**INTRODUCTION & METHODOLOGY**

From April 29 - May 28, 2024, the Oregon Values and Beliefs Center conducted a statewide survey of Oregonians’ values and beliefs on the topics of K-12 educational priorities and planning.

**Research Methodology**: The online survey consisted of 1,626 Oregon residents ages 18+ and took approximately 15 minutes to complete. This is a sufficient sample size to assess Oregonians’ opinions generally and to review findings by multiple subgroups.

Respondents were contacted by using professionally maintained online panels. In gathering responses, a variety of quality control measures were employed, including questionnaire pre-testing, validation, and real time monitoring of responses. To ensure a representative sample, demographic quotas were set, and data weighted by area of the state, gender, age, and education.

**Statement of Limitations:** Any sampling of opinions or attitudes is subject to a margin of error. The margin of error is a standard statistical calculation that represents differences between the sample and total population at a confidence interval, or probability, calculated to be 95%. This means that there is a 95% probability that the sample taken for this study would fall within the stated margin of error if compared with the results achieved from surveying the entire population. This survey’s margin of error for the full sample is ±2.43%

[**Oregon Values and Beliefs Center:**](https://oregonvbc.org/)This research was completed as a community service by the Oregon Values and Beliefs Center. OVBC is an independent and non-partisan organization and an Oregon charitable nonprofit corporation. Representative OVBC projects include opinion research about race-based crimes for the Asian Health and Service Center, as well as research about early childhood education and the cost of childcare for the Children’s Institute.

**OVBC Spring 2024 Survey**

**Oregon Education Priorities and Planning**

Welcome to OVBC’s March – May 2024 survey, **[OVBC Panel:]** Name!

This month’s survey focuses on Oregon’s K-12 education system and your insight into the values that guide it. We understand that these can be personal and sensitive topics, so we want to reiterate and reaffirm our commitment to protecting your privacy and confidentiality.

Please be assured your identity will be kept anonymous. This survey should take about 10 – 15 minutes.

Random and robotic responders and those writing hate speech in the open response questions are subject to disqualification through validity analytics.

OVBC is an Oregon-based nonprofit, nonpartisan team that uses a representative sample of Oregonians to provide valid opinion research. We share our findings with elected officials, policymakers, the public, and other researchers. Again, be assured that your name will not be connected to any of your responses in our reporting. **[OVBC panel:]** You will be asked if you are willing to be contacted by a researcher or journalist about your answers to this survey and participation in OVBC. Thank you.

1. Oregon is working to improve how school districts engage their local communities when making decisions about their K-12 education strategies, plans, and budgets. Do you believe community engagement helps schools make better decisions and improve? Why or why not? **(Open, required)** [*See separate verbatim file.*]
2. What are your greatest hopes for how K-12 education can be improved in Oregon? **(Open, required)** [*See separate verbatim file.*]

3 - 13. Thinking about Oregon’s K-12 public schools, how much do you agree or disagree with the following:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Response category,** ***N* = 1,626** | **Strongly agree** | **Somewhat agree** | **Somewhat disagree** | **Strongly disagree** | **Don’t know** |
| 3. It’s important for schools to support student health, safety, and sense of belonging. | 71% | 19% | 5% | 1% | 2% |
| 4. It’s important to increase instructional time for K-12 students. | 42% | 31% | 12% | 5% | 9% |
| 5. Smaller class sizes are better for students and educators. | 64% | 26% | 5% | 2% | 3% |
| 6. It’s important to support students to make a strong transition from middle school and through their first year of high school. | 65% | 27% | 4% | 1% | 4% |
| 7. Every student deserves the opportunity to access high-quality educational experiences, including options to take accelerated and advanced courses. | 79% | 14% | 3% | 1% | 2% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Response category, *N* = 1,628** | **Strongly agree** | **Somewhat agree** | **Somewhat disagree** | **Strongly disagree** | **Don’t know** |
| 8. It's important for Oregon students to receive a well-rounded education, including access to world languages, arts, civics, physical education, life skills, etc. | 78% | 15% | 3% | 1% | 2% |
| 9. Students, communities, and businesses benefit when education includes hands-on learning, like with STEM, the arts, and Career and Technical Education (CTE). | 74% | 20% | 3% | 1% | 3% |
| 10. It’s important that schools focus on ending persistent academic disparities so every student has the same chance to succeed in school, no matter their background. | 62% | 21% | 8% | 5% | 4% |
| 11. Every student deserves a rich academic experience, fully including students who experience disability. | 73% | 19% | 4% | 2% | 2% |
| 12. Targeted strategies to improve how schools support historically underserved students will ultimately create learning environments that better support all students. | 45% | 32% | 11% | 5% | 7% |
| 13. Oregon schools and school districts are taking steps to become stronger and make better use of the resources they have. | 18% | 30% | 21% | 14% | 17% |

14 - 17. Below are some things that could be done at the state level to help schools be more effective. From the following, please indicate to what degree you support or oppose:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Response category,** ***N* = 1,626** | **Strongly support** | **Somewhat support** | **Somewhat oppose** | **Strongly oppose** | **Don’t know** |
| 14. State education policies that honor and recognize rural communities and what makes them distinct from urban and suburban school districts | 47% | 34% | 8% | 3% | 8% |
| 15. State education policies that make it easier for districts to serve students and families well, even if it means streamlining state and federal requirements or programs | 37% | 34% | 10% | 5% | 14% |
| 16. State education policies that ensure schools rely on community knowledge, experience, and partnership to make sure all students, no matter their background, receive a high-quality education | 54% | 30% | 5% | 3% | 7% |
| 17. State education policies that ensure school districts are setting clear strategies, plans, and budgets to improve schools and better serve all students | 57% | 31% | 5% | 3% | 4% |

18 - 22. Below are some things that could be incorporated into schools’ long-term planning process. Please indicate to what degree you support or oppose the following:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Response category,** ***N* = 1,626** | **Strongly support** | **Somewhat support** | **Somewhat oppose** | **Strongly oppose** | **Don’t know** |
| 18. Using evidence-based best practices to inform how school leaders’ develop long-term strategies, plans, and budgets for schools. | 55% | 33% | 4% | 2% | 6% |
| 19. Reviewing and understanding more detailed student data to inform how school leaders develop long-term strategies, plans, and budgets for schools (e.g. academic and health data broken down by race, family income, zip code, etc.)  | 40% | 34% | 12% | 5% | 8% |
| 20. Setting attainable, realistic, and ambitious goals for student academic progress, attendance, and graduation for the next five years.  | 65% | 26% | 4% | 2% | 3% |
| 21. Reviewing whether school districts and charter schools make progress towards reaching the goals they’ve set for the next five years.  | 58% | 31% | 5% | 1% | 4% |
| 22. Holding school districts and charter schools accountable for whether they reach the goals they’ve set over the course of five years.  | 55% | 32% | 7% | 2% | 4% |

23 - 24. Speaking of accountability, how important do you think the following are:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Response category,*****N* = 1,626** | **Very important** | **Somewhat important** | **Not very important** | **Not at all important** | **Don’t know** |
| 23. Access to district and charter school plans and budgets that are transparent and easy to understand for the general public | 67% | 25% | 4% | 2% | 3% |
| 24. Evidence that school leaders are making equitable decisions about where and how to invest public education funding in order to better serve all students | 65% | 24% | 5% | 3% | 3% |

25 - 29. When Oregon schools or school districts are struggling, the Oregon Department of Education can intervene in a variety of ways. Please prioritize the following approaches by dragging and ranking them from 1 (most preferred) to 5 (least preferred).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Response category, *N =* 1,626** | **1** | **2** | **3** | **4** | **5** | **Average** |
| 25. Provide additional support and assistance to struggling schools and districts. | 43% | 25% | 18% | 8% | 6% | 2 |
| 26. Withhold funding, revoke licenses, or take punitive actions until struggling schools and districts demonstrate improvement. | 5% | 7% | 9% | 37% | 41% | 4 |
| 27. Direct how struggling schools and districts use some of their state funds to make improvements. | 15% | 28% | 38% | 12% | 5% | 3 |
| 28. Balance the right amount of challenge and support to improve struggling schools and districts. | 27% | 34% | 25% | 8% | 4% | 2 |
| 29. The Oregon Department of Education should not intervene in struggling schools and districts. | 8% | 5% | 9% | 34% | 43% | 4 |

30 - 37. Please allocate a total of 100 points among the following options to indicate how important you think it is that each population is meaningfully engaged in planning the strategic direction and investments for their local schools.

|  |  |
| --- | --- |
| **Response category, *N =* 1,626** | **Average** |
| 30. Educators and school staff | 19 |
| 31. Students | 18 |
| 32. Families | 16 |
| 33. School administrators (e.g. principals, superintendents, etc.) | 13 |
| 34. Students from groups who have, historically, not been served well by the education system. | 12 |
| 35. School board members | 11 |
| 36. Community members | 10 |
| 37. Other (please specify)  | 2 |

**DEMOGRAPHICS**

These last questions ensure our sample is representative of the population. This information is used for no other purpose.

38. What year were you born? – Age Ranges

|  |  |
| --- | --- |
| **Response category** | ***N* = 1,626** |
| 18-29 | 19% |
| 30-44 | 27% |
| 45-54 | 15% |
| 55-64 | 15% |
| 65-74 | 14% |
| 75+ | 10% |

39. What is the highest level of education you have attained?

|  |  |
| --- | --- |
| **Response category**  | ***N* = 1,626** |
| Less than high school | 4% |
| High school diploma/GED | 28% |
| Some college/2-year degree/trade | 33% |
| College degree/4-year degree | 16% |
| Graduate degree/professional school | 18% |

40. I describe my gender as (feel free to choose all that apply):

|  |  |
| --- | --- |
| **Response category**  | ***N* = 1,626** |
| Man | 49% |
| Woman | 49% |
| Non-binary or gender non-conforming | 3% |
| Transgender | 1% |
| Other | *n* = 8 |

41. Knowing there may not be a perfect fit, which of these descriptions used by the United States Census would you say best describes your race and/or ethnicity? Please select all that apply.

|  |  |
| --- | --- |
| **Response category** | ***N* = 1,626** |
| Asian | 4% |
| Black or African American | 5% |
| Hispanic or Latino/a/x | 9% |
| Native American, American Indian, or Alaska Native | 6% |
| Native Hawaiian or Other Pacific Islander | 1% |
| White | 84% |
| Another race or ethnicity not listed above | 2% |

42. How would you describe your race and/or ethnicity? [open, optional] [*See separate verbatim file.*]

43. Do you identify as a member of a sovereign tribal nation located in Oregon?

|  |  |
| --- | --- |
| **Response category** | ***N* = 1,626** |
| Yes | 3% |
| No [skip to Q45] | 97% |

44. **[If Yes to Q43]** Which tribe? (Please select all that apply)

|  |  |
| --- | --- |
| **Response category** | ***n* = 38** |
| Burns Paiute Tribe | 24% |
| Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians | 14% |
| Confederated Tribes of Grand Ronde | 24% |
| Confederated Tribes of Siletz Indians | 20% |
| Confederated Tribes of the Umatilla Indian Reservation | 13% |
| Confederated Tribes of Warm Springs | 19% |
| Coquille Indian Tribe | 6% |
| Cow Creek Band of Umpqua Tribe of Indians | 11% |
| Klamath Tribes | 19% |
| Other tribal affiliation (please specify) [open] | 10% |

45. Do you primarily speak a language other than English at home?

|  |  |
| --- | --- |
| **Response category**  | ***N* = 1,626** |
| Yes | 7% |
| No [skip to Q47] | 93% |

46. **[If Yes to Q45]** What language do you speak most frequently at home? [open, optional]

47. In which county do you live?

|  |  |
| --- | --- |
| **Response category** | ***N* = 1,626** |
| Tri-County  | 43% |
| Willamette Valley | 27% |
| Rest of State | 30% |

48. What is your political party registration?

|  |  |
| --- | --- |
| **Response category** | ***N* = 1,626** |
| Democrat | 29% |
| Republican | 21% |
| Independent Party of Oregon | 15% |
| Some other party | 3% |
| Non-affiliated | 23% |
| Not registered to vote | 9% |

49. Does your household rent or own your home?

|  |  |
| --- | --- |
| **Response category** | ***N* = 1,626** |
| Own | 55% |
| Rent | 35% |
| Other arrangement | 10% |

50. What was your total household income in 2023? Remember to include everyone, and your best guess is ok. [optional]

|  |  |
| --- | --- |
| **Response category** | ***N* = 1,602** |
| Less than $25,000 | 27% |
| $25,000-49,999 | 20% |
| $50,000-74,999 | 19% |
| $75,000-99,999 | 12% |
| $100,000-149,999 | 13% |
| $150,000 or more | 10% |

51. In which county do you live? - Education Service Districts

|  |  |
| --- | --- |
| **Response category**  | ***N* = 1,626** |
| Clackamas | 9% |
| Columbia Gorge | 1% |
| Douglas | 2% |
| Grant | *n* = 3 |
| Harney | *n* = 3 |
| High Desert | 5% |
| InterMountain | 4% |
| Jefferson | 1% |
| Lake | *n* = 4 |
| Lane | 8% |
| Linn Benton Lincoln | 8% |
| Malheur | 1% |
| Multnomah  | 22% |
| North Central | *n* = 5 |
| Northwest Regional | 15% |
| South Coast | 2% |
| Southern Oregon | 9% |
| Wallowa | *n* = 8 |
| Willamette | 13% |

52. Do you consider the area you live in to be:

|  |  |
| --- | --- |
| **Response category** | ***N* = 1,626** |
| Urban | 31% |
| Suburban | 35% |
| Rural changing to suburban | 11% |
| Rural | 23% |

53. Are you or a member of your family working for or within the K-12 public education system in Oregon? This could include teachers, administrators, custodians, coaches, librarians, school board members, nurses, counselors, food service workers, bus drivers, etc.

|  |  |
| --- | --- |
| **Response category** | ***N* = 1,626** |
| Yes, I am an employee within Oregon's K-12 public education system | 4% | 16% |
| Yes, a member of my household is an employee within Oregon's K-12 public education system | 3% |
| Yes, both I and one or more members of my household are employees within Oregon's K-12 public education system | 1% |
| No, I am not an employee of Oregon's K-12 public education system, but I do work in the education field (e.g. early learning, higher education, community-based programs, private schools, etc.) | 8% |
| No, I do not work in the education field | 84% |

54. Do you have children in your home who are under the age of 19 years old (18 or younger)?

|  |  |
| --- | --- |
| **Response category** | ***N* = 1,626** |
|  Yes | 31% |
|  No [Skip to Q57] | 69% |

55. **[If yes to children in home]** How old are the children in your home? (Select all that apply)

|  |  |
| --- | --- |
| **Response category** | ***n* = 501** |
|  0-5 years | 20% |
|  6-12 years | 44% |
|  13-18 years | 41% |

56. Are there any students in your home who meet any of the following descriptions? Please select all that apply, to the best of your knowledge. If you are unsure if a student falls under a certain category, hover over the text to reveal more information.

|  |  |
| --- | --- |
| **Response category** | ***N* = 1,626** |
| Students experiencing poverty | 9% | 22% |
| Students experiencing disability | 7% |
| Students of color | 9% |
| Students who are emerging bilinguals or English-language learners | 2% |
| Students experiencing homelessness | 2% |
| Students experiencing foster care | 1% |
| Students who identify as lesbian, gay, bisexual, transgender, non-binary, queer, questioning, two-spirit, intersex, asexual, or “+” recognizing that there are myriad ways to describe gender identities and sexual orientations. | 7% |
| Students recently arrived, or born outside the United States with less than 3 years of education in the United States | 1% |
| Migrant students, or students who have moved between school districts within the last 3 years due to agricultural or fishing work | 1% |
| Students who have or are experiencing incarceration or detention | 1% |
| No student in my household meets any of these descriptions | 78% |

57. We anticipate researchers and news media to be very interested in these survey results. If you are willing to be contacted by a researcher or journalist about your answers to this survey and participation in OVBC, please share your name, phone number and email. This is completely voluntary.

First name:

Phone number:

Email address: