

MAY 2017

OSBA Member Survey

ONLINE SURVEY



Prepared by DHM Research

503.220.0575
239 NW 13th Ave #205
Portland, OR 97209
www.dhmresearch.com

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Introduction & Methodology

1

From March 28-May 7, 2017, DHM Research conducted an online survey of Oregon School Boards Association (OSBA) members and Oregon superintendents. The purpose of the survey was to assess respondents' views on a variety of issues, as well as their perceptions of the Oregon School Boards Association (OSBA).

Research Methodology: The online survey consisted of 263 school board members and superintendents and took approximately 17 minutes to complete.

Respondents were invited to take the survey via email. OSBA sent invitation emails and reminder follow-ups directly to their members and to superintendents. In gathering responses, a variety of quality control measures were employed, including questionnaire pre-testing and monitoring of responses to identify potential browser issues.

Statement of Limitations: Research of this type is not designed to measure, with statistical reliability, the attitudes of a particular group. Instead, surveys of this type are helpful for engaging a specific population and for giving a sense of the attitudes and opinions of the population from which the sample was drawn.

DHM Research Background: DHM Research has been providing opinion research and consultation throughout the Pacific Northwest and other regions of the United States for over three decades. The firm is nonpartisan and independent and specializes in research projects to support public policy making.

Nearly all respondents say they are satisfied with OSBA's services and programs.

- Overall, nine in ten respondents express satisfaction (90%).
- Those representing districts of more than 10,000 students are slightly less satisfied (83%).
- Superintendents are more satisfied than board members (98% to 89%).

OSBA earns an above-average grade that has risen since 2008.

- Respondents are most likely to give OSBA an A (45%), while many give the organization a B (38%).
- The proportion of respondents who give OSBA an A or B grade has risen five percentage points since 2008.
 - OSBA's grade saw an even sharper increase when looking at only the past few years. At the height of the recession, just 22% of respondents gave OSBA an A, compared to 45% who gave the organization an A in this survey.

Respondents see OSBA's strength as a communicator regarding education issues in Oregon, and they believe this service is very important.

- Nearly all respondents say it is important that OSBA *serve as an effective leader in communicating education issues* (96%).
- Most respondents are also satisfied with OSBA's performance in communicating these issues (84%). The close match between satisfaction and performance indicates communications is one of OSBA's top strengths.
- Relatedly, nine in ten respondents find OSBA's legislative highlights helpful. Some participants mentioned in their comments that the organization's communications have improved over the last few years.

There is room for OSBA to improve perceptions about its efforts to promote comprehensive education funding reform.

- More than nine in ten respondents say it is important that OSBA promote school funding reform (94%), while 70% say they are satisfied with such efforts.
- This is the largest gap between satisfaction and importance regarding OSBA's services.

School funding is the top priority among board members and superintendents.

- Nearly all respondents say it is important to address school budgets (98%).
- Board members believe that improving high school graduation rates is the second-most important issue (96%), while superintendents believe statewide tax reform is second-most important (90%).

To address Oregon’s budget shortfall and adequately fund schools, respondents recommend balancing spending cuts with tax increases, eliminating the personal kicker, and ensuring education is funded before other services.

- To better fund Oregon schools, respondents repeated many of the tactics currently under debate in Salem. Some preferred tax increases, some preferred cuts, and some preferred a mix of the two.
- Others suggested diverting kicker funds to a rainy day fund or prioritizing education over other types of state spending, such as tax expenditures.

Respondents have positive things to say about OSBA trainings, but many hope for improved access to such trainings.

- Some respondents noted that not all board members take advantage of trainings or that the fees are cost-prohibitive for smaller districts.
- Some suggested that OSBA expand offerings for new board members and incentivize their participation to strengthen boards across the state.
- The most helpful trainings are those that address education and school law, improving student achievement, and board governance.

DHM Research conducted an online survey of Oregon School Boards Association (OSBA) members and Oregon superintendents to test their perceptions of OSBA and assess their views on a variety of issues.

3.1 INTRODUCTION & GENERAL PERCEPTIONS

Respondents are satisfied with the programs and services OSBA offers and point to the organization’s ability to provide timely assistance on a variety of topics.

Respondents first described the things that come to mind when they think of OSBA (Q1). Many described OSBA as a helpful organization, with the capacity to provide resources that many districts and boards are unable to provide.

“[OSBA helps] school board members understand their role and duties as an effective board.”
–Board member, 100-499 students

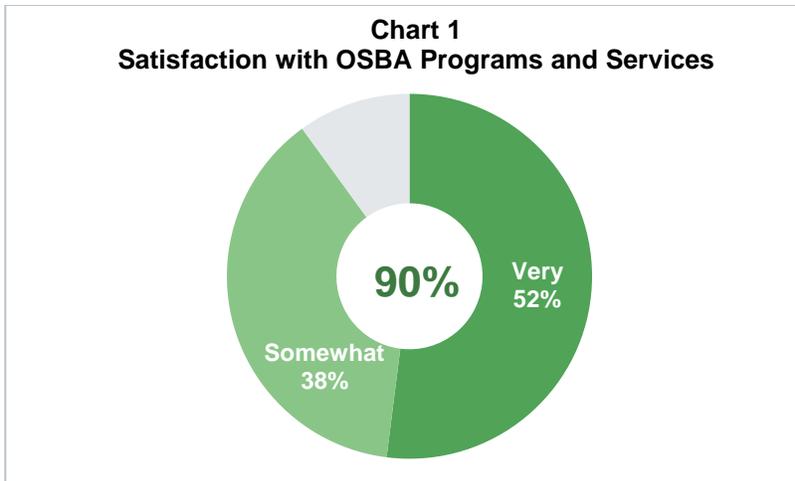
“They have time to learn all the things boards don’t.”
–Board member, 100-499 students

Other respondents candidly shared points of disagreement with OSBA.

“OSBA tries to represent all districts, but ends up representing the most conservative ones. Internal programs are very good.” –Board member, more than 10,000 students

“Representing the needs of school boards statewide, and secondly, the interests of students.”
–Board member, 3,000-10,000 students

Overall, nine in ten respondents expressed satisfaction with OSBA’s services and programs (Q2). High satisfaction with OSBA was expressed by respondents across demographic groups (75-100%).



Source: DHM Research, May 2017

Respondents representing the largest school districts (more than 10,000 students) were slightly less satisfied with OSBA’s services than those from smaller districts (83%, compared to 90-95%). Throughout the survey, respondents from the largest districts expressed concerns that their interests were overshadowed by smaller, rural districts. Conversely, respondents representing smaller districts said they felt their needs were overshadowed by larger, urban districts. This conflict is mentioned throughout this report.

Superintendents often, but not always, expressed greater satisfaction with OSBA’s services. In terms of general satisfaction, nearly all superintendents who responded to the survey expressed satisfaction (98%). This level of satisfaction exceeded that of members generally (89%).

Stated reasons for a very satisfied rating focused on OSBA’s ability to answer questions, provide trainings, and lead state-level advocacy (Q3).

“Excellent, up-to-date, informative website, respected liaison with Oregon Legislature, mindful advocates working to get education in Oregon the funding it needs. Fabulous training and conferences. I appreciate the weekly updates of what is happening around the state.”
 –Board member, 1,000-2,999 students

“I have used their legal services, done policy rewrites, used negotiations consultation and received general assistance when needed. I have always found the employees professional and helpful.”
 –Superintendent, 100-499 students

Those who were somewhat satisfied expressed that OSBA provides helpful services but could do still improve these services.

“I’m nearly ‘very satisfied.’ I’m seeing very positive changes - the new news delivery is great, use of social media I believe has been appropriate. I think more needs to be done with online training, but that is coming. I believe staff take their job responsibilities seriously.”
 –Board member, 3,000-10,000 students

“Support services like policy and legal help are great. More effective lobbying on real reform is needed.”
 –Board member, 500-999 students

Respondents who were unsatisfied tended to disagree with OSBA’s legislative strategy, and some specifically said they felt their lobbying effort should have a greater emphasis on the impacts education policies have on local districts.

“OSBA takes shortsighted positions rather than looking at the big picture and what is [in the] interest of school districts and students throughout the state.”

–Board member, more than 10,000 students

“Every time the Legislature meets, the school districts lose more individual power and independence. I need to see the OSBA lobbying to remove state restrictions and rules on school boards.”

–Board member, 100-499 students

Some respondents who were unsatisfied with OSBA described in their comments the tension between smaller, rural districts and larger, urban districts.

“I feel ‘not [too] satisfied’ because I feel more direction and assistance could be given for small rural districts as opposed to the 1-5 districts.”

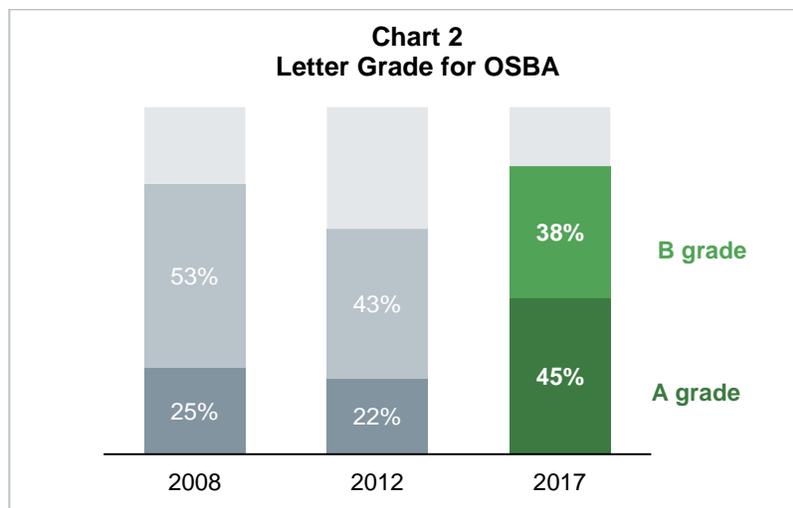
–Board member, 500-999 students

“I think the OSBA is constrained by the number of smaller, more conservative districts it represents. Although OSBA is making some progress, issues of equity are not given a priority. It is not known for innovative thinking.”

–Board member, more than 10,000 students

Respondents give OSBA an above-average grade that is higher than in recent years.

OSBA earned an A grade from a plurality of respondents, while most of the remaining respondents gave the organization a B (Q4).



Source: DHM Research, May 2017

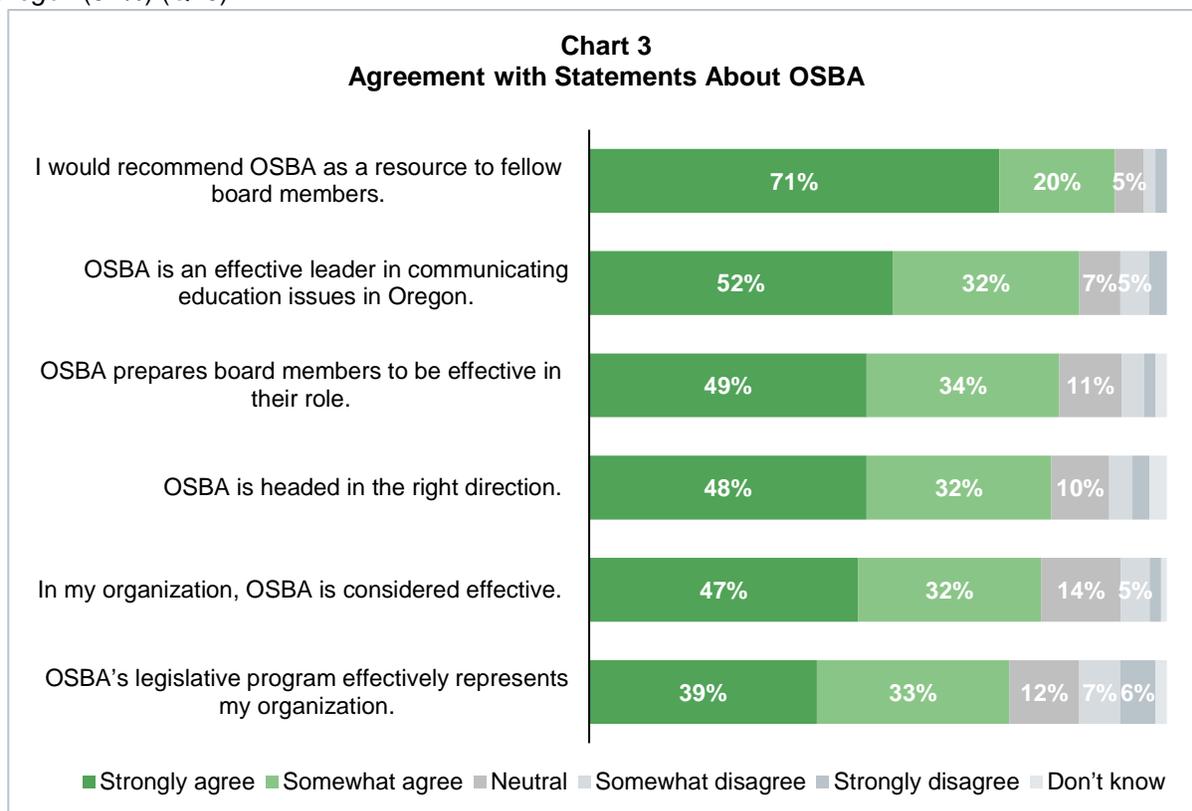
These figures are higher than in years past. OSBA’s average grade has increased since 2008. For that survey, the Legislature had already completed its budgeting process, but respondents shared their

feedback as the stock market declined rapidly. In 2012, at the height of the recession, respondents were even harsher in their grading, as the Legislature grappled with cuts to education. Overall, the proportion of respondents that gave OSBA an above-average grade rose five percentage points since October 2008.

Respondents from smaller districts, with 500 students or less, were more likely to give OSBA an A (54%), while those from the largest districts were more likely to give the organization a B (49%). Superintendents were more likely than members to give an A grade (64% to 40%).

Both members and superintendents view OSBA as a good resource and effective leader regarding education issues in Oregon.

Respondents were most likely to agree with the statement *I would recommend OSBA as a resource to fellow board members* than any other statement regarding its services and programs (91%) (Q6). Respondents also strongly agreed that *OSBA is an effective leader in communicating education issues in Oregon* (84%) (Q10).



Source: DHM Research, May 2017

OSBA's position as a good resource and as a communications leader were perceived as its strengths, and a strong majority of respondents agreed with each statement (73-91%) (Q5-10). For most of the series, representatives from the largest school districts were the least likely to agree, although the differences were often slight. Throughout the entire series, board members from Education Service Districts (ESDs) were as likely or more likely to agree than board members from K-12 schools, but the differences were generally small.

Superintendents were consistently more likely to agree with each statement than board members, and the differences ranged from slight to significant. For example, there was little difference between the

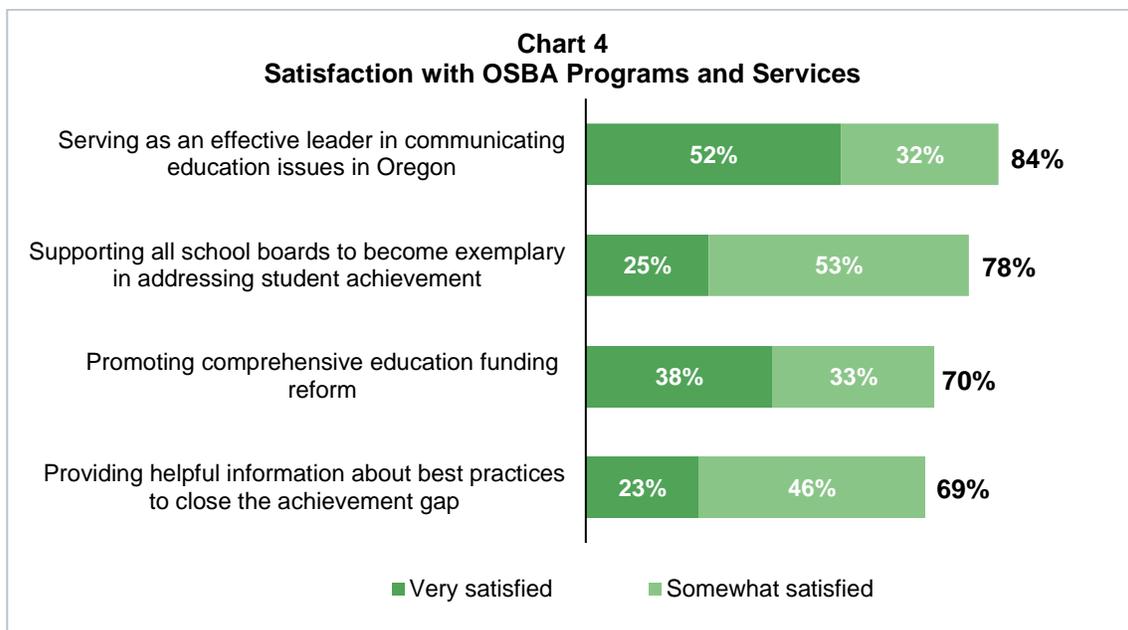
groups when it came to recommending OSBA as a resource: 94% of superintendents agreed, along with 90% of board members. But when it came to whether *OSBA's legislative program effectively represents my organization*, superintendents were more likely to agree than board members (84% to 70%) (Q8).

Agreement with each statement grew since 2012 by a range of seven to 14 percentage points. The statements that saw the largest increases in agreement were *OSBA is headed in the right direction* and *OSBA's legislative program effectively represents my organization* (+14 each) (Q9, Q8). In 2012, 59% of respondents agreed the OSBA's legislative program was effectively representing their organization, although 96% of respondents viewed this service as important. The increase in satisfaction shows that OSBA is moving in the right direction in addressing members' concerns.

3.2 OSBA'S MISSION & GOALS

OSBA is perceived as a strong communicator when it comes to education issues in the state, and respondents believe this is an important service.

Respondents said that they were most satisfied with OSBA's role as *an effective leader in communicating education issues in Oregon* (Q15).



Source: DHM Research, May 2017

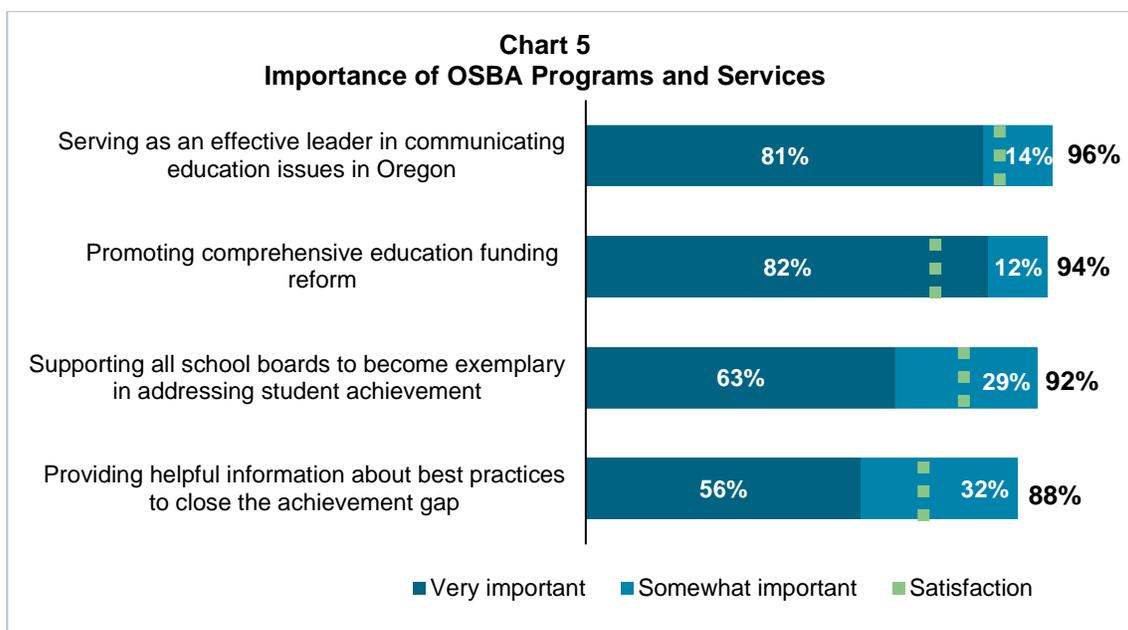
More than two-thirds of respondents expressed satisfaction with each of the four services tested (Q12-15). Representatives from the largest districts were again the least satisfied with each service, and those from ESDs were consistently more satisfied than those from K-12 schools. Superintendents were more satisfied with OSBA's role as a communications leader and in promoting education reform than were board members. Among these differences, only one of these stood out: ESD members were more likely to show satisfaction with OSBA's ability to *provide helpful information about the best practices to close the achievement gap* than were K-12 members (90% to 68%).

In addition to rating their satisfaction with each of these services, respondents also rated the importance of each service (Q16-19). While respondents said they were most satisfied with OSBA’s role as a communications leader, they also said this service was the most important (96%). These results, taken together, show that OSBA is meeting expectations regarding communications. One participant noted this improvement in her open-ended comments:

“OSBA has become effective in communicating education issues. The latest legislative posts of the coming week and what happened in the past week are great summaries and worth the time it takes to put the information together. It is easy to share.”
 –Board member, 3,000-10,000 students

Board members and superintendents see room for improvement when it comes to OSBA’s success in promoting comprehensive education funding reform.

Other services showed larger gaps between satisfaction and importance. Nearly all respondents said it was important for OSBA to *promote comprehensive education reform*, and more than eight in ten said it was very important that they do so (Q18). However, 70% of respondents expressed satisfaction with this service. This service presents the largest gap between satisfaction and importance (-24).



Source: DHM Research, May 2017

Representatives from ESDs were more likely than those from K-12 schools to say each service was important. Members were somewhat more likely than superintendents to say that *addressing student achievement* and *providing helpful information about best practices to close the achievement gap* were important, by a margin of six and seven percentage points.

For the most part, respondents agree with OSBA’s execution of its mission and goals.

Respondents were provided with an opportunity to share, in their own words, what they believe should be OSBA’s primary mission (Q11). These responses varied, but tended to highlight existing OSBA priorities. Among the most mentioned issues were providing information and training to board members, promoting

educational outcomes and educational equity for students, and legislative advocacy. Advocacy comments often highlighted school funding issues.

“Improving student achievement through advocacy, leadership and services to Oregon public school boards. That is straight and to the point.”

–Superintendent, 100-499 students

“Strong leader in promoting equity for students and collaborating with others in giving local boards the information and tools they need to develop policies and budgets that support the learning of all students.”

–Board member, more than 10,000 students

“At this point in time: SCHOOL FUNDING.”

–Superintendent, 1,000-2,999 students

Respondents were also provided with space to leave comments and concerns about OSBA’s current priorities and services (Q21). Often, respondents expressed competing views. For example, one respondent worried that OSBA was too liberal, while another said it was too conservative. While one respondent pushed for more resources to close the achievement gap, another thought this task may be better suited to a different organization.

Several respondents mentioned the trainings that are offered, but worried that not all board members would take these trainings.

“Not all boards can or will take advantage of training available. The fees charged to get training is sometimes hard to come up with for smaller or rural boards.”

–Board member, 500-999 students

“The challenge remains that the board members who need the most training are the most reluctant to get the training. That's a tough challenge to overcome.”

–Superintendent, 3,000-10,000 students

“I think OSBA has the resources, but how do you get board members to participate?”

–Superintendent, 100-499 students

These comments may present an opportunity for OSBA to expand access to its trainings and provide incentives to board members who are reluctant to join them. One respondent went so far as to prescribe an incentive for new members:

“Insufficient outreach to new board members. Everyone should be given free online access to achieving OSBA Leadership Institute Bronze level and actively encouraged to obtain it.”

–Board member, 1,000-2,999 students

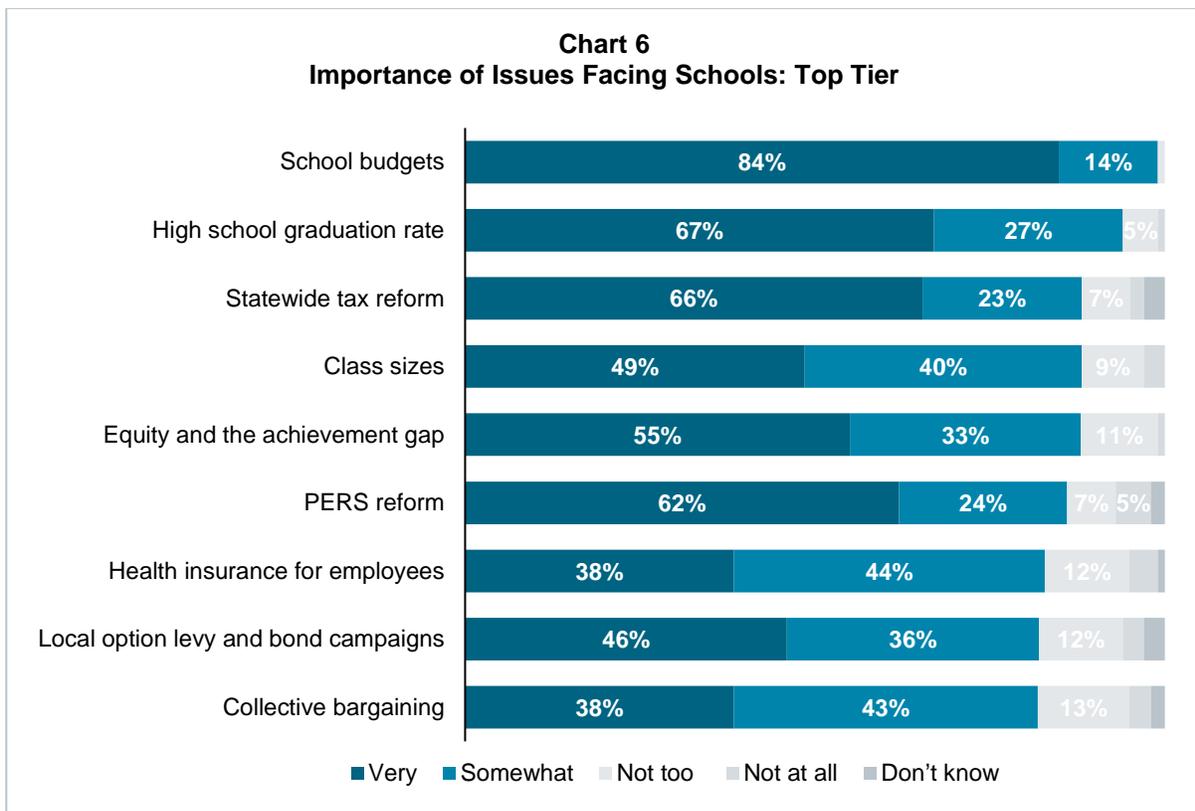
3.3 MEMBER PRIORITIES

Respondents were clear that school funding issues are a top priority.

In ranking the importance of a variety of issues facing Oregon schools, respondents said that it is most important to address school budgets (Q30). Nearly every participant agreed it is somewhat or very important to address this issue (98%).

The second most important issue was the high school graduation rate, which 94% of respondents said is important (Q31). Board members were more likely to rate this as an important issue than superintendents (96% to 84%).

Instead, superintendents ranked statewide tax reform as the second most important issue (90%) (Q32). Board members agreed that statewide tax reform is also important (88%), particularly board members who have served for many years and those who represent the largest districts. Board members who have served for more than eight years were the most likely to say that tax reform is very important (75%), along with 81% of respondents representing districts of more than 10,000 students (81%).



In the responses to each of these issues, demographic differences emerged. When it came to class sizes, board members were more likely than superintendents to say the issue is important (91% to 76%), and more than half of board members said it is a very important issue (51%, compared to 36% of superintendents) (Q34).

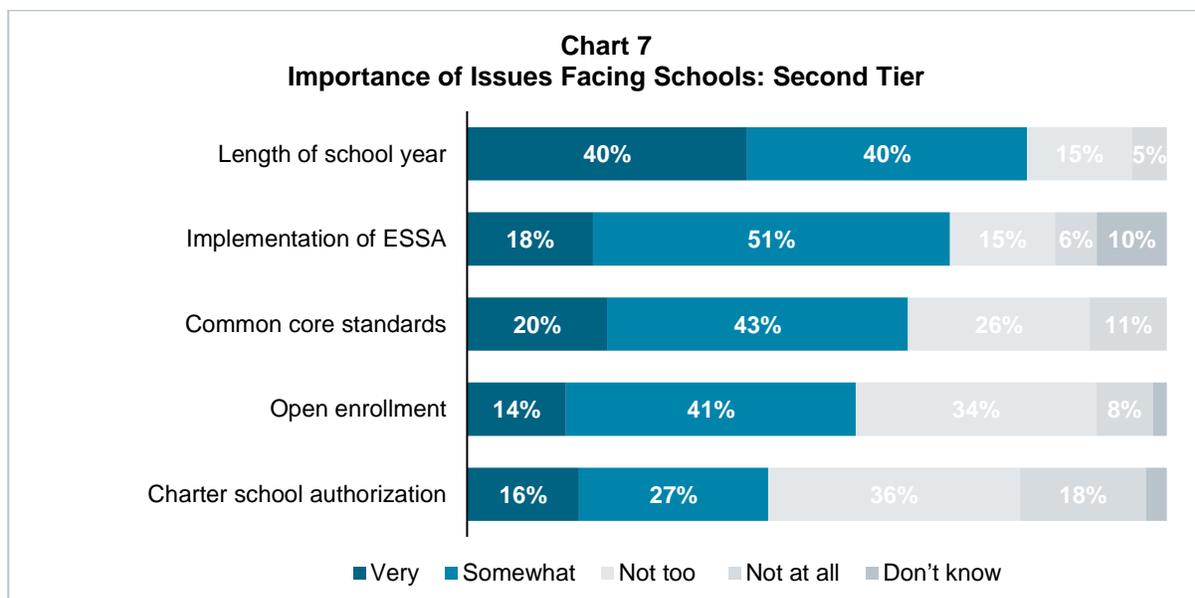
For *addressing equity and the academic achievement gap*, there was a correlation between importance and the size of the respondents' districts (Q27). Those representing the largest districts were the most likely to say this is an important priority, while those from the smallest districts were the least likely to say so (98% to 64%). Addressing the achievement gap was also considered more important by members than by superintendents (90% to 78%).

The longest-serving board members were the most concerned about PERS reform, with 95% of those who have served longer than eight years saying it is an important issue, compared to 84-93% of newer members (Q28).

Concerns about health insurance for employees tended to decrease as district sizes grew, although the correlation was not perfect (Q29). Nonetheless, 94% of respondents representing districts of less than 500 students said this is an important issue, compared to 68% of those representing districts of more than 10,000 students.

Members on K-12 boards were more likely than ESD members to say *local option levy and bond campaigns* are an important issue (85% to 67%) (Q25).

The remaining issues facing schools were considered important by fewer than eight in ten respondents.



Source: DHM Research, May 2017

Respondents representing districts of 3,000 to 10,000 students were to describe several of these issues as important, including the *length of the school year*, *implementation of ESSA*, and *common core standards* (Q33, Q35, Q22).

Open enrollment was a low priority overall, with just over half of respondents indicating that this issue is important (56%). However, the largest districts were especially unconcerned, as fewer than one-third of respondents in districts with more than 10,000 students said this was an important issue (30%).

Charter school authorization was primarily an issue for respondents in districts of 100-499 students (77% important). Fewer than half of respondents in other district sizes said this was an important issue (27-47%).

Several of these issues were tested in the 2012 survey as well, although in that survey respondents were asked whether each issue was *relevant to their school board*, rather than whether the issue was *important when making planning decisions*. Some of the issues also used slightly different language. Accordingly, the following comparisons should be interpreted as possible differences over time.

Overall, the relevance or importance of *common core standards* saw the biggest decline, from 90% of respondents who said it was relevant in 2012 to 63% who said it was important in this survey (-27). The relevance or importance of *charter school authorization* dropped 20 percentage points over the same period, along with a 15-point drop in the relevance or importance of *open enrollment*. On the other hand, the proportion of respondents who indicated that *local option levy and bond campaigns* are important rose 9 percentage points, as compared to the proportion of respondents who said it was relevant in 2012.

Respondents were also asked to pick the single most important of these issues (Q36). Again, respondents indicated school budgets were the top priority (35%).

Chart 8
Most Important Issue

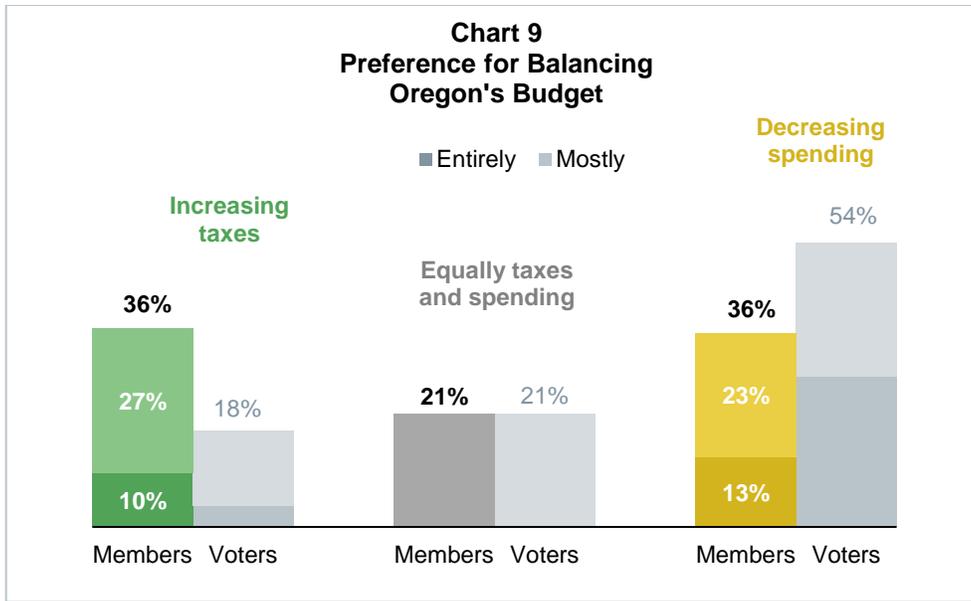


Source: DHM Research, May 2017

Although school budgets were the top priority for nearly every demographic group, new board members—those who have served for their boards for one year or less—were particularly focused on budgets (67%). Respondents representing the largest school districts said their top priority was the achievement gap (23%), followed closely by tax reform and budgets (21%, 19%).

Respondents were much more likely than voters to support increased taxes to balance the state’s budget, along with a constitutional amendment to fully fund K-12 schools.

Respondents showed stronger levels of support for increased taxes to help balance the state’s budget (Q38). More than one-third of respondents indicated a preference for addressing the budget shortfall either partially or entirely through tax increases.

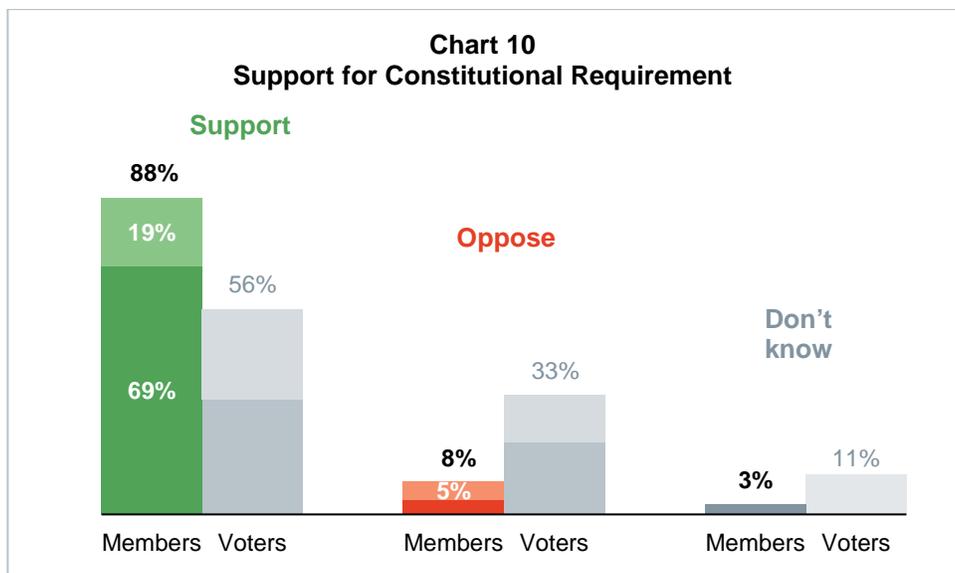


Source: DHM Research, February 2017

Among board members, 16% said they would like to see the budget shortfall addressed either entirely or partially through spending decreases, compared to just 4% of superintendents.

On the other hand, 19% of board members representing the state's largest districts thought the shortfall should be addressed entirely through tax increases. In total, 60% of respondents in districts of more than 10,000 students believe tax increases should be part of the equation.

Respondents were also more likely to support a constitutional amendment to fully fund K-12 schools than were voters. Fewer than one in ten respondents were opposed to this idea (Q39).



Source: DHM Research, February 2017

Support for a constitutional amendment was high among all demographic groups, but those representing the largest districts were entirely in favor of the amendment (100%). Support was softer among districts with 1,000-3,000 students (76%). Superintendents were more supportive than board members (96% to 86%).

After answering these two questions, respondents were shown the results of the voter survey and provided with space to leave recommendations for OSBA (Q40). The recommendations repeated many funding strategies that have been discussed in Oregon over the years. Some simply reiterated their support for increased taxes, spending cuts, while others advocated for a mix of the two to garner broad support from legislators. Respondents also suggested ensuring that education is funded before other services during the state budgeting process, as well as a sales tax or corporate tax to bring in new revenue. Eliminating the personal kicker and dedicating those resources to education was also mentioned several times.

“I'd carve out the middle ground: equal tax increases and spending decreases. What to decrease? Very visible things such as PERS and probably health care premiums. They work across all state programs.”
—Board member, 100-499 students

“Education needs to be a priority. Many state funded initiatives like energy tax credits should be available in years with enough money available. Also, the kicker should be repealed.”
—Board member, more than 10,000 students

Other respondents used the space to point out the political realities of fighting for revenue in Salem, or to ask questions about why voters reject tax increases for education.

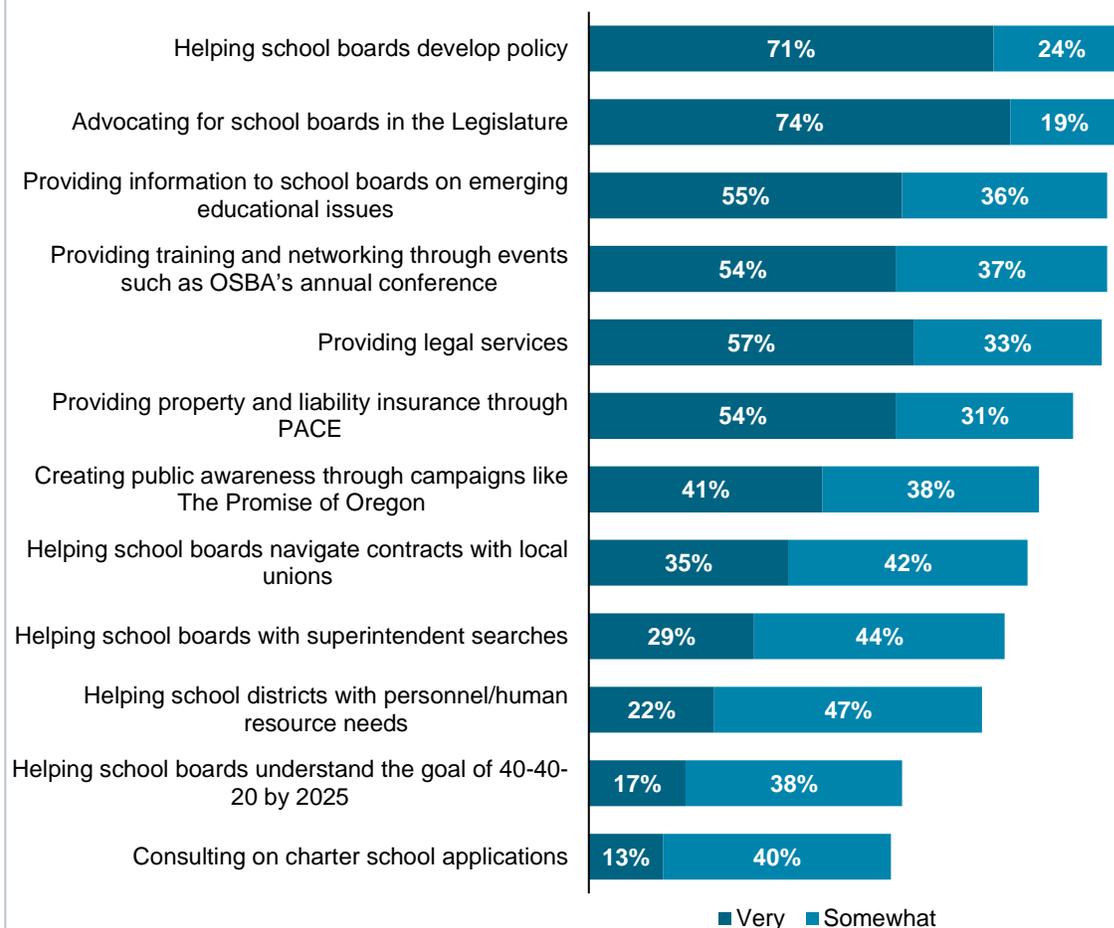
“I don't think it makes any difference what the OSBA recommends. It sounds like the leadership knows what the revenue is and will allocate to match the revenue and recognizes that the system to generate revenue hasn't been fixed. I think the OSBA should advocate for a change in how revenue is raised in Oregon.”
—Board member, 3,000-10,000 students

“Are we asking voters the right questions? Do voters understand how their tax dollars are spent and why it is essential to support public education?”
—Superintendent, 500-999 students

Respondents say that it is most important for OSBA to help school boards develop policies and to advocate for boards in the Legislature.

A majority of respondents said it was important that OSBA offer each program and service tested (53-95%) (Q42-53).

Chart 11
Importance of OSBA Programs and Services



Source: DHM Research, May 2017

The most important services—*helping boards develop policy*, *advocating for school boards in the Legislature*, and *providing information to school boards on emerging educational issues*—garnered broad support across demographic groups. Certain services earned stronger support from specific demographic groups.

Both the newest school board members and the longest-serving members were especially likely to say it is important that OSBA *provide training and networking through events such as OSBA's annual conference* (100% and 98%) (Q52).

Many services were considered more helpful to smaller districts than to those with more than 10,000 students. These services include: *helping school boards navigating contracts with local unions*, *helping school boards with superintendent searches*, *helping school districts with personnel/human resources needs*, *providing legal services*, *helping school boards understand the goal of 40-40-20 by 2025* and *providing liability and property insurance through PACE* (Q43-45, Q49-51). For each of these services, importance ratings tended to decrease as the district size grew.

3.4 MEMBER TRAINING

Respondents are most interested in trainings focused on education and school law, improving student achievement, and board governance.

More than seven in ten respondents said they would be interested in receiving training in these three areas (Q56, Q55, Q59).

Chart 12
Interest in Training Topics



Source: DHM Research, May 2017

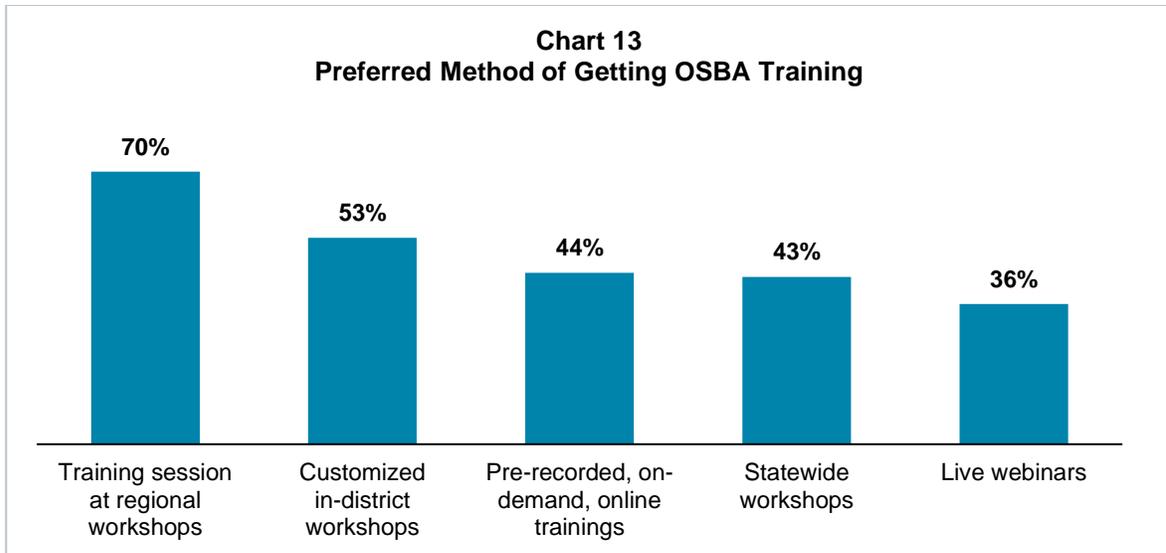
More than half of respondents were interested in each topic, but some groups were more interested in certain trainings.

Representatives of districts with less than 10,000 students were often more interested in trainings than those in the largest districts. For example, *education and school law* was of great interest to respondents with districts of 3,000-10,000 students (88%), but those from the largest districts were less interested (64%). Additionally, respondents from small to mid-sized districts of less than 3,000 students were more interested in *board governance* than those from the largest districts (79% to 53%). Respondents from districts of less than 1,000 also indicated that *finance and budget basics* would be helpful (67%), more than the proportion of respondents from the largest districts (40%).

Respondents ages 35-54 were typically more interested in each suggested training topic than respondents in other age groups. Similarly, board members who have served for one year or less tended to be more interested in the trainings than those who have served on boards for longer.

Most respondents want to receive their training at regional workshops but other methods are also popular.

Regional workshops were, by far, the most preferred format for trainings (Q62). New board members, especially, said this was their preference (93%).



Source: DHM Research, May 2017

Customized, in-district workshops were particularly popular among respondents from both districts of less than 100 students and those with 1,000-10,000 students. One board member, representing a district of 100-499 students, said “OSBA needs more workshops for tiny districts.”

Other comments focused on the needs of new board members, how those needs might differ from longer-serving board members, and how trainings could be used to build stronger teams at the board level.

“I am a long-serving board member and have had training in all of the above at both the state and national level. That said, they are all critical for new board members and that should be the focus of OSBA.” —Board member, more than 10,000 students

“I have already taken this training, but always like to stay refreshed. I think the best way OSBA could help boards with the above issues would be to offer ENTIRE board training after each election. What constitutes a board changes every two years. It's not easy getting 5-7 people working well together. Just get on the road and visit each district throughout July/August (or put some together if they are geographically close) so all school board members know what is expected of them as they work with superintendents.” —Board member, 3,000-10,000 students

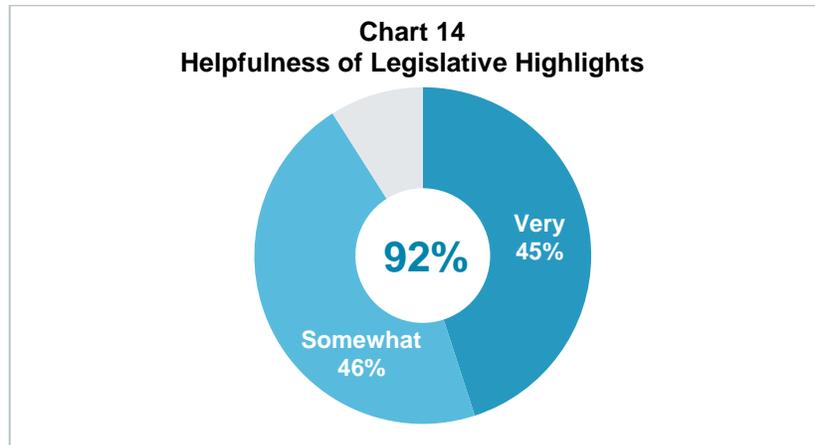
“I have taken all these. However, I would be willing to take again with new board members to bring them up to speed and build board cohesion in understanding the mission of a school board.” —Board member, 3,000-10,000 students

“Oregon has a large number of relatively new board members. There should be a major emphasis on training—at a reasonable cost. Many board positions on ballots remain empty—more should be done to encourage community members to volunteer.” —Board member, 1,000-2,999 students

3.5 COMMUNICATIONS

Most respondents find OSBA’s regular communications helpful, especially the legislative highlights.

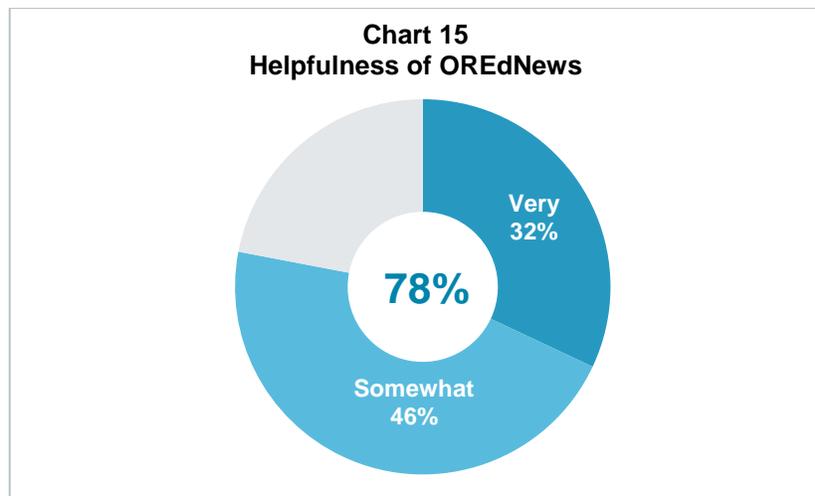
More than nine in ten respondents said OSBA’s legislative highlights are somewhat or very helpful (Q64).



Source: DHM Research, May 2017

Superintendents found them somewhat more helpful than did board members (96% to 90%), and all board members representing ESDs found them helpful (100%).

Respondents also reported that the *OREdNews* (*daily Newsclips*) are helpful (78%) (Q63). Again, superintendents found them more helpful than board members—this time significantly so (92% to 74%).



Source: DHM Research, May 2017

Overall, respondents rely primarily on computers for receiving online information from OSBA (67%) (Q65). One in four use smartphones (25%), a practice especially common among board members under 55 (39%).

Just 25% of respondents indicated that access OSBA information through social media (Q66). The most popular social media platform was Facebook (21%). Only a handful of respondents said they access information about OSBA on Twitter (6%).

Ultimately, respondents prefer email when it comes to breaking news (91%) (Q67). Although a fair share expressed interest in a text message system (14%), email was by far the most popular choice among all demographic groups.

**2017 OSBA Online Membership Survey
N=263 School Board Members and Superintendents
March 28-May 7, 2017
DHM Research #00544**

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

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INTRODUCTION & GENERAL PERCEPTIONS

1. In 10 words or fewer, what comes to mind when you think of OSBA? **(open)**

**Verbatim responses to open-ended questions provided separately.*

2. All things considered, how satisfied are you with the programs and services OSBA provides?

Response Category	N=263
Very satisfied	52%
Somewhat satisfied	38%
Not too satisfied	7%
Not at all satisfied	2%
Don't know	1%

3. Why do you say you are **(response to Q2)** with OSBA? **(open)**

**Verbatim responses to open-ended questions provided separately.*

4. What grade would you give OSBA? (A, B, C, D, F)

Response Category	N=263
A	45%
B	38%
C	13%
D	3%
F	1%
Mean	4.2 (B)

Indicate your level of agreement with the following statements about OSBA.

Response Category	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree	Don't know
5. In my organization, OSBA is considered effective.	47%	32%	14%	5%	2%	1%
6. I would recommend OSBA as a resource to fellow board members.	71%	20%	5%	2%	2%	0%
7. OSBA prepares board members to be effective in their role.	49%	34%	11%	4%	2%	2%
8. OSBA's legislative program effectively represents my organization.	39%	33%	12%	7%	6%	2%
9. OSBA is headed in the right direction.	48%	32%	10%	4%	3%	3%
10. OSBA is an effective leader in communicating education issues in Oregon.	52%	32%	7%	5%	3%	0%

OSBA'S MISSION AND GOALS

11. What do you believe should be OSBA's primary mission? (**open**)

**Verbatim responses to open-ended questions provided separately.*

The next questions are about the four major priority areas that OSBA has identified. The priorities are:

- Supporting all school boards to become exemplary in addressing student achievement
- Providing helpful information about best practices to close the achievement gap
- Promoting comprehensive education funding reform
- Serving as an effective leader in communicating education issues in Oregon

How satisfied are you with the following programs and services OSBA provides?

Response Category	Very satisfied	Somewhat satisfied	Not too satisfied	Not at all satisfied	Don't know
12. Supporting all school boards to become exemplary in addressing student achievement	25%	53%	14%	3%	4%
13. Providing helpful information about best practices to close the achievement gap	23%	46%	17%	6%	8%
14. Promoting comprehensive education funding reform	38%	33%	18%	9%	3%
15. Serving as an effective leader in communicating education issues in Oregon	52%	32%	10%	5%	1%

How important are each of the following programs and services OSBA provides?

Response Category	Very important	Somewhat important	Not too important	Not at all important	Don't know
16. Supporting all school boards to become exemplary in addressing student achievement	63%	29%	5%	2%	1%
17. Providing helpful information about best practices to close the achievement gap	56%	32%	8%	3%	1%
18. Promoting comprehensive education funding reform	82%	12%	2%	3%	1%
19. Serving as an effective leader in communicating education issues in Oregon	81%	14%	3%	2%	0%

20. Please share any questions or concerns you have about these priority areas. **(open)**

**Verbatim responses to open-ended questions provided separately.*

MEMBER PRIORITIES

21. What do you think school boards should be doing to address the achievement gap in Oregon? **(open)**

**Verbatim responses to open-ended questions provided separately.*

Below are some issues facing schools. Please indicate the importance of each issue when making planning decisions. You may also leave comments about issues. **(randomize)**

Response Category	Very important	Somewhat important	Not too important	Not at all important	Don't know
22. Common core standards	20%	43%	26%	11%	0%
23. Collective bargaining	38%	43%	13%	3%	2%
24. Charter school authorization	16%	27%	36%	18%	3%
25. Local option levy and bond campaigns	46%	36%	12%	3%	3%
26. Open enrollment	14%	41%	34%	8%	2%
27. Addressing equity and the academic achievement gap	55%	33%	11%	1%	0%
28. PERS reform	62%	24%	7%	5%	2%
29. Health insurance for employees	38%	44%	12%	4%	1%
30. School budgets	84%	14%	1%	0%	0%
31. High school graduation rate	67%	27%	5%	1%	0%
32. Statewide tax reform	66%	23%	7%	2%	3%
33. Length of school year	40%	40%	15%	5%	0%
34. Class sizes	49%	40%	9%	3%	0%
35. Implementation of ESSA	18%	51%	15%	6%	10%

36. What is the most important issue facing your organization? **(provide list from Q23-Q35)**

Response Category	N=263
School budgets	35%
PERS reform	14%
Addressing equity and the academic achievement gap	11%
High school graduation rate	10%
Statewide tax reform	10%
Local option levy and bond campaigns	6%
Class sizes	5%
Collective bargaining	2%
Length of school year	2%
Common core standards	1%
Charter school authorization	1%
Open enrollment	1%
Health insurance for employees	1%
Implementation of ESSA	1%

37. Please share any other important issues that your school board is facing that you would like OSBA to be aware of. **(open)**

**Verbatim responses to open-ended questions provided separately.*

In February 2017, OSBA conducted a scientific and representative survey of Oregon voters about education funding and revenue reform. We would like to ask you two questions from that survey.

38. February 1st was the first day of the Oregon Legislative session. The Legislature will be meeting for the next several months to set priorities of the state and approve a budget for the next two years.

Based on what you know now, which of following best describes how you think the Oregon Legislature should balance the budget?

Response Category	Online N=263	Telephone N=600
Entirely by decreasing spending	13%	28%
Mostly by decreasing spending, with some tax increases	23%	25%
By decreasing spending and increasing taxes equally	21%	21%
Mostly by increasing taxes, with some decrease in spending	27%	14%
Entirely by increasing taxes	10%	4%
Don't know	7%	8%

In 2000, voters approved an amendment to Oregon’s constitution that requires the Legislature to fully fund K-12 public education. If the state does not fully fund K-12 education, it must provide a report that explains why it failed to do so. Each year since this passed, the state has failed to meet the funding requirements.

39. Would you support or oppose amending the Oregon Constitution so that the state would be required to fully fund K-12 public education with no exceptions?

Response Category	Online N=263	Telephone N=600
Strongly support	69%	32%
Somewhat support	19%	25%
Somewhat oppose	5%	13%
Strongly oppose	4%	20%
Don't know	3%	11%

Here is how Oregon voters responded to these questions. Knowing this, what recommendation do you have for OSBA about how it can best support public education in Oregon?

40. *Show image of chart for results of Q39 (Open)*

41. *[Question removed during programming]*

Turning to a new topic.

Please indicate how important it is for OSBA to offer the following programs and services.

Response Category	Very important	Somewhat important	Not too important	Not at all important	Don't know
42. Helping school boards develop policy	71%	24%	4%	0%	1%
43. Helping school boards navigate contracts with local unions	35%	42%	17%	4%	2%
44. Helping school boards with superintendent searches	29%	44%	21%	3%	3%
45. Helping school districts with personnel/human resource needs	22%	47%	26%	3%	2%
46. Advocating for school boards in the Legislature	74%	19%	5%	1%	1%
47. Providing information to school boards on emerging educational issues	55%	36%	7%	1%	1%
48. Consulting on charter school applications	13%	40%	28%	13%	6%
49. Providing legal services	57%	33%	6%	3%	1%
50. Helping school boards understand the goal of 40-40-20 by 2025	17%	38%	27%	16%	2%
51. Providing property and liability insurance through PACE	54%	31%	8%	3%	4%

Response Category	Very important	Somewhat important	Not too important	Not at all important	Don't know
52. Providing training and networking through events such as OSBA's annual conference	54%	37%	6%	2%	1%
53. Creating public awareness of education through campaigns such as The Promise of Oregon	41%	38%	13%	6%	2%

MEMBER TRAINING

The following are possible training topics. Please indicate if you would be interesting in receiving training for each topic.

Response Category	N=263
54. Conducting effective meetings	53%
55. Improving student achievement	73%
56. Education and school law	74%
57. Communicating with the public	66%
58. Finance and budget committee basics	57%
59. Board governance (roles and responsibilities)	72%
60. Ethics	65%
61. Other training you would like to receive (specify)?	18%

62. How do you prefer to get OSBA training? Check all that apply.

Response Category	N=263
Training session at regional workshops	70%
Customized in-district workshops	53%
Statewide workshops	43%
Live webinars	36%
Pre-recorded, on-demand, online trainings	44%
Other (specify)	2%
Don't know	2%

COMMUNICATIONS

How helpful do you find the following OSBA communications? (**randomize**)

Response Category	Very helpful	Somewhat helpful	Not too helpful	Not at all helpful	Don't know
63. OREdNews (daily Newsclips)	32%	46%	14%	3%	5%
64. Legislative highlights	45%	46%	6%	2%	1%

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

Response Category	N=263
Desktop computer	67%
Smartphone	25%
Tablet	9%

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

Response Category	N=263
Facebook	21%
Twitter	6%
Other (please specify)	2%
No	75%
Don't know	1%

67. When a newsworthy development breaks, would you prefer to receive notifications by: (Check all that apply)

Response Category	N=263
Email	91%
Text	14%
Other (please specify)	2%
None	2%

DEMOGRAPHICS

68. In what age group are you?

Response Category	N=255
18-24	N=1
25-34	1%
35-44	12%
45-54	27%
55-64	32%
65 and above	27%

69. I identify my gender as:

Response Category	N=255
Male	59%
Female	40%
Other	1%

70. Are you a:

Response Category	N=255
Board member	80%
Superintendent	20%

71. (If Board member) What is your title?

Response Category	N=205
Board member	62%
New board member	3%
Chair	27%
Other	7%

72. (If Board member) How long have you served on the board?

Response Category	N=205
One year or less	7%
Two to three years	25%
Four to eight years	36%
Eight or more years	31%

73. (If Board member) On what type of board do you sit?

Response Category	N=205
K-12	87%
Education Service District	10%
Community College	2%

74. (If Board member) Number of board members:

Response Category	N=205
Five members	36%
Seven members	60%
Nine members	4%

75. Which of the following best describes your race or ethnicity?

Response Category	N=255
African American/Black	1%
Asian/Pacific Islander	N=1
Hispanic/Latino	2%
Native American/American Indian	2%
White/Caucasian	85%
Other	2%
Prefer not to answer	10%

76. How many students are in your district?

Response Category	N=255
Less than 100	4%
100 to 499	15%
500 to 999	16%
1,000 to 2,999	26%
3,000 to 10,000	19%
10,001 or over	18%