



**PREPARED FOR:**

**OREGON SCHOOL BOARDS ASSOCIATION (OSBA)**

**Online Membership Survey Research Report**

**October 2012**

**PREPARED BY:**

**DHM RESEARCH**

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## 1. | INTRODUCTION AND METHODOLOGY

DHM Research (Davis, Hibbitts & Midghall, Inc.) conducted an online survey for the Oregon School Boards Association (OSBA) to assess member's perceptions of OSBA and their views on a variety of issues. Several comparisons are made to surveys conducted in 2004 and 2008, which were conducted by telephone but had comparable demographics to the online survey.

The following research design was administered:

- OSBA emailed 1,335 school board members and superintendents, inviting them to participate in the survey
  - Two reminder emails were sent and members were encouraged to take the survey through the OSBA Daily Clips
- A total of 247 school board members and 85 superintendents completed the survey
- Conducted between September 13 and October 4, 2012
- The survey took an average of 23 minutes (approximately 70-questions)
- Quality control measures included pre-testing and monitoring of responses to identify potential browser issues
- Results may add up to 99% or 101% due to rounding

Statement of Limitations: Although research of this type is not designed to measure, with statistical reliability, the attitudes of a particular group, it is valuable for giving a sense of the attitudes and opinions of the population from which the sample was drawn.

**DHM Research:** Davis, Hibbitts & Midghall, Inc. has been providing opinion research and consultation throughout the Pacific Northwest and nationally for over three decades. The firm is non-partisan and independent and specializes in research projects to support organization planning and communications. [www.dhmresearch.com](http://www.dhmresearch.com)

## 2. | SUMMARY & OBSERVATIONS

### **Members have a very positive impression of the Oregon Schools Boards Association (OSBA).**

- When asked to assign a letter grade to OSBA, nearly nine in ten (87%) gave the organization a grade of C or better.
- 83% said they would recommend OSBA as a resource to fellow board members.
- OSBA is considered a useful resource for school boards and school districts, with several members citing its *“training and support.”*
- More than seven in ten (72%) agreed that OSBA is considered an effective organization, a decrease from 2008 (79%) and 2004 (85%).
- 92% are familiar with OSBA.

### **Members are most concerned about budgetary issues facing their school districts, such as the cost of PERS, financial uncertainty given the state of the economy, and meeting the needs of their districts and students with limited resources.**

- Cost-drivers (95%) and PERS reform (94%) were cited by members as the two most relevant issues for their school districts.
- When asked to cite the two most important issues facing their school districts, PERS reform was cited as the most important issue and both PERS reform and cost-drivers were tied for second most important.
- Concern was high for maintaining quality districts despite a challenging economic situation. One member described their primary concern as *“making sound decisions with our finances to keep our district moving forward while keeping the community's support for the district at the same time.”*

### **Members feel that OSBA's most important service is its representation of school boards in the legislature, an area which shows room for improvement.**

- Compared to other services OSBA offers, legislative representation was given the highest importance rating (96%; 81% consider it “very important”). No other service was given a “very important” rating higher than 64%.
- Even those who felt that OSBA is headed in the wrong direction gave legislative representation an overall importance rating of 87%.
- Though majorities (59%) still gave it a positive rating, when read a list of statements about OSBA, members were least likely to agree with *“OSBA's legislative program effectively represents my board with its legislative positions.”*
- In open-ended responses, members had frequent concerns that OSBA is not as relevant as a lobbying force as it once was and as one member put it, *“has lost its place as the leading advocate for schools in Oregon.”*

### 3. | KEY FINDINGS

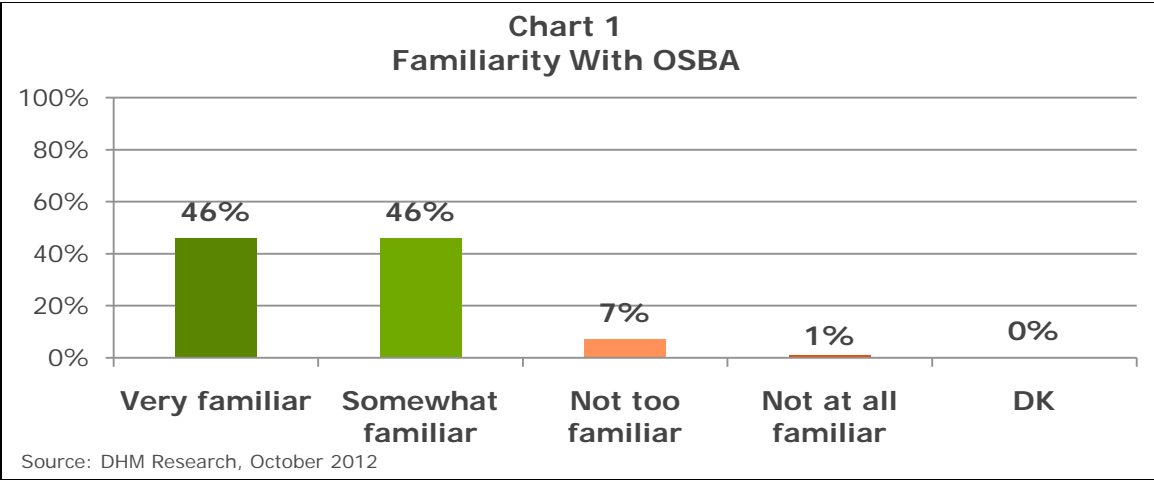
#### 3.1 | Impressions of OSBA

Participants were asked to describe in ten words or less what comes to mind when they think of OSBA (Q1). Below are several examples that are reflective of common responses (see verbatim file for complete responses):

- "A great resource for school districts."*
- "Leadership at the state and local level."*
- "Lobbying on behalf of school boards; training/education."*
- "Policy help, legislative information, board support, contractual and bargaining help."*
- "Training and support for school boards and school districts."*

Overall, participants had mostly positive things to say about OSBA. Many referred to OSBA as being a strong resource for school boards and members, as well as an effective advocate for education priorities on the statewide level. Negative responses tended to touch on a perception of vagueness about the role of the organization and the "need [for] clarity of vision."

Participants were asked to rate how familiar they are with OSBA (Q2, see chart 1).



Familiarity with OSBA is strong, with more than nine in ten (92%) respondents either "very" or "somewhat" familiar with the organization. This high level of familiarity is consistent with responses from 2004 (89%) and 2008 (90%).

Demographic Differences: Familiarity was higher among members from K-12 (91%) and ESD (90%) districts than members from community college districts (70%). Familiarity tended to increase with the amount of time one had been a member, with those who had

been a member for a year or less having a familiarity rate of 57% (compared to 99% for those with OSBA for 8+ years).

Participants were asked to assign a letter grade to OSBA (Q3, see table 1).

**Table 1**  
**Grading OSBA**

Response Category	2012	2008	2004
A	22%	25%	23%
B	43%	53%	57%
C	22%	15%	14%
D	7%	3%	3%
F	1%	0%	1%
Don't know	5%	3%	3%

Source: DHM Research, October 2012

Overall, participants graded OSBA strongly, with nearly nine in ten (87%) giving the organization a grade of C or better. This strong grading is consistent with surveys from 2004 (94%) and 2008 (93%). Notably, while the overall grade for OSBA remains high, it was slightly diminished from the previous surveys; participants were more likely to ascribe a C to the organization in 2012 than in previous years and less likely to ascribe a B than in previous years.

Note: Surveys conducted in 2004 and 2008 were by telephone but had comparable demographics to the online survey.

Demographic Differences: Chairmen were more likely to ascribe an A to OSBA than board members (27% vs. 17%). Also, members from smaller districts gave higher grades than members from larger ones, with those from districts of less than 100 students giving a grade of A or B at a rate of 87%, compared to 55% of those from districts of 3,000-10,000 students and 51% of those from districts of 10,000+ students.

Participants were provided an open-ended opportunity to explain why they gave OSBA the grade they did (Q4). Below are several examples that are reflective of common responses (see verbatim file for complete responses):

*A: "Anytime I have had a question, they have been extremely responsive and helpful. You can tell they are here to support our school boards."*

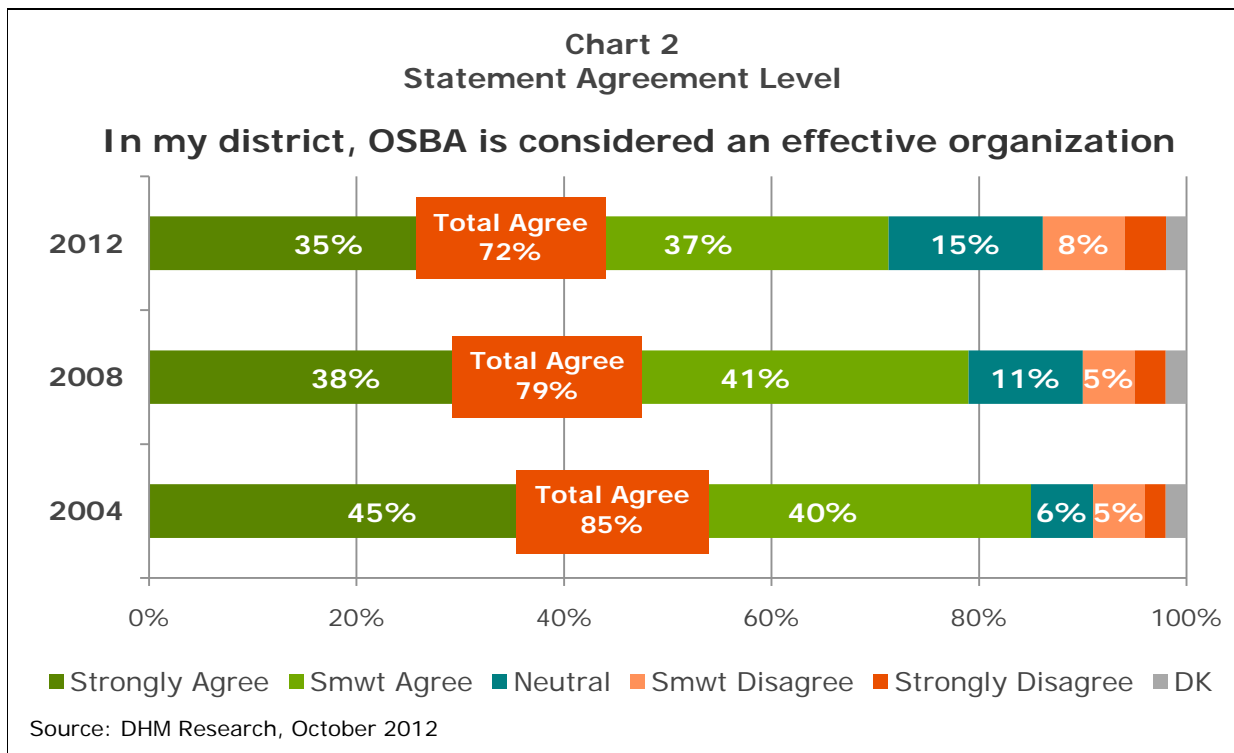
*B: "OSBA tries to get current and relevant information to its members on a regular basis but may not always push back on ODE or the state in ways that properly advocate for districts."*

*C: "OSBA needs to be a greater lobbying force for education in Oregon. It needs to focus on all schools not just the large schools."*

D: "They aren't leading and their advocacy seems to be for teachers and not students."

Overall, participants were quick to note recent improvements within the organization, especially related to OSBA's leadership. A reoccurring theme was the praise of "long overdue reform efforts [being] underway." Participants had concerns that OSBA is not as relevant as a lobbying force as it once was and "has lost its place as the leading advocate for schools in Oregon." Only two participants gave OSBA an F grade, thereby making that response statistically insignificant.

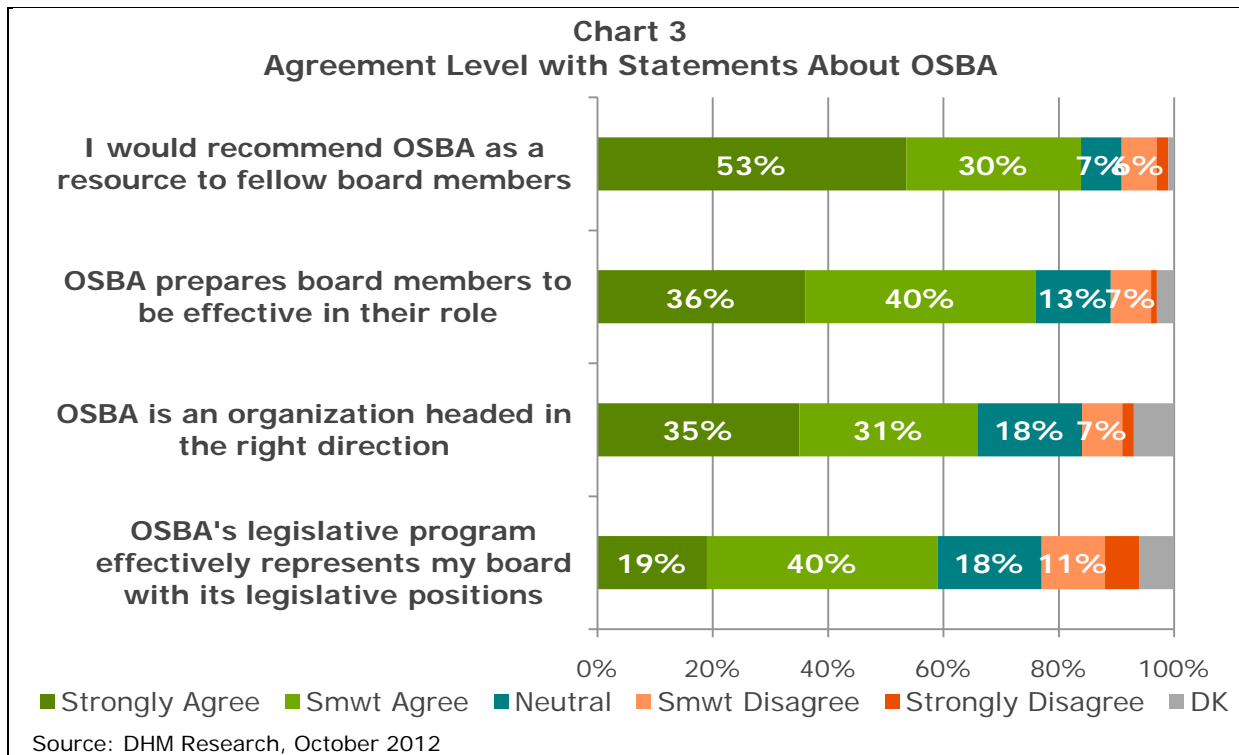
Participants were asked to rate how much they agree with the statement: "In my district, OSBA is considered an effective organization" (Q5, see chart 2).



More than seven in ten (72%) either strongly or somewhat agreed with the statement, a decrease from 2004 (85%) and 2008 (79%). Neutral responses (15%) had increased from 2004 (6%) and 2008 (11%).

Demographic Differences: Chairmen and board members agreed at the same high rate (68% and 67%, respectively). Members from smaller districts were more likely to agree with the statement than members from larger districts, with members from districts of less than 100 students (93%) and districts of 100-499 students (85%) more in agreement than those from districts of 3,000-10,000 students (66%) and districts with more than 10,000 students (59%). Among district-types, members from K-12 districts (73%) were most likely to agree with the statement.

Participants were provided a list of statements about OSBA and were asked to indicate their level of agreement with each (Q6-9, see chart 3).

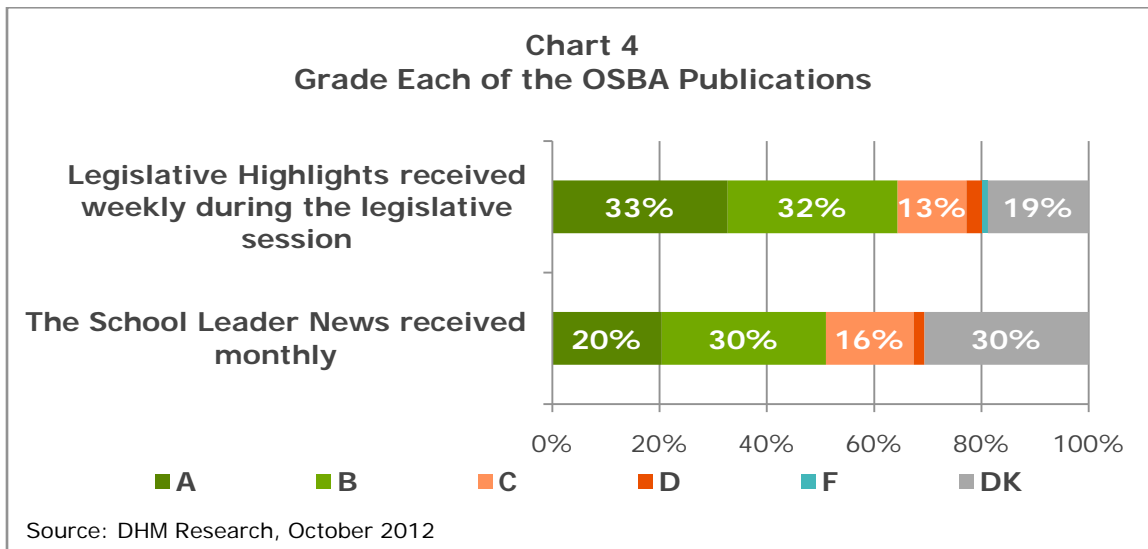


Overall, participants were most likely to agree with the statement, “I would recommend OSBA as a resource to fellow board members,” with more than eight in ten (83%) either strongly or somewhat in agreement. Following close behind was “OSBA prepares board members to be effective in their role,” with 76% agreement. Participants were least likely to agree that OSBA’s legislative program effectively represents the positions of their board (59%). This theme was further shown by volunteered comments from participants.

Demographic Differences: Agreement with the statement, “I would recommend OSBA as a resource to fellow board members” was strong across all demographic subgroups, though members from smaller districts were more likely to agree than members from larger districts (94% of members from districts of 100-499 students vs. 75% of members from districts of 3,000-10,000 students). Additionally, members from K-12 districts (83%) were more likely to agree than members from ESD (62%) and community college (60%) districts. Agreement with the statement, “OSBA prepares board members to be effective in their role” was notably lower for members of one year or less (52%) than members of more than 2 years (70% and above).

### 3.2 | Perceptions of OSBA Publications

Participants were asked to provide a letter grade to two of OSBA's online publications: The School Leader News and Legislative Highlights (Q10-11, see chart 4).



Participants were more favorable towards Legislative Highlights (65% combined A and B) than the School Leader News (50% combined A and B). Additionally, unsure responses were higher for the School Leader News (30%) than Legislative Highlights (19%).

Demographic Differences: For both publications, unsure responses were highest among new board members and members of one year or less, with roughly half of both groups responding “don’t know” in regards to both publications.

Participants were asked to rate how helpful they find OSBA's Daily Electronic News Clipping service (Q12, see table 2).

**Table 2**  
**Helpfulness Of Daily Electronic News Clipping**

Response Category	N= 335
Very helpful	36%
Somewhat helpful	44%
Not too helpful	11%
Not at all helpful	2%
Don't know	7%

Source: DHM Research, October 2012

Eight in ten (80%) indicated that they found OSBA's Daily Electronic News Clipping service to be helpful, while slightly more than one in ten (13%) indicated that they felt it to be of little help.

Demographic Differences: Belief in the helpfulness of OSBA's Daily Electronic News Clipping service was strong across all demographic subgroups, with even those who feel OSBA is heading in the wrong direction giving it a helpful rating of 55%.



### 3.3 | School District Issues

Participants were provided an open-ended opportunity to note the biggest issue facing their school district (Q13). Below are several examples that are reflective of common responses (see verbatim file for complete responses):

*"Funding and over-testing, unfunded mandates and unrealistic expectations for graduation."*

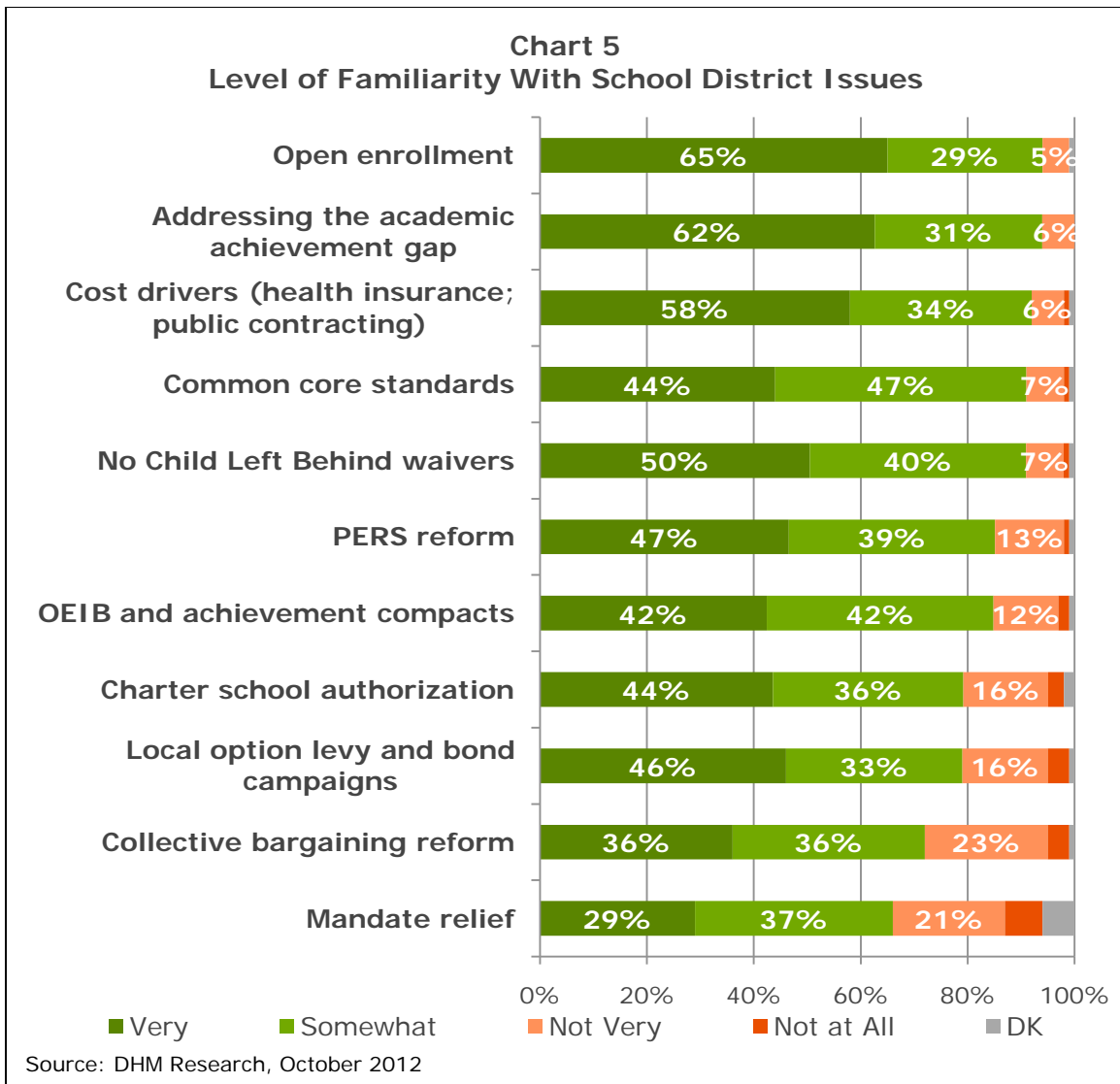
*"Declining enrollment, funding, and legislative changes that don't consider the impact to the small school districts within the state."*

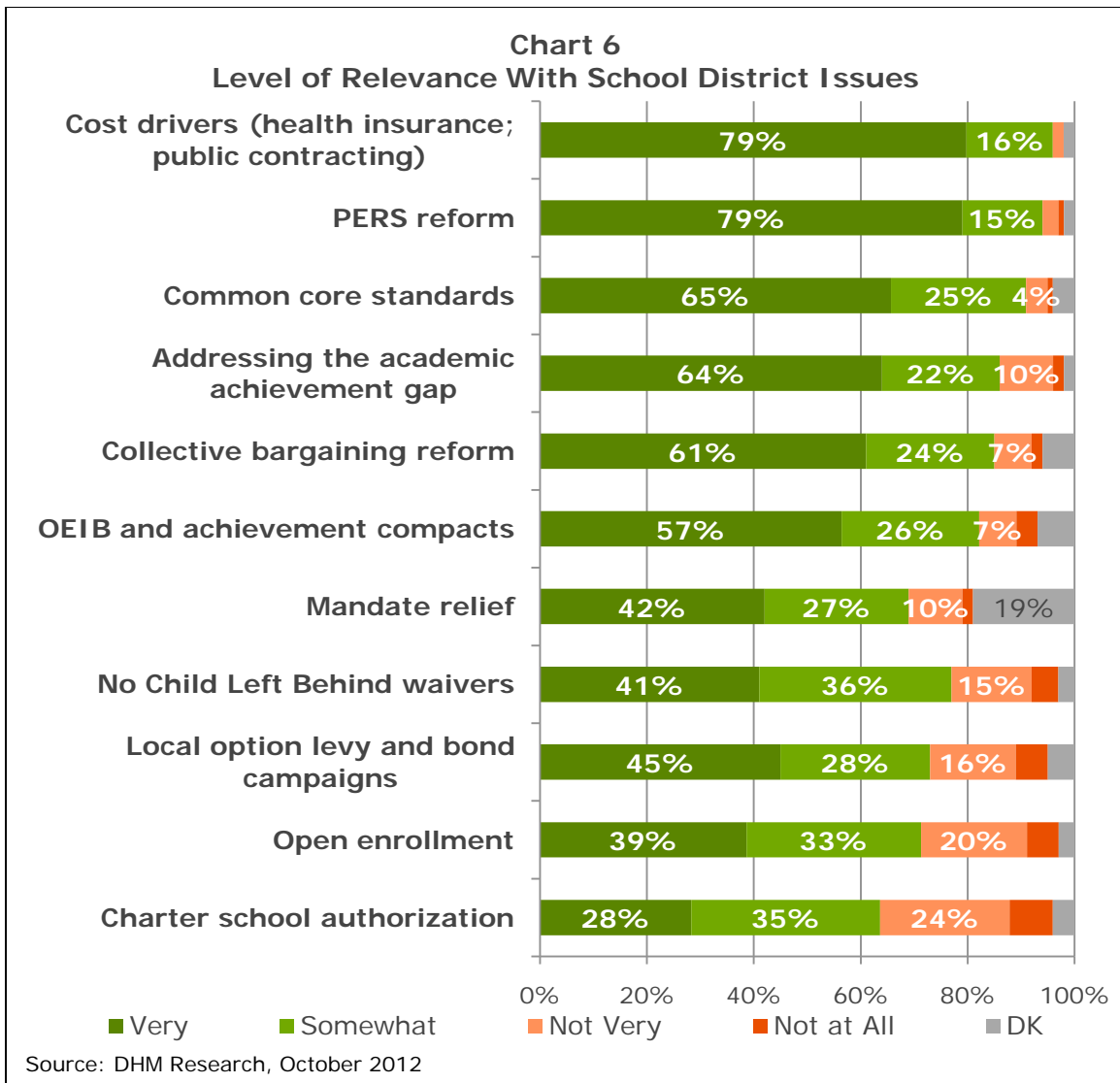
*"Making sound decisions with our finances to keep our district moving forward while keeping the community's support for the district at the same time."*

*"Funding, of course. The PERS rate increases are just killing us."*

Overall, participants were most concerned with financial issues, including the cost of PERS, budget uncertainty given the state of the economy, and meeting the needs of their district and students (including education compacts) with limited resources. As one participant put it: *"There are actually three [issues]: money, money, money."*

Participants were provided a list of issues facing school districts and were asked to indicate how personally familiar they are with each and how relevant they feel each issue is for their school board (Q14-24, see charts 5-6).





Participants had greater than 70% familiarity (“very” or “somewhat”) with all issues besides mandate relief (66%), with strongest familiarity with open enrollment (94%). Participants gave stronger than 70% relevance (“very” or “somewhat”) for all issues except charter school authorization (63%), with strongest relevance attributed to cost-drivers (95%). Notably, open enrollment, the highest rated issue for familiarity, was second-to-last when it came to relevance. High concern with cost-drivers and PERS reform reflects the most common responses participants gave when asked to note the biggest issues facing their school district (primarily budget related).

Demographic Differences: Familiarity with mandate relief (the least familiar issue) was notably low among members from districts with 100-499 students (44%), new board members (45%), and members with one year or less on a board (52%). Relevance for cost- drivers and PERS reform was high across all demographic subgroups with members from community college districts providing the lowest rating for each (both 80%).

Participants were provided a list of issues and were asked to indicate which is the most important and second most important facing their school board (Q25, see table 3).

**Table 3**  
**Most Important Issues Facing School Board**

<b>Response Category</b>	<b>Most important</b>	<b>Second most important</b>
PERS reform	20%	16%
Addressing the academic achievement gap	16%	12%
Cost-drivers (e.g., health insurance, public contracting)	15%	16%
Oregon Education Investment Board (OEIB) and achievement compacts	12%	15%
Common core standards	7%	10%
Collective bargaining reform	5%	8%
Local option levy and bond campaigns	4%	6%
Open enrollment	3%	3%
Mandate relief	3%	3%
No Child Left Behind (NCLB) waivers	1%	2%
Charter school authorization	1%	3%
Other – please specify:	13%	2%
Don't know	2%	4%

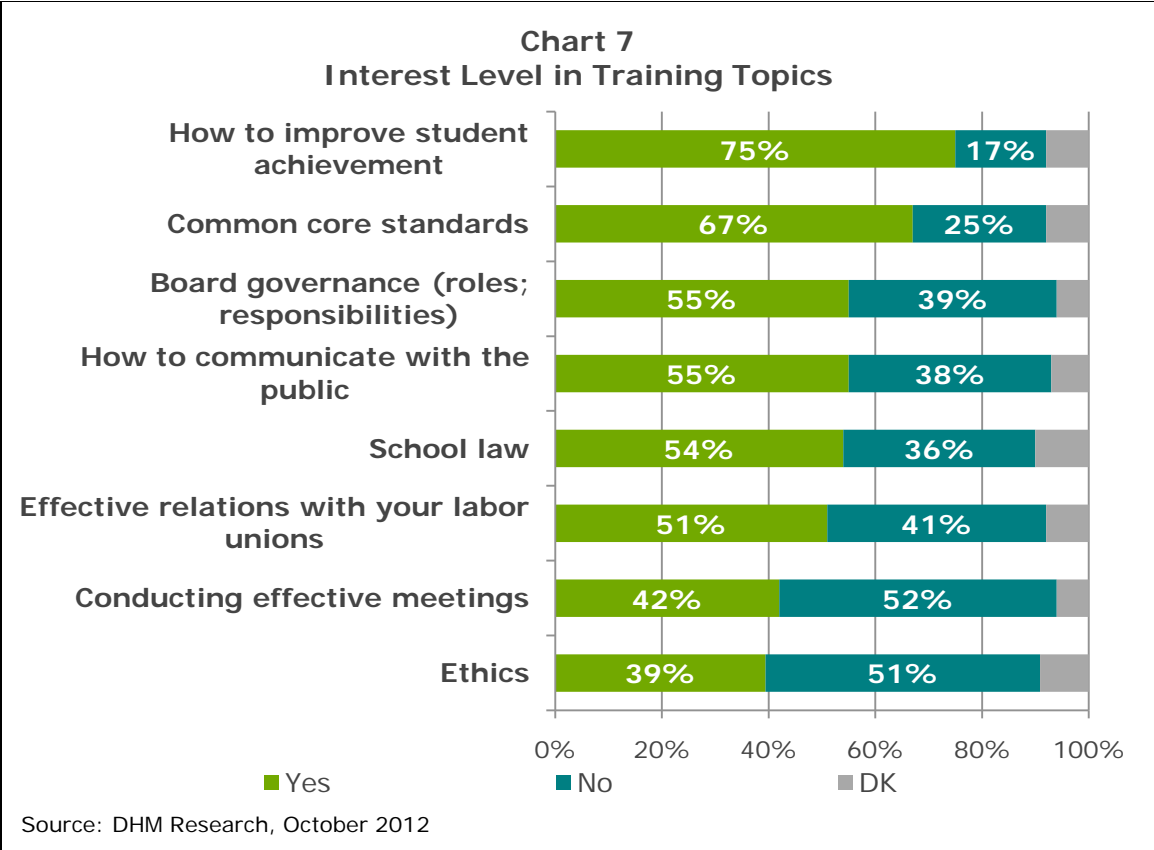
Source: DHM Research, October 2012

Overall, participants were most likely to cite PERS reform as the most important concern facing their school board (20%), and tied it with cost-drivers for second most important (both 16%). These issues reflect concerns indicated in previous questions, including the top-two most relevant issues for participant's school boards (Q14-24). Other issues with high response rates for both most important and second most important were "addressing the academic achievement gap" (16% and 12%, respectively) and "Oregon Education Investment Board (OEIB) and achievement compacts" (12% and 15%, respectively).

Demographic Differences: Overall (combining the most important and second most important ratings), PERS reform was the only issue to receive a rating higher than 50% from any demographic subgroup (with the sole exception 53% of members from districts with fewer than 100 students for "cost-drivers"), with notably high responses from members of one year or less (67%) and ESD members (59%). Addressing the achievement gap received its highest combined ratings from board chairs (44%) and members from districts with more than 10,000 students (42%).

### 3.4 | Training Preferences

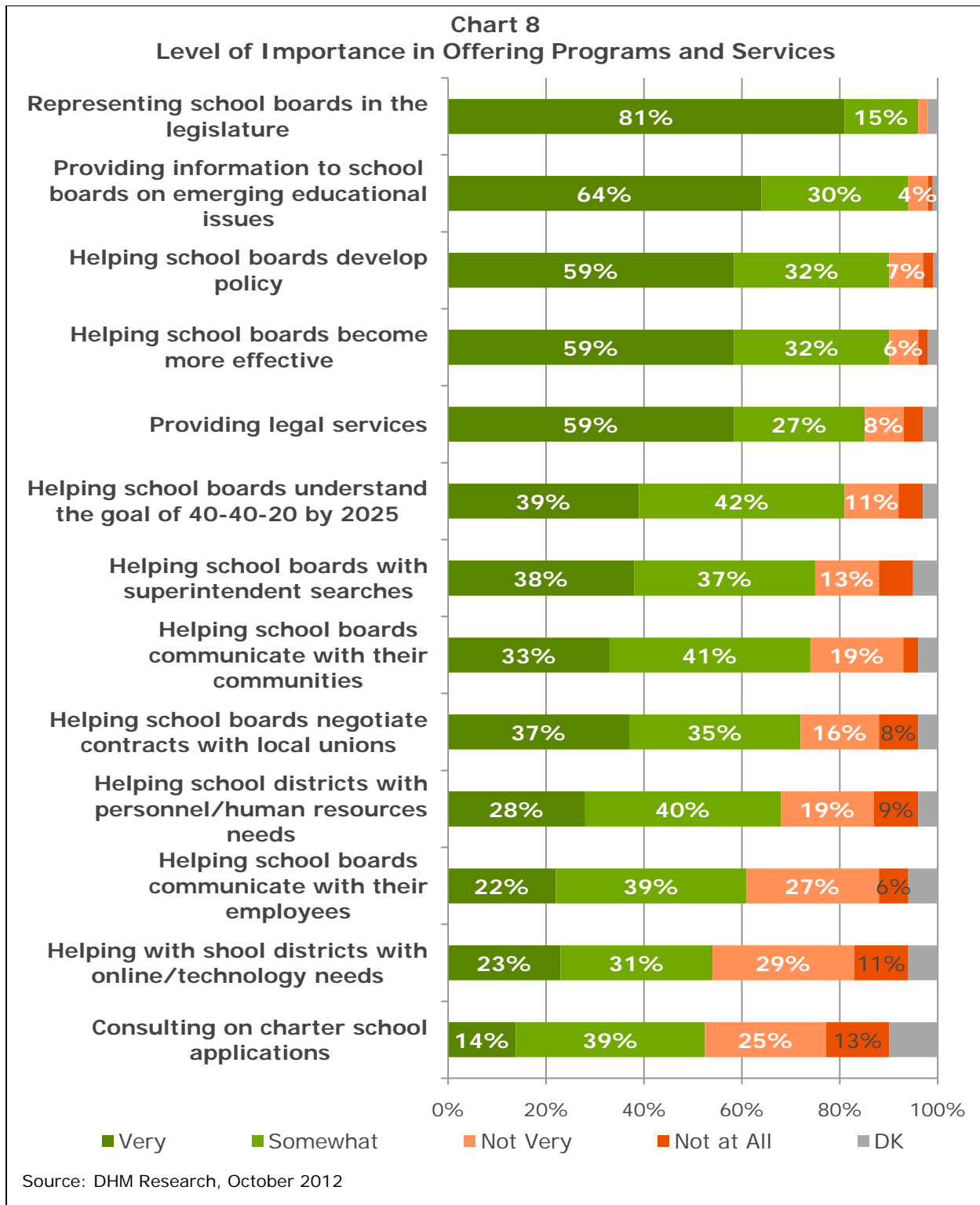
Participants were provided a list of topics and were asked to indicate how interested they would be in receiving training for each (Q26-33, see chart 7).



Participants were most interested in receiving training on how to improve student achievement (75%), followed by common core standards (67%). Four other training options (board governance, communication with the public, school law, and relations with labor unions) received roughly equal interest ratings of 51-55%. There were only two training topics that had more uninterested participants than interested participants (conducting effective meetings and ethics).

Demographic Differences: Interest in training for improving student achievement was higher among younger and newer members than older members who had been with OSBA for a while, including 84% of those who had been members for 2-3 years, compared to 66% of those who had been members for 8+ years. Additionally, members from community college (80%) and K-12 districts (79%) were more interested in training for improving student achievement than ESD members (59%). Interest in training for common core standards was also notably higher among newer board members (86% of those with one year or less as a board member) compared to those with a board for 8+ years (60%).

Participants were provided a list of programs and services and were asked to indicate how important it is for OSBA to offer each (Q34-46, see chart 8).



Overall, participants indicated that it is most important for OSBA to represent school boards in the legislature (96% overall importance; 81% very important), with no other program/service gaining a very important rating higher than 64% (providing information to school boards on emerging educational issues). It should be noted that all programs/services received overall importance ratings higher than 50%, with the top six receiving ratings higher than 80%.

Demographic Differences: All demographic subgroups placed high levels of importance on representing school boards in the legislature; even those who felt that OSBA is headed in the wrong direction gave it an overall importance rating of 87%. Notably, new members and those who indicated that they had been with a board for one year or less both gave the top two programs/services (representing school boards in the legislature and providing information to school boards on emerging educational issues) overall importance ratings of 100%.

Participants were asked how they prefer to receive OSBA training (Q47, see table 4).

**Table 4**  
**Preferred OSBA Training Method**

Response Category	N=335
Customized in-district workshops	32%
Training session at regional workshops	28%
Web-based training	20%
Statewide workshops	10%
Other – please specify:	5%
Don't know	5%

Source: DHM Research, October 2012

Almost one-third (32%) of participants preferred customized, in-district workshops, making that the most popular choice, followed by regional workshops (28%) and web-based trainings (20%).

Demographic Differences: Customized, in-district workshops were more popular for board chairs than board members (44% vs. 26%). Besides this, there were no significant demographic differences.

### 3.5 | Online Communications and Media

Participants were asked whether they prefer receiving information from OSBA via email or direct mail (Q48, see table 5).

**Table 5**  
**Preferred Method For Receiving OSBA Information**

Response Category	2012
Email	93%
Mail	5%
Other – please specify:	2%
Don't know	0%

Source: DHM Research, October 2012

Participants overwhelmingly preferred receiving information via email over direct mail (93% vs. 5%). This is a notable change from previous surveys taken in 2008 and 2004. In 2008, 58% preferred email, compared to 35% who preferred receiving information from OSBA via direct mail. In 2004, both email and mail received an identical 44% preference. Between 2004 and 2012, preference for email jumped 49%.

Demographic Differences: Preference for email was higher than 80% across all demographic subgroups.

Participants were asked to indicate how they are most likely to receive online information from OSBA: desktop, mobile, or other (Q49, see table 6).

**Table 6**  
**Likely Method For Receiving OSBA Information**

Response Category	N=335
Desktop	86%
Mobile	12%
Other – please specify:	2%
Don't know	0%

Source: DHM Research, October 2012

Nearly nine in ten (86%) participants indicated that they are most likely to receive online information from OSBA on a desktop device, making that the most popular response, followed distantly by mobile devices (12%).

Demographic Differences: All demographic subgroups indicated that they are most likely to receive online information from OSBA on a desktop device at a rate higher than 70% (with the sole exception of those ages 18-34 at 67%).

Participants were asked whether they access OSBA information through social media, and if they do, which sites they utilize (Q50, see table 7).

**Table 7**  
**Accessing OSBA Information Through Social Media**

Response Category	N=335
Facebook	7%
Twitter	1%
Other – please specify:	3%
No	87%
Don't know	2%

Source: DHM Research, October 2012

Nearly nine in ten (87%) participants indicated that they do not access OSBA information through social media, making that the most popular selection, followed distantly by Facebook (7%).

Demographic Differences: All demographic subgroups indicated that they don't access OSBA information through social media at a rate higher than 75% (with the sole exception of those ages 18-34 at 67%).



Participants were asked if they would like to replace the current monthly online publication with a weekly or daily publication (Q51, see table 8).

**Table 8**  
**Online Publication Preferences**

<b>Response Category</b>	<b>N=335</b>
Keep monthly	58%
Weekly	21%
Daily	1%
Other – please specify:	2%
Don't know	18%

Source: DHM Research, October 2012

Nearly six in ten (58%) respondents preferred to keep the online publication on a monthly basis, making that the most popular scheduling method, followed distantly by 21% of those who preferred to switching it to a weekly basis. Nearly two in ten (18%) said they were unsure.

Demographic Differences: There were no significant demographic differences.

Participants were asked if they prefer immediate publication whenever a newsworthy development breaks, rather than a daily, weekly, or monthly publication (Q52, see table 9).

**Table 9**  
**Preference For Immediate Publication**

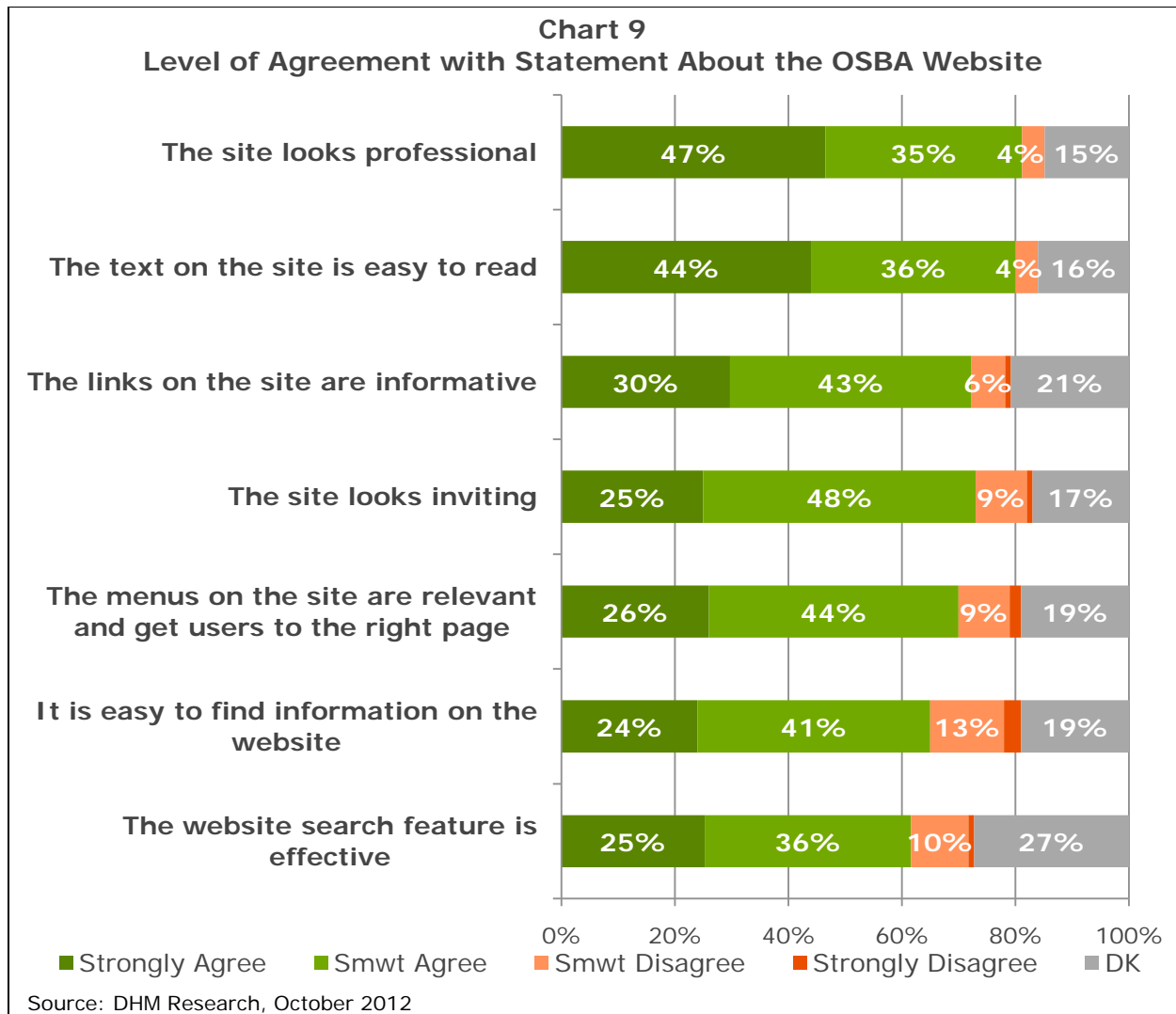
<b>Response Category</b>	<b>N=335</b>
Yes	69%
No	20%
Don't know	11%

Source: DHM Research, October 2012

Nearly seven in ten (69%) participants indicated that they would prefer immediate publication whenever a newsworthy development breaks; more than 20% preferred a daily, weekly, or monthly publication, and the 11% who were unsure.

Demographic Differences: Women were more supportive of immediate publication than men (75% vs. 65%). Members of one year or less were more supportive of immediate publication than members of 8+ years (76% vs. 61%). Unsure responses were notably high among participants ages 65 and above (21%).

Participants were provided a list of statements about the OSBA website and were asked to state to what extent they agreed or disagreed with each (Q53-59).



Participants were most likely to agree with the statement that OSBA's site looks professional (92% overall agreement; 47% strongly agree), followed by the text on the site is easy to read (80% overall agreement; 44% strongly agree). Overall, agreement was higher than 60% for all statements. Unsure responses were notably high for the website search feature is effective (27%).

Demographic Differences: Agreement with the site looks professional was higher than 60% across all demographic subgroups; even members who felt OSBA is heading in the wrong direction agreed at a rate of 65%. Agreement with the text on the site is easy to read declined with age (35-54: 85%; 55-64: 81%; 65+: 70%).

**APPENDIX A**  
**2012 OSBA Online Membership Survey**  
**September 13-October 14, 2012; N=335**  
**OSBA Board Members and Superintendents**  
**DHM Research**

The Oregon School Boards Association is interested in your opinion about its services and programs. Please complete this survey so that OSBA can also better understand and meet your needs.

OSBA hired DHM Research to be an objective, neutral third party and to keep all survey responses anonymous and confidential. No personal information about you will be included in the survey report unless you choose to provide it as part of your comments.

1. In 10 words or less, what comes to mind when you think of OSBA? **(Open)**  
*See Verbatim file*

2. How familiar are you with OSBA?

<b>Response Category</b>	<b>2012</b>
Very familiar	46%
Somewhat familiar	46%
Not too familiar	7%
Not at all familiar	1%
Don't know	0%

3. All things considered, what grade would you give OSBA?

<b>Response Category</b>	<b>2012</b>
A	22%
B	43%
C	22%
D	7%
F	1%
Don't know	5%

4. Why did you give OSBA an "**(Grade)**"? **(Open)**  
*See Verbatim file*

Indicate your level of agreement with the following statements about OSBA. **(Randomize)**

Response Category	Strong Agree	Smwt Agree	Neutral	Smwt Disagree	Strong Disagree	Don't know
5. In my district, OSBA is considered an effective organization						
2012	35%	37%	15%	8%	4%	2%
6. I would recommend OSBA as a resource to fellow board members						
2012	53%	30%	7%	6%	2%	1%
7. OSBA prepares board members to be effective in their role						
2012	36%	40%	13%	7%	1%	3%
8. OSBA's legislative program effectively represents my board with its legislative positions						
2012	19%	40%	18%	11%	6%	6%
9. OSBA is an organization headed in the right direction						
2012	35%	31%	18%	7%	2%	7%

Do have any additional comments about the statements or issues stated above?

Please grade each of the following OSBA online publications. **(Randomize)**

Response Category	A	B	C	D	F	Don't know
10. <u>The School Leader News</u> received monthly	20%	30%	16%	2%	0%	30%
11. <u>Legislative Highlights</u> received weekly during the legislative session	33%	32%	13%	3%	1%	19%

12. How helpful do you find OSBA's Daily Electronic News Clipping service you receive via email?

Response Category	N=335
Very helpful	36%
Somewhat helpful	44%
Not too helpful	11%
Not at all helpful	2%
Don't know	7%

13. What would you say is the biggest issue facing your school district? **(Open; provide text box)**

*See Verbatim file*

Below are some issues facing school districts. Please indicate:

- How personally FAMILIAR you are with each issue
- How relevant each issue is for your school board

You can also leave comments about each issue if you wish. **(Randomize) (include comment box for each statement in program)**

Response Category	Very	Somewhat	Not Very	Not at All	Don't know
<b>14. Common core standards</b>					
Familiarity	44%	47%	7%	1%	1%
Relevance	65%	25%	4%	1%	4%
<b>15. Collective bargaining reform</b>					
Familiarity	36%	36%	23%	4%	1%
Relevance	61%	24%	7%	2%	6%
<b>16. Oregon Education Investment Board (OEIB) and achievement compacts</b>					
Familiarity	42%	42%	12%	2%	1%
Relevance	57%	26%	7%	4%	7%
<b>17. Charter school authorization</b>					
Familiarity	44%	36%	16%	3%	2%
Relevance	28%	35%	24%	8%	4%
<b>18. Local option levy and bond campaigns</b>					
Familiarity	46%	33%	16%	4%	1%
Relevance	45%	28%	16%	6%	5%
<b>19. Open enrollment</b>					
Familiarity	65%	29%	5%	0%	1%
Relevance	39%	33%	20%	6%	3%
<b>20. Mandate relief</b>					
Familiarity	29%	37%	21%	7%	6%
Relevance	42%	27%	10%	2%	19%
<b>21. Addressing the academic achievement gap</b>					
Familiarity	62%	31%	6%	0%	0%
Relevance	64%	22%	10%	2%	2%
<b>22. PERS reform</b>					
Familiarity	47%	39%	13%	1%	1%
Relevance	79%	15%	3%	1%	2%
<b>23. No child left behind (NCLB) waivers</b>					
Familiarity	50%	40%	7%	1%	1%
Relevance	41%	36%	15%	5%	3%
<b>24. Cost drivers (e.g., health insurance, public contracting)</b>					
Familiarity	58%	34%	6%	1%	1%
Relevance	79%	16%	2%	0%	2%

25. Which issue is the most important and second most important facing your school board?  
(Randomize)

Response Category	Most important	Second most important
PERS reform	20%	16%
Addressing the academic achievement gap	16%	12%
Cost-drivers (e.g., health insurance, public contracting)	15%	16%
Oregon Education Investment Board (OEIB) and achievement compacts	12%	15%
Common core standards	7%	10%
Collective bargaining reform	5%	8%
Local option levy and bond campaigns	4%	6%
Open enrollment	3%	3%
Mandate relief	3%	3%
No Child Left Behind (NCLB) waivers	1%	2%
Charter school authorization	1%	3%
Other – please specify:	13%	2%
Don't know	2%	4%

For each topic below, please indicate if you would be interested in receiving training for it.  
(Randomize)

Response Category	Yes	No	Don't know
26. Conducting effective meetings			
2012	42%	52%	6%
27. How to improve student achievement			
2012	75%	17%	8%
28. Common core standards			
2012	67%	25%	8%
29. School law			
2012	54%	36%	10%
30. How to communicate with the public			
2012	55%	38%	7%
31. Effective relations with your labor unions			
2012	51%	41%	8%
32. Board governance (roles and responsibilities)			
2012	55%	39%	6%
33. Ethics			
2012	39%	51%	9%

Indicate how important it is for OSBA to offer the following programs and services.  
(Randomize)

Response Category	Very important	Smwt important	Not very important	Not at all important	Don't know
34. Helping school boards develop policy					
2012	59%	32%	7%	2%	1%
35. Helping school boards negotiate contracts with local unions					
2012	37%	35%	16%	8%	4%
36. Helping school boards with superintendent searches					
2012	38%	37%	13%	7%	5%
37. Helping school boards become more effective					
2012	59%	32%	6%	2%	2%
38. Helping school districts with personnel/human resource needs					
2012	28%	40%	19%	9%	4%
39. Helping school boards communicate with their communities					
2012	33%	41%	19%	3%	4%
40. Helping school boards communicate with their employees					
2012	22%	39%	27%	6%	6%
41. Representing school boards in the legislature					
2012	81%	15%	2%	0%	2%
42. Providing information to school boards on emerging educational issues (e.g., achievement compacts, NCLB waiver)					
2012	64%	30%	4%	1%	1%
43. Consulting on charter school applications					
2012	14%	39%	25%	13%	10%
44. Providing legal services					
2012	59%	27%	8%	4%	3%
45. Helping school districts with online/technology needs					
2012	23%	31%	29%	11%	6%
46. Helping school boards understand the goal of 40-40-20 by 2025					
2012	39%	42%	11%	5%	3%

47. How do you prefer to get OSBA training?

Response Category	N=335
Training session at regional workshops	28%
Customized in-district workshops	32%
Statewide workshops	10%
Web-based training	20%
Other – please specify:	5%
Don't know	5%

48. Do you prefer receiving information from OSBA via email or direct mail?

Response Category	2012
Email	93%
Mail	5%
Other – please specify:	2%
Don't know	0%

49. How are you most likely to receive online information from OSBA?

Response Category	N=335
Desktop	86%
Mobile	12%
Other – please specify:	2%
Don't know	0%

50. Do you access OSBA information through social media? Check all that apply.

Response Category	N=335
Facebook	7%
Twitter	1%
Other – please specify:	3%
No	87%
Don't know	2%

51. Do you want to replace the current monthly online publication with a weekly or daily publication?

Response Category	N=335
Weekly	21%
Daily	1%
Keep monthly	58%
Other – please specify:	2%
Don't know	18%

52. Would you prefer "immediate publication" whenever a newsworthy development breaks, rather than daily/weekly/monthly?

Response Category	N=335
Yes	69%
No	20%
Don't know	11%

Do you agree or disagree with the following statements about the OSBA website?

(Randomize)

Response Category	Strong Agree	Smwt Agree	Smwt Disagree	Strong Disagree	Don't know
53. It is easy to find information on the website	24%	41%	13%	3%	19%
54. The website search feature is effective	25%	36%	10%	1%	27%
55. The menus on the site are relevant and get users to the right page	26%	44%	9%	2%	19%
56. The site looks professional	47%	35%	4%	0%	15%
57. The site looks inviting	25%	48%	9%	1%	17%
58. The text on the site is easy to read	44%	36%	4%	0%	16%
59. The links on the site are informative	30%	43%	6%	1%	21%



## DEMOGRAPHICS

The following questions are for statistical purposes only. Each demographic question is optional, but we appreciate your responses. Remember, no identifying information will be associated with any of your responses to this survey.

60. Is your age between:

Response Category	2012
18-24	0%
25-34	1%
35-54	43%
55-64	39%
65+	17%

61. Do you have access to a computer at home?

Response Category	2012
Yes	99%
No	1%

62. Do you have access to high speed internet at home?

Response Category	2012
Yes (Ask Q63)	99%
No (Skip to Q64)	1%

63. Gender

Response Category	2012
Female	40%
Male	59%

64. Are you a:

Response Category	N= 335
Board member	74%
School superintendent	25%
No answer	1%

65. (If board member) Title

Response Category	N= 335
Board member	70%
New board member	4%
Chair	22%
Other (specify)	3%

66. (If board member) Years as board member

Response Category	2012
1 year or less	8%
2-3 years	27%
4-8 years	38%
8 or more years	27%

67. (If board member) Type of board

Response Category	2012
K-12	85%
Educational Service District	11%
Community College	4%

68. (If board member) Number of board members

Response Category	2012
5 members	32%
7 members	62%
9 members	5%
11 members	0%

69. District size

Response Category	2012
Less than 100	4%
100-499	14%
500-999	16%
1,000-2,999	24%
3,000-10,000	21%
More than 10,000	18%
No answer	2%

70. In which county do you live? **(Provide drop down list of Oregon counties)**

May we contact you for additional information about questions asked in this survey?

Name \_\_\_\_\_  
 Telephone Number \_\_\_\_\_  
 Email Address \_\_\_\_\_