

Grants Compliance and Monitoring

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2017 FWISD Teacher Survey Results

The district Teacher Survey was administered April 3 – 7, 2017 to all district teachers via an anonymous campus link. The survey response rate was 83.3% (N=4269), more than double the 1,926 responses from the Middle-of-Year Teacher Survey administered in February 2016. Some campuses showed greater than 100% response rate due to other instructional staff like teachers' aides, teachers who serve more than one campus, instructional coaches, or librarians responding along with the campus teachers.

Results were positive across most survey items; in fact, more than 75% of teachers agreed or strongly agreed on 2/3 of the items, and there were few differences across campus levels. Some notable highlights include:

- 95% of teachers agreed that they give students feedback to help them understand how to improve, and 86% agreed that they do not let students give up when their class work becomes challenging.
- 89% of teachers agreed that school leadership encourages teachers to implement what they learned in professional development.
Most teachers agreed that they have the Tools (85%), Technology (80%), and Resources (79%) to do their job.
- Overall, 86% of teachers indicated feeling safe at work:
 - ES – 88%
 - MS – 78%
 - HS – 88%
- A majority of teachers (72%) agreed they have influence in setting standards for student behavior, but fewer than half agreed that discipline is enforced consistently and effectively at their campus (48%) or that unruly students are not permitted to disrupt the learning environment (48%). These findings persisted across all campus levels (MS less agreement) suggesting a disconnect between teacher perceptions of influence on standard setting and how and by whom discipline is enforced.
- Slightly more than half of teachers (57%) agreed that morale has improved at their campus this year.
 - The wording of this question may have led some to assume that morale was low in the prior year, or led others answer in the negative if morale was already high and therefore had not “improved.”
 - If this question is used in future surveys, it will be asked more directly, “Morale at my campus is positive.”
- Notable differences were seen in middle school teacher responses compared to elementary school and high school teachers across most items. Middle school teachers had the lowest agreement across most items, and that difference was most pronounced on questions related to discipline, safety, and morale.

Teacher Survey Responses: Comparison by Level	Total District	ES	MS	HS
	Agree	Agree	Agree	Agree
The principal has confidence in the expertise of the teachers.	81.1%	83.3%	75.0%	81.7%
I can talk openly with my school administrators about school-related matters.	77.8%	80.0%	71.8%	78.1%
I am able to share my ideas and opinions with my school administrators.	78.6%	80.8%	73.5%	78.0%
The principal takes a personal interest in the professional development of teachers.	80.9%	84.6%	76.4%	77.3%
School leadership provides me with useful feedback to improve my teaching.	76.1%	79.4%	69.6%	74.2%
The principal places the needs of the students ahead of personal and political interests.	79.9%	83.5%	74.4%	77.3%
Teachers in this school trust each other.	73.9%	77.5%	68.1%	72.1%
I can talk openly with other teachers about school-related matters.	82.6%	85.3%	77.4%	81.8%
Teachers respect other teachers who take the lead in school improvement efforts.	82.9%	85.0%	80.0%	81.5%
I would recommend this school to parents seeking a place for their child.	71.8%	74.5%	60.7%	76.3%
I would recommend this school to others to work here.	71.7%	72.7%	61.7%	77.3%
School leadership encourages teachers to implement what they have learned in professional development.	89.0%	91.1%	86.8%	86.8%
School leadership knows what's going on in my classroom.	75.3%	79.3%	70.4%	71.0%
School leadership participates in instructional planning with teams of teachers.	72.4%	76.3%	71.0%	65.7%
Teachers have influence in setting standards for student behavior.	71.6%	80.0%	59.2%	65.7%
Discipline is enforced consistently and effectively at my campus.	48.0%	54.6%	34.7%	44.7%
Unruly students are not permitted to disrupt the learning environment.	48.4%	50.7%	35.5%	53.0%
Additional behavioral supports are available from our school system for students who need them.	63.8%	61.2%	58.0%	71.5%
I feel safe at work.	86.0%	88.2%	77.9%	88.3%
My school's improvement plan (CEIP) is used to actively guide campus professional learning.	79.6%	84.1%	74.0%	75.3%
My professional learning this year has been closely connected to my school's improvement plan.	78.7%	84.1%	73.5%	72.3%
My professional learning this year included opportunities to work productively with colleagues in my school.	81.1%	84.2%	77.8%	77.2%
My professional learning this year included opportunities to work productively with teachers from other schools.	62.9%	62.0%	62.8%	64.0%
The professional learning sessions this year helped me improve instruction.	78.8%	83.0%	76.8%	72.1%
I work in a positive, professional work environment.	71.5%	74.8%	61.1%	73.8%
My school administration fosters a collaborative work environment.	76.9%	79.6%	70.5%	76.8%
Tools	84.9%	86.9%	84.1%	81.2%
Resources	79.2%	80.6%	78.8%	76.0%
Technology	80.3%	79.3%	77.0%	84.1%
Students at my school have access to instructional technology needed to succeed.	80.5%	79.0%	73.2%	88.9%
Morale at my school has improved this year.	57.0%	63.0%	45.1%	55.0%
Teachers at this school do not let students give up when their class work becomes challenging.	86.3%	91.6%	83.3%	78.6%
Teachers at this school give students feedback to help them understand how to improve.	94.8%	95.9%	94.4%	92.8%

5 highest % responses and 5 lowest % responses are highlighted in each column.

2017 Fort Worth ISD Teacher Survey

DISTRICT	Total N	Strongly Agree	Agree	Disagree	Strongly Disagree
The principal has confidence in the expertise of the teachers.	4251	37.9%	43.2%	12.3%	6.5%
I can talk openly with my school administrators about school-related matters.	4262	39.1%	38.6%	14.2%	8.0%
I am able to share my ideas and opinions with my school administrators.	4250	35.9%	42.7%	14.7%	6.7%
The principal takes a personal interest in the professional development of teachers.	4249	38.0%	42.9%	13.3%	5.8%
School leadership provides me with useful feedback to improve my teaching.	4241	28.2%	47.9%	17.1%	6.8%
The principal places the needs of the students ahead of personal and political interests.	4232	40.1%	39.8%	12.5%	7.5%
Teachers in this school trust each other.	4241	19.6%	54.3%	19.6%	6.5%
I can talk openly with other teachers about school-related matters.	4243	29.8%	52.8%	14.0%	3.4%
Teachers respect other teachers who take the lead in school improvement efforts.	4228	26.8%	56.1%	13.0%	4.0%
I would recommend this school to parents seeking a place for their child.	4234	29.5%	42.3%	18.4%	9.9%
I would recommend this school to others to work here.	4233	30.3%	41.4%	18.1%	10.2%
School leadership encourages teachers to implement what they have learned in professional development.	4239	37.2%	51.8%	8.1%	2.9%
School leadership knows what's going on in my classroom.	4228	28.7%	46.6%	17.4%	7.4%
School leadership participates in instructional planning with teams of teachers.	4213	23.9%	48.6%	20.8%	6.8%
Teachers have influence in setting standards for student behavior.	4235	25.5%	46.0%	18.0%	10.4%
Discipline is enforced consistently and effectively at my campus.	4234	14.4%	33.6%	27.3%	24.7%
Unruly students are not permitted to disrupt the learning environment.	4235	13.7%	34.7%	27.7%	23.9%
Additional behavioral supports are available from our school system for students who need them.	4242	15.7%	48.1%	24.2%	12.0%
I feel safe at work.	4248	35.4%	50.6%	10.4%	3.7%
My school's improvement plan (CEIP) is used to actively guide campus professional learning.	4189	22.8%	56.8%	15.8%	4.6%
My professional learning this year has been closely connected to my school's improvement plan.	4197	22.6%	56.0%	17.0%	4.3%
My professional learning this year included opportunities to work productively with colleagues in my school.	4223	25.1%	56.0%	15.1%	3.9%
My professional learning this year included opportunities to work productively with teachers from other schools.	4230	16.6%	46.3%	27.6%	9.5%
The professional learning sessions this year helped me improve instruction.	4213	22.2%	56.6%	16.2%	5.0%
I work in a positive, professional work environment.	4235	26.3%	45.3%	19.3%	9.2%
My school administration fosters a collaborative work environment.	4205	28.4%	48.5%	14.5%	8.6%
To do my job I have the following: Tools	4237	25.8%	59.1%	11.1%	4.0%
To do my job I have the following: Resources	4240	25.1%	54.0%	15.2%	5.6%
To do my job I have the following: Technology	4246	25.5%	54.8%	14.0%	5.7%
Students at my school have access to instructional technology needed to succeed.	4239	24.5%	56.0%	15.9%	3.6%
Morale at my school has improved this year.	4214	16.2%	40.8%	27.1%	15.9%
Teachers at this school do not let students give up when their class work becomes challenging.	4235	27.4%	58.9%	11.2%	2.5%
Teachers at this school give students feedback to help them understand how to improve.	4241	32.6%	62.2%	4.4%	0.8%

*2017 FWISD Teacher Survey administered April 2017 to all district campuses