



Dodgeland School District

Community Survey Preliminary Report

October 27, 2025

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Background Info



**Survey/Respondent
Information**



Results & Analysis



Wrap-up/Questions





Our mission is to help educational leaders gather, organize, and use data to make strategic decisions.

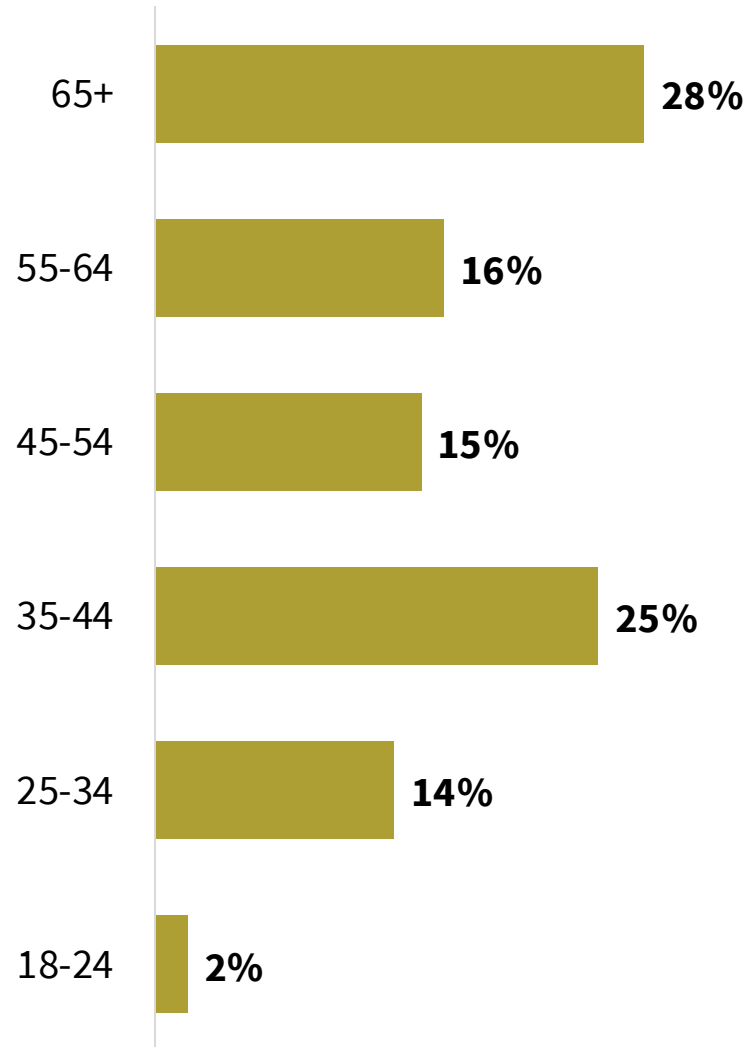
- Founded in **2002** to provide independent research
- Conducted over **3 million** staff, parent, and student, and community surveys for school improvement
- Helped more than **1,300** school districts navigate the strategic planning and referendum planning process

Survey Information

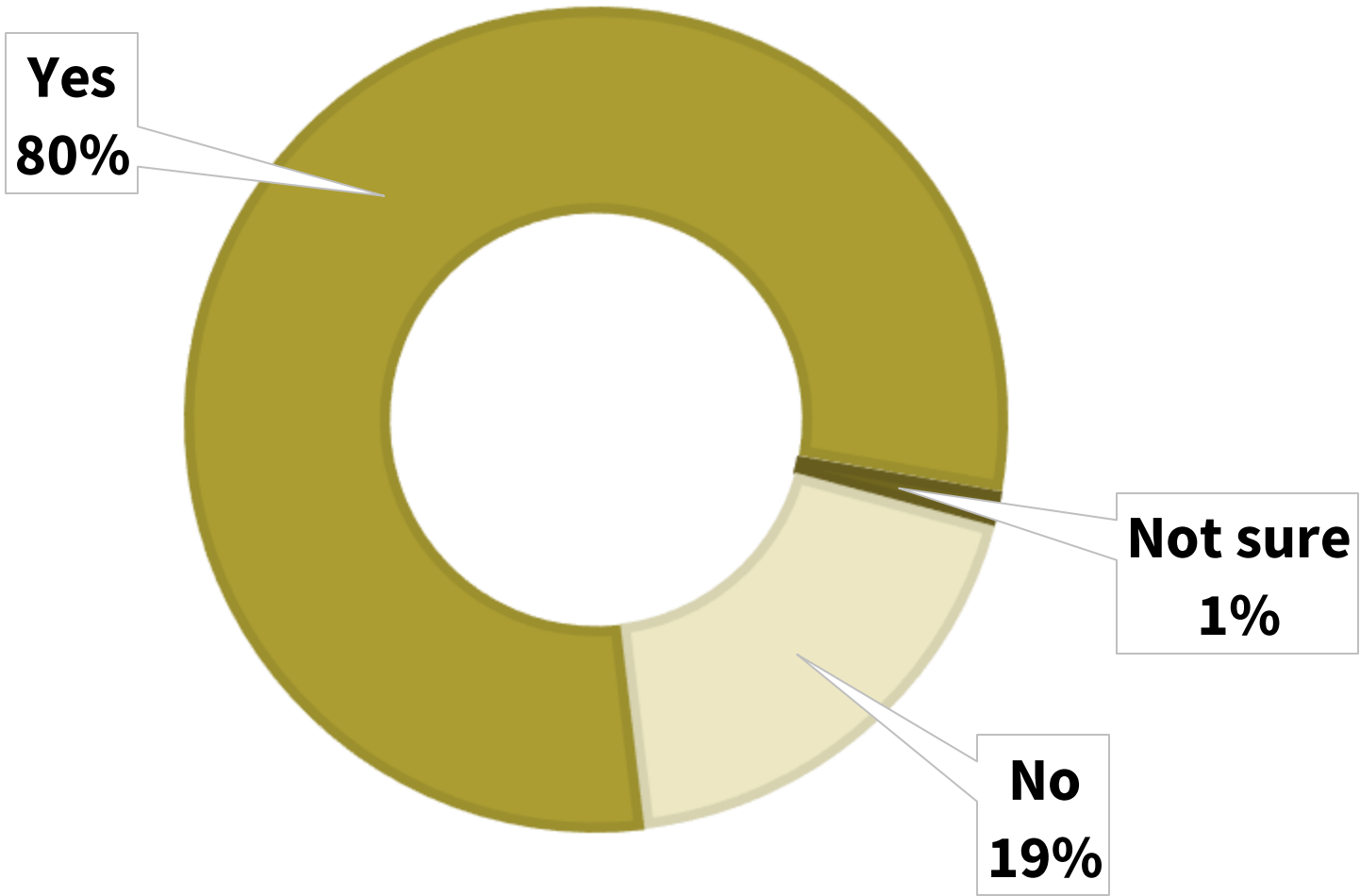
- **October 20, 2025** survey deadline
- **447** respondents
- **+/- 4.73%** statistical margin of error



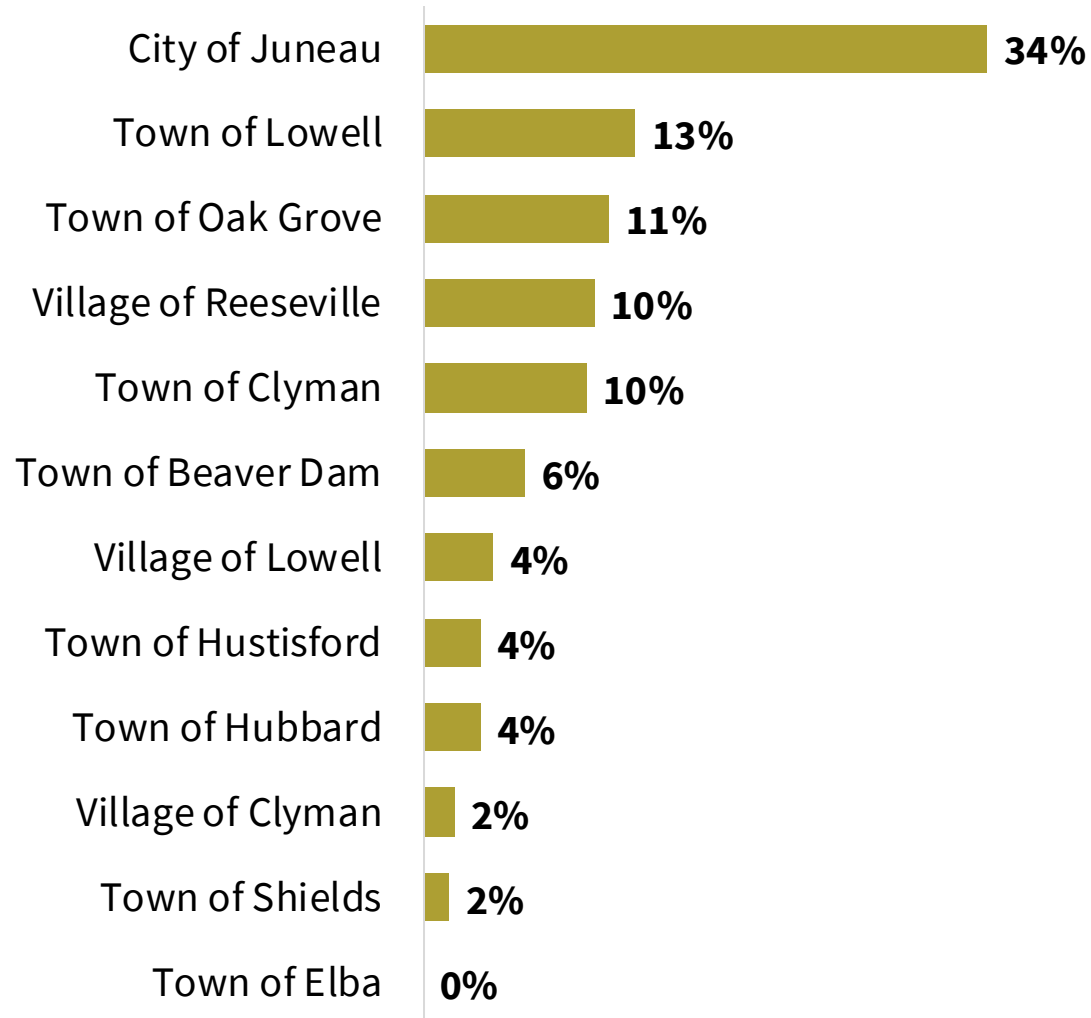
What is your age?



Is your primary residence in the Dodgeland School District?



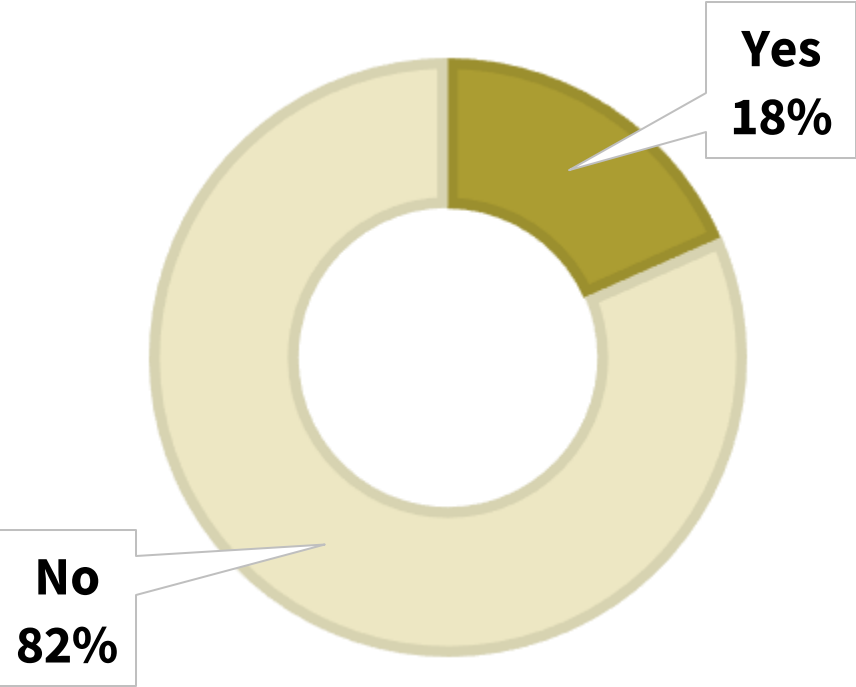
In which municipality do you live?



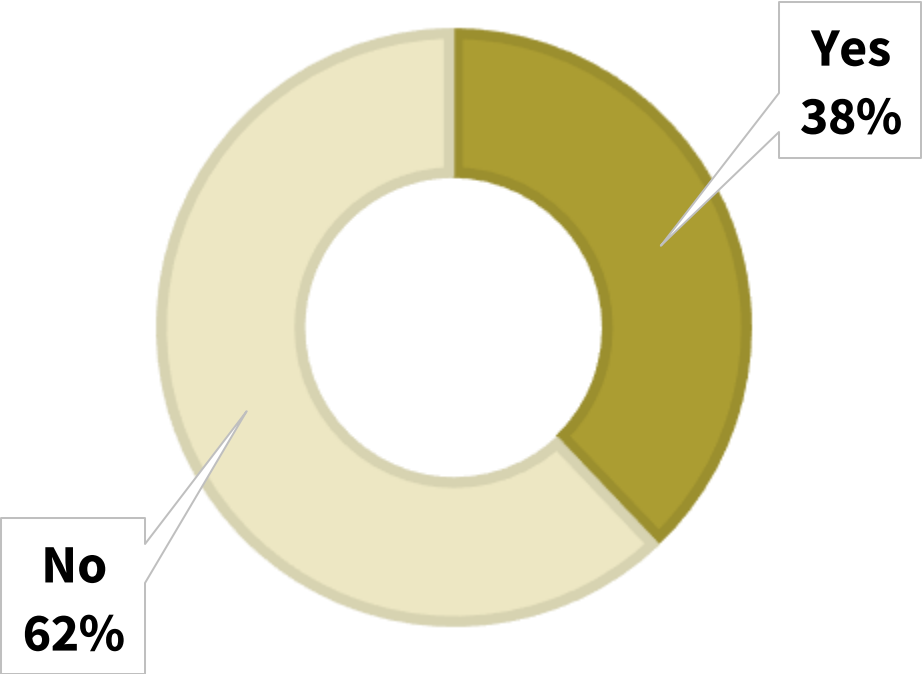
Respondent Information



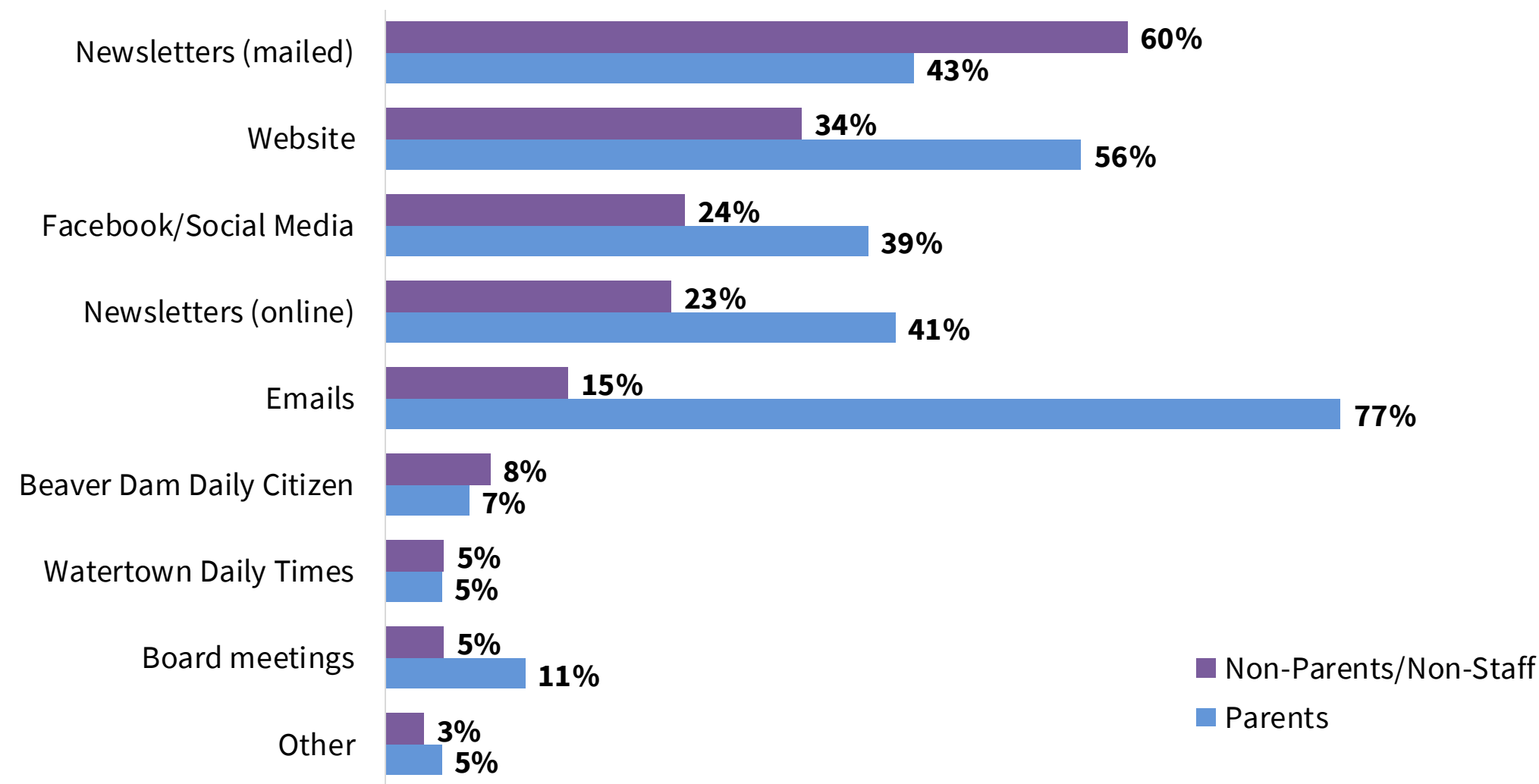
Are you an employee of the
Dodgeland School District?



Do you have children attending
a school in the District?



How do you like to receive information from us?



Funding for Operations



Like many other districts in the state, Dodgeland faces a budget challenge because state and federal funding have not kept up with increasing costs for staffing, transportation, utilities, insurance, technology, building maintenance, and special education services.

Most school districts in Wisconsin (87%) have needed to ask voters for additional money through an operational referendum. **The Dodgeland School District has never received this type of voter-approved funding.**

Following the failed April referendum, the District made about \$760,000 in cuts. The District developed three options for community feedback.

Option 1: If voters support a referendum providing \$700,000 each year for four years, we would:

- ✓ Maintain most programs and services.
- ✓ Maintain most teaching and support staff.
- ✓ Maintain technology systems to protect student, parent, and staff data from cyber threats.
- ✓ Maintain elementary school reading curriculum.

Option 1 would increase taxes by approximately \$121 for every \$100,000 of property per year.

Funding for Operations



Option 2: If voters support a referendum providing \$1 million each year for four years, the District would do everything in Option 1 AND:

- ✓ Reinstate career and technical education (“shop”) introductory courses in the middle school.
- ✓ Upgrade student safety and security (such as emergency alert systems, cameras, door locks).
- ✓ Add an English Language Arts teacher in the middle school.
- ✓ Add student learning support staff (such as a paraprofessional) to improve outcomes.
- ✓ Replace outdated technology devices for students and staff.
- ✓ Complete some maintenance projects that were not included in the last capital referendum (such as sealing the exterior of the building and sealcoating the parking lots).

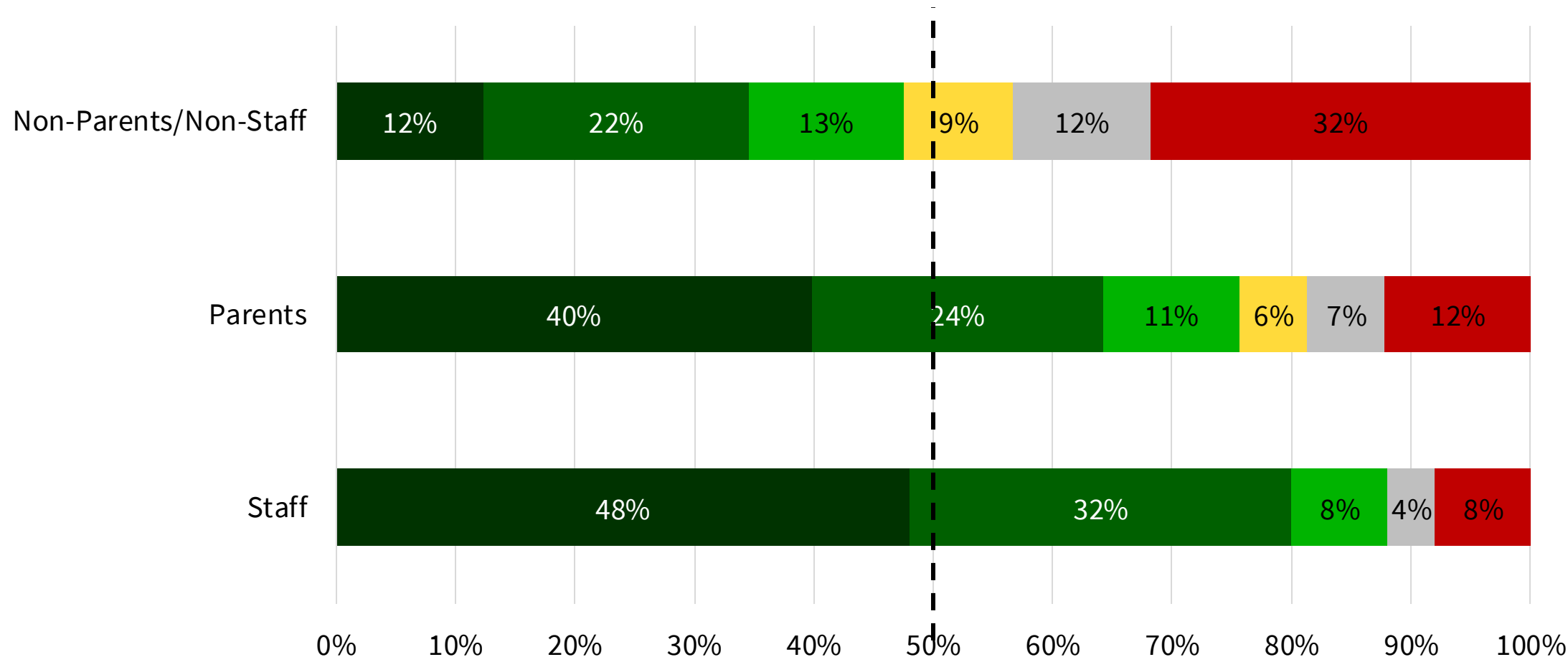
Option 2 would increase taxes by approximately \$172 for every \$100,000 of property value per year.

Option 3: If voters support a referendum providing \$1.3 million each year for four years, the District would do everything in Options 1 and 2 AND:

- ✓ Reinstate two certified student support positions (such as a school counselor and reading support teacher for struggling students).
- ✓ Reinstate nursing services to five days per week.
- ✓ Reinstate the Juneau in-town bus route.
- ✓ Add an administrative assistant to help with general duties (budgeting, communication, etc.).
- ✓ Improve athletic facilities (such as resurfacing the track) and restore cuts to athletic budget.

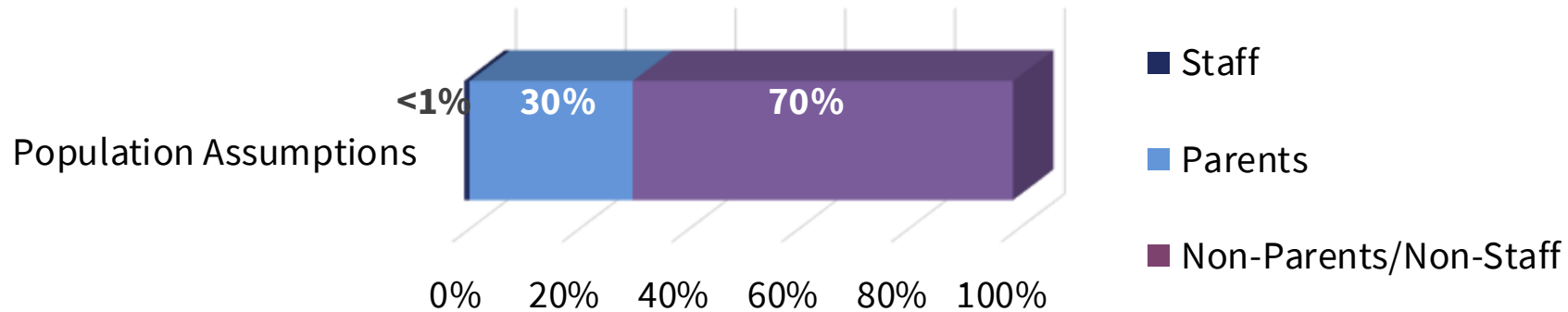
Option 3 would increase taxes by approximately \$224 for every \$100,000 of property value per year.

Which operational referendum amount would you support?



■ \$1.3M ■ \$1.0M ■ \$700,000 ■ Smaller referendum ■ Not sure/need more information ■ No referendum

Additional Analysis: Operational Referendum support



Weighted support for *Definitely yes and Probably yes*:

\$1.3M: $0.30 (40\%) + 0.70 (12\%) = 20.4\%$

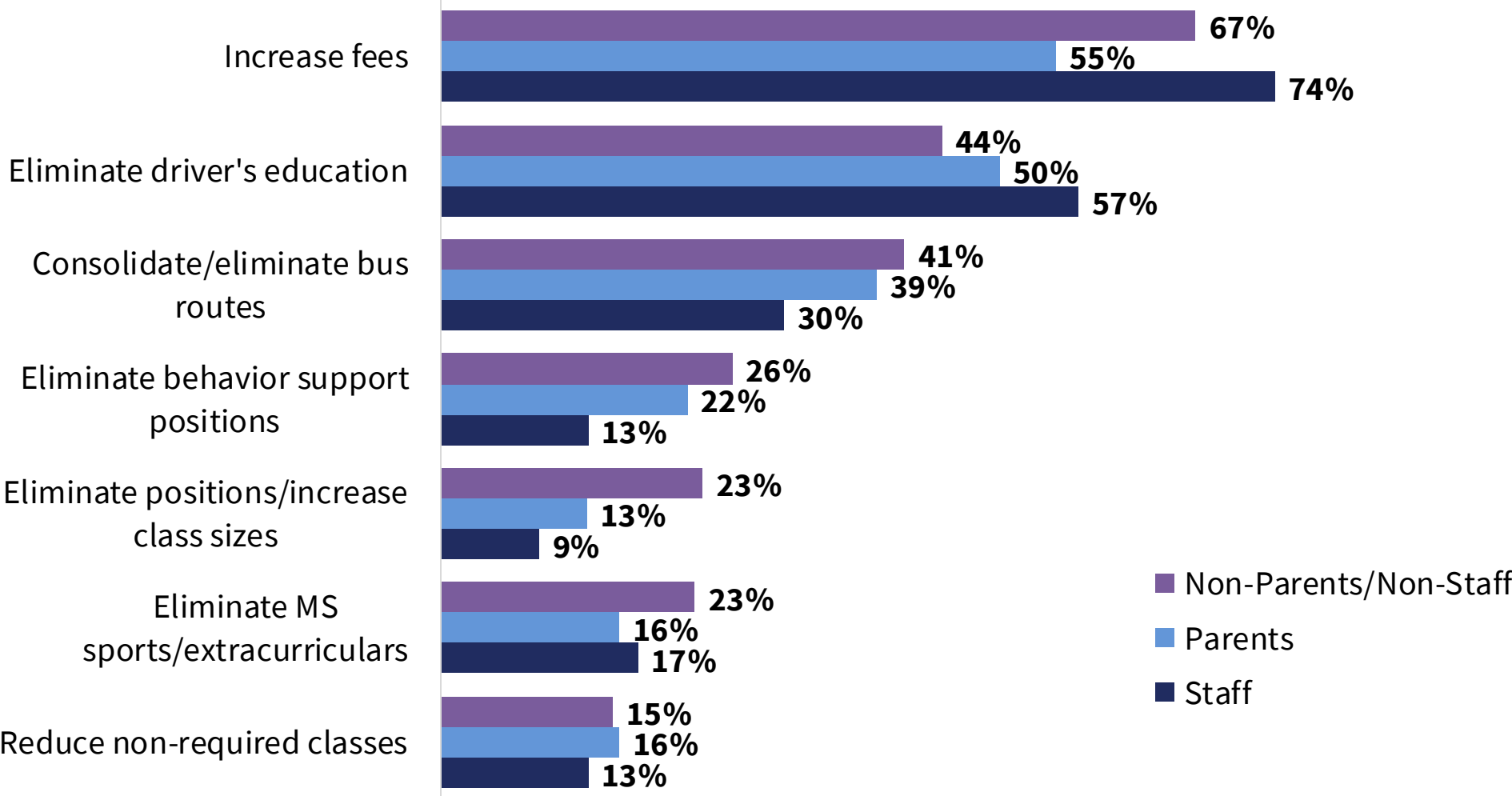
\$1.0M: $0.30 (64\%) + 0.70 (34\%) = 43.0\%$

\$700K: $0.30 (75\%) + 0.70 (47\%) = 55.4\%$

Smaller: $0.30 (81\%) + 0.70 (56\%) = 63.5\%$



Cost-Cutting Options



Superintendent Advice

Respondents were asked to choose up to 4 pieces of advice for Todd Greco.



Top Five “Superintendent Advice” Items by Subgroup

(Items in the top five across all three groups are in blue.)

Rank	Staff	Parents	Non-Parents/Non-Staff
1	Be transparent about decision-making	Be transparent about decision-making	Be transparent about decision-making
2	Engage staff to build consensus and ensure they feel heard	Communicate the District’s financial situation to the public	Communicate the District’s financial situation to the public
3	Communicate the District’s financial situation to the public	Improve communications with families and the community	Be willing to listen to various opinions, take a position, and own a final decision
4	Improve student discipline	Improve student achievement	Improve student achievement
5	Improve the District’s brand and reputation	Be willing to listen to various opinions, take a position, and own a final decision	Improve communications with families and the community



Planning Priorities

Respondents were asked to choose up to 4 areas for Dodgeland to focus improvement efforts.



Top Five “Planning Priorities” Items by Subgroup

(Items in the top five across all three groups are in blue.)



Rank	Staff	Parents	Non-Parents/Non-Staff
1	Life skills	Career and technical education courses	Career and technical education courses
2	Student behavior/discipline	Life skills	Life skills
3	Career and technical education courses	Mental health services for students	Community/business partnerships
4	Recruit and retain high-quality staff	Community/business partnerships	Reading/literacy achievement
5	Mental health services for students	Recruit and retain high-quality staff	Recruit and retain high-quality staff

Bottom Five “Planning Priorities” Items by Subgroup

(Items in the bottom five across all three groups are in blue.)



Rank	Staff	Parents	Non-Parents/Non-Staff
19	Online/distance/virtual course offerings	Foreign language courses	Athletics
20	Activities and clubs	Integrate technology into coursework	Education on the use of AI
21	Education on the use of AI	Online/distance/virtual course offerings	Foreign language courses
22	Integrate technology into coursework	Student transportation services	Student transportation services
23	Student transportation services	Services for preschool students	Services for preschool students

Graduate Success

Respondents were asked to choose up to 4 skills students need to be ready for life after high school.



Top Five “Graduate Success” Items by Subgroup

(Items in the top five across all three groups are in blue.)

Rank	Staff	Parents	Non-Parents/Non-Staff
1	Financial literacy/managing money	Financial literacy/managing money	Financial literacy/managing money
2	Managing stress/strong mental health	Training in career and technical education courses	Training in career and technical education courses
3	Self-control and regulation	Managing stress/strong mental health	Civics/citizenship
4	Training in career and technical education courses	Time management and priority-setting	Managing stress/strong mental health
5	Time management and priority-setting	Communicating effectively in small and large groups	Time management and priority-setting



Bottom Five “Graduate Success” Items by Subgroup

(Items in the bottom five across all three groups are in blue.)



Rank	Staff	Parents	Non-Parents/Non-Staff
17	Responsible risk-taking to learn new things	Service learning/volunteerism	Non-academic skills
18	Appreciation for the fine arts	Appreciation for the fine arts	Appreciation for the fine arts
19	Integrity/understanding who you are and what you stand for	Responsible risk-taking to learn new things	Integrity/understanding who you are and what you stand for
20	Speaking more than one language	Integrity/understanding who you are and what you stand for	Speaking more than one language
21	Self-advocacy/speaking up for yourself and things you believe in	Speaking more than one language	Responsible risk-taking to learn new things

District Feedback



Respondents were asked to indicate their level of agreement with each item.

Scores are calculated based on these weights:

- Strongly agree = 5
- Agree = 4
- Disagree = 2
- Strongly disagree = 1

All items begins with the words, “The Dodgeland School District ...”

District Feedback: Communications



Item	Staff	Parents	Non-Parents/ Non-Staff
Provides me with opportunities to offer feedback.	3.77	3.61	3.50
Communicates with me effectively.	3.70	3.52	3.10
Has a website that is an effective place for me to learn about what's going on at school.	3.97	3.58	3.63

District Feedback: Climate



Item	Staff	Parents	Non-Parents/ Non-Staff
Maintains safe and secure schools.	4.38	4.00	3.96
Has the support of the community.	2.49	3.11	3.25
Employs high-quality teachers/staff.	4.18	3.77	3.56
Effectively partners with local businesses and community members.	3.37	3.23	3.27

District Feedback: Leadership



Item	Staff	Parents	Non-Parents/ Non-Staff
Administration is doing what it takes to make our school district successful.	3.76	3.29	3.09
School board is doing what it takes to make our school district successful.	3.32	3.17	3.07
Is heading in the right direction.	3.52	2.93	2.83

District Feedback: Academics



Item	Staff	Parents	Non-Parents/ Non-Staff
Prepares students for potential careers.	4.04	3.38	3.35
Prepares students for education after high school (such as tech school or college).	4.07	3.39	3.43
Has high expectations for students.	3.54	3.34	3.21
Develops students' character.	3.70	3.46	3.18

Top Five “District Feedback” Items by Subgroup

*(Items in the top five across all three groups are in **blue**.)*



Rank	Staff	Parents	Non-Parents/Non-Staff
1	Maintains safe and secure schools	Maintains safe and secure schools	Maintains safe and secure schools
2	Employs high-quality teachers/staff	Employs high-quality teachers/staff	Has a website that is an effective place for me to learn about what’s going on at school
3	Prepares students for education after high school	Provides me with opportunities to offer feedback	Employs high-quality teachers/staff
4	Prepares students for potential careers	Has a website that is an effective place for me to learn about what’s going on at school	Provides me with opportunities to offer feedback
5	Has a website that is an effective place for me to learn about what’s going on at school	Communicates with me effectively	Prepares students for education after high school

Bottom Five “District Feedback” Items by Subgroup

*(Items in the bottom five across all three groups are in **blue**.)*



Rank	Staff	Parents	Non-Parents/Non-Staff
10	Has high expectations for students	Administration is doing what it takes to make our district successful	Develops students' character
11	Is heading in the right direction	Effectively partners with local businesses and community members	Communicates with me effectively
12	Effectively partners with local businesses and community members	School board is doing what it takes to make our district successful	Administration is doing what it takes to make our district successful
13	School board is doing what it takes to make our district successful	Has the support of the community	School board is doing what it takes to make our district successful
14	Has the support of the community	Is heading in the right direction	Is heading in the right direction



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