

# **Woodland District 50**

## **Survey Summary**

**KEY: Overwhelming majority refers to 80% -100%; Majority refers to 50% to 79%;  
Minority refers to 49% or less.**

**Woodland District 50 has an enrollment of 5,606 in 5 schools. The board surveyed all stakeholders on the 5 focus areas of study for Strategic Long Range Planning. The survey was online from October 10 through October 24, with 1,058 people responding. Sixty-nine percent of the respondents were parents, 23% were staff and 8% were community members. The following represents the specific results of the survey. The results of this survey will be 1 piece of data that will be used for planning on November 25 and November 26. The committee will take this data; along with other data they receive during the planning sessions, into account when developing a recommended plan.**

- **The overwhelming majority of the respondents were residents of Woodland District 50 and the minority was not. 85% residents, 15% non-residents.**
- **In response to “how long have you lived in the district?” the minority responded in all categories. 40% 11 or more years, 15% 7-10 years, 12% 4-6 years, 14% 1-3 years, 5% less than 1 year and 14% responded, “does not apply”.**
- **The majority of the respondents had children in Woodland District 50. The minority responded in all other categories. 70% of the respondents had children in Woodland District 50, 15% had children that previously attended the district and 23% had no children in attendance (note: some respondents replied in two categories).**
- **The majority of respondents educated their children in public schools. The minority responded in all other categories. 73% of the respondents educated their children in public schools, 4% some private/some public, 3% charter, 1% private and 19% replied, “does not apply”.**
- **The overwhelming majority of respondents stated that this question “does not apply. The minority responded in all other categories. 5% of the respondents stated that the reason they educated their children in a non-public school was academics, 4% parent/family involvement, 1%**

- family tradition, 2% “can’t say”, 6% “other reason” and 82% replied that it “does not apply”.
- With reference to how many children the respondents have in Woodland District 50 schools, the minority responded in all categories. 33% of the respondents had 1 child in Woodland District 50, 28% 2 children, 10% 3 or more and 29% responded “not applicable”.
  - With reference to what grades the respondents’ children are enrolled, the minority replied in all categories. 4% of the respondents had early childhood children enrolled, 17% kindergarten, 12% 1st grade, 12% 2nd grade, 12% 3rd grade, 12% 4th grade, 10% 5th grade, 11% 6th grade, 9% 7th grade, 9% 8th grade, 11% high school and 26% stated that it “does not apply” (note: some respondents replied in more than one category).
  - The majority of the respondents are satisfied with student learning/achievement. The minority replied in all other categories. 62% of the respondents are satisfied with student learning/achievement, 9% did not agree, 16% “maybe” and 13% replied, “did not have enough information”.
  - With reference to being well prepared for high school, the minority replied in all categories. 43% of the respondents feel Woodland 50 students are well prepared for high school, 6% disagreed, 18% “maybe” and 33% replied that they “did not have enough information”.
  - The top 5 learning priorities identified by the respondents are as follows (1 represents the highest priority):
    1. Communication skills
    2. Ability for students to be creative, analytical and critical thinkers.
    3. Science, Technology, Engineering and Math opportunities (STEM).
    4. Self-reliance, independence, personal responsibility, ethics and accountability.
    5. Ability to collaborate, work productively with others and resolve conflicts and challenges.
  - The majority of the respondents are satisfied with the emotional/physical safety of students. The minority replied in all other categories. 60% are satisfied with the emotional/physical safety of students, 7% disagree, 24% “somewhat” and 9% replied “unable to assess”.
  - The overwhelming majority of the respondents felt that the emotional/physical safety of students is important and should be a priority. The minority disagreed. 98% of the respondents feel that the emotional/physical safety of students is important and should be a priority and 2% disagreed.
  - The overwhelming majority of the respondents are aware of the district’s commitment to social/emotional development. The minority responded in all other categories. 85% are aware of the district’s commitment to social/emotional development through its R.O.A.R

- (PBIS) program, 3% disagree, 9% “somewhat” 3% responded “unable to assess”.
- The majority of the respondents felt that school time should be used to engage in activities to address the social/emotional development of students. The minority responded in all other categories. **70% of the respondents feel that school time should be used to engage in activities to address the social/emotional development of students, 5% disagree, 23% “somewhat” and 3% replied “unable to assess”.**
  - The majority of the respondents feel that taxpayers get good educational outcomes for their tax dollars. The minority responded in all other categories. **56% feel that taxpayers get good educational outcomes for their tax dollars, 7% disagree, 27% “somewhat” and 10% replied “unable to assess”.**
  - With reference to being informed of district finances, the minority replied in all categories. **39% of the respondents feel informed regarding district finances, 19% disagree, 37% “somewhat” and 5% replied “unable to assess”.**
  - The top 3 priorities of the fiscal statements noted by respondents in the survey are as follows (1 represents the highest priority):
    1. Maintain current expenditures and programming.
    2. Increase expenditures, increase programming.
    3. Reduce expenditures by reducing programming or by other means.
  - The majority of the respondents feel that the current facilities meet the needs of students. The minority responded in all other categories. **62% of the respondents feel that the current facilities meet the needs of students, 6% disagree, 25% “somewhat” and 7% replied “unable to answer”.**
  - The overwhelming majority of respondents would support updating the buildings as needed for educational programming/space. The minority disagreed. **84% of the respondents would support updating the buildings as needed for educational programming/space and 16% disagreed.**
  - The overwhelming majority of the respondents feel that the facilities meet the needs of the community. The minority responded in all other categories. **84% of the respondents feel that the facilities meet the needs of the community, 10% disagree and 6% replied, “does not apply”.**
  - Respondents identified the most important items in retaining quality teachers and staff as follows (1 being the most important):
    1. Salary
    2. Morale
    3. Benefits
    4. Continuing Education
  - The overwhelming majority of the respondents feel that the district should invest in practices that keep educators up-to-day with

- educational trends and curricular innovations through professional development programs. The minority responded in all other categories **88% of the respondents feel that the district should invest in practices that keep educators up-to-date with educational trends and curricular innovations through professional development programs, 3% disagree and 9% replied “not sure”.**
- The overwhelming majority of the respondents feel that professional development opportunities for staff is important to enhance instruction. The minority disagrees. **93% of the respondents feel that professional development opportunities for staff is important to enhance instruction and 7% disagree.**
  - The majority of the respondents would support early release/late start time for students to allow for staff professional development. The minority disagrees. **73% of the respondents would support early release/late start time for students to allow for staff professional development and 27% disagree.**
  - Respondents identified the 5 most important items in selecting new staff (1 being most important):
    1. Ability to connect and communicate with students.
    2. Professional and positive role model for students.
    3. Diversity of staff to reflect the diversity of the student body.
    4. Previous teaching experience.
    5. Educational success in college.
  - With reference to the question “Is there community participation and partnerships in the district, the minority responded in all categories. **40% of the respondents feel that there is community participation and partnerships in the district, 6% disagree, 41% “somewhat” and 13% replied “unable to assess”.**
  - The majority of the respondents feel there is good communications between the district and the community. The minority responded in all other categories. **54% of the respondents feel there is good communication between the district and the community, 7% disagree, 32% “somewhat” and 7% replied “unable to assess”.**
  - The overwhelming majority of the respondents feel pride in Woodland District 50. The minority disagrees. **90% of the respondents share pride in Woodland District 50 and 10% disagree.**
  - Respondents identified the 5 greatest strengths of Woodland District 50 (1 being the greatest strength):
    1. Quality of teaching staff
    2. Quality of curriculum
    3. Range of programs and services
    4. Extracurricular programs
    5. Parent interest/involvement

- Respondents identified the 3 most important issues facing Woodland District 50 (1 being the most important):
  1. Focusing on the needs of all students
  2. Maintaining high standards
  3. Finances
- The majority of the respondents preferred communications from the district via email. The minority responded in all other categories. **77% of the respondents preferred communications from the district via email, Woodland District 50 newsletter 8%, website 4%, teacher communications 4%, social media 3%, school communications 2%, “other” and all other items listed in the survey were less than 1 %.**