Fort Worth
INDEPENDENT SCHOOL DISTRICT

What survey respondents told us — Waves 1 and 2

Wave 1 (4,822 respondents, online, 21 July – 16 September 2026) and Wave 2 (2,743: 1,059 online in October, Qualtrics and Google Form, plus 1,684 paper forms from community sites). This deck shows 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 · 9 November 2026 · Fort Worth ISD Board of Managers

Prepared with an AI language model (Claude, Anthropic) from the coded survey responses, the published 28 September analysis, and Texas Education Agency (TEA) and district enrollment records. Every figure was recomputed from the individual survey responses and re-checked by independent AI reviewers. This deck includes 279 responses received after 30 October 2026 (274 Google Form, 5 paper forms).

What is in this deck, and how to read it

Same survey, five questions and 10–15 categories per question as the published 28 September analysis ("FWISD Community Listening Analysis"); none added or renamed since. The five questions and the terms used here are explained on slide 34.

Pool	Who	Respondents	Coded respondents (≥1 coded entry; the % base)
Wave 1	Online survey, 21 July – 16 September 2026 — the pool behind the published 28 September analysis	4,822	3,027
Wave 2	Online responses (1,059): 785 Qualtrics, 2–26 October 2026 (the survey was closed between 16 September and 2 October), and 274 Google Form, 6–25 October 2026; plus 1,684 paper forms collected at community sites (Community Food Bank 1,277; Tarrant Area Food Bank 98; Journey Home 17; site not recorded 292)	2,743	2,053
All Survey Results	Wave 1 + Wave 2; no respondent counted twice (Qualtrics response IDs matched across exports; the Google Form has no IDs and was checked by content: no response matched an existing one on all five answers, apart from one set of five "idk" ("I don't know") answers that matches two paper forms in wording only, from respondents whose ZIP, race and role differ, and was kept; paper and online treated as distinct people)	7,565	5,080
Listening sessions	41 listening sessions, 22 June – 14 September 2026, coded to the same categories — shown as % of session entries for comparison	—	2,717 entries

Frequency is not priority. A category named by fewer respondents may matter deeply to a particular community. These tables show how many respondents named a category, not how much it matters to them.
Answer shares. Every survey percentage is the share of coded respondents 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 (ties share a rank; slide 34); "Other" and the Q4 "Nothing working or too early" line are shown but not ranked. Respondents include partial (unfinished) online responses (1,853 in Wave 1, 323 in Wave 2); the percentage base is the coded respondents. 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 as the Texas Education Agency (TEA) groups it (Hispanic/Latino of any race first; then respondents who did not say they are Hispanic/Latino, by the single race they chose, ignoring a blank or "prefer not to answer" when a race is chosen; 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 feeder patterns ("pyramids"; slide 34) with an enrollment figure (Trimble Tech was an answer option but 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 (everyone else: parents, residents, alumni, partners, other, including 513 who left the question blank and 380 of the 390 who chose "prefer not to answer"; the other 10 also checked employee or student). Parents who are also employees are therefore in the employee group.
Adjusted ("as if representative") views. Post-stratification (re-weighting) 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, Texas Academic Performance Report (TAPR) 2025-26) or, separately, by feeder pattern (13 feeder patterns, Focus student information system enrollment, 15 September 2026). Ranges are 95% intervals from re-drawing the respondents at random 1,000 times within each cell (slide 34). In the answer tables a difference is called material at five points or five ranks or more; the who-answered slides (3, 5, 7, 9) flag feeder-pattern gaps at three points or more. † marks a cell under 10 respondents or entries, shown for completeness and not as a finding (the race/ethnicity supplement uses a different small-count rule).
Order. Waves 1 and 2 and their comparison, with ZIP maps (slides 3–8) · All Survey Results: who answered (9–10) · how the waves' answers differ (11) · All Survey Results alone and with the listening sessions (12–17) · by respondent group (18–23) · adjusted to the student population (24–27) · limitations (28) · appendix (29–34).

Wave 1 — who answered

Online survey, 21 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%	n = 67,315	
Not reported	1,069	22.2% of all		

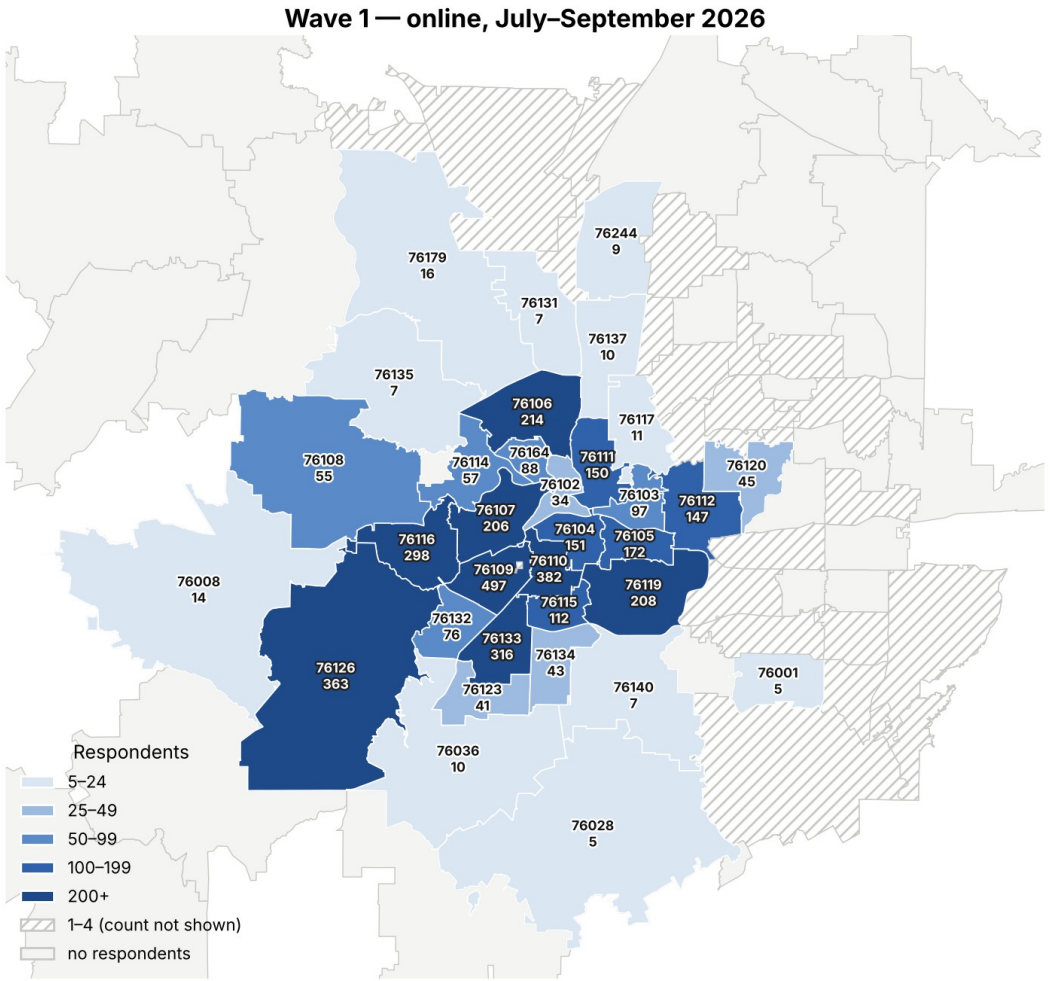
Feeder pattern	n	%	Enroll. %	Δ pts
Arlington Heights	465	15.5%	9.2%	**+6.3**
Benbrook	378	12.6%	5.7%	**+7.0**
Carter-Riverside	128	4.3%	6.3%	-2.0
Diamond Hill-Jarvis	102	3.4%	5.3%	-1.9
Dunbar	81	2.7%	4.7%	-2.0
Eastern Hills	126	4.2%	9.3%	**-5.1**
North Side	148	4.9%	8.8%	**-3.9**
O.D. Wyatt	91	3.0%	7.9%	**-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%	n = 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-based, nonprofit or community 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%) have at least one coded entry. 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 feeder patterns (pyramids); 1,522 (31.6%) were unsure, declined or left it blank, and 303 named Trimble Tech. 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). Δ is the respondent share minus the student share (race) or the enrollment share (feeder), from unrounded shares; red = five points or more (race) or three points or more (feeder).

Wave 1 — where respondents live, by ZIP code

Count of respondents giving each ZIP (all Wave 1 respondents, not only those with a coded entry). ZIPs with fewer than five respondents are hatched. Each map has its own class breaks.



Reading the map. Wave 1 is heaviest in the south and southwest — 76109 (497), 76110 (382), 76126 (363), 76133 (316). In the feeder table on the previous slide, Paschal, Benbrook, Arlington Heights are over-represented by three points or more.

Wave 1: 3,917 of 4,822 respondents gave a 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 that cannot be drawn on this map. Largest: 76109 (497), 76110 (382), 76126 (363), 76133 (316), 76116 (298).

Boundaries are U.S. Census Bureau ZIP Code Tabulation Areas (ZCTAs), which approximate postal 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

1,059 online responses (785 Qualtrics, 274 Google Form; October) and 1,684 paper forms from community sites. 2,743 respondents.

Race / ethnicity	n	%	Students %	Δ pts
Hispanic / Latino (any race)	1,050	43.3%	65.0%	**-21.7**
Black or African American	834	34.4%	18.2%	**+16.2**
White	393	16.2%	12.6%	+3.6
Two or more / another	90	3.7%	2.2%	+1.5
Asian	24	1.0%	1.8%	-0.8
American Indian / Alaska Native	26	1.1%	0.2%	+0.9
Native Hawaiian / Pacific Islander	10	0.4%	0.0%	+0.4
Reporting	**2,427**	100%	n = 67,315	
Not reported	316	11.5% of all		

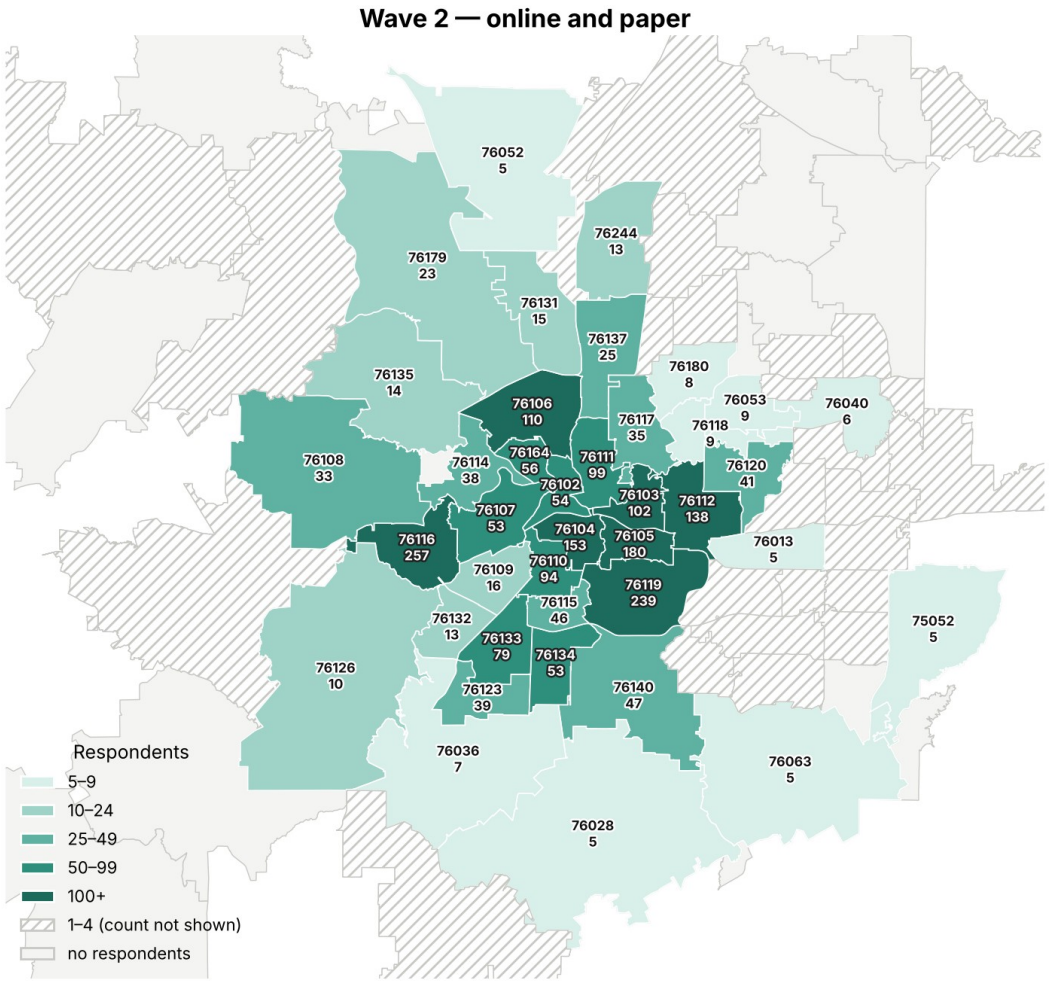
Feeder pattern	n	%	Enroll. %	Δ pts
Arlington Heights	110	8.1%	9.2%	-1.1
Benbrook	41	3.0%	5.7%	-2.6
Carter-Riverside	98	7.2%	6.3%	+1.0
Diamond Hill-Jarvis	55	4.1%	5.3%	-1.2
Dunbar	191	14.1%	4.7%	**+9.4**
Eastern Hills	109	8.1%	9.3%	-1.2
North Side	112	8.3%	8.8%	-0.6
O.D. Wyatt	126	9.3%	7.9%	+1.5
Paschal	110	8.1%	13.2%	**-5.0**
Polytechnic	130	9.6%	8.7%	+0.9
South Hills	45	3.3%	10.0%	**-6.7**
Southwest	50	3.7%	6.1%	-2.4
Western Hills	176	13.0%	4.8%	**+8.2**
Named one of 13	**1,353**	100%	n = 53,541	
Trimble Tech 110 · not sure 663 · prefer not 241 · blank 376				

Connection (select all)	n	%
Parent/guardian/caregiver	919	33.5%
Fort Worth resident or taxpayer	830	30.3%
FWISD employee	113	4.1%
Current FWISD student	293	10.7%
Graduate/alum	265	9.7%
Business, civic, faith-based, nonprofit or community partner	132	4.8%
Other	298	10.9%
Prefer not to answer	244	8.9%
Groups used in this deck (exclusive)		
Community (incl. parents)	2,346	85.5%
Current students	284	10.4%
FWISD employees	113	4.1%
Spanish-language responses: 409 (14.9%) · paper 359 of 1,684; online 50 of 1,059		

Reading the tables. 2,743 respondents, of whom 2,053 (74.8%) have at least one coded entry. Of the 2,427 reporting race/ethnicity, 43.3% are Hispanic/Latino (students 65.0%), 34.4% Black or African American (students 18.2%) and 16.2% White (students 12.6%). 1,353 named one of the 13 feeder patterns (pyramids); 1,280 (46.7%) were unsure, declined or left it blank, and 110 named Trimble Tech. Over-represented by three points or more: Dunbar (+9.4), Western Hills (+8.2). Under-represented: South Hills (-6.7), Paschal (-5.0). Δ is the respondent share minus the student share (race) or the enrollment share (feeder), from unrounded shares; red = five points or more (race) or three points or more (feeder). Paper forms: 42.2% Hispanic/Latino, 33.5% Black or African American, 17.3% White of 1,556 reporting; 359 of 1,684 in Spanish. Online (October): 45.2% Hispanic/Latino, 35.9% Black or African American, 14.2% White of 871 reporting.

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. Each map has its own class breaks.



Reading the map. Wave 2's largest ZIPs are 76116 (257), 76119 (239), 76105 (180), 76104 (153). In 76119, 76105 and 76104 most respondents answered on paper; in 76116, the largest, 131 of 257 came from the Google Form, 72 from paper and 54 from the Qualtrics survey.

Wave 2: 2,219 of 2,743 respondents gave a five-digit ZIP (524 blank or not five digits); 39 ZIPs shown with counts (2,139 respondents), 26 ZIPs with fewer than five respondents hatched, 29 respondents in 27 ZIPs that cannot be drawn on this map. Largest: 76116 (257), 76119 (239), 76105 (180), 76104 (153), 76112 (138).

Boundaries are U.S. Census Bureau ZIP Code Tabulation Areas (ZCTAs), which approximate postal 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. Δ = Wave 2 minus Wave 1, from unrounded shares; red = three points or more for feeder patterns, five points or more for other rows.

	Wave 1	Wave 2	Δ pts	Students
Hispanic / Latino (any race)	41.8%	43.3%	+1.4	65.0%
Black or African American	8.4%	34.4%	**+25.9**	18.2%
White	45.4%	16.2%	**-29.2**	12.6%
Two or more / another	2.9%	3.7%	+0.8	2.2%
Feeder pattern (share of those naming one of 13)				
Arlington Heights	15.5%	8.1%	**-7.4**	9.2%
Benbrook	12.6%	3.0%	**-9.6**	5.7%
Carter-Riverside	4.3%	7.2%	+3.0	6.3%
Diamond Hill-Jarvis	3.4%	4.1%	+0.7	5.3%
Dunbar	2.7%	14.1%	**+11.4**	4.7%
Eastern Hills	4.2%	8.1%	**+3.9**	9.3%
North Side	4.9%	8.3%	**+3.3**	8.8%
O.D. Wyatt	3.0%	9.3%	**+6.3**	7.9%
Paschal	31.6%	8.1%	**-23.4**	13.2%
Polytechnic	3.9%	9.6%	**+5.7**	8.7%
South Hills	4.8%	3.3%	-1.5	10.0%
Southwest	5.7%	3.7%	-2.0	6.1%
Western Hills	3.3%	13.0%	**+9.7**	4.8%
Respondent groups (share of all respondents)				
Community (incl. parents)	76.2%	85.5%	**+9.4**	—
Current students	10.3%	10.4%	0.0	—
FWISD employees	13.5%	4.1%	**-9.4**	—
Answered in Spanish	8.6%	14.9%	**+6.3**	—
Did not name a feeder (unsure / declined / blank)	31.6%	46.7%	**+15.1**	—
Did not report race / ethnicity	22.2%	11.5%	**-10.6**	—

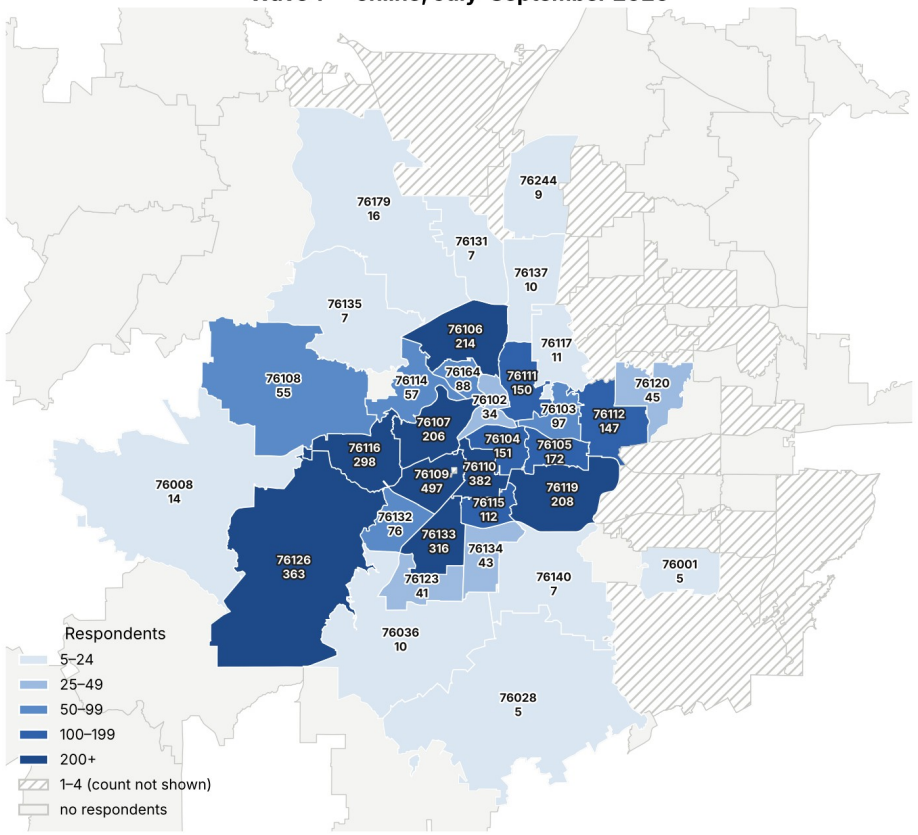
What differs. Wave 2 (2,743) is 34.4% Black or African American against 8.4% in Wave 1 and 18.2% of students, and 16.2% White against 45.4% (students 12.6%); the Hispanic/Latino share is 43.3% vs 41.8% (students 65.0%). Students are 10.4% of Wave 2 respondents (10.3% in Wave 1); employees 4.1% (13.5%). 14.9% of Wave 2 answered in Spanish (8.6% in Wave 1). Among those naming a pyramid, Wave 2 has a much smaller share from Paschal (8.1% vs 31.6%) and larger shares from several other patterns (Dunbar 14.1% vs 2.7%; Western Hills 13.0% vs 3.3%; Carter-Riverside 7.2% vs 4.3%; O.D. Wyatt 9.3% vs 3.0%). Most of Wave 2's Western Hills respondents (129 of 176) came from the Google Form. 46.7% of Wave 2 respondents did not name a feeder pattern: 663 answered "I am not sure" (555 on paper), 241 declined and 376 left it blank.

Why it matters.
The two waves are not two samples of the same public. Differences in the answers (slide 11) may reflect who was reached, how they answered (online or on paper) and any change over time; this analysis cannot separate them. The All Survey Results views later in the deck pool the two waves; slide 11 and the appendix show the waves separately.

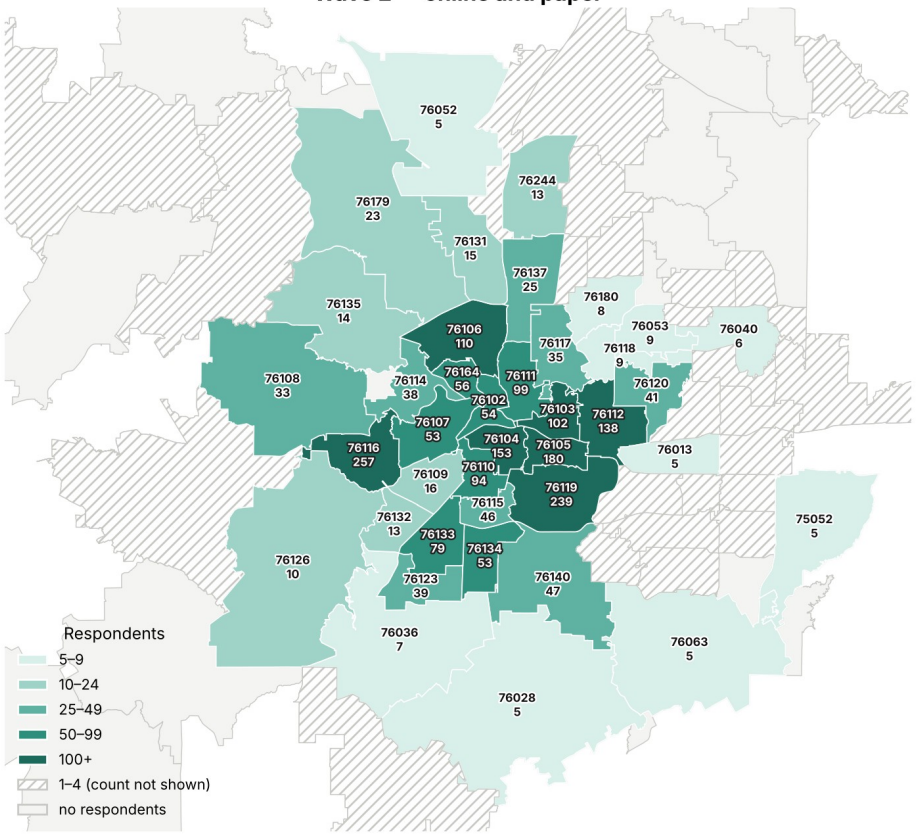
Where respondents live — Wave 1 and Wave 2 by ZIP code

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

Wave 1 — online, July–September 2026



Wave 2 — online and paper



Reading the maps. Wave 1 is heaviest in the south and southwest — 76109 (497), 76110 (382), 76126 (363), 76133 (316). Wave 2's largest ZIPs are 76116 (257), 76119 (239), 76105 (180), 76104 (153). In 76119, 76105 and 76104 most respondents answered on paper; in 76116, the largest, 131 of 257 came from the Google Form, 72 from paper and 54 from the Qualtrics survey.

Wave 1: 3,917 of 4,822 respondents gave a 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 that cannot be drawn on this map. Largest: 76109 (497), 76110 (382), 76126 (363), 76133 (316), 76116 (298).
Wave 2: 2,219 of 2,743 respondents gave a five-digit ZIP (524 blank or not five digits); 39 ZIPs shown with counts (2,139 respondents), 26 ZIPs with fewer than five respondents hatched, 29 respondents in 27 ZIPs that cannot be drawn on this map. Largest: 76116 (257), 76119 (239), 76105 (180), 76104 (153), 76112 (138). Boundaries are U.S. Census Bureau ZIP Code Tabulation Areas (ZCTAs), which approximate postal 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 7,565 respondents across both waves (4,822 Wave 1 online, 1,059 Wave 2 online, 1,684 paper).

Race / ethnicity	n	%	Students %	Δ pts
Hispanic / Latino (any race)	2,620	42.4%	65.0%	**-22.6**
Black or African American	1,150	18.6%	18.2%	+0.4
White	2,096	33.9%	12.6%	**+21.3**
Two or more / another	199	3.2%	2.2%	+1.0
Asian	66	1.1%	1.8%	-0.7
American Indian / Alaska Native	36	0.6%	0.2%	+0.4
Native Hawaiian / Pacific Islander	13	0.2%	0.0%	+0.2
Reporting	**6,180**	100%	n = 67,315	
Not reported	1,385	18.3% of all		

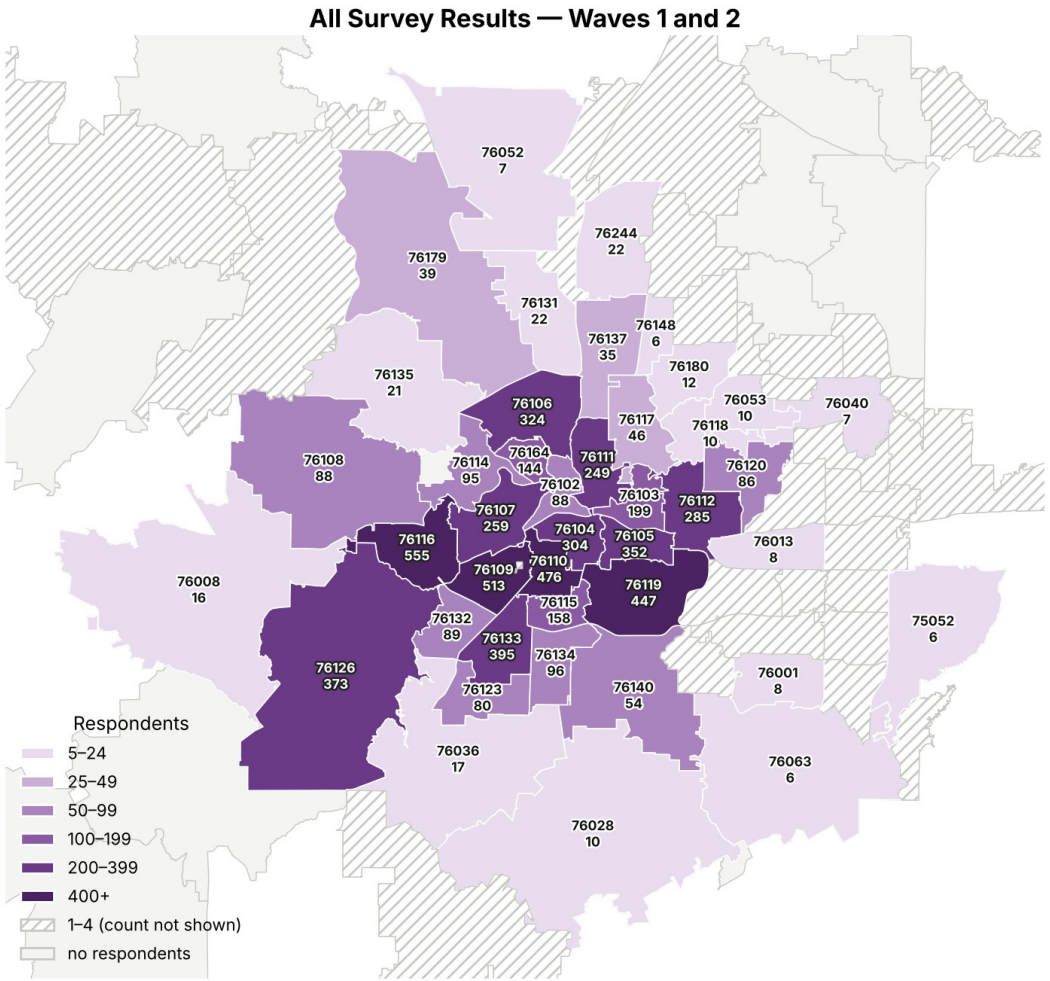
Feeder pattern	n	%	Enroll. %	Δ pts
Arlington Heights	575	13.2%	9.2%	**+4.0**
Benbrook	419	9.6%	5.7%	**+4.0**
Carter-Riverside	226	5.2%	6.3%	-1.1
Diamond Hill-Jarvis	157	3.6%	5.3%	-1.7
Dunbar	272	6.3%	4.7%	+1.5
Eastern Hills	235	5.4%	9.3%	**-3.9**
North Side	260	6.0%	8.8%	-2.9
O.D. Wyatt	217	5.0%	7.9%	-2.9
Paschal	1,056	24.3%	13.2%	**+11.1**
Polytechnic	248	5.7%	8.7%	**-3.0**
South Hills	189	4.3%	10.0%	**-5.7**
Southwest	222	5.1%	6.1%	-1.0
Western Hills	274	6.3%	4.8%	+1.5
Named one of 13	**4,350**	100%	n = 53,541	
Trimble Tech 413 · not sure 917 · prefer not 569 · blank 1,316				

Connection (select all)	n	%
Parent/guardian/caregiver	3,790	50.1%
Fort Worth resident or taxpayer	2,017	26.7%
FWISD employee	765	10.1%
Current FWISD student	804	10.6%
Graduate/alum	668	8.8%
Business, civic, faith-based, nonprofit or community partner	436	5.8%
Other	476	6.3%
Prefer not to answer	390	5.2%
Groups used in this deck (exclusive)		
Community (incl. parents)	6,019	79.6%
Current students	781	10.3%
FWISD employees	765	10.1%
Spanish-language responses: 824 (10.9%)		

Reading the tables. 7,565 respondents, of whom 5,080 (67.2%) have at least one coded entry. Of the 6,180 reporting race/ethnicity, 42.4% are Hispanic/Latino (students 65.0%), 18.6% Black or African American (students 18.2%) and 33.9% White (students 12.6%). 4,350 named one of the 13 feeder patterns (pyramids); 2,802 (37.0%) were unsure, declined or left it blank, and 413 named Trimble Tech. Over-represented by three points or more: Paschal (+11.1), Arlington Heights (+4.0), Benbrook (+4.0). Under-represented: South Hills (-5.7), Eastern Hills (-3.9), Polytechnic (-3.0). Δ is the respondent share minus the student share (race) or the enrollment share (feeder), from unrounded shares; red = five points or more (race) or three points or more (feeder).

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 76116 (555), 76109 (513), 76110 (476), 76119 (447), 76133 (395): the two waves together cover both the ZIPs that led Wave 1 (76109, 76110) and those that led Wave 2 (76116, 76119). 15 of the 42 ZIPs shown have 100 or more respondents.

All Survey Results: 6,136 of 7,565 respondents gave a five-digit ZIP (1,429 blank or not five digits); 42 ZIPs shown with counts (6,017 respondents), 28 ZIPs with fewer than five respondents hatched, 58 respondents in 46 ZIPs that cannot be drawn on this map. Largest: 76116 (555), 76109 (513), 76110 (476), 76119 (447), 76133 (395).

Boundaries are U.S. Census Bureau ZIP Code Tabulation Areas (ZCTAs), which approximate postal 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 — how the answers differ

Every category whose share differs by five points or more, or whose rank differs by five places or more, between the waves (% of respondents with a coded entry; Wave 1 base 3,027, Wave 2 base 2,053; differences from unrounded shares; each wave's full category table is in the appendix). Blue = higher in Wave 2, red = lower.

Question	Category	Wave 1 % (rank)	Wave 2 % (rank)	Δ pts	Test met
Q1	Critical Thinking and Problem Solving	16.2% (#3)	5.8% (#9)	**-10.3**	both
Q1	Social-Emotional Skills and Character	8.8% (#5)	16.0% (#2)	**+7.2**	points
Q1	Reading	20.7% (#1)	14.0% (#3)	**-6.7**	points
Q1	Life Skills and Financial Literacy	6.9% (#6)	13.4% (#4)	**+6.6**	points
Q2	Critical Thinker and Lifelong Learner	16.2% (#3)	6.5% (#6)	**-9.7**	points
Q2	Character, Work Ethic and Integrity	9.3% (#4)	18.2% (#3)	**+8.9**	points
Q2	Academic Mastery and Achievement	19.8% (#2)	28.4% (#1)	**+8.6**	points
Q3	Trust, Support and Retain Educators	20.9% (#1)	5.0% (#10)	**-15.9**	both
Q3	Whole Child Over Scores and Screens	12.9% (#3)	5.4% (#9)	**-7.5**	both
Q3	Respect and Compassion for All	7.4% (#7)	14.6% (#1)	**+7.2**	both
Q4	Quality teaching and high expectations	3.2% (#10)	9.4% (#2)	**+6.1**	both
Q4	Positive school culture and belonging	2.7% (#13)	5.8% (#6)	**+3.1**	rank
Q4	Great teachers, supported and trusted	6.0% (#2)	3.9% (#9)	**-2.0**	rank
Q4	Advanced academics and career pathways	5.5% (#3)	4.2% (#8)	**-1.2**	rank
Q5	Scripted lessons and uniform campus mandates	20.3% (#1)	7.5% (#2)	**-12.8**	points
Q5	Micromanagement and overloading of teachers	15.2% (#2)	3.2% (#11)	**-12.0**	both
Q5	Cutting lunch, recess, arts and enrichment; rigid schedules	15.2% (#2)	5.3% (#7)	**-9.9**	both
Q5	Lowered rigor and neglected basic skills	5.4% (#11)	5.9% (#3)	**+0.6**	rank

18 categories meet the five-point or five-rank test. “Test met” shows whether a category moved five points or more, five ranks or more, or both. Blue = higher in Wave 2, red = lower.

First place in each question (lead over the next category). Q1: Reading leads Wave 1 by 1.9 points; Grade-Level Core Academics leads Wave 2 by 3.0. Q2: College, Career and Military Ready leads Wave 1 by 3.9 points; Academic Mastery and Achievement leads Wave 2 by 4.9. Q3: Trust, Support and Retain Educators leads Wave 1 by 5.0 points; Respect and Compassion for All leads Wave 2 by 1.9. Q4: Safety, structure and discipline leads both. Q5: Scripted lessons and uniform campus mandates leads Wave 1 by 5.1 points; Over-restrictive rules, uneven discipline and unsafe treatment leads Wave 2 by 7.5.

Read with the who-answered slides. Most Wave 2 respondents (1,684 of 2,743) were reached on paper at community sites, mostly food banks (site not recorded for 292 of the 1,684 forms); Wave 2 respondents answered more often in Spanish, include far more Black or African American respondents and fewer FWISD employees (4.1% vs 13.5%), and gave shorter answers. Paper respondents also name fewer categories each (on average 4.1 distinct categories per coded respondent across Q1–Q5, against 5.2 in Wave 1). This analysis does not separate that from the other differences between the waves. 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 5,080 All Survey Results respondents with a coded entry (both waves).

Q1 Know / be able to do	% resp.	n	Listening %
1. Grade-Level Core Academics	**18.9%**	958	11.3% (#5)
2. Reading	**18.0%**	913	15.5% (#2)
3. Critical Thinking and Problem Solving	**12.0%**	609	15.8% (#1)
4. Social-Emotional Skills and Character	**11.7%**	595	13.4% (#3)
5. Life Skills and Financial Literacy	**9.5%**	484	8.9% (#6)

3,872 respondents answered (76.2% of 5,080). † = fewer than 10.

Q2 Successful graduate	% resp.	n	Listening %
1. College, Career and Military Ready	**23.6%**	1,201	26.3% (#1)
2. Academic Mastery and Achievement	**23.3%**	1,183	4.4% (#6)
3. Character, Work Ethic and Integrity	**12.9%**	657	2.5% (#9) †
4. Critical Thinker and Lifelong Learner	**12.3%**	625	21.0% (#2)
5. Confident, Resilient and Well	**7.2%**	368	11.4% (#4)

4,157 respondents answered (81.8% of 5,080). † = fewer than 10.

Q3 Values / non-negotiables	% resp.	n	Listening %
1. Honest, Transparent, Evidence-Based Leadership	**14.6%**	744	21.4% (#2)
2. Trust, Support and Retain Educators	**14.4%**	734	22.8% (#1)
3. Respect and Compassion for All	**10.3%**	523	2.6% (#10)
4. Whole Child Over Scores and Screens	**9.8%**	499	8.3% (#5)
5. Safe and Orderly Schools	**9.6%**	489	3.3% (#8)

3,810 respondents answered (75.0% of 5,080). † = fewer than 10.

Q4 Keep doing	% resp.	n	Listening %
1. Safety, structure and discipline	**8.5%**	430	3.4% (#10) †
2. Counseling, special education, language support	**6.5%**	331	13.6% (#3)
3. Quality teaching and high expectations	**5.7%**	290	2.3% (#12) †
4. Family engagement, communication and listening	**5.6%**	286	9.5% (#5)
5. District leadership and accountability	**5.2%**	265	3.4% (#10) †

2,925 respondents answered (57.6% of 5,080). † = fewer than 10.

Q5 Stop doing	% resp.	n	Listening %
1. Scripted lessons and uniform campus mandates	**15.1%**	767	12.8% (#2)
2. Over-restrictive rules, uneven discipline and unsafe treatment	**13.1%**	668	5.9% (#9)
3. Cutting lunch, recess, arts and enrichment; rigid schedules	**11.2%**	568	5.1% (#12)
4. Micromanagement and overloading of teachers	**10.3%**	525	9.7% (#4)
5. Screens, AI and packets replacing teaching	**8.7%**	444	6.2% (#7)

3,568 respondents answered (70.2% of 5,080). † = fewer than 10.

All Survey Results — top three per question. Q1: Grade-Level Core Academics 18.9%; Reading 18.0%; Critical Thinking and Problem Solving 12.0%. Q2: College, Career and Military Ready 23.6%; Academic Mastery and Achievement 23.3%; Character, Work Ethic and Integrity 12.9%. Q3: Honest, Transparent, Evidence-Based Leadership 14.6%; Trust, Support and Retain Educators 14.4%; Respect and Compassion for All 10.3%. Q4: Safety, structure and discipline 8.5%; Counseling, special education, language support 6.5%; Quality teaching and high expectations 5.7%. Q5: Scripted lessons and uniform campus mandates 15.1%; Over-restrictive rules, uneven discipline and unsafe treatment 13.1%; Cutting lunch, recess, arts and enrichment; rigid schedules 11.2%. Listening column: % of session entries and rank, from the published analysis.

Q1 — What students should know / be able to do (survey and listening)

Survey % of respondents (Wave 1 3,027, Wave 2 2,053, All Survey Results 5,080) 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, % of entries (rank)	Wave 1, % of respondents (rank)	Wave 2, % of respondents (rank)	All survey, % of respondents (rank)	All voices, pooled (rank)	Tier
Grade-Level Core Academics	11.3% #5	18.8% #2	19.0% #1	**18.9% #1**	**18.5% #1**	**Strong — top five on both**
Reading	15.5% #2	20.7% #1	14.0% #3	**18.0% #2**	**17.8% #2**	**Strong — top five on both**
Critical Thinking and Problem Solving	15.8% #1	16.2% #3	5.8% #9	**12.0% #3**	**12.2% #3**	**Strong — top five on both**
Social-Emotional Skills and Character	13.4% #3	8.8% #5	16.0% #2	**11.7% #4**	**11.8% #4**	**Strong — top five on both**
Communication and Self-Advocacy	11.7% #4	9.3% #4	9.7% #5	**9.5% #6**	**9.6% #5**	Listening top five
Life Skills and Financial Literacy	8.9% #6	6.9% #6	13.4% #4	**9.5% #5**	**9.5% #6**	Survey top five
College, Career and Military Readiness	8.6% #7	5.5% #8	9.2% #6	**7.0% #7**	**7.1% #7**	
Math	1.0% #10 †	6.1% #7	6.6% #8	**6.3% #8**	**6.0% #8**	
Science, Arts, Languages and Technology	6.9% #8	3.9% #10	7.1% #7	**5.2% #9**	**5.3% #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 in both the survey and the listening sessions; the tier shows agreement between the two methods, not importance): 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. Tiers use competition ranks from unrounded shares. At the fifth-place line the next category is 2 respondents behind in the survey and 7 entries behind in the listening sessions; where those gaps are small, a category's tier could change with a few more or fewer respondents or entries. **All voices.** All Survey Results combined with the listening sessions: survey respondents naming the category plus listening-session entries naming it, over 5,080 coded survey respondents plus 291 listening entries (5,371). The two methods 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. *† = fewer than 10 respondents or entries: shown for completeness, not as a finding.*

Q2 — The successful graduate (survey and listening)

Survey % of respondents (Wave 1 3,027, Wave 2 2,053, All Survey Results 5,080) 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, % of entries (rank)	Wave 1, % of respondents (rank)	Wave 2, % of respondents (rank)	All survey, % of respondents (rank)	All voices, pooled (rank)	Tier
College, Career and Military Ready	26.3% #1	23.7% #1	23.5% #2	**23.6% #1**	**23.8% #1**	**Strong — top five on both**
Academic Mastery and Achievement	4.4% #6	19.8% #2	28.4% #1	**23.3% #2**	**22.2% #2**	Survey top five
Critical Thinker and Lifelong Learner	21.0% #2	16.2% #3	6.5% #6	**12.3% #4**	**12.8% #3**	**Strong — top five on both**
Character, Work Ethic and Integrity	2.5% #9 †	9.3% #4	18.2% #3	**12.9% #3**	**12.3% #4**	Survey top five
Confident, Resilient and Well	11.4% #4	7.4% #5	7.1% #4	**7.2% #5**	**7.5% #5**	**Strong — top five on both**
Communication and Interpersonal Skills	15.9% #3	6.8% #6	5.3% #7	**6.2% #6**	**6.8% #6**	Listening top five
Independent Living Skills	3.8% #8	5.9% #8	6.6% #5	**6.2% #7**	**6.0% #7**	
Contributing Citizen and Community Member	8.3% #5	6.7% #7	3.2% #8	**5.3% #8**	**5.4% #8**	Listening top five
Well-Rounded Experiences and Interests	4.4% #6	3.8% #9	2.4% #9	**3.2% #9**	**3.3% #9**	
Success Defined by Own Goals	1.9% #10 †	2.0% #10	2.0% #10	**2.0% #10**	**2.0% #10**	

Tiers. Strong candidates (top five in both the survey and the listening sessions; the tier shows agreement between the two methods, not importance): 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. Tiers use competition ranks from unrounded shares. At the fifth-place line the next category is 53 respondents behind in the survey and 12 entries behind in the listening sessions; where those gaps are small, a category's tier could change with a few more or fewer respondents or entries. **All voices.** All Survey Results combined with the listening sessions: survey respondents naming the category plus listening-session entries naming it, over 5,080 coded survey respondents plus 315 listening entries (5,395). The two methods 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. *† = fewer than 10 respondents or entries: shown for completeness, not as a finding.*

Q3 — Values the Superintendent must honor (survey and listening)

Survey % of respondents (Wave 1 3,027, Wave 2 2,053, All Survey Results 5,080) 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, % of entries (rank)	Wave 1, % of respondents (rank)	Wave 2, % of respondents (rank)	All survey, % of respondents (rank)	All voices, pooled (rank)	Tier
Trust, Support and Retain Educators	22.8% #1	20.9% #1	5.0% #10	**14.4% #2**	**15.5% #1**	**Strong — top five on both**
Honest, Transparent, Evidence-Based Leadership	21.4% #2	15.9% #2	12.8% #2	**14.6% #1**	**15.5% #1**	**Strong — top five on both**
Consult and Partner With Community	17.2% #3	10.6% #4	7.7% #5	**9.4% #6**	**10.4% #3**	Listening top five
Whole Child Over Scores and Screens	8.3% #5	12.9% #3	5.4% #9	**9.8% #4**	**9.6% #4**	**Strong — top five on both**
Respect and Compassion for All	2.6% #10	7.4% #7	14.6% #1	**10.3% #3**	**9.3% #5**	Survey top five
Equity and Basic Resources Every Campus	8.4% #4	8.9% #5	9.0% #4	**8.9% #7**	**8.9% #6**	Listening top five
Safe and Orderly Schools	3.3% #8	8.5% #6	11.3% #3	**9.6% #5**	**8.8% #7**	Survey top five
Inclusion Regardless of Identity	3.9% #6	6.7% #8	6.3% #7	**6.6% #8**	**6.2% #8**	
High Expectations and Rigor	1.8% #12	5.6% #10	6.9% #6	**6.1% #9**	**5.6% #9**	
Students First in Every Decision	2.0% #11	5.4% #11	6.0% #8	**5.6% #10**	**5.2% #10**	
Special Education and Learning Differences	2.8% #9	6.0% #9	2.1% #12	**4.5% #11**	**4.3% #11**	
Protect Programs and Neighborhood Schools	3.9% #6	4.8% #12	1.9% #13	**3.6% #12**	**3.7% #12**	
Politics and Religion Out of Schools	1.5% #13	4.7% #13	1.3% #14	**3.3% #13**	**3.1% #13**	
Faith, Tradition and Parental Authority	0.0% #14 †	1.9% #14	4.0% #11	**2.8% #14**	**2.4% #14**	
Other	0.0% †	0.2% †	0.1% †	**0.2% †**	**0.1%**	

Tiers. Strong candidates (top five in both the survey and the listening sessions; the tier shows agreement between the two methods, not importance): Trust, Support and Retain Educators; Honest, Transparent, Evidence-Based Leadership; Whole Child Over Scores and Screens. Survey top five only: Respect and Compassion for All; Safe and Orderly Schools. Listening top five only: Consult and Partner With Community; Equity and Basic Resources Every Campus. Tiers use competition ranks from unrounded shares. At the fifth-place line the next category is 9 respondents behind in the survey and 32 entries behind in the listening sessions; where those gaps are small, a category's tier could change with a few more or fewer respondents or entries. **All voices.** All Survey Results combined with the listening sessions: survey respondents naming the category plus listening-session entries naming it, over 5,080 coded survey respondents plus 737 listening entries (5,817). The two methods 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. *† = fewer than 10 respondents or entries: shown for completeness, not as a finding.*

Q4 — Keep doing (survey and listening)

Survey % of respondents (Wave 1 3,027, Wave 2 2,053, All Survey Results 5,080) 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, % of entries (rank)	Wave 1, % of respondents (rank)	Wave 2, % of respondents (rank)	All survey, % of respondents (rank)	All voices, pooled (rank)	Tier
Safety, structure and discipline	3.4% #10 †	7.5% #1	9.9% #1	**8.5% #1**	**8.2% #1**	Survey top five
Counseling, special education, language support	13.6% #3	5.0% #5	8.7% #3	**6.5% #2**	**6.9% #2**	**Strong — top five on both**
Family engagement, communication and listening	9.5% #5	5.2% #4	6.2% #4	**5.6% #4**	**5.8% #3**	**Strong — top five on both**
Advanced academics and career pathways	18.2% #1	5.5% #3	4.2% #8	**5.0% #8**	**5.6% #4**	Listening top five
Quality teaching and high expectations	2.3% #12 †	3.2% #10	9.4% #2	**5.7% #3**	**5.5% #5**	Survey top five
Great teachers, supported and trusted	5.3% #8	6.0% #2	3.9% #9	**5.2% #6**	**5.2% #6**	
Meals, buses and facilities	6.1% #7	4.4% #7	6.2% #5	**5.1% #7**	**5.2% #6**	
District leadership and accountability	3.4% #10 †	5.0% #5	5.5% #7	**5.2% #5**	**5.1% #8**	Survey top five
Arts, athletics and extracurriculars	10.2% #4	4.1% #8	3.4% #10	**3.8% #10**	**4.1% #9**	Listening top five
Positive school culture and belonging	1.5% #13 †	2.7% #13	5.8% #6	**4.0% #9**	**3.9% #10**	
Schools of choice and specialised campuses	15.2% #2	3.8% #9	0.9% #13	**2.6% #11**	**3.3% #11**	Listening top five
Reading and early learning	4.5% #9	2.8% #12	1.8% #11	**2.4% #12**	**2.5% #12**	
Strong campuses and campus leadership	6.8% #6	3.1% #11	1.0% #12	**2.3% #13**	**2.5% #13**	
Nothing working or too early	0.0% †	8.0%	3.2%	**6.0%**	**5.7%**	

Tiers. Strong candidates (top five in both the survey and the listening sessions; the tier shows agreement between the two methods, not importance): Counseling, special education, language support; Family engagement, communication and listening. Survey top five only: Safety, structure and discipline; Quality teaching and high expectations; District leadership and accountability. Listening top five only: Advanced academics and career pathways; Arts, athletics and extracurriculars; Schools of choice and specialised campuses. Tiers use competition ranks from unrounded shares. At the fifth-place line the next category is 3 respondents behind in the survey and 7 entries behind in the listening sessions; where those gaps are small, a category's tier could change with a few more or fewer respondents or entries. **All voices.** All Survey Results combined with the listening sessions: survey respondents naming the category plus listening-session entries naming it, over 5,080 coded survey respondents plus 264 listening entries (5,344). The two methods 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. *† = fewer than 10 respondents or entries: shown for completeness, not as a finding.*

Q5 — Stop doing (survey and listening)

Survey % of respondents (Wave 1 3,027, Wave 2 2,053, All Survey Results 5,080) 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, % of entries (rank)	Wave 1, % of respondents (rank)	Wave 2, % of respondents (rank)	All survey, % of respondents (rank)	All voices, pooled (rank)	Tier
Scripted lessons and uniform campus mandates	12.8% #2	20.3% #1	7.5% #2	**15.1% #1**	**14.7% #1**	**Strong — top five on both**
Over-restrictive rules, uneven discipline and unsafe treatment	5.9% #9	12.0% #4	14.9% #1	**13.1% #2**	**11.9% #2**	Survey top five
Micromanagement and overloading of teachers	9.7% #4	15.2% #2	3.2% #11	**10.3% #4**	**10.2% #3**	**Strong — top five on both**
Cutting lunch, recess, arts and enrichment; rigid schedules	5.1% #12	15.2% #2	5.3% #7	**11.2% #3**	**10.1% #4**	Survey top five
Decisions without community or parent voice	13.1% #1	10.1% #6	5.8% #6	**8.4% #6**	**9.2% #5**	Listening top five
Screens, AI and packets replacing teaching	6.2% #7	10.7% #5	5.9% #4	**8.7% #5**	**8.3% #6**	Survey top five
Losing teachers, hiring uncertified staff, underpaying	7.3% #6	7.7% #8	5.8% #5	**7.0% #7**	**7.0% #7**	
Testing overemphasis and daily assessments	5.6% #10	8.7% #7	3.8% #9	**6.7% #8**	**6.5% #8**	
Lowered rigor and neglected basic skills	7.9% #5	5.4% #11	5.9% #3	**5.6% #9**	**6.0% #9**	Listening top five
Closures, program cuts, campus inequity and poor daily operations	6.0% #8	5.7% #10	5.2% #8	**5.5% #10**	**5.6% #10**	
Under-serving special education, bilingual and student supports	10.4% #3	4.0% #14	3.6% #10	**3.8% #12**	**5.0% #11**	Listening top five
Leadership by fear and disrespect	5.2% #11	5.9% #9	1.9% #13	**4.3% #11**	**4.4% #12**	
Unproven, error-ridden curriculum adoptions	3.1% #13	5.1% #12	1.2% #14	**3.5% #13**	**3.4% #13**	
Religion, politics and ideology in curriculum	1.1% #14	4.1% #13	2.7% #12	**3.5% #14**	**3.1% #14**	
Other	0.5% †	5.6%	8.6%	**6.8%**	**5.7%**	

Tiers. Strong candidates (top five in both the survey and the listening sessions; the tier shows agreement between the two methods, not importance): 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. Tiers use competition ranks from unrounded shares. At the fifth-place line the next category is 19 respondents behind in the survey and 7 entries behind in the listening sessions; where those gaps are small, a category's tier could change with a few more or fewer respondents or entries. **All voices.** All Survey Results combined with the listening sessions: survey respondents naming the category plus listening-session entries naming it, over 5,080 coded survey respondents plus 1,110 listening entries (6,190). The two methods 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. *† = fewer than 10 respondents or entries: shown for completeness, not as a finding.*

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). The groups overlap in reality; a respondent is placed in one only.

	Community (incl. parents)	Current students	FWISD employees
Respondents	6,019	781	765
With ≥1 coded entry (base for answer shares)	4,010	560	510
Wave 1 / Wave 2 online / paper	3,673 / 833 / 1,513	497 / 149 / 135	652 / 77 / 36
Also checked parent/guardian	3,421	141	228
Answered in Spanish	672 (11.2%)	137 (17.5%)	15 (2.0%)
Race / ethnicity (% of those reporting)			
Hispanic / Latino (any race) (students 65.0%)	40.3%	65.3%	33.5%
Black or African American (students 18.2%)	19.2%	15.8%	17.3%
White (students 12.6%)	35.3%	13.7%	46.0%
Two or more / another (students 2.2%)	3.4%	2.8%	1.9%
Reporting race / ethnicity	4,910 of 6,019	685 of 781	585 of 765
Feeder pattern (% of those naming one of 13; enrollment % in brackets)			
Arlington Heights (9.2%)	13.6%	9.2%	13.2%
Benbrook (5.7%)	10.1%	6.8%	8.6%
Carter-Riverside (6.3%)	5.2%	5.7%	5.0%
Diamond Hill-Jarvis (5.3%)	3.3%	5.7%	4.6%
Dunbar (4.7%)	6.1%	5.1%	7.8%
Eastern Hills (9.3%)	5.0%	6.0%	8.0%
North Side (8.8%)	5.6%	5.1%	8.8%
O.D. Wyatt (7.9%)	5.2%	4.8%	4.0%
Paschal (13.2%)	25.4%	22.6%	17.6%
Polytechnic (8.7%)	5.9%	4.2%	5.2%
South Hills (10.0%)	3.8%	5.1%	7.3%
Southwest (6.1%)	5.1%	5.1%	5.2%
Western Hills (4.8%)	5.7%	14.9%	4.8%
Named one of 13	3,491 of 6,019	336 of 781	523 of 765

Who is in each group. Community: 6,019 respondents (79.6% of all), 3,421 of them parents or guardians. Everyone who is neither an employee nor a student is in this group, including 513 who left the question blank and 380 of the 390 who chose “prefer not to answer” (the other 10 also checked employee or student). Current students: 781 (10.3%), 135 of them on paper forms. FWISD employees: 765 (10.1%), including 228 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 (65.3% Hispanic/Latino, 15.8% Black or African American, 13.7% White); employees have the highest White share (46.0%); the community group sits between (35.3% 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.

Asian, American Indian / Alaska Native and Native Hawaiian / Pacific Islander respondents are not shown; they make up the remaining 1.4–2.5% of those reporting in each group.

All Survey Results — community members (including parents)

Top five per question, % of the 4,010 community respondents with a coded entry (6,019 respondents in the group).

Q1 Know / be able to do	% resp.	n	Listening %
1. Grade-Level Core Academics	**19.5%**	782	11.3% (#5)
2. Reading	**17.8%**	715	15.5% (#2)
3. Critical Thinking and Problem Solving	**12.4%**	499	15.8% (#1)
4. Social-Emotional Skills and Character	**11.8%**	475	13.4% (#3)
5. Life Skills and Financial Literacy	**10.7%**	429	8.9% (#6)
3,145 respondents answered (78.4% of 4,010). † = fewer than 10.			

Q2 Successful graduate	% resp.	n	Listening %
1. College, Career and Military Ready	**24.3%**	975	26.3% (#1)
2. Academic Mastery and Achievement	**23.3%**	935	4.4% (#6)
3. Character, Work Ethic and Integrity	**13.1%**	525	2.5% (#9) †
4. Critical Thinker and Lifelong Learner	**12.6%**	506	21.0% (#2)
5. Confident, Resilient and Well	**7.1%**	284	11.4% (#4)
3,300 respondents answered (82.3% of 4,010). † = fewer than 10.			

Q3 Values / non-negotiables	% resp.	n	Listening %
1. Honest, Transparent, Evidence-Based Leadership	**15.6%**	624	21.4% (#2)
2. Trust, Support and Retain Educators	**13.6%**	545	22.8% (#1)
3. Respect and Compassion for All	**11.0%**	441	2.6% (#10)
4. Safe and Orderly Schools	**9.9%**	396	3.3% (#8)
5. Whole Child Over Scores and Screens	**9.9%**	395	8.3% (#5)
3,039 respondents answered (75.8% of 4,010). † = fewer than 10.			

Q4 Keep doing	% resp.	n	Listening %
1. Safety, structure and discipline	**8.0%**	321	3.4% (#10) †
2. Counseling, special education, language support	**6.6%**	264	13.6% (#3)
3. Family engagement, communication and listening	**5.9%**	237	9.5% (#5)
4. Quality teaching and high expectations	**5.6%**	223	2.3% (#12) †
5. District leadership and accountability	**5.2%**	210	3.4% (#10) †
2,277 respondents answered (56.8% of 4,010). † = fewer than 10.			

Q5 Stop doing	% resp.	n	Listening %
1. Scripted lessons and uniform campus mandates	**13.8%**	554	12.8% (#2)
2. Over-restrictive rules, uneven discipline and unsafe treatment	**12.9%**	516	5.9% (#9)
3. Micromanagement and overloading of teachers	**9.1%**	366	9.7% (#4)
4. Screens, AI and packets replacing teaching	**9.0%**	360	6.2% (#7)
5. Decisions without community or parent voice	**8.5%**	340	13.1% (#1)
2,740 respondents answered (68.3% of 4,010). † = fewer than 10.			

Community — top three per question. Q1: Grade-Level Core Academics 19.5%; Reading 17.8%; Critical Thinking and Problem Solving 12.4%. Q2: College, Career and Military Ready 24.3%; Academic Mastery and Achievement 23.3%; Character, Work Ethic and Integrity 13.1%. Q3: Honest, Transparent, Evidence-Based Leadership 15.6%; Trust, Support and Retain Educators 13.6%; Respect and Compassion for All 11.0%. Q4: Safety, structure and discipline 8.0%; Counseling, special education, language support 6.6%; Family engagement, communication and listening 5.9%. Q5: Scripted lessons and uniform campus mandates 13.8%; Over-restrictive rules, uneven discipline and unsafe treatment 12.9%; Micromanagement and overloading of teachers 9.1%. Listening column: % of session entries and rank, from the published analysis.

All Survey Results — current FWISD students

Top five per question, % of the 560 student respondents with a coded entry (781 in the group).

Q1 Know / be able to do	% resp.	n	Listening %
1. Grade-Level Core Academics	**13.0%**	73	11.3% (#5)
2. Social-Emotional Skills and Character	**10.9%**	61	13.4% (#3)
3. Communication and Self-Advocacy	**8.9%**	50	11.7% (#4)
4. Reading	**6.8%**	38	15.5% (#2)
5. College, Career and Military Readiness	**5.9%**	33	8.6% (#7)
299 respondents answered (53.4% of 560). † = fewer than 10.			

Q2 Successful graduate	% resp.	n	Listening %
1. Academic Mastery and Achievement	**24.6%**	138	4.4% (#6)
2. College, Career and Military Ready	**17.7%**	99	26.3% (#1)
3. Character, Work Ethic and Integrity	**17.5%**	98	2.5% (#9) †
4. Confident, Resilient and Well	**8.2%**	46	11.4% (#4)
5. Critical Thinker and Lifelong Learner	**8.0%**	45	21.0% (#2)
439 respondents answered (78.4% of 560). † = fewer than 10.			

Q3 Values / non-negotiables	% resp.	n	Listening %
1. Safe and Orderly Schools	**12.0%**	67	3.3% (#8)
2. Trust, Support and Retain Educators	**10.4%**	58	22.8% (#1)
3. Consult and Partner With Community	**9.8%**	55	17.2% (#3)
4. Respect and Compassion for All	**8.8%**	49	2.6% (#10)
5. Honest, Transparent, Evidence-Based Leadership	**7.7%**	43	21.4% (#2)
5. Whole Child Over Scores and Screens	**7.7%**	43	8.3% (#5)
374 respondents answered (66.8% of 560). † = fewer than 10.			

Q4 Keep doing	% resp.	n	Listening %
1. Safety, structure and discipline	**11.4%**	64	3.4% (#10) †
2. District leadership and accountability	**5.7%**	32	3.4% (#10) †
2. Family engagement, communication and listening	**5.7%**	32	9.5% (#5)
4. Quality teaching and high expectations	**5.5%**	31	2.3% (#12) †
5. Great teachers, supported and trusted	**5.4%**	30	5.3% (#8)
334 respondents answered (59.6% of 560). † = fewer than 10.			

Q5 Stop doing	% resp.	n	Listening %
1. Cutting lunch, recess, arts and enrichment; rigid schedules	**34.5%**	193	5.1% (#12)
2. Over-restrictive rules, uneven discipline and unsafe treatment	**19.1%**	107	5.9% (#9)
3. Scripted lessons and uniform campus mandates	**12.9%**	72	12.8% (#2)
4. Micromanagement and overloading of teachers	**7.7%**	43	9.7% (#4)
5. Decisions without community or parent voice	**7.1%**	40	13.1% (#1)
424 respondents answered (75.7% of 560). † = fewer than 10.			

Students — top three per question. Q1: Grade-Level Core Academics 13.0%; Social-Emotional Skills and Character 10.9%; Communication and Self-Advocacy 8.9%. Q2: Academic Mastery and Achievement 24.6%; College, Career and Military Ready 17.7%; Character, Work Ethic and Integrity 17.5%. Q3: Safe and Orderly Schools 12.0%; Trust, Support and Retain Educators 10.4%; Consult and Partner With Community 9.8%. Q4: Safety, structure and discipline 11.4%; District leadership and accountability 5.7%; Family engagement, communication and listening 5.7%. Q5: Cutting lunch, recess, arts and enrichment; rigid schedules 34.5%; Over-restrictive rules, uneven discipline and unsafe treatment 19.1%; Scripted lessons and uniform campus mandates 12.9%. Listening column: % of session entries and rank, from the published analysis.

Concentration. 146 of the 193 students who named "Cutting lunch, recess, arts and enrichment; rigid schedules" on Q5 are Hispanic/Latino students, and 120 of those 146 gave the same feeder pattern (supplement, slide 26).

All Survey Results — FWISD employees

Top five per question, % of the 510 employee respondents with a coded entry (765 in the group).

Q1 Know / be able to do	% resp.	n	Listening %
1. Reading	**31.4%**	160	15.5% (#2)
2. Grade-Level Core Academics	**20.2%**	103	11.3% (#5)
3. Critical Thinking and Problem Solving	**16.9%**	86	15.8% (#1)
4. Communication and Self-Advocacy	**11.6%**	59	11.7% (#4)
4. Social-Emotional Skills and Character	**11.6%**	59	13.4% (#3)

428 respondents answered (83.9% of 510). † = fewer than 10.

Q2 Successful graduate	% resp.	n	Listening %
1. College, Career and Military Ready	**24.9%**	127	26.3% (#1)
2. Academic Mastery and Achievement	**21.6%**	110	4.4% (#6)
3. Critical Thinker and Lifelong Learner	**14.5%**	74	21.0% (#2)
4. Contributing Citizen and Community Member	**9.8%**	50	8.3% (#5)
5. Communication and Interpersonal Skills	**8.0%**	41	15.9% (#3)

418 respondents answered (82.0% of 510). † = fewer than 10.

Q3 Values / non-negotiables	% resp.	n	Listening %
1. Trust, Support and Retain Educators	**25.7%**	131	22.8% (#1)
2. Honest, Transparent, Evidence-Based Leadership	**15.1%**	77	21.4% (#2)
3. Consult and Partner With Community	**12.7%**	65	17.2% (#3)
4. Whole Child Over Scores and Screens	**12.0%**	61	8.3% (#5)
5. Equity and Basic Resources Every Campus	**9.6%**	49	8.4% (#4)

397 respondents answered (77.8% of 510). † = fewer than 10.

Q4 Keep doing	% resp.	n	Listening %
1. Safety, structure and discipline	**8.8%**	45	3.4% (#10) †
2. Counseling, special education, language support	**7.5%**	38	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)

314 respondents answered (61.6% of 510). † = fewer than 10.

Q5 Stop doing	% resp.	n	Listening %
1. Scripted lessons and uniform campus mandates	**27.6%**	141	12.8% (#2)
2. Micromanagement and overloading of teachers	**22.7%**	116	9.7% (#4)
3. Testing overemphasis and daily assessments	**9.8%**	50	5.6% (#10)
4. Cutting lunch, recess, arts and enrichment; rigid schedules	**9.6%**	49	5.1% (#12)
5. Screens, AI and packets replacing teaching	**9.2%**	47	6.2% (#7)

404 respondents answered (79.2% of 510). † = fewer than 10.

Employees — top three per question. Q1: Reading 31.4%; Grade-Level Core Academics 20.2%; Critical Thinking and Problem Solving 16.9%. Q2: College, Career and Military Ready 24.9%; Academic Mastery and Achievement 21.6%; Critical Thinker and Lifelong Learner 14.5%. Q3: Trust, Support and Retain Educators 25.7%; Honest, Transparent, Evidence-Based Leadership 15.1%; Consult and Partner With Community 12.7%. Q4: Safety, structure and discipline 8.8%; Counseling, special education, language support 7.5%; Meals, buses and facilities 7.1%; Quality teaching and high expectations 7.1%. Q5: Scripted lessons and uniform campus mandates 27.6%; Micromanagement and overloading of teachers 22.7%; Testing overemphasis and daily assessments 9.8%. 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 entry). Blue = higher than All Survey Results, red = lower.

Q	Category	All survey	Community	Students	Employees
Q1	Reading	18.0% #2	17.8% #2	**6.8% #4**	**31.4% #1**
Q1	Critical Thinking and Problem Solving	12.0% #3	12.4% #3	**4.3% #8**	16.9% #3
Q1	Grade-Level Core Academics	18.9% #1	19.5% #1	**13.0% #1**	20.2% #2
Q2	Character, Work Ethic and Integrity	12.9% #3	13.1% #3	17.5% #3	**6.7% #8**
Q2	College, Career and Military Ready	23.6% #1	24.3% #1	**17.7% #2**	24.9% #1
Q3	Trust, Support and Retain Educators	14.4% #2	13.6% #2	10.4% #2	**25.7% #1**
Q3	Honest, Transparent, Evidence-Based Leadership	14.6% #1	15.6% #1	**7.7% #5**	15.1% #2
Q3	Special Education and Learning Differences	4.5% #11	4.3% #11	2.0% #12	**8.4% #6**
Q3	Respect and Compassion for All	10.3% #3	11.0% #3	8.8% #4	**6.5% #8**
Q4	Family engagement, communication and listening	5.6% #4	5.9% #3	5.7% #2	**3.3% #11**
Q4	Arts, athletics and extracurriculars	3.8% #10	3.9% #10	2.3% #10	**5.1% #5**
Q5	Cutting lunch, recess, arts and enrichment; rigid schedules	11.2% #3	8.1% #6	**34.5% #1**	9.6% #4
Q5	Scripted lessons and uniform campus mandates	15.1% #1	13.8% #1	12.9% #3	**27.6% #1**
Q5	Micromanagement and overloading of teachers	10.3% #4	9.1% #3	7.7% #4	**22.7% #2**
Q5	Over-restrictive rules, uneven discipline and unsafe treatment	13.1% #2	12.9% #2	**19.1% #2**	**8.8% #7**
Q5	Unproven, error-ridden curriculum adoptions	3.5% #13	3.0% #14	2.3% #13	**8.6% #9**
Q5	Leadership by fear and disrespect	4.3% #11	3.8% #12	3.0% #11	**9.0% #6**
Q5	Testing overemphasis and daily assessments	6.7% #8	6.7% #8	3.8% #9	**9.8% #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 5,080 coded respondents; a group's cell is bold where it meets the five-point / five-rank rule. † = fewer than 10 respondents: shown for completeness, not as a finding.

Where each group's shares are higher or lower 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; "#4 vs #2" is the group's rank against the All Survey Results rank.

Community (incl. parents) — 4,010 coded respondents

More than All Survey Results: nothing meets the rule

Less than All Survey Results: nothing meets the rule

Community respondents are 78.9% of the 5,080 coded respondents (79.6% of all 7,565 respondents), 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 — 560 coded respondents

More than All Survey Results: Cutting lunch, recess, arts and enrichment; rigid schedules (Q5, +23.3, #1 vs #3); Over-restrictive rules, uneven discipline and unsafe treatment (Q5, +6.0, #2 vs #2)

Less than All Survey Results: Reading (Q1, -11.2, #4 vs #2); Grade-Level Core Academics (Q1, -5.8, #1 vs #1); Critical Thinking and Problem Solving (Q1, -7.7, #8 vs #3); College, Career and Military Ready (Q2, -6.0, #2 vs #1); Honest, Transparent, Evidence-Based Leadership (Q3, -7.0, #5 vs #1)

Concentration. 146 of the 193 students who named "Cutting lunch, recess, arts and enrichment; rigid schedules" on Q5 are Hispanic/Latino students, and 120 of those 146 gave the same feeder pattern (supplement, slide 26).

FWISD employees — 510 coded respondents

More than All Survey Results: Reading (Q1, +13.4, #1 vs #2); Trust, Support and Retain Educators (Q3, +11.2, #1 vs #2); Special Education and Learning Differences (Q3, +4.0, #6 vs #11); Arts, athletics and extracurriculars (Q4, +1.3, #5 vs #10); Scripted lessons and uniform campus mandates (Q5, +12.5, #1 vs #1); Micromanagement and overloading of teachers (Q5, +12.4, #2 vs #4); Testing overemphasis and daily assessments (Q5, +3.1, #3 vs #8); Leadership by fear and disrespect (Q5, +4.7, #6 vs #11); Unproven, error-ridden curriculum adoptions (Q5, +5.1, #9 vs #13)

Less than All Survey Results: Character, Work Ethic and Integrity (Q2, -6.3, #8 vs #3); Respect and Compassion for All (Q3, -3.8, #8 vs #3); Family engagement, communication and listening (Q4, -2.3, #11 vs #4); Over-restrictive rules, uneven discipline and unsafe treatment (Q5, -4.3, #7 vs #2)

Adjusting to the student population — method

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

Race / ethnicity cell	Respondents	Share of base	Students (TAPR)	Weight
Hispanic/Latino	1,795	39.3%	65.0%	**1.66**
Black or African American	936	20.5%	18.2%	**0.89**
White	1,610	35.2%	12.6%	**0.36**
All other reporting	230	5.0%	4.2%	**0.83**
Base 4,571 of 5,080 coded respondents (509 not reporting race/ethnicity excluded) · effective sample size (Kish; slide 34) 3,469				

Feeder pattern cell	Resp.	Share	Enroll. %	Weight
Arlington Heights	448	13.6%	9.2%	**0.68**
Benbrook	307	9.3%	5.7%	**0.61**
Carter-Riverside	172	5.2%	6.3%	**1.20**
Diamond Hill-Jarvis	104	3.1%	5.3%	**1.68**
Dunbar	220	6.7%	4.7%	**0.71**
Eastern Hills	190	5.7%	9.3%	**1.62**
North Side	178	5.4%	8.8%	**1.64**
O.D. Wyatt	178	5.4%	7.9%	**1.46**
Paschal	784	23.7%	13.2%	**0.55**
Polytechnic	181	5.5%	8.7%	**1.60**
South Hills	131	4.0%	10.0%	**2.53**
Southwest	167	5.1%	6.1%	**1.21**
Western Hills	245	7.4%	4.8%	**0.65**
Base 3,305 of 5,080 (1,775 naming no feeder pattern, or Trimble Tech, excluded) · Kish 2,591				

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 ×2.53, O.D. Wyatt ×1.46); weights below 1 shrink over-represented ones (White ×0.36; Paschal ×0.55).

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 1,775 respondents who named no feeder pattern or named Trimble Tech; the race view drops the 509 who reported no race/ethnicity. Ranges on the next slides are 95% intervals from re-drawing the respondents at random 1,000 times within each cell (slide 34) 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

Shares if the 4,571 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	**17.1%**	15.9–18.3	18.9% (#1)
2. Reading	**14.9%**	13.8–16.1	18.0% (#2)
3. Social-Emotional Skills and Character	**12.7%**	11.6–13.9	11.7% (#4)
4. Life Skills and Financial Literacy	**9.5%**	8.5–10.4	9.5% (#5)
5. Communication and Self-Advocacy	**8.9%**	8.0–9.8	9.5% (#6)

Q2 Successful graduate	Adjusted %	95% range	All survey % (rank)
1. Academic Mastery and Achievement	**24.0%**	22.6–25.5	23.3% (#2)
2. College, Career and Military Ready	**21.8%**	20.4–23.2	23.6% (#1)
3. Character, Work Ethic and Integrity	**15.2%**	14.0–16.4	12.9% (#3)
4. Critical Thinker and Lifelong Learner	**9.2%**	8.3–10.1	12.3% (#4)
5. Confident, Resilient and Well	**7.4%**	6.5–8.3	7.2% (#5)

Q3 Values / non-negotiables	Adjusted %	95% range	All survey % (rank)
1. Honest, Transparent, Evidence-Based Leadership	**13.0%**	11.9–14.0	14.6% (#1)
2. Respect and Compassion for All	**12.5%**	11.4–13.7	10.3% (#3)
3. Trust, Support and Retain Educators	**10.5%**	9.5–11.5	14.4% (#2)
4. Safe and Orderly Schools	**10.0%**	9.1–11.1	9.6% (#5)
5. Whole Child Over Scores and Screens	**9.1%**	8.2–10.0	9.8% (#4)

Q4 Keep doing	Adjusted %	95% range	All survey % (rank)
1. Safety, structure and discipline	**10.3%**	9.3–11.3	8.5% (#1)
2. Counseling, special education, language support	**7.0%**	6.2–7.9	6.5% (#2)
3. Family engagement, communication and listening	**5.9%**	5.1–6.7	5.6% (#4)
4. Quality teaching and high expectations	**5.8%**	5.1–6.6	5.7% (#3)
5. District leadership and accountability	**5.5%**	4.8–6.3	5.2% (#5)

Q5 Stop doing	Adjusted %	95% range	All survey % (rank)
1. Over-restrictive rules, uneven discipline and unsafe treatment	**14.9%**	13.7–16.2	13.1% (#2)
2. Cutting lunch, recess, arts and enrichment; rigid schedules	**12.8%**	11.6–14.0	11.2% (#3)
3. Scripted lessons and uniform campus mandates	**11.4%**	10.4–12.4	15.1% (#1)
4. Screens, AI and packets replacing teaching	**7.6%**	6.7–8.5	8.7% (#5)
5. Decisions without community or parent voice	**7.4%**	6.6–8.3	8.4% (#6)

No category moves five points or five ranks against the unadjusted All Survey Results view. Largest moves: Trust, Support and Retain Educators (Q3 -4.0); Scripted lessons and uniform campus mandates (Q5 -3.7); Critical Thinking and Problem Solving (Q1 -3.6); Micromanagement and overloading of teachers (Q5 -3.4); Reading (Q1 -3.1).

First place in each question (lead over the next category). Q1: Grade-Level Core Academics leads both. Q2: College, Career and Military Ready leads All Survey Results by 0.4 points; Academic Mastery and Achievement leads the adjusted view by 2.2. Q3: Honest, Transparent, Evidence-Based Leadership leads both. Q4: Safety, structure and discipline leads both. Q5: Scripted lessons and uniform campus mandates leads All Survey Results by 1.9 points; Over-restrictive rules, uneven discipline and unsafe treatment leads the adjusted view by 2.2.

Reading the tables. Adjusted % = weighted share of the 4,571 respondents in the base; range = 95% interval (slide 34); last column = the unadjusted All Survey Results share and rank from slide 12 (red where the adjustment moves it five points or five ranks). Full tables in the appendix.

Adjusted to match students by feeder pattern

Shares if the 3,305 respondents naming one of the 13 feeder patterns (pyramids) had matched enrollment (Focus student information system, 15 September 2026; 53,541 students).

Q1 Know / be able to do	Adjusted %	95% range	All survey % (rank)
1. Grade-Level Core Academics	**20.3%**	18.9–21.8	18.9% (#1)
2. Reading	**19.8%**	18.4–21.4	18.0% (#2)
3. Critical Thinking and Problem Solving	**12.6%**	11.4–13.7	12.0% (#3)
4. Social-Emotional Skills and Character	**11.2%**	10.0–12.5	11.7% (#4)
5. Communication and Self-Advocacy	**10.1%**	8.9–11.2	9.5% (#6)

Q2 Successful graduate	Adjusted %	95% range	All survey % (rank)
1. College, Career and Military Ready	**24.9%**	23.3–26.4	23.6% (#1)
2. Academic Mastery and Achievement	**24.0%**	22.4–25.5	23.3% (#2)
3. Critical Thinker and Lifelong Learner	**12.3%**	11.1–13.5	12.3% (#4)
4. Character, Work Ethic and Integrity	**11.0%**	9.9–12.2	12.9% (#3)
5. Confident, Resilient and Well	**6.9%**	5.8–7.8	7.2% (#5)

Q3 Values / non-negotiables	Adjusted %	95% range	All survey % (rank)
1. Trust, Support and Retain Educators	**14.6%**	13.4–15.9	14.4% (#2)
2. Honest, Transparent, Evidence-Based Leadership	**14.5%**	13.3–15.8	14.6% (#1)
3. Consult and Partner With Community	**9.8%**	8.7–11.0	9.4% (#6)
4. Safe and Orderly Schools	**9.7%**	8.6–10.8	9.6% (#5)
5. Whole Child Over Scores and Screens	**9.7%**	8.6–10.9	9.8% (#4)

Q4 Keep doing	Adjusted %	95% range	All survey % (rank)
1. Safety, structure and discipline	**9.2%**	8.0–10.4	8.5% (#1)
2. Counseling, special education, language support	**6.8%**	5.9–7.8	6.5% (#2)
3. Quality teaching and high expectations	**5.8%**	4.9–6.7	5.7% (#3)
4. Family engagement, communication and listening	**5.7%**	4.9–6.6	5.6% (#4)
5. Great teachers, supported and trusted	**5.2%**	4.5–6.0	5.2% (#6)

Q5 Stop doing	Adjusted %	95% range	All survey % (rank)
1. Scripted lessons and uniform campus mandates	**15.6%**	14.3–16.9	15.1% (#1)
2. Over-restrictive rules, uneven discipline and unsafe treatment	**13.6%**	12.2–14.9	13.1% (#2)
3. Micromanagement and overloading of teachers	**11.3%**	10.1–12.5	10.3% (#4)
4. Screens, AI and packets replacing teaching	**9.6%**	8.5–10.7	8.7% (#5)
5. Cutting lunch, recess, arts and enrichment; rigid schedules	**9.1%**	8.0–10.2	11.2% (#3)

No category moves five points or five ranks against the unadjusted All Survey Results view. Largest moves: Cutting lunch, recess, arts and enrichment; rigid schedules (Q5 -2.1); Character, Work Ethic and Integrity (Q2 -1.9); Reading (Q1 +1.9); Grade-Level Core Academics (Q1 +1.4); College, Career and Military Ready (Q2 +1.3).

First place in each question (lead over the next category). Q1: Grade-Level Core Academics leads both. Q2: College, Career and Military Ready leads both. Q3: Honest, Transparent, Evidence-Based Leadership leads All Survey Results by 0.2 points; Trust, Support and Retain Educators leads the adjusted view by 0.1. Q4: Safety, structure and discipline leads both. Q5: Scripted lessons and uniform campus mandates leads both.

Reading the tables. Adjusted % = weighted share of the 3,305 respondents in the base; range = 95% interval (slide 34); last column = the unadjusted All Survey Results share and rank from slide 12 (red where the adjustment moves it five points or five ranks). Full tables in the appendix.

Categories in the top five in All Survey Results and in both adjusted views

Categories that drop out of, or enter, the top five 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	College, Career and Military Ready; Academic Mastery and Achievement; 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; Whole Child Over Scores and Screens; Safe and Orderly Schools	Respect and Compassion for All (feeder)	Consult and Partner With Community (feeder)
Q4 Keep doing	Safety, structure and discipline; Counseling, special education, language support; Quality teaching and high expectations; Family engagement, communication and listening	District leadership and accountability (feeder)	Great teachers, supported and trusted (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 read this. The categories in the second column are in the top five in all three views: respondents as they are, re-weighted to the student body's race/ethnicity, and re-weighted to enrollment by feeder pattern. 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 neighboring 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, and both rest on the assumption described on slide 24.

Limitations and what was not done

Stated so readers can judge how much weight each view can bear.

Self-selected respondents. Neither wave is a random sample; the survey was open to anyone, promoted online and at community sites. Frequencies describe who answered, not the city. Frequency is not priority: a category named by fewer respondents may matter deeply to a particular community.
Two publics. Wave 2 was gathered largely on paper at community sites, mostly food banks (1,684 of 2,743; site not recorded for 292 forms), with short, often single-word answers, 21.3% of the paper forms in Spanish; paper answers were transcribed with an AI vision model, with an independent second read of 10–100% of the forms depending on the scan set (the last five forms received were read once) and translated before coding. The 274 Google Form responses are typed, short answers; that form has no response IDs and no collection-site field, so it was checked for duplicates by content only (see slide 2). 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; 228 employees are also parents and sit in the employee group here. The community group is everyone who is neither: 513 respondents left the connection question blank and 390 checked “prefer not to answer” (380 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 (4,571 reporting race/ethnicity and 3,305 naming one of the 13 feeder patterns, of 5,080); a joint adjustment would leave cells too small to trust. Adjusting to the student body treats respondents (current students are only 10.3% of them) as proxies for students of their own group, which is an assumption, not a finding. The 95% ranges cover sampling noise only.
Repeated answers. Some short answers (for example “read” or “read and write” for Q1) are given by many respondents. They are counted as written, once per respondent and category; section A.6 (“Repeated identical responses”) of the published 28 September analysis describes them.
Not done. Thematic cross-tabs by race or ethnicity are not in this deck; the companion supplement, “Survey results by race and ethnicity and by respondent role” (9 November 2026), carries them. Thematic results here are shown by respondent group (employee, student, community), an exclusive grouping derived from the connection question; the groups overlap in reality (228 employees are also parents). Cells resting on fewer than ten respondents or entries are marked † on slides 12–17, 19–22 and 29–33 and shown for completeness, not as findings — 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 also combined with the listening sessions in an “All voices” column, in which respondents and entries, which are different units, are pooled.
Unassigned entries. Entries that answer none of the five questions (labeled “UNASSIGNED” in the coding; for example feedback on the state intervention and the Board, comments on district leadership, operational complaints, and entries marking an illegible paper answer; see slide 34) are left out of every category count but kept in the respondent base; 38 respondents have only such entries.

Appendix — Q1 — What students should know / be able to do

Every category under every view. % of respondents with a coded entry (rank); adjusted columns: weighted share of the respective base; listening: % of session entries. † = fewer than 10 respondents or entries: shown for completeness, not as a finding.

Category	Wave 1 (3,027)	Wave 2 (2,053)	All survey (5,080)	Community (4,010)	Students (560)	Employees (510)	Race-adj. (4,571)	Feeder-adj. (3,305)	Listening (291 entries)
Grade-Level Core Academics	18.8% #2	19.0% #1	**18.9% #1**	19.5% #1	13.0% #1	20.2% #2	17.1% #1	20.3% #1	11.3% #5
Reading	20.7% #1	14.0% #3	**18.0% #2**	17.8% #2	6.8% #4	31.4% #1	14.9% #2	19.8% #2	15.5% #2
Critical Thinking and Problem Solving	16.2% #3	5.8% #9	**12.0% #3**	12.4% #3	4.3% #8	16.9% #3	8.4% #6	12.6% #3	15.8% #1
Social-Emotional Skills and Character	8.8% #5	16.0% #2	**11.7% #4**	11.8% #4	10.9% #2	11.6% #4	12.7% #3	11.2% #4	13.4% #3
Life Skills and Financial Literacy	6.9% #6	13.4% #4	**9.5% #5**	10.7% #5	4.6% #7	5.7% #7	9.5% #4	9.3% #6	8.9% #6
Communication and Self-Advocacy	9.3% #4	9.7% #5	**9.5% #6**	9.3% #6	8.9% #3	11.6% #4	8.9% #5	10.1% #5	11.7% #4
College, Career and Military Readiness	5.5% #8	9.2% #6	**7.0% #7**	7.4% #7	5.9% #5	4.9% #8	7.2% #7	6.9% #7	8.6% #7
Math	6.1% #7	6.6% #8	**6.3% #8**	6.5% #8	3.8% #9	7.6% #6	5.3% #9	6.4% #8	1.0% #10 †
Science, Arts, Languages and Technology	3.9% #10	7.1% #7	**5.2% #9**	5.4% #9	5.4% #6	3.5% #10	5.5% #8	4.7% #10	6.9% #8
Civics, History and Citizenship	4.2% #9	5.1% #10	**4.6% #10**	5.0% #10	2.1% #10	4.3% #9	4.0% #10	4.8% #9	6.9% #8
Respondents answering this question	2,189	1,683	3,872	3,145	299	428	—	—	291

Appendix — Q2 — The successful graduate

Every category under every view. % of respondents with a coded entry (rank); adjusted columns: weighted share of the respective base; listening: % of session entries. † = fewer than 10 respondents or entries: shown for completeness, not as a finding.

Category	Wave 1 (3,027)	Wave 2 (2,053)	All survey (5,080)	Community (4,010)	Students (560)	Employees (510)	Race-adj. (4,571)	Feeder-adj. (3,305)	Listening (315 entries)
College, Career and Military Ready	23.7% #1	23.5% #2	**23.6% #1**	24.3% #1	17.7% #2	24.9% #1	21.8% #2	24.9% #1	26.3% #1
Academic Mastery and Achievement	19.8% #2	28.4% #1	**23.3% #2**	23.3% #2	24.6% #1	21.6% #2	24.0% #1	24.0% #2	4.4% #6
Character, Work Ethic and Integrity	9.3% #4	18.2% #3	**12.9% #3**	13.1% #3	17.5% #3	6.7% #8	15.2% #3	11.0% #4	2.5% #9 †
Critical Thinker and Lifelong Learner	16.2% #3	6.5% #6	**12.3% #4**	12.6% #4	8.0% #5	14.5% #3	9.2% #4	12.3% #3	21.0% #2
Confident, Resilient and Well	7.4% #5	7.1% #4	**7.2% #5**	7.1% #5	8.2% #4	7.5% #6	7.4% #5	6.9% #5	11.4% #4
Communication and Interpersonal Skills	6.8% #6	5.3% #7	**6.2% #6**	5.9% #7	6.6% #6	8.0% #5	5.9% #6	6.1% #7	15.9% #3
Independent Living Skills	5.9% #8	6.6% #5	**6.2% #7**	6.3% #6	4.5% #7	7.1% #7	5.7% #7	6.7% #6	3.8% #8
Contributing Citizen and Community Member	6.7% #7	3.2% #8	**5.3% #8**	5.1% #8	2.0% #10	9.8% #4	3.7% #8	5.4% #8	8.3% #5
Well-Rounded Experiences and Interests	3.8% #9	2.4% #9	**3.2% #9**	3.2% #9	3.0% #9	3.9% #9	2.7% #9	3.4% #9	4.4% #6
Success Defined by Own Goals	2.0% #10	2.0% #10	**2.0% #10**	2.0% #10	3.2% #8	0.6% #10 †	2.1% #10	1.8% #10	1.9% #10 †
Respondents answering this question	2,433	1,724	4,157	3,300	439	418	—	—	315

Appendix — Q3 — Values the Superintendent must honor

Every category under every view. % of respondents with a coded entry (rank); adjusted columns: weighted share of the respective base; listening: % of session entries. † = fewer than 10 respondents or entries: shown for completeness, not as a finding.

Category	Wave 1 (3,027)	Wave 2 (2,053)	All survey (5,080)	Community (4,010)	Students (560)	Employees (510)	Race-adj. (4,571)	Feeder-adj. (3,305)	Listening (737 entries)
Honest, Transparent, Evidence-Based Leadership	15.9% #2	12.8% #2	**14.6% #1**	15.6% #1	7.7% #5	15.1% #2	13.0% #1	14.5% #2	21.4% #2
Trust, Support and Retain Educators	20.9% #1	5.0% #10	**14.4% #2**	13.6% #2	10.4% #2	25.7% #1	10.5% #3	14.6% #1	22.8% #1
Respect and Compassion for All	7.4% #7	14.6% #1	**10.3% #3**	11.0% #3	8.8% #4	6.5% #8	12.5% #2	9.6% #6	2.6% #10
Whole Child Over Scores and Screens	12.9% #3	5.4% #9	**9.8% #4**	9.9% #5	7.7% #5	12.0% #4	9.1% #5	9.7% #5	8.3% #5
Safe and Orderly Schools	8.5% #6	11.3% #3	**9.6% #5**	9.9% #4	12.0% #1	5.1% #9	10.0% #4	9.7% #4	3.3% #8
Consult and Partner With Community	10.6% #4	7.7% #5	**9.4% #6**	9.0% #7	9.8% #3	12.7% #3	9.1% #6	9.8% #3	17.2% #3
Equity and Basic Resources Every Campus	8.9% #5	9.0% #4	**8.9% #7**	9.3% #6	6.1% #7	9.6% #5	9.0% #7	9.5% #7	8.4% #4
Inclusion Regardless of Identity	6.7% #8	6.3% #7	**6.6% #8**	7.1% #8	4.8% #9	4.5% #10	7.1% #8	6.6% #8	3.9% #6
High Expectations and Rigor	5.6% #10	6.9% #6	**6.1% #9**	6.4% #9	5.9% #8	4.3% #11	5.5% #10	6.4% #9	1.8% #12
Students First in Every Decision	5.4% #11	6.0% #8	**5.6% #10**	5.8% #10	3.4% #11	6.7% #7	5.7% #9	5.8% #10	2.0% #11
Special Education and Learning Differences	6.0% #9	2.1% #12	**4.5% #11**	4.3% #11	2.0% #12	8.4% #6	3.7% #11	4.6% #11	2.8% #9
Protect Programs and Neighborhood Schools	4.8% #12	1.9% #13	**3.6% #12**	3.4% #13	4.8% #9	4.1% #12	2.8% #12	3.5% #12	3.9% #6
Politics and Religion Out of Schools	4.7% #13	1.3% #14	**3.3% #13**	3.8% #12	1.6% #14 †	1.6% #13 †	2.2% #14	3.2% #13	1.5% #13
Faith, Tradition and Parental Authority	1.9% #14	4.0% #11	**2.8% #14**	3.2% #14	1.8% #13	0.6% #14 †	2.7% #13	2.4% #14	0.0% #14 †
Other	0.2% †	0.1% †	**0.2% †**	0.2% †	0.2% †	0.0% †	0.2%	0.2%	0.0% †
Respondents answering this question	2,336	1,474	3,810	3,039	374	397	—	—	737

Appendix — Q4 — Keep doing

Every category under every view. % of respondents with a coded entry (rank); adjusted columns: weighted share of the respective base; listening: % of session entries. † = fewer than 10 respondents or entries: shown for completeness, not as a finding.

Category	Wave 1 (3,027)	Wave 2 (2,053)	All survey (5,080)	Community (4,010)	Students (560)	Employees (510)	Race-adj. (4,571)	Feeder-adj. (3,305)	Listening (264 entries)
Safety, structure and discipline	7.5% #1	9.9% #1	**8.5% #1**	8.0% #1	11.4% #1	8.8% #1	10.3% #1	9.2% #1	3.4% #10 †
Counseling, special education, language support	5.0% #5	8.7% #3	**6.5% #2**	6.6% #2	5.2% #6	7.5% #2	7.0% #2	6.8% #2	13.6% #3
Quality teaching and high expectations	3.2% #10	9.4% #2	**5.7% #3**	5.6% #4	5.5% #4	7.1% #3	5.8% #4	5.8% #3	2.3% #12 †
Family engagement, communication and listening	5.2% #4	6.2% #4	**5.6% #4**	5.9% #3	5.7% #2	3.3% #11	5.9% #3	5.7% #4	9.5% #5
District leadership and accountability	5.0% #5	5.5% #7	**5.2% #5**	5.2% #5	5.7% #2	4.5% #8	5.5% #5	5.0% #6	3.4% #10 †
Great teachers, supported and trusted	6.0% #2	3.9% #9	**5.2% #6**	5.2% #6	5.4% #5	4.7% #6	4.5% #7	5.2% #5	5.3% #8
Meals, buses and facilities	4.4% #7	6.2% #5	**5.1% #7**	5.0% #8	4.1% #8	7.1% #3	4.9% #6	4.9% #8	6.1% #7
Advanced academics and career pathways	5.5% #3	4.2% #8	**5.0% #8**	5.1% #7	4.1% #8	4.7% #6	4.5% #8	4.9% #7	18.2% #1
Positive school culture and belonging	2.7% #13	5.8% #6	**4.0% #9**	3.9% #9	4.5% #7	4.1% #9	4.2% #9	3.7% #9	1.5% #13 †
Arts, athletics and extracurriculars	4.1% #8	3.4% #10	**3.8% #10**	3.9% #10	2.3% #10	5.1% #5	3.1% #10	3.5% #10	10.2% #4
Schools of choice and specialised campuses	3.8% #9	0.9% #13	**2.6% #11**	2.8% #11	0.9% #13 †	3.1% #12	1.8% #12	2.9% #11	15.2% #2
Reading and early learning	2.8% #12	1.8% #11	**2.4% #12**	2.6% #12	1.6% #11 †	1.8% #13 †	1.9% #11	2.7% #12	4.5% #9
Strong campuses and campus leadership	3.1% #11	1.0% #12	**2.3% #13**	2.2% #13	1.3% #12 †	3.5% #10	1.4% #13	2.3% #13	6.8% #6
Nothing working or too early	8.0%	3.2%	**6.0%**	5.6%	8.0%	7.5%	5.7%	6.3%	0.0% †
Respondents answering this question	1,659	1,266	2,925	2,277	334	314	—	—	264

Appendix — Q5 — Stop doing

Every category under every view. % of respondents with a coded entry (rank); adjusted columns: weighted share of the respective base; listening: % of session entries. † = fewer than 10 respondents or entries: shown for completeness, not as a finding.

Category	Wave 1 (3,027)	Wave 2 (2,053)	All survey (5,080)	Community (4,010)	Students (560)	Employees (510)	Race-adj. (4,571)	Feeder-adj. (3,305)	Listening (1,110 entries)
Scripted lessons and uniform campus mandates	20.3% #1	7.5% #2	**15.1% #1**	13.8% #1	12.9% #3	27.6% #1	11.4% #3	15.6% #1	12.8% #2
Over-restrictive rules, uneven discipline and unsafe treatment	12.0% #4	14.9% #1	**13.1% #2**	12.9% #2	19.1% #2	8.8% #7	14.9% #1	13.6% #2	5.9% #9
Cutting lunch, recess, arts and enrichment; rigid schedules	15.2% #2	5.3% #7	**11.2% #3**	8.1% #6	34.5% #1	9.6% #4	12.8% #2	9.1% #5	5.1% #12
Micromanagement and overloading of teachers	15.2% #2	3.2% #11	**10.3% #4**	9.1% #3	7.7% #4	22.7% #2	6.9% #6	11.3% #3	9.7% #4
Screens, AI and packets replacing teaching	10.7% #5	5.9% #4	**8.7% #5**	9.0% #4	6.6% #6	9.2% #5	7.6% #4	9.6% #4	6.2% #7
Decisions without community or parent voice	10.1% #6	5.8% #6	**8.4% #6**	8.5% #5	7.1% #5	8.8% #7	7.4% #5	8.9% #6	13.1% #1
Losing teachers, hiring uncertified staff, underpaying	7.7% #8	5.8% #5	**7.0% #7**	7.6% #7	4.5% #7	4.9% #11	6.3% #7	6.9% #8	7.3% #6
Testing overemphasis and daily assessments	8.7% #7	3.8% #9	**6.7% #8**	6.7% #8	3.8% #9	9.8% #3	5.2% #9	7.3% #7	5.6% #10
Lowered rigor and neglected basic skills	5.4% #11	5.9% #3	**5.6% #9**	5.9% #10	3.9% #8	4.7% #12	4.9% #10	6.0% #10	7.9% #5
Closures, program cuts, campus inequity and poor daily operations	5.7% #10	5.2% #8	**5.5% #10**	6.1% #9	3.8% #9	2.2% #13	5.7% #8	6.1% #9	6.0% #8
Leadership by fear and disrespect	5.9% #9	1.9% #13	**4.3% #11**	3.8% #12	3.0% #11	9.0% #6	3.4% #12	5.0% #11	5.2% #11
Under-serving special education, bilingual and student supports	4.0% #14	3.6% #10	**3.8% #12**	3.6% #13	2.7% #12	7.1% #10	3.6% #11	3.9% #12	10.4% #3
Unproven, error-ridden curriculum adoptions	5.1% #12	1.2% #14	**3.5% #13**	3.0% #14	2.3% #13	8.6% #9	2.7% #13	3.9% #13	3.1% #13
Religion, politics and ideology in curriculum	4.1% #13	2.7% #12	**3.5% #14**	4.2% #11	1.3% #14 †	0.4% #14 †	2.5% #14	3.2% #14	1.1% #14
Other	5.6%	8.6%	**6.8%**	6.8%	10.0%	3.7%	8.1%	6.5%	0.5% †
Respondents answering this question	2,320	1,248	3,568	2,740	424	404	—	—	1,110

Appendix — questions, sources, bases and UNASSIGNED feedback

Where every number comes from.

	Wave 1	Wave 2	All survey	Community	Students	Employees
Respondents	4,822	2,743	7,565	6,019	781	765
Coded respondents (base)	3,027	2,053	5,080	4,010	560	510
Q1 — respondents answering	2,189	1,683	3,872	3,145	299	428
Q2 — respondents answering	2,433	1,724	4,157	3,300	439	418
Q3 — respondents answering	2,336	1,474	3,810	3,039	374	397
Q4 — respondents answering	1,659	1,266	2,925	2,277	334	314
Q5 — respondents answering	2,320	1,248	3,568	2,740	424	404

The five questions (survey and listening sessions). Q1 — What should FWISD students know or be able to do? If you could only pick one or two of the most important things FWISD students should know or be able to do, what would they be?
Q2 — What describes a successful graduate? If you could only pick one or two of the most important things that describe when an FWISD student is a SUCCESSFUL GRADUATE, what would those be?
Q3 — What are the most important values of this community that the Superintendent must honor – regardless of pressure or politics – in accomplishing the work of the district? What are your non-negotiables?
Q4 — What are some things that FWISD is doing for our students right now that are working and you want to be sure we KEEP DOING?
Q5 — When you think about how FWISD is educating our students, is there anything that you think is not working and that we should STOP DOING?

Terms used in this deck. Coded: each written answer was read and sorted into one or more categories; each sorted statement is an entry. A coded respondent has at least one entry, including entries recorded as UNASSIGNED (right).
Feeder pattern (“pyramid”): a high school together with the elementary and middle schools that feed into it; Trimble Tech was an answer option but has no enrollment figure here, so it is left out of feeder percentages and the feeder weighting.
Competition rank: tied categories share a rank and the next rank is skipped (for example 2, 2, 4).
Tier (slides 13–17): as in the published analysis, a “strong candidate” is in the top five in both the survey and the listening sessions; the tier shows agreement between the two methods, not importance.
95% range: the span that holds the middle 95% of results when the respondents are re-drawn at random 1,000 times within each weighting cell (a bootstrap); it reflects sampling noise only.
Effective sample size (Kish): the number of equally weighted respondents that would give the same precision as the weighted base.
ZCTA: U.S. Census Bureau ZIP Code Tabulation Area. Race/ethnicity, feeder-pattern and connection counts are shown as counted; only ZIP counts under five are hidden on the maps.

Sources. Wave 1: Qualtrics export of 16 September 2026 (4,822 records), coded entries as published in the 28 September analysis. Wave 2 online: a Qualtrics export of 26 October 2026 (785 responses not in the Wave 1 export) and a Google Form (274 responses, 6–25 October 2026). Paper: 1,684 scanned forms, transcribed, verified and coded between October and November 2026 with the same coding rules and categories as Wave 1 (1,886 detailed answer labels grouped into the approved categories). Students: TEA Texas Academic Performance Report (TAPR) 2025-26 Student Information, Fort Worth ISD (membership 67,315); FWISD Focus student information system pyramid enrollment as of 15 September 2026 (53,541 in the 13 feeder patterns with a survey option). Listening sessions: 41 coded transcripts and notes, 22 June – 14 September 2026.

UNASSIGNED. Entries answering none of the five questions are counted but left out of every category count. They include, for example, feedback on the state intervention and the Board of Managers, criticism or praise of district leadership, operational complaints, comments on the survey itself, and (Wave 2 paper only) entries marking an illegible answer: Wave 1 353 entries from 262 respondents; Wave 2 266 entries from 159 respondents; All Survey Results 619 entries from 421 respondents; Community 504 entries from 345 respondents; Students 66 entries from 42 respondents; Employees 49 entries from 34 respondents. Of the Wave 2 entries, 194 from 99 paper respondents mark an illegible answer. The Wave 1 entries are described in Part D (“What we heard that we did not ask about”) of the published 28 September analysis; the Wave 2 entries are not summarized by topic in this deck. In the listening sessions, 111 entries (3.9% of 2,828) answered none of the five questions and are excluded from the listening percentages.