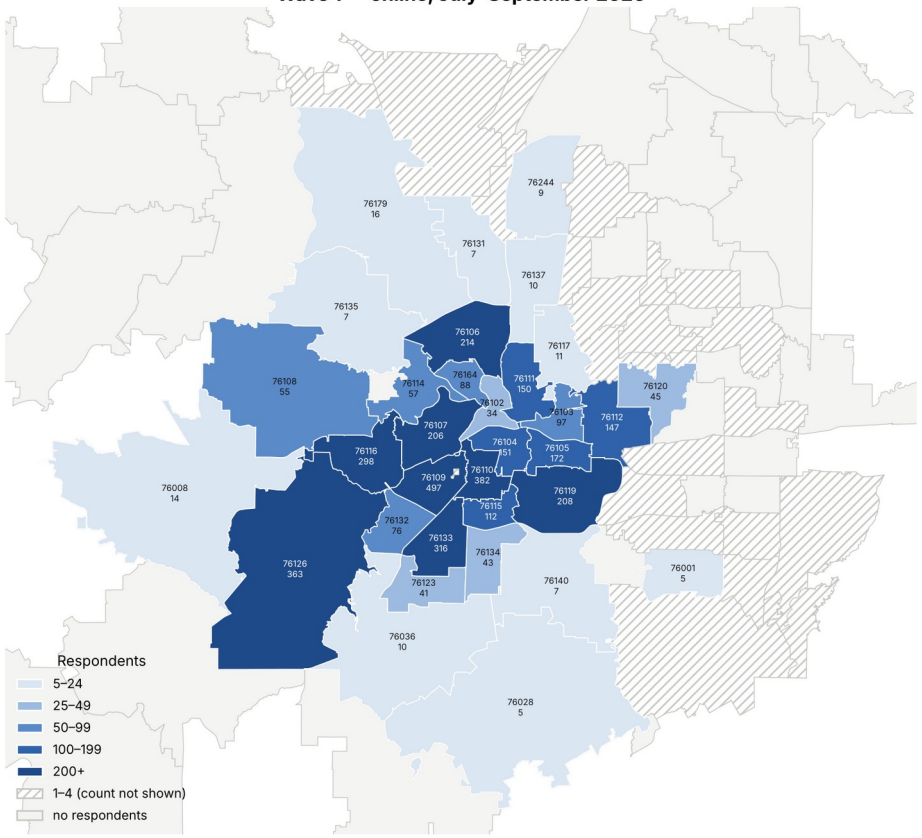
What changed. Wave 2 (2,464) is 32.0% Black or African American against 8.4% in Wave 1 and 18.2% of students, and 17.6% White against 45.4% (students 12.6%); the Hispanic/Latino share is 43.7% vs 41.8% (students 65.0%). Students are 9.7% of Wave 2 respondents (10.3% in Wave 1); employees 4.4% (13.5%). 16.6% of Wave 2 answered in Spanish (8.6% in Wave 1). Among those naming a pyramid, Wave 2 is far less Paschal-heavy (9.7% vs 31.6%) and much stronger in several east- and southeast-side patterns (Dunbar 14.1% vs 2.7%; Carter-Riverside 8.9% vs 4.3%; O.D. Wyatt 7.5% vs 3.0%) — but 50.9% of Wave 2 respondents did not name one — about half of those answered “I am not sure”, most of them on paper forms; the rest declined or left it blank.

Why it matters.
The two waves are not two samples of the same public. Differences in the answers (slide 11) reflect who was reached as much as any change of opinion over time, and the All Survey Results and adjusted views later in the deck set the two publics side by side.

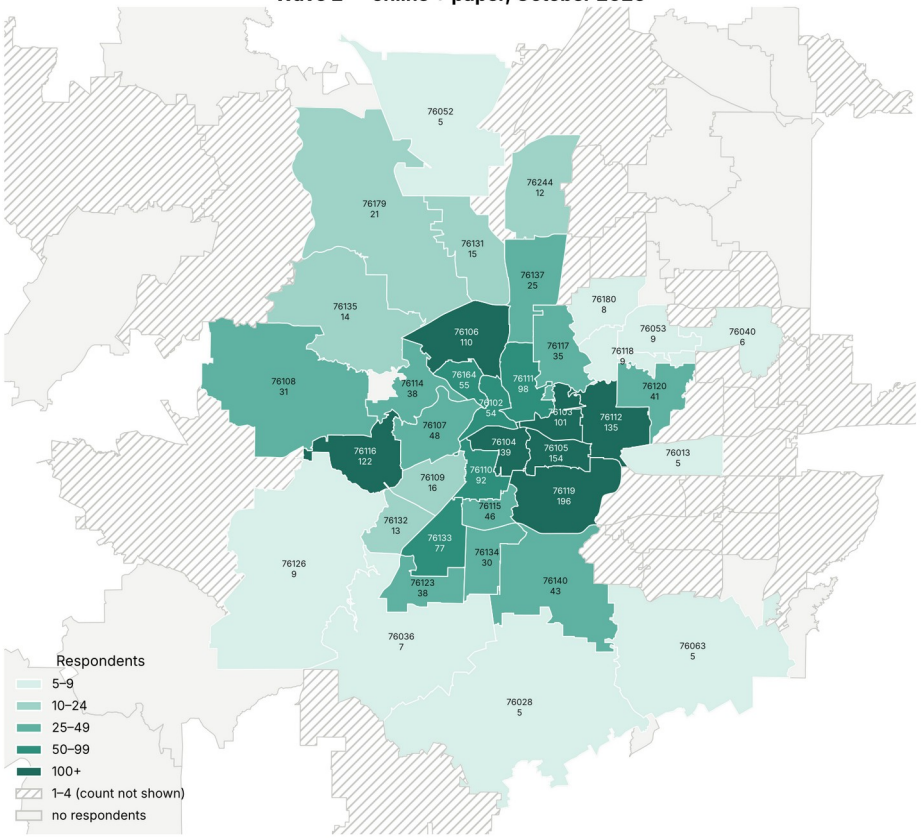
Where respondents live — Wave 1 and Wave 2 by ZIP code

Count of respondents giving each ZIP (all respondents, not only those with a coded answer). Each map has its own class breaks; ZIPs with fewer than five respondents are hatched.

Wave 1 — online, July–September 2026



Wave 2 — online + paper, October 2026



Reading the maps. Wave 1 is heaviest in the south and southwest — 76109 (497), 76110 (382), 76126 (363), 76133 (316). Wave 2 is heaviest in the east and southeast — 76119 (196), 76105 (154), 76104 (139), 76112 (135) — ZIPs where most respondents answered on paper.

Wave 1: 3,917 of 4,822 respondents gave a valid five-digit ZIP (905 blank or not five digits); 33 ZIPs shown with counts (3,853 respondents), 21 ZIPs with fewer than five respondents hatched, 29 respondents in 24 ZIPs outside the map area. Largest: 76109 (497), 76110 (382), 76126 (363), 76133 (316), 76116 (298). Wave 2: 1,947 of 2,464 respondents gave a valid five-digit ZIP (517 blank or not five digits); 38 ZIPs shown with counts (1,867 respondents), 27 ZIPs with fewer than five respondents hatched, 26 respondents in 24 ZIPs outside the map area. Largest: 76119 (196), 76105 (154), 76104 (139), 76112 (135), 76116 (122). Boundaries are Census ZCTA areas, which approximate USPS ZIP codes. Shading is a count of respondents, not a rate per resident.

Fort Worth INDEPENDENT SCHOOL DISTRICT

All Survey Results — who answered

All Survey Results = all 7,286 respondents across both waves (4,822 Wave 1 online, 785 Wave 2 online, 1,679 paper).

Race / ethnicity	n	%	Students %	Δ pts
Hispanic / Latino (any race)	2,509	42.5%	65.0%	**-22.5**
Black or African American	1,004	17.0%	18.2%	-1.2
White	2,082	35.3%	12.6%	**+22.7**
Two or more / another	195	3.3%	2.2%	+1.1
Asian	65	1.1%	1.8%	-0.7
American Indian / Alaska Native	35	0.6%	0.2%	+0.4
Native Hawaiian / Pacific Islander	12	0.2%	0.0%	+0.2
Reporting	**5,902**	100%	67,315	
Not reported	1,384	19.0% of all		

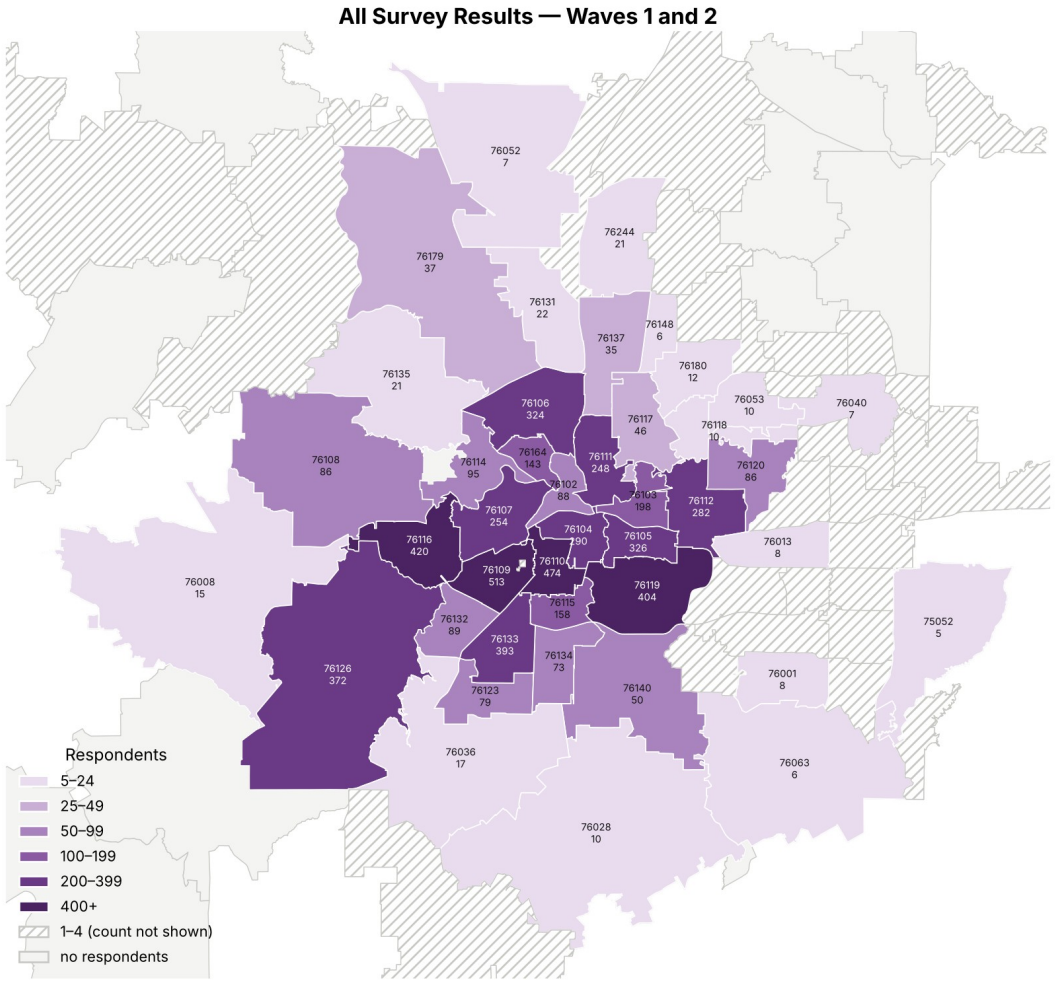
Feeder pattern	n	%	Enroll. %	Δ pts
Arlington Heights	567	13.8%	9.2%	**+4.6**
Benbrook	418	10.2%	5.7%	**+4.5**
Carter-Riverside	226	5.5%	6.3%	-0.8
Diamond Hill-Jarvis	157	3.8%	5.3%	-1.5
Dunbar	237	5.8%	4.7%	+1.0
Eastern Hills	232	5.7%	9.3%	**-3.6**
North Side	258	6.3%	8.8%	-2.5
O.D. Wyatt	174	4.2%	7.9%	**-3.6**
Paschal	1,053	25.7%	13.2%	**+12.5**
Polytechnic	237	5.8%	8.7%	-3.0
South Hills	183	4.5%	10.0%	**-5.6**
Southwest	221	5.4%	6.1%	-0.7
Western Hills	140	3.4%	4.8%	-1.4
Named one of 13	**4,103**	100%	53,541	
Trimble Tech 408 · not sure 890 · prefer not 569 · blank 1,316				

Connection (select all)	n	%
Parent/guardian/caregiver	3,625	49.8%
Fort Worth resident or taxpayer	1,949	26.7%
FWISD employee	760	10.4%
Current FWISD student	760	10.4%
Graduate/alum	612	8.4%
Business / civic / faith / nonprofit partner	414	5.7%
Other	465	6.4%
Prefer not to answer	389	5.3%
Groups used in this deck (exclusive)		
Community (incl. parents)	5,789	79.5%
Current students	737	10.1%
FWISD employees	760	10.4%
Spanish-language responses: 824 (11.3%)		

Reading the tables. 7,286 respondents, of whom 4,802 (65.9%) gave at least one codable answer. Of the 5,902 reporting race/ethnicity, 42.5% are Hispanic/Latino (students 65.0%), 17.0% Black or African American (students 18.2%) and 35.3% White (students 12.6%). 4,103 named one of the 13 pyramids; 2,775 (38.1%) were unsure, declined or left it blank. Over-represented by three points or more: Paschal (+12.5), Arlington Heights (+4.6), Benbrook (+4.5). Under-represented: South Hills (-5.6), Eastern Hills (-3.6), O.D. Wyatt (-3.6). Red = five points or more from the student share (race) or three points or more from enrollment (feeder); differences from unrounded shares.

Where respondents live — All Survey Results, by ZIP code

Count of respondents giving each ZIP, All Survey Results (all respondents, both waves). ZIPs with fewer than five respondents are hatched.



Reading the map. In All Survey Results, the largest respondent ZIPs are 76109 (513), 76110 (474), 76116 (420), 76119 (404), 76133 (393): the two waves together cover both the south/southwest ZIPs that dominated Wave 1 and the east/southeast ZIPs that Wave 2 reached. Apart from 76126 in the southwest, counts are low in the outer ZIPs of the map area.

All Survey Results: 5,864 of 7,286 respondents gave a valid five-digit ZIP (1,422 blank or not five digits); 42 ZIPs shown with counts (5,748 respondents), 28 ZIPs with fewer than five respondents hatched, 55 respondents in 44 ZIPs outside the map area. Largest: 76109 (513), 76110 (474), 76116 (420), 76119 (404), 76133 (393).

Boundaries are Census ZCTA areas, which approximate USPS ZIP codes. Shading is a count of respondents, not a rate per resident; a ZIP's count reflects how many people there answered, not how many live there.

Wave 1 vs Wave 2 — what changed in the answers

Every category whose share moved five points or more, or whose rank moved five places or more, between the waves (each wave's full category table is in the appendix) (% of respondents with a coded answer; Wave 1 base 3,027, Wave 2 base 1,775; differences from unrounded shares).

Question	Category	Wave 1 % (rank)	Wave 2 % (rank)	Δ pts
Q1	Critical Thinking and Problem Solving	16.2% (#3)	5.7% (#9)	-10.5
Q1	Reading	20.7% (#1)	12.1% (#4)	-8.6
Q1	Social-Emotional Skills and Character	8.8% (#5)	16.1% (#2)	+7.3
Q1	Life Skills and Financial Literacy	6.9% (#6)	13.6% (#3)	+6.8
Q2	Critical Thinker and Lifelong Learner	16.2% (#3)	5.4% (#5)	-10.8
Q2	Character, Work Ethic and Integrity	9.3% (#4)	18.4% (#3)	+9.0
Q2	Academic Mastery and Achievement	19.8% (#2)	28.5% (#1)	+8.7
Q3	Trust, Support and Retain Educators	20.9% (#1)	4.7% (#10)	-16.2
Q3	Respect and Compassion for All	7.4% (#7)	15.2% (#1)	+7.8
Q3	Whole Child Over Scores and Screens	12.9% (#3)	5.1% (#8)	-7.7
Q4	Quality teaching and high expectations	3.2% (#10)	9.7% (#1)	+6.5
Q4	Nothing working or too early	8.0% (—)	2.4% (—)	-5.5
Q4	Positive school culture and belonging	2.7% (#13)	6.3% (#5)	+3.5
Q4	Great teachers, supported and trusted	6.0% (#2)	3.5% (#9)	-2.4
Q4	Advanced academics and career pathways	5.5% (#3)	4.3% (#8)	-1.1
Q5	Scripted lessons and uniform campus mandates	20.3% (#1)	7.1% (#2)	-13.2
Q5	Micromanagement and overloading of teachers	15.2% (#2)	3.0% (#11)	-12.2
Q5	Cutting lunch, recess, arts and enrichment; rigid schedules	15.2% (#2)	5.5% (#5)	-9.7
Q5	Screens, AI and packets replacing teaching	10.7% (#5)	5.4% (#6)	-5.3
Q5	Losing teachers, hiring uncertified staff, underpaying	7.7% (#8)	5.8% (#3)	-1.9
Q5	Lowered rigor and neglected basic skills	5.4% (#11)	5.7% (#4)	+0.3

21 material differences. Higher in Wave 2: Social-Emotional Skills and Character (Q1, +7.3); Life Skills and Financial Literacy (Q1, +6.8); Academic Mastery and Achievement (Q2, +8.7); Character, Work Ethic and Integrity (Q2, +9.0); Respect and Compassion for All (Q3, +7.8); Quality teaching and high expectations (Q4, +6.5); Positive school culture and belonging (Q4, +3.5); Lowered rigor and neglected basic skills (Q5, +0.3). Lower in Wave 2: Reading (Q1, -8.6); Critical Thinking and Problem Solving (Q1, -10.5); Critical Thinker and Lifelong Learner (Q2, -10.8); Trust, Support and Retain Educators (Q3, -16.2); Whole Child Over Scores and Screens (Q3, -7.7); Nothing working or too early (Q4, -5.5); Advanced academics and career pathways (Q4, -1.1); Great teachers, supported and trusted (Q4, -2.4); Scripted lessons and uniform campus mandates (Q5, -13.2); Micromanagement and overloading of teachers (Q5, -12.2); Cutting lunch, recess, arts and enrichment; rigid schedules (Q5, -9.7); Screens, AI and packets replacing teaching (Q5, -5.3); Losing teachers, hiring uncertified staff, underpaying (Q5, -1.9).

Top of each question. Q1: Reading → Grade-Level Core Academics. Q2: College, Career and Military Ready → Academic Mastery and Achievement. Q3: Trust, Support and Retain Educators → Respect and Compassion for All. Q4: Safety, structure and discipline → Quality teaching and high expectations. Q5: Scripted lessons and uniform campus mandates → Over-restrictive rules, uneven discipline and unsafe treatment.

Read with the who-answered slides. Most Wave 2 respondents (1,679 of 2,464) were reached on paper at food banks and community sites; Wave 2 respondents answered more often in Spanish, include far more Black or African American respondents and fewer FWISD employees (4.4% vs 13.5%), and gave shorter answers. Paper respondents also name fewer categories each (4.1 distinct question–category pairs per coded respondent, Q1–Q5, against 5.2 in Wave 1), which, all else equal, pulls shares down. The full Wave 1 / Wave 2 tables for all categories are in the appendix.

All Survey Results — what respondents said

Top five categories per question, % of the 4,802 All Survey Results respondents with a coded answer (both waves).

Q1 Know / be able to do	% resp.	n	Listening %
1. Grade-Level Core Academics	**18.1%**	869	11.3% (#5)
2. Reading	**17.5%**	841	15.5% (#2)
3. Critical Thinking and Problem Solving	**12.3%**	590	15.8% (#1)
4. Social-Emotional Skills and Character	**11.5%**	553	13.4% (#3)
5. Life Skills and Financial Literacy	**9.4%**	450	8.9% (#6)
3,594 respondents answered (74.8% of 4,802)			

Q2 Successful graduate	% resp.	n	Listening %
1. Academic Mastery and Achievement	**23.0%**	1,106	4.4% (#6)
2. College, Career and Military Ready	**22.6%**	1,085	26.3% (#1)
3. Character, Work Ethic and Integrity	**12.7%**	609	2.5% (#9)
4. Critical Thinker and Lifelong Learner	**12.2%**	587	21.0% (#2)
5. Confident, Resilient and Well	**7.3%**	350	11.4% (#4)
3,882 respondents answered (80.8% of 4,802)			

Q3 Values / non-negotiables	% resp.	n	Listening %
1. Honest, Transparent, Evidence-Based Leadership	**15.0%**	718	21.4% (#2)
2. Trust, Support and Retain Educators	**14.9%**	715	22.8% (#1)
3. Respect and Compassion for All	**10.2%**	492	2.6% (#10)
4. Whole Child Over Scores and Screens	**10.0%**	480	8.3% (#5)
5. Consult and Partner With Community	**9.5%**	456	17.2% (#3)
3,543 respondents answered (73.8% of 4,802)			

Q4 Keep doing	% resp.	n	Listening %
1. Safety, structure and discipline	**8.0%**	384	3.4% (#10)
2. Counseling, special education, language support	**6.4%**	305	13.6% (#3)
3. Quality teaching and high expectations	**5.6%**	271	2.3% (#12)
4. Meals, buses and facilities	**5.1%**	247	6.1% (#7)
5. District leadership and accountability	**5.1%**	246	3.4% (#10)
2,700 respondents answered (56.2% of 4,802)			

Q5 Stop doing	% resp.	n	Listening %
1. Scripted lessons and uniform campus mandates	**15.4%**	740	12.8% (#2)
2. Over-restrictive rules, uneven discipline and unsafe treatment	**12.5%**	599	5.9% (#9)
3. Cutting lunch, recess, arts and enrichment; rigid schedules	**11.6%**	558	5.1% (#12)
4. Micromanagement and overloading of teachers	**10.7%**	513	9.7% (#4)
5. Screens, AI and packets replacing teaching	**8.7%**	418	6.2% (#7)
3,328 respondents answered (69.3% of 4,802)			

All Survey Results — top three per question. Q1: Grade-Level Core Academics 18.1%; Reading 17.5%; Critical Thinking and Problem Solving 12.3%. Q2: Academic Mastery and Achievement 23.0%; College, Career and Military Ready 22.6%; Character, Work Ethic and Integrity 12.7%. Q3: Honest, Transparent, Evidence-Based Leadership 15.0%; Trust, Support and Retain Educators 14.9%; Respect and Compassion for All 10.2%. Q4: Safety, structure and discipline 8.0%; Counseling, special education, language support 6.4%; Quality teaching and high expectations 5.6%. Q5: Scripted lessons and uniform campus mandates 15.4%; Over-restrictive rules, uneven discipline and unsafe treatment 12.5%; Cutting lunch, recess, arts and enrichment; rigid schedules 11.6%. Listening column: % of session entries and rank, from the published analysis.

All Survey Results combined with the listening sessions — Q1 — What students should know / be able to do

Survey % of respondents (Wave 1 3,027, Wave 2 1,775, All Survey Results 4,802) beside listening-session % of entries (291 entries), and an "All voices" column in which All Survey Results are combined with the listening sessions.

Category	Listening % (rank)	Wave 1 % (rank)	Wave 2 % (rank)	All survey % (rank)	All voices % (rank)	Tier
Grade-Level Core Academics	11.3% #5	18.8% #2	17.0% #1	**18.1% #1**	**17.7% #1**	**Strong — top five on both**
Reading	15.5% #2	20.7% #1	12.1% #4	**17.5% #2**	**17.4% #2**	**Strong — top five on both**
Critical Thinking and Problem Solving	15.8% #1	16.2% #3	5.7% #9	**12.3% #3**	**12.5% #3**	**Strong — top five on both**
Social-Emotional Skills and Character	13.4% #3	8.8% #5	16.1% #2	**11.5% #4**	**11.6% #4**	**Strong — top five on both**
Communication and Self-Advocacy	11.7% #4	9.3% #4	9.2% #6	**9.3% #6**	**9.4% #5**	Listening top five
Life Skills and Financial Literacy	8.9% #6	6.9% #6	13.6% #3	**9.4% #5**	**9.3% #6**	Survey top five
College, Career and Military Readiness	8.6% #7	5.5% #8	9.4% #5	**6.9% #7**	**7.0% #7**	
Math	1.0% #10	6.1% #7	6.3% #8	**6.2% #8**	**5.9% #8**	
Science, Arts, Languages and Technology	6.9% #8	3.9% #10	6.8% #7	**5.0% #9**	**5.1% #9**	
Civics, History and Citizenship	6.9% #8	4.2% #9	5.1% #10	**4.6% #10**	**4.7% #10**	

Tiers. Strong candidates (top five on both instruments): Grade-Level Core Academics; Reading; Critical Thinking and Problem Solving; Social-Emotional Skills and Character. Survey top five only: Life Skills and Financial Literacy. Listening top five only: Communication and Self-Advocacy. **All voices.** All Survey Results combined with the listening sessions: survey respondents naming the category plus listening-session entries naming it, over 4,802 coded survey respondents plus 291 listening entries (5,093). The two instruments count different things (a respondent once vs. a spoken point once), so read this column alongside the side-by-side columns rather than in place of them.

All Survey Results combined with the listening sessions — Q2 — The successful graduate

Survey % of respondents (Wave 1 3,027, Wave 2 1,775, All Survey Results 4,802) beside listening-session % of entries (315 entries), and an "All voices" column in which All Survey Results are combined with the listening sessions.

Category	Listening % (rank)	Wave 1 % (rank)	Wave 2 % (rank)	All survey % (rank)	All voices % (rank)	Tier
College, Career and Military Ready	26.3% #1	23.7% #1	20.7% #2	**22.6% #2**	**22.8% #1**	**Strong — top five on both**
Academic Mastery and Achievement	4.4% #6	19.8% #2	28.5% #1	**23.0% #1**	**21.9% #2**	Survey top five
Critical Thinker and Lifelong Learner	21.0% #2	16.2% #3	5.4% #5	**12.2% #4**	**12.8% #3**	**Strong — top five on both**
Character, Work Ethic and Integrity	2.5% #9	9.3% #4	18.4% #3	**12.7% #3**	**12.1% #4**	Survey top five
Confident, Resilient and Well	11.4% #4	7.4% #5	7.2% #4	**7.3% #5**	**7.5% #5**	**Strong — top five on both**
Communication and Interpersonal Skills	15.9% #3	6.8% #6	4.4% #7	**5.9% #6**	**6.5% #6**	Listening top five
Independent Living Skills	3.8% #8	5.9% #8	5.4% #6	**5.7% #7**	**5.6% #7**	
Contributing Citizen and Community Member	8.3% #5	6.7% #7	3.0% #8	**5.3% #8**	**5.5% #8**	Listening top five
Well-Rounded Experiences and Interests	4.4% #6	3.8% #9	2.5% #9	**3.3% #9**	**3.4% #9**	
Success Defined by Own Goals	1.9% #10	2.0% #10	1.9% #10	**1.9% #10**	**1.9% #10**	

Tiers. Strong candidates (top five on both instruments): College, Career and Military Ready; Critical Thinker and Lifelong Learner; Confident, Resilient and Well. Survey top five only: Academic Mastery and Achievement; Character, Work Ethic and Integrity. Listening top five only: Communication and Interpersonal Skills; Contributing Citizen and Community Member. **All voices.** All Survey Results combined with the listening sessions: survey respondents naming the category plus listening-session entries naming it, over 4,802 coded survey respondents plus 315 listening entries (5,117). The two instruments count different things (a respondent once vs. a spoken point once), so read this column alongside the side-by-side columns rather than in place of them.

All Survey Results combined with the listening sessions — Q3 — Values the Superintendent must honor

Survey % of respondents (Wave 1 3,027, Wave 2 1,775, All Survey Results 4,802) beside listening-session % of entries (737 entries), and an "All voices" column in which All Survey Results are combined with the listening sessions.

Category	Listening % (rank)	Wave 1 % (rank)	Wave 2 % (rank)	All survey % (rank)	All voices % (rank)	Tier
Trust, Support and Retain Educators	22.8% #1	20.9% #1	4.7% #10	**14.9% #2**	**15.9% #1**	**Strong — top five on both**
Honest, Transparent, Evidence-Based Leadership	21.4% #2	15.9% #2	13.3% #2	**15.0% #1**	**15.8% #2**	**Strong — top five on both**
Consult and Partner With Community	17.2% #3	10.6% #4	7.5% #5	**9.5% #5**	**10.5% #3**	**Strong — top five on both**
Whole Child Over Scores and Screens	8.3% #5	12.9% #3	5.1% #8	**10.0% #4**	**9.8% #4**	**Strong — top five on both**
Respect and Compassion for All	2.6% #10	7.4% #7	15.2% #1	**10.2% #3**	**9.2% #5**	Survey top five
Equity and Basic Resources Every Campus	8.4% #4	8.9% #5	8.4% #4	**8.7% #6**	**8.7% #6**	Listening top five
Safe and Orderly Schools	3.3% #8	8.5% #6	8.5% #3	**8.5% #7**	**7.8% #7**	
Inclusion Regardless of Identity	3.9% #6	6.7% #8	6.3% #6	**6.6% #8**	**6.2% #8**	
Students First in Every Decision	2.0% #11	5.4% #11	5.6% #7	**5.5% #9**	**5.0% #9**	
High Expectations and Rigor	1.8% #12	5.6% #10	4.7% #9	**5.2% #10**	**4.8% #10**	
Special Education and Learning Differences	2.8% #9	6.0% #9	1.6% #13	**4.4% #11**	**4.2% #11**	
Protect Programs and Neighborhood Schools	3.9% #6	4.8% #12	2.0% #12	**3.8% #12**	**3.8% #12**	
Politics and Religion Out of Schools	1.5% #13	4.7% #13	1.4% #14	**3.5% #13**	**3.2% #13**	
Faith, Tradition and Parental Authority	0.0% #14	1.9% #14	4.3% #11	**2.8% #14**	**2.4% #14**	
Other	0.0%	0.2%	0.2%	**0.2%**	**0.1%**	

Tiers. Strong candidates (top five on both instruments): Trust, Support and Retain Educators; Honest, Transparent, Evidence-Based Leadership; Consult and Partner With Community; Whole Child Over Scores and Screens. Survey top five only: Respect and Compassion for All. Listening top five only: Equity and Basic Resources Every Campus. **All voices.** All Survey Results combined with the listening sessions: survey respondents naming the category plus listening-session entries naming it, over 4,802 coded survey respondents plus 737 listening entries (5,539). The two instruments count different things (a respondent once vs. a spoken point once), so read this column alongside the side-by-side columns rather than in place of them.

All Survey Results combined with the listening sessions — Q4 — Keep doing

Survey % of respondents (Wave 1 3,027, Wave 2 1,775, All Survey Results 4,802) beside listening-session % of entries (264 entries), and an "All voices" column in which All Survey Results are combined with the listening sessions.

Category	Listening % (rank)	Wave 1 % (rank)	Wave 2 % (rank)	All survey % (rank)	All voices % (rank)	Tier
Safety, structure and discipline	3.4% #10	7.5% #1	8.8% #2	**8.0% #1**	**7.8% #1**	Survey top five
Counseling, special education, language support	13.6% #3	5.0% #5	8.6% #3	**6.4% #2**	**6.7% #2**	**Strong — top five on both**
Advanced academics and career pathways	18.2% #1	5.5% #3	4.3% #8	**5.0% #7**	**5.7% #3**	Listening top five
Quality teaching and high expectations	2.3% #12	3.2% #10	9.7% #1	**5.6% #3**	**5.5% #4**	Survey top five
Family engagement, communication and listening	9.5% #5	5.2% #4	4.7% #7	**5.0% #8**	**5.3% #5**	Listening top five
Meals, buses and facilities	6.1% #7	4.4% #7	6.4% #4	**5.1% #4**	**5.2% #6**	Survey top five
Great teachers, supported and trusted	5.3% #8	6.0% #2	3.5% #9	**5.1% #6**	**5.1% #7**	
District leadership and accountability	3.4% #10	5.0% #5	5.3% #6	**5.1% #5**	**5.0% #8**	Survey top five
Arts, athletics and extracurriculars	10.2% #4	4.1% #8	3.4% #10	**3.9% #10**	**4.2% #9**	Listening top five
Positive school culture and belonging	1.5% #13	2.7% #13	6.3% #5	**4.0% #9**	**3.9% #10**	
Schools of choice and specialised campuses	15.2% #2	3.8% #9	1.0% #12	**2.7% #11**	**3.4% #11**	Listening top five
Strong campuses and campus leadership	6.8% #6	3.1% #11	0.9% #13	**2.3% #13**	**2.5% #12**	
Reading and early learning	4.5% #9	2.8% #12	1.5% #11	**2.4% #12**	**2.5% #13**	
Nothing working or too early	0.0%	8.0%	2.4%	**5.9%**	**5.6%**	

Tiers. Strong candidates (top five on both instruments): Counseling, special education, language support. Survey top five only: Safety, structure and discipline; Quality teaching and high expectations; Meals, buses and facilities; District leadership and accountability. Listening top five only: Advanced academics and career pathways; Family engagement, communication and listening; Arts, athletics and extracurriculars; Schools of choice and specialised campuses. **All voices.** All Survey Results combined with the listening sessions: survey respondents naming the category plus listening-session entries naming it, over 4,802 coded survey respondents plus 264 listening entries (5,066). The two instruments count different things (a respondent once vs. a spoken point once), so read this column alongside the side-by-side columns rather than in place of them.

All Survey Results combined with the listening sessions — Q5 — Stop doing

Survey % of respondents (Wave 1 3,027, Wave 2 1,775, All Survey Results 4,802) beside listening-session % of entries (1,110 entries), and an "All voices" column in which All Survey Results are combined with the listening sessions.

Category	Listening % (rank)	Wave 1 % (rank)	Wave 2 % (rank)	All survey % (rank)	All voices % (rank)	Tier
Scripted lessons and uniform campus mandates	12.8% #2	20.3% #1	7.1% #2	**15.4% #1**	**14.9% #1**	**Strong — top five on both**
Over-restrictive rules, uneven discipline and unsafe treatment	5.9% #9	12.0% #4	13.4% #1	**12.5% #2**	**11.2% #2**	Survey top five
Micromanagement and overloading of teachers	9.7% #4	15.2% #2	3.0% #11	**10.7% #4**	**10.5% #3**	**Strong — top five on both**
Cutting lunch, recess, arts and enrichment; rigid schedules	5.1% #12	15.2% #2	5.5% #5	**11.6% #3**	**10.4% #4**	Survey top five
Decisions without community or parent voice	13.1% #1	10.1% #6	5.1% #7	**8.3% #6**	**9.2% #5**	Listening top five
Screens, AI and packets replacing teaching	6.2% #7	10.7% #5	5.4% #6	**8.7% #5**	**8.2% #6**	Survey top five
Losing teachers, hiring uncertified staff, underpaying	7.3% #6	7.7% #8	5.8% #3	**7.0% #7**	**7.1% #7**	
Testing overemphasis and daily assessments	5.6% #10	8.7% #7	3.9% #9	**6.9% #8**	**6.7% #8**	
Lowered rigor and neglected basic skills	7.9% #5	5.4% #11	5.7% #4	**5.5% #9**	**5.9% #9**	Listening top five
Closures, program cuts, campus inequity and poor daily operations	6.0% #8	5.7% #10	4.5% #8	**5.2% #10**	**5.4% #10**	
Under-serving special education, bilingual and student supports	10.4% #3	4.0% #14	3.5% #10	**3.9% #12**	**5.1% #11**	Listening top five
Leadership by fear and disrespect	5.2% #11	5.9% #9	1.8% #13	**4.4% #11**	**4.6% #12**	
Unproven, error-ridden curriculum adoptions	3.1% #13	5.1% #12	1.1% #14	**3.6% #13**	**3.5% #13**	
Religion, politics and ideology in curriculum	1.1% #14	4.1% #13	2.9% #12	**3.6% #13**	**3.2% #14**	
Other	0.5%	5.6%	8.3%	**6.6%**	**5.5%**	

Tiers. Strong candidates (top five on both instruments): Scripted lessons and uniform campus mandates; Micromanagement and overloading of teachers. Survey top five only: Over-restrictive rules, uneven discipline and unsafe treatment; Cutting lunch, recess, arts and enrichment; rigid schedules; Screens, AI and packets replacing teaching. Listening top five only: Decisions without community or parent voice; Lowered rigor and neglected basic skills; Under-serving special education, bilingual and student supports. **All voices.** All Survey Results combined with the listening sessions: survey respondents naming the category plus listening-session entries naming it, over 4,802 coded survey respondents plus 1,110 listening entries (5,912). The two instruments count different things (a respondent once vs. a spoken point once), so read this column alongside the side-by-side columns rather than in place of them.

All Survey Results, by respondent group — who is in each group

Exclusive groups: FWISD employee first, then current student, then everyone else (“community”, which includes parents).

	Community (incl. parents)	Current students	FWISD employees
Respondents	5,789	737	760
With ≥1 coded answer (base for answer shares)	3,780	517	505
Wave 1 / Wave 2 online / paper	3,673 / 606 / 1,510	497 / 106 / 134	652 / 73 / 35
Also checked parent/guardian	3,263	138	224
Answered in Spanish	672 (11.6%)	137 (18.6%)	15 (2.0%)
Race / ethnicity (% of those reporting)			
Hispanic / Latino (any race) (students 65.0%)	40.3%	66.5%	33.6%
Black or African American (students 18.2%)	17.5%	13.7%	16.9%
White (students 12.6%)	36.7%	14.5%	46.4%
Two or more / another (students 2.2%)	3.6%	2.8%	1.7%
Reporting race / ethnicity	4,681 of 5,789	641 of 737	580 of 760
Feeder pattern (% of those naming one of 13; enrollment % in brackets)			
Arlington Heights (9.2%)	14.2%	10.3%	13.3%
Benbrook (5.7%)	10.6%	7.9%	8.7%
Carter-Riverside (6.3%)	5.5%	6.5%	5.0%
Diamond Hill-Jarvis (5.3%)	3.5%	6.5%	4.6%
Dunbar (4.7%)	5.5%	5.5%	7.9%
Eastern Hills (9.3%)	5.2%	6.2%	8.1%
North Side (8.8%)	5.9%	5.8%	8.9%
O.D. Wyatt (7.9%)	4.3%	4.5%	3.9%
Paschal (13.2%)	26.9%	26.0%	17.7%
Polytechnic (8.7%)	6.0%	4.8%	5.2%
South Hills (10.0%)	3.9%	5.5%	7.3%
Southwest (6.1%)	5.4%	5.8%	5.2%
Western Hills (4.8%)	3.2%	4.8%	4.2%
Named one of 13	3,292 of 5,789	292 of 737	519 of 760

Who is in each group. Community: 5,789 respondents (79.5% of all), 3,263 of them parents or guardians. Current students: 737 (10.1%), 134 of them on paper forms. FWISD employees: 760 (10.4%), including 224 who are also parents and 23 who also checked “current student”.

Composition differs. Students are the group closest to the student body by race/ethnicity (66.5% Hispanic/Latino, 13.7% Black or African American, 14.5% White); employees are the whitest group (46.4% White); the community group sits between (36.7% White, 40.3% Hispanic/Latino). Answer shares for the three groups follow on the next slides; the group differences table shows where a group departs from All Survey Results by five points or ranks.

All Survey Results — community members (including parents)

Top five per question, % of the 3,780 community respondents with a coded answer (5,789 respondents in the group).

Q1 Know / be able to do	% resp.	n	Listening %
1. Grade-Level Core Academics	**18.7%**	707	11.3% (#5)
2. Reading	**17.2%**	649	15.5% (#2)
3. Critical Thinking and Problem Solving	**12.8%**	483	15.8% (#1)
4. Social-Emotional Skills and Character	**11.6%**	440	13.4% (#3)
5. Life Skills and Financial Literacy	**10.6%**	402	8.9% (#6)
2,915 respondents answered (77.1% of 3,780)			

Q2 Successful graduate	% resp.	n	Listening %
1. College, Career and Military Ready	**23.1%**	874	26.3% (#1)
2. Academic Mastery and Achievement	**23.1%**	873	4.4% (#6)
3. Character, Work Ethic and Integrity	**12.9%**	487	2.5% (#9)
4. Critical Thinker and Lifelong Learner	**12.7%**	480	21.0% (#2)
5. Confident, Resilient and Well	**7.1%**	270	11.4% (#4)
3,072 respondents answered (81.3% of 3,780)			

Q3 Values / non-negotiables	% resp.	n	Listening %
1. Honest, Transparent, Evidence-Based Leadership	**15.9%**	600	21.4% (#2)
2. Trust, Support and Retain Educators	**14.0%**	530	22.8% (#1)
3. Respect and Compassion for All	**11.0%**	415	2.6% (#10)
4. Whole Child Over Scores and Screens	**10.0%**	379	8.3% (#5)
5. Consult and Partner With Community	**9.0%**	342	17.2% (#3)
2,818 respondents answered (74.6% of 3,780)			

Q4 Keep doing	% resp.	n	Listening %
1. Safety, structure and discipline	**7.6%**	286	3.4% (#10)
2. Counseling, special education, language support	**6.4%**	242	13.6% (#3)
3. Quality teaching and high expectations	**5.6%**	210	2.3% (#12)
4. Family engagement, communication and listening	**5.2%**	197	9.5% (#5)
5. Advanced academics and career pathways	**5.2%**	196	18.2% (#1)
2,096 respondents answered (55.4% of 3,780)			

Q5 Stop doing	% resp.	n	Listening %
1. Scripted lessons and uniform campus mandates	**14.0%**	530	12.8% (#2)
2. Over-restrictive rules, uneven discipline and unsafe treatment	**12.3%**	465	5.9% (#9)
3. Micromanagement and overloading of teachers	**9.5%**	358	9.7% (#4)
4. Screens, AI and packets replacing teaching	**9.0%**	339	6.2% (#7)
5. Cutting lunch, recess, arts and enrichment; rigid schedules	**8.5%**	320	5.1% (#12)
2,543 respondents answered (67.3% of 3,780)			

Community — top three per question. Q1: Grade-Level Core Academics 18.7%; Reading 17.2%; Critical Thinking and Problem Solving 12.8%. Q2: College, Career and Military Ready 23.1%; Academic Mastery and Achievement 23.1%; Character, Work Ethic and Integrity 12.9%. Q3: Honest, Transparent, Evidence-Based Leadership 15.9%; Trust, Support and Retain Educators 14.0%; Respect and Compassion for All 11.0%. Q4: Safety, structure and discipline 7.6%; Counseling, special education, language support 6.4%; Quality teaching and high expectations 5.6%. Q5: Scripted lessons and uniform campus mandates 14.0%; Over-restrictive rules, uneven discipline and unsafe treatment 12.3%; Micromanagement and overloading of teachers 9.5%. Listening column: % of session entries and rank, from the published analysis.

All Survey Results — current FWISD students

Top five per question, % of the 517 student respondents with a coded answer (737 in the group).

Q1 Know / be able to do	% resp.	n	Listening %
1. Grade-Level Core Academics	**11.4%**	59	11.3% (#5)
2. Social-Emotional Skills and Character	**10.6%**	55	13.4% (#3)
3. Communication and Self-Advocacy	**8.3%**	43	11.7% (#4)
4. Reading	**6.4%**	33	15.5% (#2)
5. College, Career and Military Readiness	**5.4%**	28	8.6% (#7)
256 respondents answered (49.5% of 517)			

Q2 Successful graduate	% resp.	n	Listening %
1. Academic Mastery and Achievement	**23.8%**	123	4.4% (#6)
2. Character, Work Ethic and Integrity	**17.0%**	88	2.5% (#9)
3. College, Career and Military Ready	**16.6%**	86	26.3% (#1)
4. Confident, Resilient and Well	**8.3%**	43	11.4% (#4)
5. Critical Thinker and Lifelong Learner	**6.8%**	35	21.0% (#2)
397 respondents answered (76.8% of 517)			

Q3 Values / non-negotiables	% resp.	n	Listening %
1. Trust, Support and Retain Educators	**10.6%**	55	22.8% (#1)
2. Consult and Partner With Community	**9.7%**	50	17.2% (#3)
2. Safe and Orderly Schools	**9.7%**	50	3.3% (#8)
4. Respect and Compassion for All	**8.7%**	45	2.6% (#10)
5. Honest, Transparent, Evidence-Based Leadership	**7.9%**	41	21.4% (#2)
332 respondents answered (64.2% of 517)			

Q4 Keep doing	% resp.	n	Listening %
1. Safety, structure and discipline	**10.3%**	53	3.4% (#10)
2. District leadership and accountability	**5.8%**	30	3.4% (#10)
2. Great teachers, supported and trusted	**5.8%**	30	5.3% (#8)
4. Family engagement, communication and listening	**5.6%**	29	9.5% (#5)
5. Counseling, special education, language support	**5.0%**	26	13.6% (#3)
295 respondents answered (57.1% of 517)			

Q5 Stop doing	% resp.	n	Listening %
1. Cutting lunch, recess, arts and enrichment; rigid schedules	**36.8%**	190	5.1% (#12)
2. Over-restrictive rules, uneven discipline and unsafe treatment	**17.6%**	91	5.9% (#9)
3. Scripted lessons and uniform campus mandates	**13.5%**	70	12.8% (#2)
4. Micromanagement and overloading of teachers	**7.5%**	39	9.7% (#4)
5. Decisions without community or parent voice	**7.4%**	38	13.1% (#1)
386 respondents answered (74.7% of 517)			

Students — top three per question. Q1: Grade-Level Core Academics 11.4%; Social-Emotional Skills and Character 10.6%; Communication and Self-Advocacy 8.3%. Q2: Academic Mastery and Achievement 23.8%; Character, Work Ethic and Integrity 17.0%; College, Career and Military Ready 16.6%. Q3: Trust, Support and Retain Educators 10.6%; Consult and Partner With Community 9.7%; Safe and Orderly Schools 9.7%. Q4: Safety, structure and discipline 10.3%; District leadership and accountability 5.8%; Great teachers, supported and trusted 5.8%. Q5: Cutting lunch, recess, arts and enrichment; rigid schedules 36.8%; Over-restrictive rules, uneven discipline and unsafe treatment 17.6%; Scripted lessons and uniform campus mandates 13.5%. Listening column: % of session entries and rank, from the published analysis.

All Survey Results — FWISD employees

Top five per question, % of the 505 employee respondents with a coded answer (760 in the group).

Q1 Know / be able to do	% resp.	n	Listening %
1. Reading	**31.5%**	159	15.5% (#2)
2. Grade-Level Core Academics	**20.4%**	103	11.3% (#5)
3. Critical Thinking and Problem Solving	**16.8%**	85	15.8% (#1)
4. Communication and Self-Advocacy	**11.5%**	58	11.7% (#4)
4. Social-Emotional Skills and Character	**11.5%**	58	13.4% (#3)
423 respondents answered (83.8% of 505)			

Q2 Successful graduate	% resp.	n	Listening %
1. College, Career and Military Ready	**24.8%**	125	26.3% (#1)
2. Academic Mastery and Achievement	**21.8%**	110	4.4% (#6)
3. Critical Thinker and Lifelong Learner	**14.3%**	72	21.0% (#2)
4. Contributing Citizen and Community Member	**9.5%**	48	8.3% (#5)
5. Communication and Interpersonal Skills	**8.1%**	41	15.9% (#3)
413 respondents answered (81.8% of 505)			

Q3 Values / non-negotiables	% resp.	n	Listening %
1. Trust, Support and Retain Educators	**25.7%**	130	22.8% (#1)
2. Honest, Transparent, Evidence-Based Leadership	**15.2%**	77	21.4% (#2)
3. Consult and Partner With Community	**12.7%**	64	17.2% (#3)
4. Whole Child Over Scores and Screens	**12.1%**	61	8.3% (#5)
5. Equity and Basic Resources Every Campus	**9.7%**	49	8.4% (#4)
393 respondents answered (77.8% of 505)			

Q4 Keep doing	% resp.	n	Listening %
1. Safety, structure and discipline	**8.9%**	45	3.4% (#10)
2. Counseling, special education, language support	**7.3%**	37	13.6% (#3)
3. Meals, buses and facilities	**7.1%**	36	6.1% (#7)
3. Quality teaching and high expectations	**7.1%**	36	2.3% (#12)
5. Arts, athletics and extracurriculars	**5.1%**	26	10.2% (#4)
309 respondents answered (61.2% of 505)			

Q5 Stop doing	% resp.	n	Listening %
1. Scripted lessons and uniform campus mandates	**27.7%**	140	12.8% (#2)
2. Micromanagement and overloading of teachers	**23.0%**	116	9.7% (#4)
3. Testing overemphasis and daily assessments	**9.7%**	49	5.6% (#10)
4. Cutting lunch, recess, arts and enrichment; rigid schedules	**9.5%**	48	5.1% (#12)
5. Screens, AI and packets replacing teaching	**9.3%**	47	6.2% (#7)
399 respondents answered (79.0% of 505)			

Employees — top three per question. Q1: Reading 31.5%; Grade-Level Core Academics 20.4%; Critical Thinking and Problem Solving 16.8%. Q2: College, Career and Military Ready 24.8%; Academic Mastery and Achievement 21.8%; Critical Thinker and Lifelong Learner 14.3%. Q3: Trust, Support and Retain Educators 25.7%; Honest, Transparent, Evidence-Based Leadership 15.2%; Consult and Partner With Community 12.7%. Q4: Safety, structure and discipline 8.9%; Counseling, special education, language support 7.3%; Meals, buses and facilities 7.1%; Quality teaching and high expectations 7.1%. Q5: Scripted lessons and uniform campus mandates 27.7%; Micromanagement and overloading of teachers 23.0%; Testing overemphasis and daily assessments 9.7%. Listening column: % of session entries and rank, from the published analysis.

Where each group departs from All Survey Results

Categories at least five points or five ranks away from the All Survey Results share (% of respondents with a coded answer). Blue = higher than All Survey Results, red = lower.

Q	Category	All survey	Community	Students	Employees
Q1	Reading	17.5% #2	17.2% #2	**6.4% #4**	**31.5% #1**
Q1	Critical Thinking and Problem Solving	12.3% #3	12.8% #3	**4.3% #7**	16.8% #3
Q1	Grade-Level Core Academics	18.1% #1	18.7% #1	**11.4% #1**	20.4% #2
Q1	Life Skills and Financial Literacy	9.4% #5	10.6% #5	**4.1% #8**	5.3% #7
Q2	College, Career and Military Ready	22.6% #2	23.1% #1	**16.6% #3**	24.8% #1
Q2	Character, Work Ethic and Integrity	12.7% #3	12.9% #3	17.0% #2	**6.7% #7**
Q2	Critical Thinker and Lifelong Learner	12.2% #4	12.7% #4	**6.8% #5**	14.3% #3
Q3	Trust, Support and Retain Educators	14.9% #2	14.0% #2	10.6% #1	**25.7% #1**
Q3	Honest, Transparent, Evidence-Based Leadership	15.0% #1	15.9% #1	**7.9% #5**	15.2% #2
Q3	Respect and Compassion for All	10.2% #3	11.0% #3	8.7% #4	**6.3% #8**
Q3	Special Education and Learning Differences	4.4% #11	4.2% #11	1.9% #12	**8.3% #6**
Q3	Safe and Orderly Schools	8.5% #7	8.8% #7	**9.7% #2**	5.0% #9
Q4	Arts, athletics and extracurriculars	3.9% #10	3.9% #10	2.1% #10	**5.1% #5**
Q5	Cutting lunch, recess, arts and enrichment; rigid schedules	11.6% #3	8.5% #5	**36.8% #1**	9.5% #4
Q5	Scripted lessons and uniform campus mandates	15.4% #1	14.0% #1	13.5% #3	**27.7% #1**
Q5	Micromanagement and overloading of teachers	10.7% #4	9.5% #3	7.5% #4	**23.0% #2**
Q5	Over-restrictive rules, uneven discipline and unsafe treatment	12.5% #2	12.3% #2	**17.6% #2**	**8.5% #9**
Q5	Unproven, error-ridden curriculum adoptions	3.6% #13	3.1% #14	2.3% #13	**8.7% #7**
Q5	Leadership by fear and disrespect	4.4% #11	3.9% #12	3.1% #11	**9.1% #6**
Q5	Testing overemphasis and daily assessments	6.9% #8	7.0% #8	3.7% #9	**9.7% #3**

Table only; the differences are read out in words on the next slide. The All Survey Results column shows share and rank of all 4,802 coded respondents; a group's cell is bold where it meets the five-point / five-rank rule.

What each group emphasises more — and less — than All Survey Results

The material differences from the previous slide, in words. Points are the group's share minus the All Survey Results share.

Community (incl. parents) — 3,780 coded respondents

More than All Survey Results: nothing meets the rule

Less than All Survey Results: nothing meets the rule

Community respondents are 78.7% of the All Survey Results base, so the All Survey Results picture is largely theirs; no category moves five points or five ranks when students and employees are set aside.

Current students — 517 coded respondents

More than All Survey Results: Safe and Orderly Schools (Q3, +1.2, #2 vs #7); Cutting lunch, recess, arts and enrichment; rigid schedules (Q5, +25.1, #1 vs #3); Over-restrictive rules, uneven discipline and unsafe treatment (Q5, +5.1, #2 vs #2)

Less than All Survey Results: Reading (Q1, -11.1, #4 vs #2); Grade-Level Core Academics (Q1, -6.7, #1 vs #1); Critical Thinking and Problem Solving (Q1, -8.0, #7 vs #3); Life Skills and Financial Literacy (Q1, -5.3, #8 vs #5); College, Career and Military Ready (Q2, -6.0, #3 vs #2); Critical Thinker and Lifelong Learner (Q2, -5.5, #5 vs #4); Honest, Transparent, Evidence-Based Leadership (Q3, -7.0, #5 vs #1)

FWISD employees — 505 coded respondents

More than All Survey Results: Reading (Q1, +14.0, #1 vs #2); Trust, Support and Retain Educators (Q3, +10.9, #1 vs #2); Special Education and Learning Differences (Q3, +3.9, #6 vs #11); Arts, athletics and extracurriculars (Q4, +1.3, #5 vs #10); Scripted lessons and uniform campus mandates (Q5, +12.3, #1 vs #1); Micromanagement and overloading of teachers (Q5, +12.3, #2 vs #4); Testing overemphasis and daily assessments (Q5, +2.8, #3 vs #8); Leadership by fear and disrespect (Q5, +4.7, #6 vs #11); Unproven, error-ridden curriculum adoptions (Q5, +5.1, #7 vs #13)

Less than All Survey Results: Character, Work Ethic and Integrity (Q2, -5.9, #7 vs #3); Respect and Compassion for All (Q3, -3.9, #8 vs #3); Over-restrictive rules, uneven discipline and unsafe treatment (Q5, -4.0, #9 vs #2)

Adjusting to the student population — method

Two separate post-stratifications of the All Survey Results base of respondents with a coded answer. Nothing is re-coded; each respondent's answers are re-weighted.

Race / ethnicity cell	Respondents	Share of base	Students (TAPR)	Weight
Hispanic/Latino	1,684	39.2%	65.0%	**1.66**
Black or African American	790	18.4%	18.2%	**0.99**
White	1,596	37.2%	12.6%	**0.34**
All other reporting	224	5.2%	4.2%	**0.81**
Base 4,294 of 4,802 coded respondents (508 not reporting race/ethnicity excluded) · effective sample (Kish) 3,219				

Feeder pattern cell	Resp.	Share	Enroll. %	Weight
Arlington Heights	440	14.4%	9.2%	**0.64**
Benbrook	306	10.0%	5.7%	**0.57**
Carter-Riverside	172	5.6%	6.3%	**1.11**
Diamond Hill-Jarvis	104	3.4%	5.3%	**1.56**
Dunbar	185	6.0%	4.7%	**0.78**
Eastern Hills	187	6.1%	9.3%	**1.52**
North Side	176	5.8%	8.8%	**1.54**
O.D. Wyatt	135	4.4%	7.9%	**1.78**
Paschal	781	25.5%	13.2%	**0.52**
Polytechnic	170	5.6%	8.7%	**1.57**
South Hills	125	4.1%	10.0%	**2.45**
Southwest	166	5.4%	6.1%	**1.13**
Western Hills	112	3.7%	4.8%	**1.32**
Base 3,059 of 4,802 (1,743 naming no pyramid, or Trimble Tech, excluded) · Kish 2,389				

What the adjustment does. Each respondent in a cell is multiplied by the cell weight (student share ÷ respondent share), so the weighted respondents match FWISD students on that one dimension; a category's adjusted share is the weighted share of respondents naming it. Weights above 1 amplify under-represented groups (Hispanic/Latino respondents ×1.66; South Hills ×2.45, O.D. Wyatt ×1.78); weights below 1 shrink over-represented ones (White ×0.34; Paschal ×0.52).

What it cannot do. It assumes the respondents in a cell speak for the non-respondents in that cell, which cannot be tested. It adjusts one dimension at a time (race/ethnicity, or feeder) — not both, not age, and not whether the respondent is a student, parent or employee. The feeder view drops the 1,743 respondents who named no pyramid or named Trimble Tech; the race view drops the 508 who reported no race/ethnicity. Ranges on the next slides are bootstrap 95% intervals (1,000 within-cell resamples) and describe sampling noise only, not these assumptions. Shares are of weighted respondents; percentages still do not sum to 100 within a question because respondents name several categories.

Adjusted to match students by race / ethnicity

If the 4,294 respondents reporting race/ethnicity had matched FWISD students (TAPR 2025-26: Hispanic/Latino 65.0%, Black or African American 18.2%, White 12.6%, all other 4.2%).

Q1 Know / be able to do	Adjusted %	95% range	All survey % (rank)
1. Grade-Level Core Academics	**16.1%**	14.8–17.3	18.1% (#1)
2. Reading	**14.1%**	13.0–15.2	17.5% (#2)
3. Social-Emotional Skills and Character	**12.4%**	11.3–13.7	11.5% (#4)
4. Life Skills and Financial Literacy	**9.3%**	8.3–10.3	9.4% (#5)
5. Communication and Self-Advocacy	**8.5%**	7.6–9.6	9.3% (#6)

Q2 Successful graduate	Adjusted %	95% range	All survey % (rank)
1. Academic Mastery and Achievement	**24.0%**	22.5–25.5	23.0% (#1)
2. College, Career and Military Ready	**20.4%**	19.0–21.8	22.6% (#2)
3. Character, Work Ethic and Integrity	**14.9%**	13.6–16.1	12.7% (#3)
4. Critical Thinker and Lifelong Learner	**8.8%**	7.9–9.7	12.2% (#4)
5. Confident, Resilient and Well	**7.5%**	6.6–8.4	7.3% (#5)

Q3 Values / non-negotiables	Adjusted %	95% range	All survey % (rank)
1. Honest, Transparent, Evidence-Based Leadership	**13.3%**	12.1–14.5	15.0% (#1)
2. Respect and Compassion for All	**12.4%**	11.4–13.7	10.2% (#3)
3. Trust, Support and Retain Educators	**10.6%**	9.7–11.7	14.9% (#2)
4. Whole Child Over Scores and Screens	**9.3%**	8.3–10.3	10.0% (#4)
5. Consult and Partner With Community	**9.1%**	8.1–10.1	9.5% (#5)

Q4 Keep doing	Adjusted %	95% range	All survey % (rank)
1. Safety, structure and discipline	**9.8%**	8.7–10.8	8.0% (#1)
2. Counseling, special education, language support	**6.8%**	5.9–7.7	6.4% (#2)
3. Quality teaching and high expectations	**5.8%**	5.0–6.5	5.6% (#3)
4. District leadership and accountability	**5.4%**	4.7–6.3	5.1% (#5)
5. Family engagement, communication and listening	**5.2%**	4.4–5.9	5.0% (#8)

Q5 Stop doing	Adjusted %	95% range	All survey % (rank)
1. Over-restrictive rules, uneven discipline and unsafe treatment	**13.9%**	12.7–15.2	12.5% (#2)
2. Cutting lunch, recess, arts and enrichment; rigid schedules	**13.4%**	12.1–14.7	11.6% (#3)
3. Scripted lessons and uniform campus mandates	**11.4%**	10.4–12.4	15.4% (#1)
4. Screens, AI and packets replacing teaching	**7.5%**	6.7–8.3	8.7% (#5)
5. Decisions without community or parent voice	**7.3%**	6.4–8.2	8.3% (#6)

0 material changes against the unadjusted All Survey Results view. None — no category moves five points or five ranks. Largest moves: Trust, Support and Retain Educators (Q3 -4.3); Scripted lessons and uniform campus mandates (Q5 -4.0); Critical Thinking and Problem Solving (Q1 -3.8); Micromanagement and overloading of teachers (Q5 -3.6); Critical Thinker and Lifelong Learner (Q2 -3.4).

Top of each question. Q1 keeps Grade-Level Core Academics. Q2 keeps Academic Mastery and Achievement. Q3 keeps Honest, Transparent, Evidence-Based Leadership. Q4 keeps Safety, structure and discipline. Q5: Scripted lessons and uniform campus mandates → Over-restrictive rules, uneven discipline and unsafe treatment.

Reading the tables. Adjusted % = weighted share of the 4,294 respondents in the base; range = bootstrap 95% interval; last column = the unadjusted All Survey Results share and rank from the All Survey Results slide (red where the adjustment moves it five points or five ranks). Full tables in the appendix.

Adjusted to match students by feeder pattern

If the 3,059 respondents naming one of the 13 pyramids had matched enrollment (Focus SIS, 15 Sept 2026; 53,541 students).

Q1 Know / be able to do	Adjusted %	95% range	All survey % (rank)
1. Grade-Level Core Academics	**19.3%**	17.7–20.9	18.1% (#1)
2. Reading	**19.0%**	17.6–20.5	17.5% (#2)
3. Critical Thinking and Problem Solving	**12.6%**	11.4–13.8	12.3% (#3)
4. Social-Emotional Skills and Character	**11.0%**	9.7–12.3	11.5% (#4)
5. Communication and Self-Advocacy	**10.1%**	9.0–11.3	9.3% (#6)

Q2 Successful graduate	Adjusted %	95% range	All survey % (rank)
1. Academic Mastery and Achievement	**23.8%**	22.1–25.4	23.0% (#1)
2. College, Career and Military Ready	**23.5%**	21.7–25.1	22.6% (#2)
3. Critical Thinker and Lifelong Learner	**11.9%**	10.7–13.1	12.2% (#4)
4. Character, Work Ethic and Integrity	**11.0%**	9.7–12.2	12.7% (#3)
5. Confident, Resilient and Well	**7.0%**	6.1–8.1	7.3% (#5)

Q3 Values / non-negotiables	Adjusted %	95% range	All survey % (rank)
1. Trust, Support and Retain Educators	**15.0%**	13.6–16.2	14.9% (#2)
2. Honest, Transparent, Evidence-Based Leadership	**14.7%**	13.3–16.1	15.0% (#1)
3. Consult and Partner With Community	**10.0%**	8.8–11.4	9.5% (#5)
4. Whole Child Over Scores and Screens	**9.9%**	8.8–11.1	10.0% (#4)
5. Respect and Compassion for All	**9.7%**	8.5–10.8	10.2% (#3)

Q4 Keep doing	Adjusted %	95% range	All survey % (rank)
1. Safety, structure and discipline	**8.6%**	7.5–9.7	8.0% (#1)
2. Counseling, special education, language support	**6.9%**	5.8–7.9	6.4% (#2)
3. Quality teaching and high expectations	**5.9%**	5.0–6.8	5.6% (#3)
4. Great teachers, supported and trusted	**5.1%**	4.2–5.9	5.1% (#6)
5. Advanced academics and career pathways	**5.0%**	4.2–5.8	5.0% (#7)

Q5 Stop doing	Adjusted %	95% range	All survey % (rank)
1. Scripted lessons and uniform campus mandates	**15.9%**	14.5–17.2	15.4% (#1)
2. Over-restrictive rules, uneven discipline and unsafe treatment	**13.0%**	11.6–14.4	12.5% (#2)
3. Micromanagement and overloading of teachers	**11.6%**	10.4–12.8	10.7% (#4)
4. Cutting lunch, recess, arts and enrichment; rigid schedules	**9.4%**	8.2–10.5	11.6% (#3)
5. Screens, AI and packets replacing teaching	**9.4%**	8.3–10.6	8.7% (#5)

0 material changes against the unadjusted All Survey Results view. None — no category moves five points or five ranks. Largest moves: Cutting lunch, recess, arts and enrichment; rigid schedules (Q5 -2.2); Character, Work Ethic and Integrity (Q2 -1.7); Reading (Q1 +1.5); Grade-Level Core Academics (Q1 +1.2); Micromanagement and overloading of teachers (Q5 +0.9).

Top of each question. Q1 keeps Grade-Level Core Academics. Q2 keeps Academic Mastery and Achievement. Q3: Honest, Transparent, Evidence-Based Leadership → Trust, Support and Retain Educators. Q4 keeps Safety, structure and discipline. Q5 keeps Scripted lessons and uniform campus mandates.

Reading the tables. Adjusted % = weighted share of the 3,059 respondents in the base; range = bootstrap 95% interval; last column = the unadjusted All Survey Results share and rank from the All Survey Results slide (red where the adjustment moves it five points or five ranks). Full tables in the appendix.

What holds up across All Survey Results and both adjusted views

Categories in the top five in All Survey Results and in both adjusted views — and those that drop out or enter under adjustment. (Each wave, each group and the listening sessions rank differently; see their own slides.)

Question	Top five in All Survey Results, race-adjusted and feeder-adjusted	Drops out of top five under adjustment	Enters top five under adjustment
Q1 Know / be able to do	Grade-Level Core Academics; Reading; Social-Emotional Skills and Character	Critical Thinking and Problem Solving (race); Life Skills and Financial Literacy (feeder)	Communication and Self-Advocacy (both)
Q2 Successful graduate	Academic Mastery and Achievement; College, Career and Military Ready; Character, Work Ethic and Integrity; Critical Thinker and Lifelong Learner; Confident, Resilient and Well	—	—
Q3 Values / non-negotiables	Honest, Transparent, Evidence-Based Leadership; Trust, Support and Retain Educators; Respect and Compassion for All; Whole Child Over Scores and Screens; Consult and Partner With Community	—	—
Q4 Keep doing	Safety, structure and discipline; Counseling, special education, language support; Quality teaching and high expectations	Meals, buses and facilities (both); District leadership and accountability (feeder)	Family engagement, communication and listening (race); Great teachers, supported and trusted (feeder); Advanced academics and career pathways (feeder)
Q5 Stop doing	Scripted lessons and uniform campus mandates; Over-restrictive rules, uneven discipline and unsafe treatment; Cutting lunch, recess, arts and enrichment; rigid schedules; Screens, AI and packets replacing teaching	Micromanagement and overloading of teachers (race)	Decisions without community or parent voice (race)

How to use this. Themes in the second column lead whether the respondents are taken as they are, re-weighted to the student body's race/ethnicity, or re-weighted to where students are enrolled. The third and fourth columns are movements across the top-five line, not large changes: under both adjustments no category moves five points or five ranks, and several of these entries and exits happen because a neighbouring category moved a point or two rather than because the theme itself did (the appendix carries the share of every category under every view). Neither adjustment changes what any respondent said.

Limitations and what was not done

Stated so the Board can judge how much weight each view can bear.

Self-selected respondents. Neither wave is a probability sample; the survey was open to anyone, promoted online and at community sites. Frequencies describe who answered, not the city.
Two publics. Wave 2 was gathered largely on paper at food banks and community sites (1,679 of 2,464), with short, often single-word answers, 21.4% of the paper forms in Spanish; paper answers were transcribed by vision model with a blind second read on 10–100% of forms per batch and translated before coding. Wave 1 answers were typed and longer, and Wave 1 respondents name more categories each.
Groups are approximate. “Employee”, “student” and “parent” are self-reported, select-all boxes; 224 employees are also parents and sit in the employee group here. 389 respondents checked “prefer not to answer” on the connection question; 379 of them fall into “community”.
Adjustment is one dimension at a time. Race/ethnicity and feeder pattern are adjusted separately, each on the respondents who reported it (4,294 reporting race/ethnicity and 3,059 naming one of the 13 pyramids, of 4,802); a joint adjustment would leave cells too small to trust. Adjusting to the student body treats respondents (mostly adults) as proxies for students of their own group, which is an assumption, not a finding. Bootstrap ranges cover sampling noise only.
Not done. No thematic cross-tabs by race or ethnicity (outside the scope approved for this analysis). Cells resting on fewer than ten respondents or entries are shown for completeness but should not be read as findings — the smallest race/ethnicity groups, Q3 “Other” in every column, a few low-ranked categories in the student and employee columns, and eleven listening-session cells under ten entries (four of them categories that sit in the survey top five on slides 13–17). Listening-session entries are shown beside the survey; on slides 13–17 All Survey Results are combined with the listening sessions in an “All voices” column. UNASSIGNED entries (feedback on the state intervention and the Board itself, operational complaints, and transcription-failure markers for illegible paper answers) are excluded from every category count; the 38 respondents whose only coded entries are UNASSIGNED remain in the respondent base.

Appendix — Q1 — What students should know / be able to do: every category under every view

% of respondents with a coded answer (rank). Adjusted columns: weighted share of the respective base. Listening: % of session entries.

Category	Wave 1 (3,027)	Wave 2 (1,775)	All survey (4,802)	Community (3,780)	Students (517)	Employees (505)	Race-adj. (4,294)	Feeder-adj. (3,059)	Listening (291 entries)
Grade-Level Core Academics	18.8% #2	17.0% #1	**18.1% #1**	18.7% #1	11.4% #1	20.4% #2	16.1% #1	19.3% #1	11.3% #5
Reading	20.7% #1	12.1% #4	**17.5% #2**	17.2% #2	6.4% #4	31.5% #1	14.1% #2	19.0% #2	15.5% #2
Critical Thinking and Problem Solving	16.2% #3	5.7% #9	**12.3% #3**	12.8% #3	4.3% #7	16.8% #3	8.4% #6	12.6% #3	15.8% #1
Social-Emotional Skills and Character	8.8% #5	16.1% #2	**11.5% #4**	11.6% #4	10.6% #2	11.5% #4	12.4% #3	11.0% #4	13.4% #3
Life Skills and Financial Literacy	6.9% #6	13.6% #3	**9.4% #5**	10.6% #5	4.1% #8	5.3% #7	9.3% #4	9.5% #6	8.9% #6
Communication and Self-Advocacy	9.3% #4	9.2% #6	**9.3% #6**	9.1% #6	8.3% #3	11.5% #4	8.5% #5	10.1% #5	11.7% #4
College, Career and Military Readiness	5.5% #8	9.4% #5	**6.9% #7**	7.4% #7	5.4% #5	4.8% #8	7.3% #7	7.0% #7	8.6% #7
Math	6.1% #7	6.3% #8	**6.2% #8**	6.4% #8	3.7% #9	7.5% #6	5.1% #9	6.2% #8	1.0% #10
Science, Arts, Languages and Technology	3.9% #10	6.8% #7	**5.0% #9**	5.3% #9	4.6% #6	3.4% #10	5.1% #8	4.4% #10	6.9% #8
Civics, History and Citizenship	4.2% #9	5.1% #10	**4.6% #10**	4.9% #10	1.9% #10	4.4% #9	3.9% #10	4.8% #9	6.9% #8
Respondents answering this question	2,189	1,405	3,594	2,915	256	423	—	—	291

Appendix — Q2 — The successful graduate: every category under every view

% of respondents with a coded answer (rank). Adjusted columns: weighted share of the respective base. Listening: % of session entries.

Category	Wave 1 (3,027)	Wave 2 (1,775)	All survey (4,802)	Community (3,780)	Students (517)	Employees (505)	Race-adj. (4,294)	Feeder-adj. (3,059)	Listening (315 entries)
Academic Mastery and Achievement	19.8% #2	28.5% #1	**23.0% #1**	23.1% #2	23.8% #1	21.8% #2	24.0% #1	23.8% #1	4.4% #6
College, Career and Military Ready	23.7% #1	20.7% #2	**22.6% #2**	23.1% #1	16.6% #3	24.8% #1	20.4% #2	23.5% #2	26.3% #1
Character, Work Ethic and Integrity	9.3% #4	18.4% #3	**12.7% #3**	12.9% #3	17.0% #2	6.7% #7	14.9% #3	11.0% #4	2.5% #9
Critical Thinker and Lifelong Learner	16.2% #3	5.4% #5	**12.2% #4**	12.7% #4	6.8% #5	14.3% #3	8.8% #4	11.9% #3	21.0% #2
Confident, Resilient and Well	7.4% #5	7.2% #4	**7.3% #5**	7.1% #5	8.3% #4	7.3% #6	7.5% #5	7.0% #5	11.4% #4
Communication and Interpersonal Skills	6.8% #6	4.4% #7	**5.9% #6**	5.6% #7	6.4% #6	8.1% #5	5.5% #6	5.7% #7	15.9% #3
Independent Living Skills	5.9% #8	5.4% #6	**5.7% #7**	5.8% #6	3.9% #7	6.5% #8	5.1% #7	6.0% #6	3.8% #8
Contributing Citizen and Community Member	6.7% #7	3.0% #8	**5.3% #8**	5.2% #8	2.1% #10	9.5% #4	3.6% #8	5.6% #8	8.3% #5
Well-Rounded Experiences and Interests	3.8% #9	2.5% #9	**3.3% #9**	3.2% #9	3.3% #8	4.0% #9	2.7% #9	3.3% #9	4.4% #6
Success Defined by Own Goals	2.0% #10	1.9% #10	**1.9% #10**	2.0% #10	3.1% #9	0.4% #10	2.0% #10	1.8% #10	1.9% #10
Respondents answering this question	2,433	1,449	3,882	3,072	397	413	—	—	315

Appendix — Q3 — Values the Superintendent must honor: every category under every view

% of respondents with a coded answer (rank). Adjusted columns: weighted share of the respective base. Listening: % of session entries.

Category	Wave 1 (3,027)	Wave 2 (1,775)	All survey (4,802)	Community (3,780)	Students (517)	Employees (505)	Race-adj. (4,294)	Feeder-adj. (3,059)	Listening (737 entries)
Honest, Transparent, Evidence-Based Leadership	15.9% #2	13.3% #2	**15.0% #1**	15.9% #1	7.9% #5	15.2% #2	13.3% #1	14.7% #2	21.4% #2
Trust, Support and Retain Educators	20.9% #1	4.7% #10	**14.9% #2**	14.0% #2	10.6% #1	25.7% #1	10.6% #3	15.0% #1	22.8% #1
Respect and Compassion for All	7.4% #7	15.2% #1	**10.2% #3**	11.0% #3	8.7% #4	6.3% #8	12.4% #2	9.7% #5	2.6% #10
Whole Child Over Scores and Screens	12.9% #3	5.1% #8	**10.0% #4**	10.0% #4	7.7% #6	12.1% #4	9.3% #4	9.9% #4	8.3% #5
Consult and Partner With Community	10.6% #4	7.5% #5	**9.5% #5**	9.0% #5	9.7% #2	12.7% #3	9.1% #5	10.0% #3	17.2% #3
Equity and Basic Resources Every Campus	8.9% #5	8.4% #4	**8.7% #6**	9.0% #6	6.0% #7	9.7% #5	8.8% #6	9.2% #6	8.4% #4
Safe and Orderly Schools	8.5% #6	8.5% #3	**8.5% #7**	8.8% #7	9.7% #2	5.0% #9	8.5% #7	8.7% #7	3.3% #8
Inclusion Regardless of Identity	6.7% #8	6.3% #6	**6.6% #8**	7.1% #8	5.0% #8	4.6% #10	7.1% #8	6.6% #8	3.9% #6
Students First in Every Decision	5.4% #11	5.6% #7	**5.5% #9**	5.7% #9	3.1% #11	6.5% #7	5.5% #9	5.5% #9	2.0% #11
High Expectations and Rigor	5.6% #10	4.7% #9	**5.2% #10**	5.4% #10	5.0% #8	4.2% #11	4.5% #10	5.4% #10	1.8% #12
Special Education and Learning Differences	6.0% #9	1.6% #13	**4.4% #11**	4.2% #11	1.9% #12	8.3% #6	3.6% #11	4.5% #11	2.8% #9
Protect Programs and Neighborhood Schools	4.8% #12	2.0% #12	**3.8% #12**	3.6% #13	5.0% #8	4.2% #11	3.0% #12	3.7% #12	3.9% #6
Politics and Religion Out of Schools	4.7% #13	1.4% #14	**3.5% #13**	4.0% #12	1.5% #13	1.6% #13	2.3% #14	3.4% #13	1.5% #13
Faith, Tradition and Parental Authority	1.9% #14	4.3% #11	**2.8% #14**	3.3% #14	1.5% #13	0.6% #14	2.7% #13	2.6% #14	0.0% #14
Other	0.2%	0.2%	**0.2%**	0.2%	0.2%	0.0%	0.2%	0.2%	0.0%
Respondents answering this question	2,336	1,207	3,543	2,818	332	393	—	—	737

Appendix — Q4 — Keep doing: every category under every view

% of respondents with a coded answer (rank). Adjusted columns: weighted share of the respective base. Listening: % of session entries.

Category	Wave 1 (3,027)	Wave 2 (1,775)	All survey (4,802)	Community (3,780)	Students (517)	Employees (505)	Race-adj. (4,294)	Feeder-adj. (3,059)	Listening (264 entries)
Safety, structure and discipline	7.5% #1	8.8% #2	**8.0% #1**	7.6% #1	10.3% #1	8.9% #1	9.8% #1	8.6% #1	3.4% #10
Counseling, special education, language support	5.0% #5	8.6% #3	**6.4% #2**	6.4% #2	5.0% #5	7.3% #2	6.8% #2	6.9% #2	13.6% #3
Quality teaching and high expectations	3.2% #10	9.7% #1	**5.6% #3**	5.6% #3	4.8% #6	7.1% #3	5.8% #3	5.9% #3	2.3% #12
Meals, buses and facilities	4.4% #7	6.4% #4	**5.1% #4**	5.0% #8	4.3% #7	7.1% #3	4.9% #6	5.0% #6	6.1% #7
District leadership and accountability	5.0% #5	5.3% #6	**5.1% #5**	5.1% #6	5.8% #2	4.6% #7	5.4% #4	4.8% #8	3.4% #10
Great teachers, supported and trusted	6.0% #2	3.5% #9	**5.1% #6**	5.1% #7	5.8% #2	4.6% #7	4.3% #8	5.1% #4	5.3% #8
Advanced academics and career pathways	5.5% #3	4.3% #8	**5.0% #7**	5.2% #5	4.3% #7	4.8% #6	4.5% #7	5.0% #5	18.2% #1
Family engagement, communication and listening	5.2% #4	4.7% #7	**5.0% #8**	5.2% #4	5.6% #4	3.0% #12	5.2% #5	4.9% #7	9.5% #5
Positive school culture and belonging	2.7% #13	6.3% #5	**4.0% #9**	4.0% #9	4.3% #7	4.2% #9	4.3% #9	3.8% #9	1.5% #13
Arts, athletics and extracurriculars	4.1% #8	3.4% #10	**3.9% #10**	3.9% #10	2.1% #10	5.1% #5	3.1% #10	3.5% #10	10.2% #4
Schools of choice and specialised campuses	3.8% #9	1.0% #12	**2.7% #11**	2.9% #11	1.0% #13	3.2% #11	1.9% #11	2.9% #11	15.2% #2
Reading and early learning	2.8% #12	1.5% #11	**2.4% #12**	2.6% #12	1.4% #11	1.6% #13	1.8% #12	2.8% #12	4.5% #9
Strong campuses and campus leadership	3.1% #11	0.9% #13	**2.3% #13**	2.3% #13	1.4% #11	3.4% #10	1.4% #13	2.3% #13	6.8% #6
Nothing working or too early	8.0%	2.4%	**5.9%**	5.5%	7.5%	7.3%	5.4%	5.9%	0.0%
Respondents answering this question	1,659	1,041	2,700	2,096	295	309	—	—	264

Appendix — Q5 — Stop doing: every category under every view

% of respondents with a coded answer (rank). Adjusted columns: weighted share of the respective base. Listening: % of session entries.

Category	Wave 1 (3,027)	Wave 2 (1,775)	All survey (4,802)	Community (3,780)	Students (517)	Employees (505)	Race-adj. (4,294)	Feeder-adj. (3,059)	Listening (1,110 entries)
Scripted lessons and uniform campus mandates	20.3% #1	7.1% #2	**15.4% #1**	14.0% #1	13.5% #3	27.7% #1	11.4% #3	15.9% #1	12.8% #2
Over-restrictive rules, uneven discipline and unsafe treatment	12.0% #4	13.4% #1	**12.5% #2**	12.3% #2	17.6% #2	8.5% #9	13.9% #1	13.0% #2	5.9% #9
Cutting lunch, recess, arts and enrichment; rigid schedules	15.2% #2	5.5% #5	**11.6% #3**	8.5% #5	36.8% #1	9.5% #4	13.4% #2	9.4% #4	5.1% #12
Micromanagement and overloading of teachers	15.2% #2	3.0% #11	**10.7% #4**	9.5% #3	7.5% #4	23.0% #2	7.0% #6	11.6% #3	9.7% #4
Screens, AI and packets replacing teaching	10.7% #5	5.4% #6	**8.7% #5**	9.0% #4	6.2% #6	9.3% #5	7.5% #4	9.4% #5	6.2% #7
Decisions without community or parent voice	10.1% #6	5.1% #7	**8.3% #6**	8.3% #6	7.4% #5	8.7% #7	7.3% #5	8.7% #6	13.1% #1
Losing teachers, hiring uncertified staff, underpaying	7.7% #8	5.8% #3	**7.0% #7**	7.6% #7	4.6% #7	4.8% #11	6.4% #7	6.9% #8	7.3% #6
Testing overemphasis and daily assessments	8.7% #7	3.9% #9	**6.9% #8**	7.0% #8	3.7% #9	9.7% #3	5.4% #9	7.6% #7	5.6% #10
Lowered rigor and neglected basic skills	5.4% #11	5.7% #4	**5.5% #9**	5.8% #9	3.5% #10	4.8% #11	4.8% #10	5.6% #10	7.9% #5
Closures, program cuts, campus inequity and poor daily operations	5.7% #10	4.5% #8	**5.2% #10**	5.8% #10	3.9% #8	2.2% #13	5.4% #8	5.7% #9	6.0% #8
Leadership by fear and disrespect	5.9% #9	1.8% #13	**4.4% #11**	3.9% #12	3.1% #11	9.1% #6	3.4% #12	5.0% #11	5.2% #11
Under-serving special education, bilingual and student supports	4.0% #14	3.5% #10	**3.9% #12**	3.5% #13	2.9% #12	7.1% #10	3.6% #11	4.0% #12	10.4% #3
Unproven, error-ridden curriculum adoptions	5.1% #12	1.1% #14	**3.6% #13**	3.1% #14	2.3% #13	8.7% #7	2.7% #13	3.9% #13	3.1% #13
Religion, politics and ideology in curriculum	4.1% #13	2.9% #12	**3.6% #13**	4.4% #11	1.4% #14	0.4% #14	2.6% #14	3.5% #14	1.1% #14
Other	5.6%	8.3%	**6.6%**	6.5%	10.1%	3.8%	7.9%	6.2%	0.5%
Respondents answering this question	2,320	1,008	3,328	2,543	386	399	—	—	1,110

Appendix — sources, bases and UNASSIGNED feedback

Where every number comes from.

	Wave 1	Wave 2	All survey	Community	Students	Employees
Respondents	4,822	2,464	7,286	5,789	737	760
With ≥1 coded answer (base)	3,027	1,775	4,802	3,780	517	505
Q1 — respondents answering	2,189	1,405	3,594	2,915	256	423
Q2 — respondents answering	2,433	1,449	3,882	3,072	397	413
Q3 — respondents answering	2,336	1,207	3,543	2,818	332	393
Q4 — respondents answering	1,659	1,041	2,700	2,096	295	309
Q5 — respondents answering	2,320	1,008	3,328	2,543	386	399

Sources. Wave 1: Qualtrics export 16 Sept 2026 08:34 (4,822), coded entries as published in the 28 September analysis (03-master/assigned-entries.jsonl). Wave 2 online: filtered Qualtrics export 26 Oct 2026 17:11 (785 new ResponseIds). Paper: 1,679 scanned forms (sets 1–4), transcribed, verified and coded 16–27 October 2026 under extraction spec v1.1 with the shared codebook (1,876 subcategories mapped to the frozen categories). Students: TEA TAPR 2025-26 Student Information, Fort Worth ISD (membership 67,315); FWISD Focus SIS pyramid enrollment as of 15 Sept 2026 (53,541 in the 13 pyramids with a survey option). Listening sessions: 41 coded transcripts and notes, 22 June – 14 September 2026.

UNASSIGNED. Entries answering none of the five questions — the legitimacy of the state intervention and the Board of Managers, operational complaints, statements excluded under the exclusionary-statement rule, and (Wave 2 paper only) transcription-failure markers for illegible answers — are counted but left out of every category count: Wave 1 353 entries from 262 respondents; Wave 2 254 entries from 148 respondents; All Survey Results 607 entries from 410 respondents; Community 493 entries from 335 respondents; Students 65 entries from 41 respondents; Employees 49 entries from 34 respondents. Of the Wave 2 entries, 194 from 99 paper respondents are transcription-failure markers. The Wave 1 entries are reported separately in Part D of the published analysis; the Wave 2 entries await the same treatment.