

## Report 3: Disaggregated Stakeholder Survey Results

### A. Results by Role Group

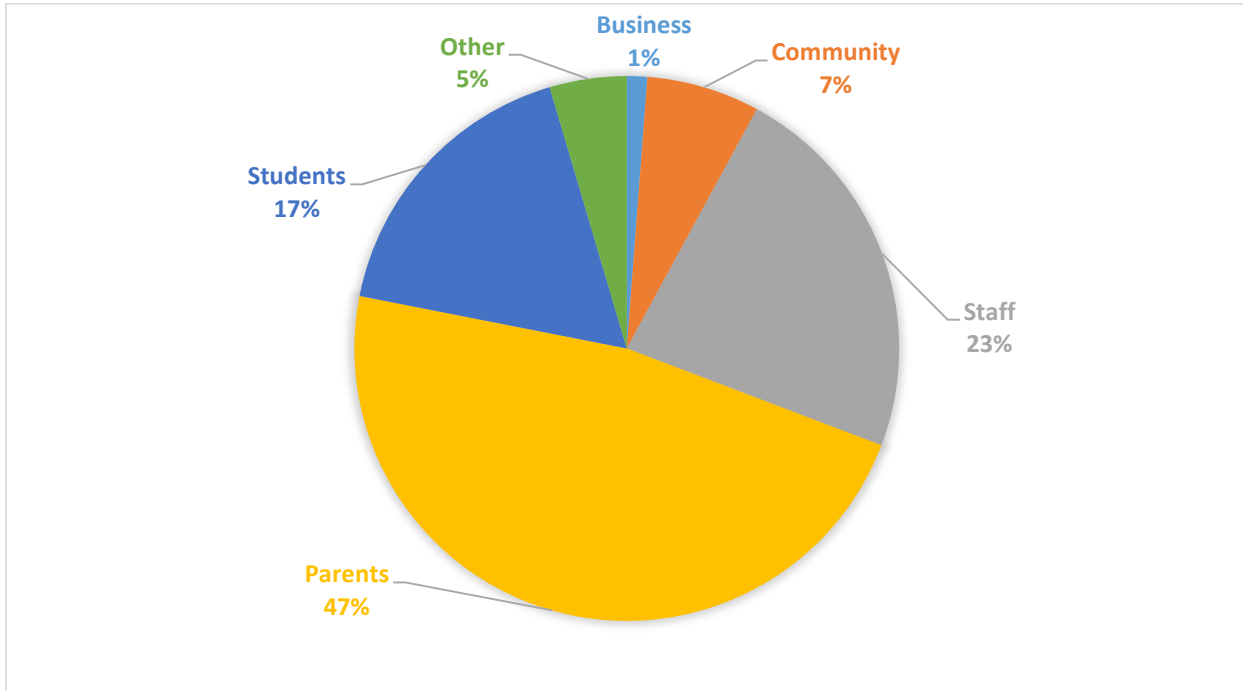


Figure 1A. Percentages of Participants by Role Group

Table 1A. Participants by Role Group

	Response (%)	Responses
Business owner and/or employer	1	9
Community member	7	50
Employee/staff member	23	170
Parent	47	352
Student	17	129
Other:	5	34
	Answered Question	737
	Skipped Question	0

**Woodland Park School District  
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Table 2A. Expectations and Principles by Role Group

<b>EXPECTATIONS</b>	Business	Community	Staff	Parents	Students
Civic minded, contributing citizens	6.67	15.27	11.75	9.11	9.15
Employable; demonstrate a strong work ethic	23.33	22.90	16.49	17.01	15.59
Lifelong learners	13.33	6.87	12.98	9.46	9.49
Motivated, engaged in, and responsible for their own learning	16.67	16.79	15.96	18.06	17.63
Prepared for life; successful in future endeavors	20.00	14.50	18.60	20.40	18.98
Demonstrate good character traits	3.33	11.45	14.04	13.11	14.24
Develop a skill set that serves them well in the 21st century.	16.67	12.21	10.18	12.85	14.92
<b>PRINCIPLES</b>	Business	Community	Staff	Parents	Students
Be committed to continuous improvement.	16.67	14.03	11.61	11.18	16.15
Believe in learning as a unique, evolving, lifelong endeavor that increases access to an ever changing world.	13.33	10.16	9.11	10.49	15.22
Invest in finding, developing and retaining highly-qualified individuals.	16.67	15.62	15.89	15.08	9.63
Maintain clear and high academic and behavioral expectations for students.	16.67	21.09	17.50	18.11	14.60
Make certain that students are at the heart of actions and decisions.	10.00	12.50	12.50	11.53	12.42
Promote relationships that are positive, productive, and collaborative.	0.00	6.25	9.82	8.75	11.80
Provide a safe, welcoming, and supportive environment where everyone is treated with courtesy and respect.	3.33	10.94	14.29	13.17	14.29
View instruction as a dynamic process that is focused, rigorous, engaging, and inspiring.	23.33	9.38	9.29	11.70	5.90

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Table 3A. Satisfaction by Role Group (% very satisfied and satisfied)

	Business	Community	Staff	Parents	Students
Course offerings (curricula)	43%	22%	63%	66%	56%
Expectations for students	13%	19%	59%	58%	43%
Focus on student learning (achievement)	13%	25%	63%	58%	46%
Instructional strategies	25%	19%	60%	50%	38%
Learning environment	50%	22%	63%	56%	45%
Learning opportunities	38%	31%	69%	65%	53%
Student behavior	38%	16%	38%	50%	26%
Variety of activities	50%	34%	75%	63%	57%
Communication	38%	25%	66%	63%	46%
Community involvement	38%	34%	55%	48%	37%
Continuous improvement	25%	19%	57%	40%	28%
Facilities	63%	48%	48%	53%	41%
Image management	25%	19%	48%	38%	40%
Leadership	38%	23%	55%	51%	48%
Parent involvement	25%	9%	42%	52%	43%
Resources (funding and staffing)	38%	13%	21%	30%	25%
Size of district	75%	59%	71%	71%	55%
Staff quality	63%	19%	68%	57%	46%
Staff retention	50%	13%	33%	34%	43%

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Table 4A. Improvement Strategies by Role Group

	Business	Community	Staff	Parents	Students
Communicate clear and consistent expectations for students and staff	19%	19%	16%	16%	15%
Continue comprehensive, long-range strategic and financial planning	12%	9%	9%	8%	9%
Establish common operating procedures that apply to all schools	0%	8%	10%	5%	8%
Identify, promote, and recognize distinctive, high-quality programs and practices	8%	13%	15%	20%	15%
Integrate community programs and resources into schools, as appropriate, to increase opportunities for and better support students	19%	10%	13%	12%	15%
Offer life skills courses to help students become self-sufficient	15%	21%	16%	16%	20%
Recruit, develop, empower, and retain highly effective educators	27%	21%	21%	22%	17%

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Table 5A. Program and Initiative Rankings by Role Group

	Business	Community	Staff	Parents	Students
Critical Thinking Programs (e.g., Think Tank, Master Series, and Eagle Hour)	#1	#2	#3	#2	#2
Early Childhood Education (Preschool/Full Day Kindergarten)	#4	#4	#1	#3	#3
Enrichment courses for Homeschool students	#5	#5	#5	#5	#4
Integrated Science, Technology, Engineering, and Mathematics Programs (e.g., Elevate Environmental Education and Robotics)	#2	#1	#2	#1	#1
Learning opportunities incorporating online platforms	#3	#3	#4	#4	#5
Activities/Athletics/Clubs	#2	#6	#4	#4	#2
Advanced Placement/Honors Program	#1	#3	#1	#1	#1
Career and technical education industry certifications (vocational programs)	#3	#1	#2	#2	#3
Fine and performing arts	#4	#4	#3	#3	#5
Opportunities to earn college credit	#5	#2	#5	#5	#4
Opportunities to take online courses	#6	#5	#6	#6	#6
Compensation for high quality staff	#1	#1	#1	#1	#1
Increased instructional time	#5	#2	#5	#5	#5
Innovation (i.e., shift from traditional ways to newer, alternative approaches)	#3	#5	#3	#3	#2
Small class sizes	#4	#4	#2	#2	#3
Technology (1:1 devices)	#2	#3	#4	#4	#4

## B. Results by Age Groups

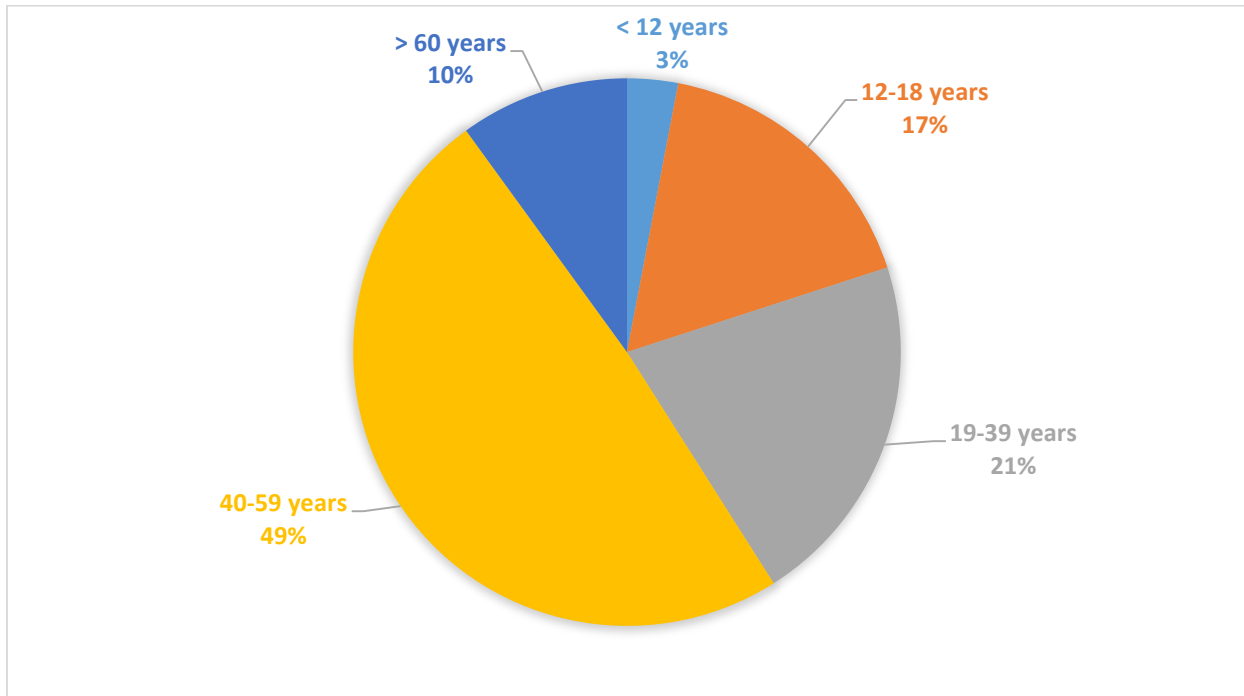


Figure 1B. Percentages of Participants by Age Group

Table 1B. Participants by Age Group

		Response (%)	Responses
Under 12 years		3	21
12-18 years		17	126
19-39 years		21	156
40-59 years		49	358
60 years or older		10	76
		Answered Question	737
		Skipped Question	0

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Table 2B. Expectations and Principles by Age Group

<b>EXPECTATIONS</b>	< 12 years	12–18 years	19–39 years	40–59 years	> 60 years
Civic minded, contributing citizens	9%	9%	12%	9%	13%
Employable; demonstrate a strong work ethic	16%	16%	16%	18%	20%
Lifelong learners	9%	9%	11%	10%	11%
Motivated, engaged in, and responsible for their own learning	23%	19%	18%	17%	15%
Prepared for life; successful in future endeavors	18%	18%	20%	20%	18%
Demonstrate good character traits	20%	14%	13%	13%	14%
Develop a skill set that serves them well in the 21st century.	5%	16%	12%	13%	9%
<b>PRINCIPLES</b>	< 12 years	12–18 years	19–39 years	40–59 years	> 60 years
Be committed to continuous improvement.	14%	15%	12%	11%	13%
Believe in learning as a unique, evolving, lifelong endeavor that increases access to an ever changing world.	20%	15%	12%	9%	9%
Invest in finding, developing and retaining highly-qualified individuals.	8%	10%	14%	16%	16%
Maintain clear and high academic and behavioral expectations for students.	24%	14%	17%	18%	20%
Make certain that students are at the heart of actions and decisions.	8%	12%	13%	12%	8%
Promote relationships that are positive, productive, and collaborative.	10%	14%	10%	8%	9%
Provide a safe, welcoming, and supportive environment where everyone is treated with courtesy and respect.	12%	15%	13%	13%	14%
View instruction as a dynamic process that is focused, rigorous, engaging, and inspiring.	4%	7%	9%	12%	10 %

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Table 3B. Satisfaction by Age Group (very satisfied and satisfied)

	< 12 years	12–18 years	19–39 years	40–59 years	> 60 years
Course offerings (curricula)	44%	58%	68%	62%	42%
Expectations for students	56%	40%	63%	56%	40%
Focus on student learning (achievement)	50%	43%	68%	54%	41%
Instructional strategies	67%	40%	64%	45%	38%
Learning environment	50%	50%	68%	52%	43%
Learning opportunities	78%	56%	72%	60%	50%
Student behavior	41%	27%	53%	45%	19%
Variety of activities	56%	61%	68%	64%	57%
Communication	61%	48%	57%	65%	47%
Community involvement	67%	38%	50%	49%	38%
Continuous improvement	61%	27%	50%	41%	37%
Facilities	56%	40%	58%	47%	54%
Image management	56%	38%	46%	38%	28%
Leadership	61%	48%	62%	48%	35%
Parent involvement	61%	46%	57%	45%	24%
Resources (funding and staffing)	35%	26%	38%	23%	19%
Size of district	53%	58%	74%	92%	65%
Staff quality	78%	45%	68%	55%	46%
Staff retention	47%	39%	43%	32%	15%



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Table 4B. Improvement Strategies by Age Group

	< 12 years	12–18 years	19–39 years	40–59 years	> 60 years
Communicate clear and consistent expectations for students and staff	14%	15%	16%	16%	20%
Continue comprehensive, long-range strategic and financial planning	6%	9%	8%	8%	8%
Establish common operating procedures that apply to all schools	12%	8%	7%	6%	5%
Identify, promote, and recognize distinctive, high-quality programs and practices	16%	16%	16%	19%	14%
Integrate community programs and resources into schools, as appropriate, to increase opportunities for and better support students	16%	15%	15%	11%	12%
Offer life skills courses to help students become self-sufficient	24%	20%	18%	15%	20%
Recruit, develop, empower, and retain highly effective educators	14%	17%	20%	23%	20%

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Table 5B. Program and Initiative Rankings by Age Group

	< 12 years	12–18 years	19–39 years	40–59 years	> 60 years
Critical Thinking Programs (e.g., Think Tank, Master Series, and Eagle Hour)	#1	#2	#2	#2	#2
Early Childhood Education (Preschool/Full Day Kindergarten)	#4	#3	#3	#4	#3
Enrichment courses for Homeschool students	#5	#4	#5	#5	#5
Integrated Science, Technology, Engineering, and Mathematics Programs (e.g., Elevate Environmental Education and Robotics)	#2	#1	#1	#1	#1
Learning opportunities incorporating online platforms	#3	#5	#4	#3	#4
Activities/Athletics/Clubs	#2	#2	#4	#5	#4
Advanced Placement/Honors Program	#4	#1	#1	#1	#1
Career and technical education industry certifications (vocational programs)	#5	#3	#2	#4	#2
Fine and performing arts	#3	#5	#3	#3	#3
Opportunities to earn college credit	#1	#4	#5	#2	#5
Opportunities to take online courses	#6	#6	#6	#6	#6
Compensation for high quality staff	#1	#1	#1	#1	#1
Increased instructional time	#5	#5	#5	#5	#3
Innovation (i.e., shift from traditional ways to newer, alternative approaches)	#3	#2	#3	#3	#2
Small class sizes	#2	#3	#2	#2	#4
Technology (1:1 devices)	#4	#4	#4	#4	#5

### C. Results by Years of Residency

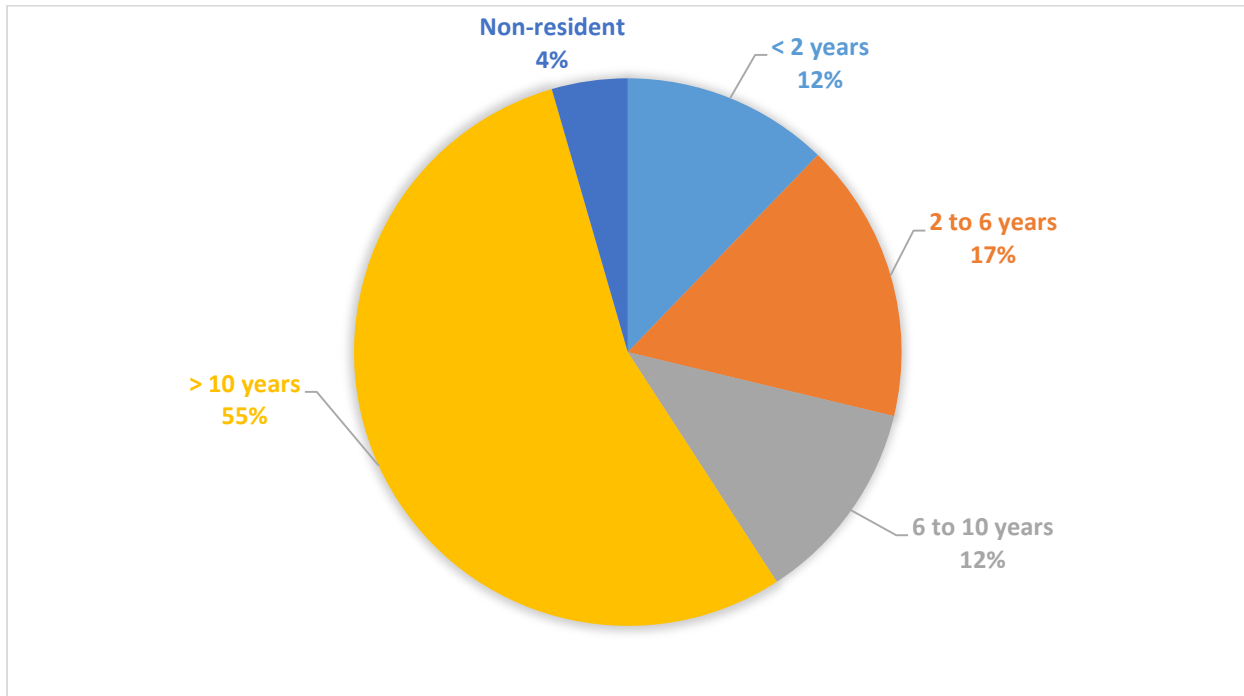


Figure 1C. Percentages of Participants by Years of Residency

Table 1C. Participants by Years of Residency

		Response (%)	Responses
Less than 2 years		12	90
2 years to 6 years		17	122
6 years to 10 years		12	89
10 or more years		55	403
I do not live in the area served by WPSD.		4	33
		Answered Question	737
		Skipped Question	0

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Table 2C. Expectations and Principles by Years of Residency

<b>EXPECTATIONS</b>	< 2 years	2–6 years	6–10 years	> 10 years	Non-resident
Civic minded, contributing citizens	11%	12%	9%	9%	12%
Employable; demonstrate a strong work ethic	15%	16%	15%	19%	13%
Lifelong learners	11%	11%	10%	10%	16%
Motivated, engaged in, and responsible for their own learning	18%	15%	22%	17%	19%
Prepared for life; successful in future endeavors	20%	20%	17%	20%	15%
Demonstrate good character traits	14%	14%	15%	12%	15%
Develop a skill set that serves them well in the 21st century.	11%	13%	13%	13%	8%
<b>PRINCIPLES</b>	< 2 years	2–6 years	6–10 years	> 10 years	Non-resident
Be committed to continuous improvement.	13%	12%	12%	12%	13%
Believe in learning as a unique, evolving, lifelong endeavor that increases access to an ever changing world.	11%	11%	12%	10%	11%
Invest in finding, developing and retaining highly-qualified individuals.	12%	14%	16%	15%	15%
Maintain clear and high academic and behavioral expectations for students.	20%	17%	20%	17%	13%
Make certain that students are at the heart of actions and decisions.	11%	10%	10%	13%	14%
Promote relationships that are positive, productive, and collaborative.	10%	12%	7%	8%	13%
Provide a safe, welcoming, and supportive environment where everyone is treated with courtesy and respect.	15%	13%	13%	13%	15%
View instruction as a dynamic process that is focused, rigorous, engaging, and inspiring.	7%	11%	10%	11%	7%

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Table 3C. Satisfaction by Years of Residency (very satisfied and satisfied)

	< 2 years	2–6 years	6–10 years	> 10 years	Non-resident
Course offerings (curricula)	56%	66%	74%	58%	50%
Expectations for students	61%	53%	62%	52%	39%
Focus on student learning (achievement)	69%	57%	52%	53%	39%
Instructional strategies	60%	47%	51%	47%	39%
Learning environment	64%	55%	60%	52%	52%
Learning opportunities	74%	60%	70%	58%	57%
Student behavior	57%	48%	43%	36%	29%
Variety of activities	73%	58%	66%	63%	54%
Communication	57%	70%	62%	56%	41%
Community involvement	62%	49%	52%	43%	44%
Continuous improvement	47%	41%	41%	39%	44%
Facilities	66%	52%	58%	45%	30%
Image management	50%	46%	39%	36%	26%
Leadership	61%	60%	53%	44%	44%
Parent involvement	59%	50%	58%	42%	37%
Resources (funding and staffing)	42%	31%	25%	23%	19%
Size of district	65%	73%	70%	67%	56%
Staff quality	65%	60%	68%	52%	44%
Staff retention	46%	36%	38%	31%	15%

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Table 4C. Improvement Strategies by Years of Residency

	< 2 years	2–6 years	6–10 years	> 10 years	Non-resident
Communicate clear and consistent expectations for students and staff	16%	18%	18%	16%	16%
Continue comprehensive, long-range strategic and financial planning	7%	8%	10%	8%	10%
Establish common operating procedures that apply to all schools	8%	6%	7%	7%	5%
Identify, promote, and recognize distinctive, high-quality programs and practices	16%	18%	16%	18%	13%
Integrate community programs and resources into schools, as appropriate, to increase opportunities for and better support students	15%	14%	10%	13%	14%
Offer life skills courses to help students become self-sufficient	19%	17%	15%	17%	18%
Recruit, develop, empower, and retain highly effective educators	18%	21%	24%	21%	24%

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Table 5C. Program and Initiative Rankings by Role Group

	< 2 years	2–6 years	6–10 years	> 10 years	Non-resident
Critical Thinking Programs (e.g., Think Tank, Master Series, and Eagle Hour)	#3	#2	#2	#2	#3
Early Childhood Education (Preschool/Full Day Kindergarten)	#1	#4	#3	#3	#1
Enrichment courses for Homeschool students	#5	#5	#5	#5	#5
Integrated Science, Technology, Engineering, and Mathematics Programs (e.g., Elevate Environmental Education and Robotics)	#2	#1	#1	#1	#2
Learning opportunities incorporating online platforms	#4	#3	#4	#4	#4
Activities/Athletics/Clubs	#4	#5	#4	#2	#5
Advanced Placement/Honors Program	#2	#1	#1	#1	#3
Career and technical education industry certifications (vocational programs)	#3	#3	#4	#3	#2
Fine and performing arts	#5	#4	#3	#4	#4
Opportunities to earn college credit	#1	#2	#2	#5	#1
Opportunities to take online courses	#6	#6	#6	#6	#6
Compensation for high quality staff	#1	#1	#1	#1	#1
Increased instructional time	#5	#5	#5	#5	#4
Innovation (i.e., shift from traditional ways to newer, alternative approaches)	#3	#4	#4	#3	#3
Small class sizes	#2	#2	#2	#2	#2
Technology (1:1 devices)	#4	#3	#3	#4	#5

D. Results by School

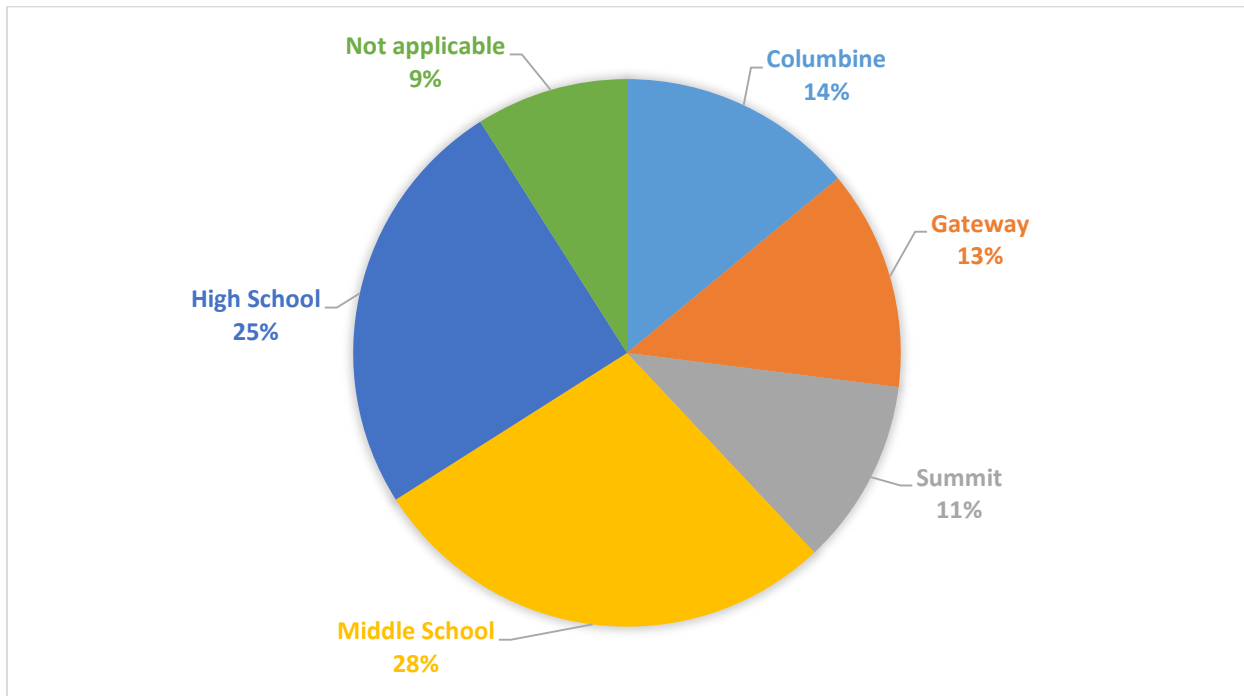


Figure 1D. Percentages of Participants by School

Table 1D. Participants by School

	Response (%)	Responses
Columbine Elementary	14	197
Gateway Elementary	13	178
Summit Elementary	11	159
Woodland Park Middle School	28	388
Woodland Park High School	25	356
Not applicable	9	120
	Answered Question	737
	Skipped Question	0



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Table 2D. Expectations and Principles by School

EXPECTATIONS	Columbine	Gateway	Summit	Middle	High School
Civic minded, contributing citizens	10%	9%	9%	9%	9%
Employable; demonstrate a strong work ethic	17%	19%	16%	18%	19%
Lifelong learners	10%	10%	9%	10%	10%
Motivated, engaged in, and responsible for their own learning	18%	16%	19%	17%	18%
Prepared for life; successful in future endeavors	21%	20%	21%	20%	20%
Demonstrate good character traits	13%	13%	13%	13%	12%
Develop a skill set that serves them well in the 21st century.	12%	13%	12%	14%	13%
PRINCIPLES	Columbine	Gateway	Summit	Middle	High School
Be committed to continuous improvement.	12%	13%	11%	12%	12%
Believe in learning as a unique, evolving, lifelong endeavor that increases access to an ever changing world.	9%	11%	10%	10%	10%
Invest in finding, developing and retaining highly-qualified individuals.	16%	15%	14%	15%	15%
Maintain clear and high academic and behavioral expectations for students.	20%	18%	18%	18%	18%
Make certain that students are at the heart of actions and decisions.	12%	12%	13%	12%	12%
Promote relationships that are positive, productive, and collaborative.	9%	7%	8%	8%	9%
Provide a safe, welcoming, and supportive environment where everyone is treated with courtesy and respect.	12%	13%	15%	13%	12%
View instruction as a dynamic process that is focused, rigorous, engaging, and inspiring.	12%	11%	10%	12%	12%

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Table 3D. Satisfaction by School (very satisfied and satisfied)

	Columbine	Gateway	Summit	Middle	High School
Course offerings (curricula)	66%	65%	61%	61%	59%
Expectations for students	59%	58%	56%	51%	45%
Focus on student learning (achievement)	61%	55%	52%	50%	46%
Instructional strategies	53%	47%	46%	42%	39%
Learning environment	59%	53%	55%	50%	45%
Learning opportunities	65%	62%	67%	60%	55%
Student behavior	49%	41%	46%	36%	35%
Variety of activities	65%	63%	65%	63%	63%
Communication	68%	57%	66%	63%	54%
Community involvement	48%	44%	54%	45%	41%
Continuous improvement	40%	41%	45%	39%	32%
Facilities	48%	53%	53%	47%	44%
Image management	39%	42%	43%	44%	32%
Leadership	52%	48%	55%	47%	40%
Parent involvement	54%	46%	51%	47%	42%
Resources (funding and staffing)	32%	27%	29%	26%	21%
Size of district	72%	68%	73%	69%	65%
Staff quality	60%	51%	57%	52%	45%
Staff retention	38%	30%	36%	29%	27%

**Woodland Park School District  
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Table 4D. Improvement Strategies by School

	Columbine	Gateway	Summit	Middle	High School
Communicate clear and consistent expectations for students and staff	14%	18%	16%	16%	16%
Continue comprehensive, long-range strategic and financial planning	9%	6%	7%	8%	8%
Establish common operating procedures that apply to all schools	6%	8%	6%	7%	7%
Identify, promote, and recognize distinctive, high-quality programs and practices	20%	20%	18%	19%	18%
Integrate community programs and resources into schools, as appropriate, to increase opportunities for and better support students	13%	10%	14%	12%	12%
Offer life skills courses to help students become self-sufficient	16%	17%	18%	16%	17%
Recruit, develop, empower, and retain highly effective educators	21%	20%	21%	22%	22%

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Table 5D. Program and Initiative Rankings by School

	Columbine	Gateway	Summit	Middle	High School
Critical Thinking Programs (e.g., Think Tank, Master Series, and Eagle Hour)	#2	#2	#2	#2	#2
Early Childhood Education (Preschool/Full Day Kindergarten)	#3	#3	#4	#4	#4
Enrichment courses for Homeschool students	#5	#5	#5	#5	#5
Integrated Science, Technology, Engineering, and Mathematics Programs (e.g., Elevate Environmental Education and Robotics)	#1	#1	#1	#1	#1
Learning opportunities incorporating online platforms	#4	#4	#3	#3	#3
Activities/Athletics/Clubs	#2	#2	#4	#4	#3
Advanced Placement/Honors Program	#1	#1	#1	#1	#1
Career and technical education industry certifications (vocational programs)	#4	#3	#2	#2	#2
Fine and performing arts	#3	#4	#3	#3	#4
Opportunities to earn college credit	#5	#5	#5	#5	#5
Opportunities to take online courses	#6	#6	#6	#6	#6
Compensation for high quality staff	#1	#1	#1	#1	#1
Increased instructional time	#5	#5	#5	#5	#5
Innovation (i.e., shift from traditional ways to newer, alternative approaches)	#3	#3	#3	#3	#3
Small class sizes	#2	#2	#2	#2	#2
Technology (1:1 devices)	#4	#4	#4	#4	#4