



Student Educational Equity Development Survey (SEED Survey) Preliminary Specifications and Blueprints

Updated: February 9, 2024

For questions and feedback, please contact the [SEED Survey administration team](#).

Purpose

The purpose of the Student Educational Equity Development Survey (SEED Survey) is to supplement the Oregon Statewide Assessment System in making system improvement decisions at the state and local levels. Statewide *summative* assessment is designed for a clear purpose: to determine the extent to which students have mastered the academic standards adopted by the State Board of Education. However, gathering summative assessment data alone is a necessary but insufficient step in determining the best course of action for improving an instructional program. Typically, educators seek a wide variety of additional information and apply professional judgments in determining next steps. The SEED Survey is intended to help meet this need.

Federal and state law strongly favors public accountability as the primary mechanism for stimulating student achievement and meeting equity goals. Oregon believes that a concomitant responsibility of the state and federal government is to support “capacity-building” at the local level to meet equity and achievement goals. By building a web of information that helps educators answer the “So what?” questions that follow the release of summative assessment results, the SEED Survey is designed to help educators and policymakers take the most productive next steps, capitalizing on student strengths and addressing student areas for improvement.

Survey Administration

Districts are required to provide a live administration of the SEED Survey, during school hours, free from other expectations for students. This live administration may be delivered via one of three methods: as an assignment, via a secure browser, via a remote test session. A fourth method, the Alternate SEED Survey, is also available.

The SEED Survey administration expectations, as well as student accessibility supports, are established in the [SEED Survey Administration Manual](#). Survey administrator training requirements depend on the method of survey administration. Test security training is not required to administer the SEED Survey.

Design

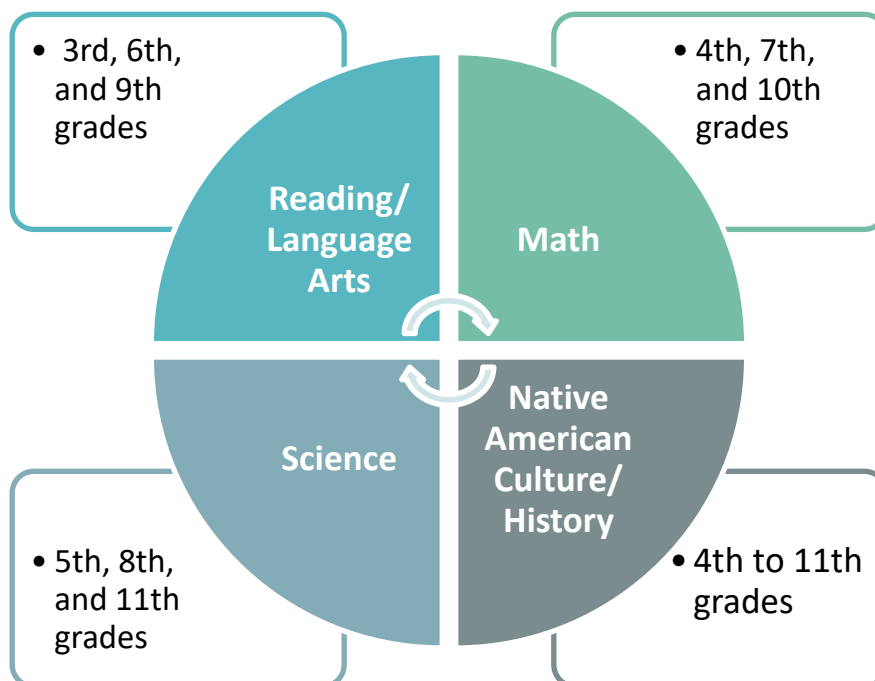
The SEED Survey captures students’ experiences, understandings, beliefs, and perceptions in four core domains and four additional grade-specific domains. These domains were selected for their theoretical and empirical relevance to student success and the ability of educators to support students in these areas. For a review of the literature on these domains, see Appendix A: Research and Experience Related to SEED Development.

The assignment of domains to grades is shown in Table 1. Two core domains are content-specific; that is, items measuring Opportunity to Learn and Self-Efficacy Beliefs are written to align with key academic expectations.

Table 1: Assignment of Domains to grades

<i>Domain</i>	<i>Grades</i>
<i>Access to Learning Resources</i>	3-11
<i>Opportunity to Learn</i>	3-11
<i>Self-Efficacy Beliefs</i>	3-11
<i>Sense of Belonging</i>	3-11
<i>Well-Rounded Education</i>	3-5, 7-11
<i>Career-Technical Education</i>	6-11
<i>Extra-Curricular Engagement</i>	6-11
<i>Post-Graduation Planning</i>	9-11

Content areas are sampled by grade as follows:



Domain Definitions, Sample Items, and Rationale for Inclusion

Brief definitions of each domain, sample items, and rationale for inclusion in the survey are provided in Table 2. Research supporting the inclusion of each domain and descriptions of the experiences of other educational organizations are cited in Appendix A.

Table 2. Domain Definitions, Sample Items, and Rationale for Inclusion

Domain	Item Example	Rationale
<p><i>Access to Learning Resources</i> - Resources necessary to allow students to access instruction</p>	<p><i>Stem:</i> The next questions will ask about the things that help you with your school work. Please read each question carefully. Choose the answer that is true for you. How available were these to help you with your school work?</p> <p><i>Example Items:</i></p> <ul style="list-style-type: none"> • Internet or Wi-Fi • Computer or tablet • A quiet place to study • Adult, sibling, or friend 	<p>There is a consistent and meaningful association between access to learning resources (i.e., the learning resources available to students in their homes and/or communities) and student outcomes.</p>
<p><i>Opportunity to Learn</i> - Student's exposure to classroom opportunities, activities, and specific content which facilitate learning</p>	<p><i>9th grade ELA</i></p> <p><i>Stem:</i> Think about what you did in your high school English/language arts classes. How often did you do the following when you read a story, article, or book?</p> <p><i>Example Items:</i></p> <ul style="list-style-type: none"> • Summarize the text • Critique the author's writing style • Analyze the author's organization of information in the text 	<p>As part of the ESSA workgroups in 2015-16, community and education partners requested ODE to collect and report opportunity to learn data. This information is particularly important to contextualize academic outcomes (e.g., achievement).</p>
<p><i>Self-Efficacy Beliefs</i> - A student's self-appraisal of their ability to perform tasks relating to a specific content area</p>	<p><i>5th Grade Science</i></p> <p><i>Stem:</i> Think about what you learned in your elementary school science classes over the last three years. How sure are you about doing each of the following?</p>	<p>Self-efficacy beliefs are malleable in educational settings and have a meaningful association with student motivation, behavior, and academic outcomes (e.g., achievement).</p>

Domain	Item Example	Rationale
	<p><i>Example Items:</i></p> <ul style="list-style-type: none"> • I can describe different ways to heat or cool water. • I can use models to describe where animals get their energy from. 	
<p><i>Sense of Belonging</i> - A student's feeling of identity, inclusion, and acceptance as a member of their school community</p>	<p><i>Administered in Grades 3-11</i> <i>Stem:</i> Think about this school year and the people at your school. How much do you agree with each statement?</p> <p><i>Example Items:</i></p> <ul style="list-style-type: none"> • I have friends at school • I have classmates who look like me • There are adults at my school who really care about me • There are adults at my school who look like me 	<p>Similar to self-efficacy beliefs, sense of belonging is malleable in educational settings. Sense of belonging has a meaningful association with psychological constructs (e.g., motivation, behavior, social-emotional competencies) and academic outcomes (e.g., attendance, achievement, high school graduation).</p>
<p><i>Well-Rounded Education</i> - A student's access to classes from a wide variety of disciplines, including the arts, music, health, humanities, physical education, social science, in addition to ELA, math, and science</p>	<p><i>Administered in Grades 3-5 & 7-11</i> <i>Stem:</i> Think about this school year.</p> <p><i>Example Items</i></p> <ul style="list-style-type: none"> • How often did you have an art lesson? • How often did you have a music lesson? • How often did you have PE or physical education? • Do you have opportunities to take courses that align with your interests? 	<p>As part of the ESSA workgroups in 2015-16, community and education partners requested ODE to collect and report data pertaining to student access to a well-rounded education.</p> <p>The Well-Rounded Access Program (WRAP) at ODE requested information about student access to courses that align with their interests and future goals.</p>
<p><i>Career/Technical Education</i> - The resources and opportunities available in schools that help students connect learning to careers, develop technical skills and knowledge, and prepare for</p>	<p><i>Administered in Grades 6-11</i> <i>Stem:</i> Think about this school year. How often did you do the following things?</p> <ul style="list-style-type: none"> • Connect what you are learning in your classes to potential career opportunities. 	<p>As part of the ESSA workgroups in 2015-16, community and education partners requested ODE to collect and report data pertaining to career/technical education. This information is particularly important for specific initiatives within ODE</p>

Domain	Item Example	Rationale
post-secondary education and careers	<ul style="list-style-type: none"> • Speak with a counselor or teacher at your school about career opportunities. • Use the internet to gather information about careers. 	(e.g., high school success). Participation in career/technical education has a meaningful association with academic outcomes (e.g., attendance, high school graduation).
<p><i>Extracurricular Engagement -</i> The opportunities and activities available to students in their schools and communities that foster meaningful connections to life, culture, and learning</p>	<p><i>Administered in Grades 6-11</i> <i>Stem:</i> Think about the events and activities that take place at your school. <i>Example Item</i></p> <ul style="list-style-type: none"> • I regularly attend events sponsored by my school (such as school dances, sporting events, student concerts). 	As part of the ESSA workgroups in 2015-16, community and education partners requested ODE to collect and report data pertaining to extracurricular engagement. This information is particularly important for specific initiatives within ODE (e.g., Everyday Matters, High School Success). Extracurricular engagement has a meaningful association with student motivation and academic outcomes (e.g., attendance, achievement, high school graduation).
<p><i>Post-graduation Planning -</i> The opportunities a student is considering in the first year after high school</p>	<p><i>Administered in Grades 9-11</i> <i>Stem:</i> Are you considering any of the following during the year after high school? <i>Example Items</i></p> <ul style="list-style-type: none"> • Career, technical, or trade school • 2-year college/community college • 4-year college/university • Military service • Employment 	As part of the ESSA workgroups in 2015-16, community and education partners requested ODE to collect and report data pertaining to the plans student have for post-high school. This information is particularly important for specific initiatives within ODE (e.g., High School Success) and other state agencies (e.g., Higher Education Coordinating Commission).

For the complete set of items included in the 2023-2024 administration, see the PDF copies of the SEED Surveys on the Assessment Team’s [SEED Survey webpage](#).

SEED Survey Blueprint

The number of items by domain and grade is provided in Table 3. The 2023-24 administration is designed to balance considerations of scale reliability, domain and content area coverage, and reasonable student response time. It is anticipated that the amount of student time needed will be approximately 10-20 minutes.

Table 3. SEED Blueprint for 2023-24 Administration

Grade	Domain	Number of Items
3	Access to Learning Resources	14
	Opportunity to Learn—Language Arts	6
	Self-Efficacy Beliefs—Language Arts	6
	Sense of Belonging	13
	Well-Rounded Education	3
4	Access to Learning Resources	14
	Opportunity to Learn—Mathematics	12
	Opportunity to Learn—Native American Culture/History	5
	Self-Efficacy Beliefs—Mathematics	9
	Sense of Belonging	13
	Well-Rounded Education	3
5	Access to Learning Resources	14
	Opportunity to Learn—Science	14
	Opportunity to Learn—Native American Culture/History	5
	Self-Efficacy Beliefs—Science	8
	Sense of Belonging	13
	Well-Rounded Education	3
6	Access to Learning Resources	14
	Opportunity to Learn—Language Arts	12
	Opportunity to Learn—Native American Culture/History	5
	Self-Efficacy Beliefs—Language Arts	10
	Sense of Belonging	13
	Career-Technical Education	3
	Extra-Curricular Engagement	6
	Other (open-ended)	1
7	Access to Learning Resources	14
	Opportunity to Learn—Mathematics	13
	Opportunity to Learn—Native American Culture/History	5
	Self-Efficacy Beliefs—Mathematics	10
	Sense of Belonging	13
	Well-Rounded Education	5
	Career-Technical Education	3
	Extra-Curricular Engagement	6
	Other (open-ended)	1

Grade	Domain	Number of Items
8	Access to Learning Resources	14
	Opportunity to Learn—Science	18
	Opportunity to Learn—Native American Culture/History	5
	Self-Efficacy Beliefs—Science	10
	Sense of Belonging	13
	Well-Rounded Education	5
	Career-Technical Education	3
	Extra-Curricular Engagement	6
	Other (open-ended)	1
9	Access to Learning Resources	14
	Opportunity to Learn—Language Arts	17
	Opportunity to Learn—Native American Culture/History	5
	Self-Efficacy Beliefs—Language Arts	10
	Sense of Belonging	13
	Well-Rounded Education	5
	Career-Technical Education	7
	Extra-Curricular Engagement	6
	Post-Graduation Planning	11
	Other (open-ended)	1
10	Access to Learning Resources	14
	Opportunity to Learn—Mathematics	14
	Opportunity to Learn—Native American Culture/History	5
	Self-Efficacy Beliefs—Mathematics	12
	Sense of Belonging	13
	Well-Rounded Education	5
	Career-Technical Education	7
	Extra-Curricular Engagement	6
	Post-Graduation Planning	11
	Other (open-ended)	1
11	Access to Learning Resources	14
	Opportunity to Learn—Science	18
	Opportunity to Learn—Native American Culture/History	5
	Self-Efficacy Beliefs—Science	9
	Sense of Belonging	13
	Well-Rounded Education	5
	Career-Technical Education	7
	Extra-Curricular Engagement	6
	Post-Graduation Planning	11
	Other (open-ended)	1

SEED Development Process

The constructs measured on the SEED Survey are informed by survey design approaches taken by several established national and international measures, including the following:

- National Assessment of Educational Progress ([NAEP](#)) - mathematics, reading, science and writing are most often reported in Grades 4 & 8, with various subjects in Grade 12;
- Trends in International Mathematics and Science Study ([TIMSS](#)) - mathematics and science in grades 4 & 8, last administered in 2019;
- Program for International Student Assessment ([PISA](#)) - reading, math, and science assessment of 15-year-olds every three years, last administered in 2018; and,
- Progress in International Reading Literacy Study ([PIRLS](#)) - reading, administered to 4th Graders every five years, last administered in 2016.

ODE also reviewed items and constructs from the following sources. Use of each set of resources is identified with each grouping below:

Reviewed Items

- ED School Climate Surveys (EDSCS)
- Early Childhood Longitudinal Survey (ECLS)
- Education Longitudinal Study (ELS) of 2002
- High School Longitudinal Study (HSLs) of 2009
- International Civic and Citizenship Education Study (ICCS)
- Oregon Student Health Survey 2020 (6th, 8th, and 11th)

Reviewed Constructs and Technical Features (not items)

- Panorama Education school climate surveys
- PBIS school climate survey suite
- GLSEN National School Climate Survey
- Youth Truth student surveys

Reviewed Items, Constructs, and Technical Features (did not use items)

- Portland Public School's 2018-19 successful schools and SEL surveys
- Beaverton School District 2018-19 elementary, middle, and high school student surveys
- Iowa City Public SD school climate survey
- Panorama Equity and Inclusion Survey
- California's Core Districts social-emotional learning and school culture survey
- Program for International Assessment of Adult Competencies (PIAAC)
- Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ)
- Young Lives International Study of Childhood Poverty
- World bank Living Standards Measurement Studies (LSMS)



The SEED Surveys include constructs, original and modified open-sourced items, and items that have been developed by ODE staff pursuant to education and community partner engagement meetings. The following education and community partners were involved in vetting the survey design and item types:

- December 4, 2020 - The Confederated Tribes of Grand Ronde Education Team
- December 11, 2020 - Oregon Education Association members December 16, 2020 - All Hands Raised
- December 16, 2020 - Oregon Parent Teacher Association
- December 17, 2020 - Oregon Student Voice
- January 21, 2021 - Oregon State Board
- January 21-29, 2021 - Fairness and Sensitivity Review (Panels convened online representing Oregon students, educators, and community members)¹
- June-July 2021 - Oregon Department of Education Office of Indian Education and Well-Rounded Access Program
- August 2021-June 2022 - Oregon School Board of Education

Recommendations and comments from the groups listed above were synthesized by ODE Assessment, Research, and Accountability staff in February 2021 resulting in edits to survey items to make them more accessible to students and to increase their clarity and specificity. In some cases, earlier reviews resulted in the addition of constructs to be measured.

Following the pilot administration of the survey in Spring 2021, an interpretive panel was convened to review survey data and identify further needs for revision to improve validity, reliability, and fairness of proposed survey interpretations. The interpretive panel recommended minor edits and additions based on data at a statewide level. Additional analyses were completed, and revisions were made in future administrations as a part of continuous improvement efforts.

Additional items were added for the Spring 2022 form based on input from and data needs for the ODE Office of Indian Education and Well-Rounded Access Program.

¹ See Appendix B for the criteria used by the Fairness and Sensitivity Panels.

Research Analysis and Reporting

Analysis Plan

Upon completion of the SEED pilot administration, several analyses are planned to support the work of the interpretive panel. First, descriptive statistics and graphic displays will be produced to examine the raw student responses. Questions asked at this stage include: Are the data reasonable? Do response frequencies resemble results from similar student surveys? Are there categories that were under- or over-used? Have there been any errors in data processing or transfer?

Second, relationships among item responses will be examined. This step is similar to item analysis for achievement tests (e.g., proportion of responses by reporting category, point-biserial correlation coefficients, etc.). For items intended to measure the same construct, such as Sense of Belonging, the responses of each student are expected to be correlated. To the extent that “item to total construct” correlations are lower than usual, the question may be worded confusingly, vaguely (or too specifically), or use unfamiliar vocabulary and difficult syntax. This analysis phase is intended to identify flaws that may result in exclusion of the item from reporting.

Third, the “dimensionality” of the survey constructs will be confirmed (via confirmatory factor analysis [CFA] or item response theory [IRT]). Generally, it is desirable to form scales based on responses to several items that get at the same concept. The scaling process is intended to capture the general construct by combining answers to specific questions that students can answer objectively. The scaling process also increases the reliability and precision of the measure, compared to a single item. Of course, to the extent that an item is *intended* to elicit unique information, such as the opportunity to learn a specific skill, the scaling step may be unwarranted or undesirable.

Fourth, after the quality control and dimensionality steps are completed, items will be examined for possible fairness issues. Differential item functioning (DIF) examines differences in item response probabilities by different demographic groups (e.g., gender identity, racial/ethnic identity, English learner status, IEP status) conditioned on the same level of the underlying construct. Evidence of DIF does not necessarily mean an item is biased in favor of one group over another; rather, it serves as the starting point for thorough review of item wording from the perspective of the ODE fairness and sensitivity criteria cited earlier. Items may be dropped from the survey due to reviewer confirmation of a fairness issue.

Finally, Oregon’s Technical Advisory Committee (TAC) will be asked to weigh in on the results of the analyses described above and suggest additional analyses and survey revisions. The SEED administration during 2023-24 will enable analysis with concurrent achievement measures as well as other meaningful outcome measures such as 9th Grade on Track. Additional feedback will be requested from focus groups of teachers, administrators, policymakers, and community members.

Reporting plan

As mentioned at the beginning, the primary purpose of the SEED Survey is to support instructional program improvement. The survey is intended for use by educators at the district level in a collegial manner to examine a broad array of factors that support student learning and determine the need for changes in instructional program resources and practices and to design strategies for supporting students and families.

To this end, the SEED data will be reported at a level of detail that conveys actionable information at the district level or higher. At this time, ODE is not able to report the SEED data disaggregated on the basis of racial/ethnic identity, IEP status, English learner status, economic disadvantage, or other demographic factors. ODE is working towards offering that reporting resource.

Constructs will not be combined into an overall “quality index” or similar summary.

Reporting from the 2023-24 Administration

- The SEED component of the Oregon Statewide Assessment System is designed to contextualize and describe the conditions of learning for the purpose of instructional program improvement. The SEED fits within a broader theory of action that privileges local capacity-building over public accountability.
- A robust technical report following the 2023-24 administration will incorporate additional achievement measures. House Bill 2656 requires all school districts to provide students with an opportunity to take the SEED Survey, which ODE expects will yield the highest level of state-wide participation.
- Concurrent relationships with other surveys (e.g., NAEP Educator Survey, Student Health Survey, possible district survey partnerships) will be used as a source of external validity information at the school level. The SEED data in combination with same-student achievement measures also will support internal validity analyses.
- Decisions about public reporting at the school and district level will depend on discussions with education and community partners.



Appendix A

Research and Experience Related to SEED Survey Development

Access to Learning Resources

- Anders, Y., et al. (2012). Home and preschool learning environments and their relations to the development of early numeracy skills. *Early Childhood Research Quarterly*, 27(2), 231-244. <https://doi.org/10.1016/j.ecresq.2011.08.003>
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Opportunity to Learn

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Self-Efficacy Beliefs

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Sense of Belonging

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Appendix B

ODE Sensitivity Review Guidelines

OREGON DEPARTMENT OF EDUCATION*

OFFICE OF ASSESSMENT AND EVALUATION

SENSITIVITY REVIEW GUIDELINES

SALEM, OR 97310-0201

It is not the intent of the panel to discourage the teaching of controversial issues or issues which bring forth strong emotion. However, since there can be no teacher intervention during the testing process, there are certain items that need to be avoided.

1. Gender Considerations

- a. Does the material favor one gender over others?
- b. Does the material present a stereotype of genders?
- c. Does the material use language, content, or context that may be offensive to a gender or genders?
- d. Does the material use language, content or context that is not accessible to or is not widely familiar to a gender?

2. Race/Ethnic/Cultural Considerations

- a. Is the material inclusive of a variety of racial, ethnic and cultural groups?
- b. Does the material portray *or* trivialize one or more racial, ethnic, or cultural groups in a derogatory manner?
- c. Does the material use language, content, or context that is derogatory towards one or more ethnic groups?
- d. Does the material use language, content, or context that is not accessible or not widely familiar to one or more racial, ethnic or cultural groups?
- e. Does the material minimize or exclude the contributions of People of Color?

3. Religious Considerations

- a. Is the material inclusive of a variety of religions?
- b. Does the material demean religion(s)?
- c. Does the material portray one or more religions or religious leaders in a pejorative or stereotypic manner?
- d. Does the material use language, content, or context that is derogatory towards one or more religions?



- e. Does the material use language, content, or context of a religious nature that is not accessible to or not commonly understood?
- f. Does the material require the parent, teacher, or test taker to support a position that is contrary to their religious beliefs or teachings?

* The Department of Education Office of Assessment and Evaluation wishes to express its appreciation to the Education Department of the State of New York for the model used in creating these Sensitivity Review Guidelines

4. Age Considerations

- a. Does the material favor one age group over others except in a context where experience or maturation is relevant?
- b. Does the material portray one or more age groups in a pejorative or stereotypic manner?
- c. Does the material use language, content, or context that is derogatory towards one or more age groups?
- d. Does the material use language, content, or context that is not accessible to one or more age groups testing?

5. Disability Considerations

- a. Does the material degrade people on the basis of physical appearance or physical, mental, cognitive, or emotional challenge?
- b. Does the material focus on a disability rather than portraying the person with a disability?
- c. Does the material use language, content or context that is offensive to a person with a disability(-ies)?
- d. Does the material make assumptions about what a person with a disability(-ies) can or cannot do?
- e. Does the material suggest how a person with a disability(-ies) feels about their disability(-ies)?

6. Socio Economic Considerations

- a. Does the material suggest that affluence is related to merit or intelligence?
- b. Does the material suggest that socioeconomic status is related to ambition?
- c. Does the material use language, content or context that is derogatory toward a person's economic status?
- d. Does the material favor one socioeconomic group over another?
- e. Is a particular group stereotyped as belonging to a specific socioeconomic status?
- f. Does the material romanticize or demean people based on socioeconomic status?

7. General Considerations

- a. Does the material trivialize tragic human experiences?
- b. Does the material require a student to take a position that questions authority?
- c. Does the material present violence gratuitously, disproportionately, or in an overly graphic manner?
- d. Does the material assume that the test taker has experience with a certain type of family structure?



- e. Does the material present inflammatory or highly controversial themes (e.g. death, wars, abortions, euthanasia) except where they are needed to meet State Content Standards
- f. Does the material assume values not shared by all test takers?
- g. Does the material present sexual innuendoes?
- h. Does the material degrade people or cultures from certain regions of the country or state?
- i. Does the material accept or fail to denounce criminal, illegal, or dangerous behavior?
- j. Does the material require test takers to disclose a value(s) that they would rather hold confidential?
- k. Does the material use context or setting that may be differentially interesting or familiar?
- l. Does the material contain harmful language related to gender and/or sexual orientation?
- m. Could the material unintentionally evoke negative emotions or harmful reactions?
- n. Does the material show disrespect for leaders of other countries (e.g. effigy, satirical cartoon)?